



Minden Public Schools Program/Curriculum Guide

For The Education of Learners with High Ability



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Overview of the High Ability Learner Program

Minden Public School (MPS) recognizes the uniqueness of each student and strives to meet the individual educational needs of all students. The High Ability Learner (HAL) program provides and supports students with outstanding gifts or talents.

PURPOSE

The purpose of the HAL program is to assist students in attaining the highest level of achievement possible in their unique talent area and to enhance the student's social responsibility and development.

PROGRAM GOALS

1. Identify students who demonstrate potential high performance abilities in recognized areas of giftedness.
2. Provide a continuum of educational services that meet the needs of all HAL students.
3. Provide professional development opportunities for staff to promote a better understanding of the needs of HAL students and the services available to meet those needs.
4. Communicate the various aspects of the HAL program to staff, students, and the community.
5. Evaluate the effectiveness of the HAL program.

PHILOSOPHY

A commitment exists in the MPS that recognizes the student's individual characteristics and strives to advance to the fullest all aspects of the student's development. The MPS encourages all students to reach their maximum potential and is committed to developing the strengths unique to gifted and talented students. In the MPS, students with exceptional "gifts and talents" are referred to as "high ability learners."

OPERATIONAL DEFINITION OF HIGH ABILITY LEARNER

Students identified as high-ability learners in the MPS are those students who exhibit above-average abilities, have a commitment to initiated tasks, and possess problem-solving and creative abilities. These traits must be shown to the degree they can be identified using multiple criteria selection instruments. (Rule 3.01B) Varied approaches to learning include community and parent resources, counseling, and interaction between high-ability learners, which provide opportunities for these students to develop their talents and interests. Appropriate course content and goals allow the evolvement of educational experiences that consider the characteristics of the high-ability learners.

A 1st – 12th-grade program for the HAL student is maintained through identification of the student and efficient communication procedures. When reviewing student needs, the HAL program looks for students with exceptional ability that will benefit from increased rigor or challenge in one or more areas of the curriculum. As a result of our identification process, students are provided a continuum of program services to meet their academic, social, and emotional needs.

HAL PROGRAM COMPONENTS

MPS's curriculum-based and student-based services are multi-faceted, and opportunities vary by grade level. The MPS offers two types of services: **curriculum-based services** and **student-based services**. **Curriculum-based services** are modifications of the core curriculum in response to the student's learning needs. The core curriculum consists of everything part of the district curriculum development process: K-12 standards, objectives, courses, and delivery systems of the school. The core curriculum is differentiated to adjust levels of required learning so that all students are challenged, to increase the number of in-depth learning experiences, and to introduce various types of enrichment into regular curricular experiences. The classroom teacher is responsible for curriculum-based services. The HAL Facilitators support curriculum-based services.

Student-based services are those learning opportunities above and beyond the core curriculum and are often extended to learning activities outside the classroom. The HAL Facilitator is primarily responsible for these services: Workshops, seminars, enrichment activities, small group learning experiences, individual projects, competitions, and curriculum extension activities. Classroom teachers support student-based services.

MPS's HAL service is delivered in a learning environment characterized by a peer, family, and staff support. Staff believes that parental involvement is a significant factor in a student's success, and we strongly encourage parent participation and involvement in a child's school career. We ask parents to join us in advocating for their children.

ELEMENTARY SERVICE

Students in elementary grades move through stages of growth and development at varying paces. To meet the changing developmental needs of the elementary learner, students are served through a continuum of services. The district reading program recommends flexible grouping based on student needs and abilities. MPS math, science, and social studies curriculum provide extension and enrichment resources for teachers to utilize with students. Staff also look for ways to challenge students in their intervention and enrichment work time. Services offered in grades 5-6 include some or all of the following:

- Curriculum differentiation by the classroom teacher in identified areas of the curriculum, including flex grouping
- Seminars and GEP workshop

- HAL Facilitator services: Small group GEP curriculum, individual projects, and lessons about affective issues, critical thinking, and problem-solving
- Academic Competitions: Quiz Bowl and Invention Convention
- HAL Building Contacts: meetings with students to monitor their needs
- Create an authentic project as evidence of learning.

JUNIOR HIGH SCHOOL SERVICE

The Junior High School level offers a variety of opportunities for HAL students to have experiences that are above and beyond the core curriculum.

- Field Studies: Career-based experiences within a particular topic. Some topics include engineering, health, robotics, leadership, and music. Topics are based on student interest. Field Studies take place throughout the year consisting of field trips, guest speakers, and activities that provide information about that particular topic, and some may include competitions, and short/ long term projects providing an opportunity to create a finished product to display their evidence of learning.
- Job Shadow: An on-the-job learning opportunity within a career field of their choice
- Competitions and enrichment clubs: Math Olympiads, Engineering, Robotics, National History Day, Musical Ensembles, and others
- Culminating Projects: Career-based projects based on interest areas
- Elective Courses
- Curriculum differentiation: Classroom teacher provides opportunities to work on core curricular-related projects in collaboration with their HAL Facilitator in identified strength areas.

HIGH SCHOOL SERVICE

There are many programs and services in the high schools designed for high achievers and those students demonstrating high potential. The program's objectives are to foster social, emotional, career, and academic development through a core curriculum developed to meet the needs of HAL students. Educational needs, social and emotional issues, and college and career planning are the focus. Enrichment activities may include performing arts, publishing, speech/debate, athletics, technology, clubs, and career groups.

Students are encouraged to enroll in classes designed as honors or advanced placement. Depending on the student's needs, the service offered in grades 9-12 includes some or all of the following:

- Curriculum differentiated by the classroom teacher in an identified area of the curriculum
- Recommendations for honors courses

- Elective courses
- Internships
- Focus groups/peer group meetings
- Extracurricular competitions
- College planning
- Dual Enrollment Classes
- Summer Honors Program

DURATION OF SERVICES

The service provided by MPS formally begins in grade 1. Students identified will remain in the program for their academic careers in MPS.

GIFTED TESTING PROCEDURES

There are several ways that students may be identified and become part of the gifted program as outlined in the Minden Public Schools Program/Curriculum Guide for The Education of Learners with High Ability.

Test Score Criteria-Automatic

- 1.) Students will automatically qualify if they receive a 95% score or above on any of the MAP tests (Reading, Language Usage, Mathematics, or Science).
- 2.) Students may also automatically qualify for the program if the student achieves a score of 120 or higher on the CogAT Intelligence test, 130 or higher on the Slosson Intelligence Test, the K-Bit Intelligence (or K-Bit 2) test, or a 135 score on the Torrence Creativity Test.

No Test Criteria-Not Automatic

Students who do not fit the automatic qualifying categories may be nominated to go through the testing process to see if they qualify. The following shows how this occurs:

- 1.) **Teacher nomination (Attachment A)**-A teacher who notices gifted qualities in a student may notify the gifted teacher (Sherrill Wall) for the checklist to fill out about the student they wish to nominate. All teachers in the Minden Public Schools have the right to nominate a student for testing. When these nominations are received, the gifted teacher will schedule additional testing. The student will be given a CogAT, Slosson-R Intelligence Test, K-Bit, K-Bit2, and Torrence Creativity Test to determine entry into Talent Pool. **If students score a 120 or better on the CogAT, 130 or better on the Slosson, K-Bit, K-Bit2, or 135 or above on the Torrance Creativity Test, they will automatically be included in Talent Pool.** If the student does not qualify based on additional testing,, the teacher can complete the Renzulli/Hartman Scale for Rating Behavioral Characteristics of Superior Students (**Attachment B**).

2.) **Parent nomination (Attachment C)** -Parents may nominate their child to be tested for the gifted program. Parents will be given a questionnaire to fill out about the student before testing with ESU 11staff.

3.) **Student nomination (Attachment D)**-A student also can nominate himself/herself to be tested for the gifted program. In this case, the student must fill out a student survey about themselves which is then evaluated by the gifted team to decide if further testing is necessary.

[Attachment A-Teacher Nomination Form](#)

[Attachment B-Alternate Student Referral Questionnaire](#)

[Attachment C-Parent Nomination Form](#)

[Attachment D-Student Nomination Form](#)

Appeal Process:

If parents, guardians, or other persons exercising legal or actual charge or control over the child disagree with any decision of the school regarding the identification or non-identification of their child as a high-ability learner, the following steps should be taken:

1. Every attempt should be made to resolve these differences with the local building coordinator of high-ability education and building principal as soon as they arise.
2. If differences regarding identification cannot be resolved, a petition may be filed with the local Board of Education.
3. The petition as written by the parent must contain the following information:
 - The name, address, and telephone number of the person filing the petition and the name, birthdate, and current educational placement of the child.
 - A short description of the dispute and a statement that reasonable efforts have been made to settle the dispute.
 - A statement of what outcome the petitioner is requesting, along with their signature
4. The administration will also provide a statement that reasonable efforts have been made to settle the dispute and that settlement does not seem likely.
5. The local Board of Education will schedule a due process hearing to consider the matter,, and their final decision will be final.

DESCRIPTION OF THE CONTINUUM OF PROGRAM SERVICES

The school district shall serve identified high-ability learners by using the following instructional curriculum patterns, which encompasses enrichment and acceleration options that take place: (1) within regular classrooms or clusters of classes from one or more grade levels; (2) during special grouping arrangements within classrooms, across grade levels, or in after-school and out-of-school programs; (3) through arrangements made for individual students at colleges, summer programs, internship opportunities, or special counseling services.

- A. Differentiated Curriculum: The “regular” curriculum must be described at the district level as required before a differentiated curriculum can be devised. A differentiated curriculum shall mean adjusting the regular program as appropriate for the individual learner in terms of content, process, and product.
- B. Curriculum Acceleration: The student enters into or moves through the regular curriculum at an accelerated pace by any combination of the following: grade level skipping; content level acceleration; cluster grouping by content; early entrance to the school; compacting the curriculum; early graduation; dual enrollment through college, university, or community college course work; or course waivers.
- C. Curriculum Enrichment: The provision of in-depth and multi-disciplinary exploration of content or courses and experiences beyond those provided in the regular curriculum.
- D. Compacted Curriculum: A process for assessing the student’s mastery of content, eliminating that which has been mastered before normal presentation or teaching clusters of needed skills in a reduced time frame, and substituting other studies of interest to the student.
- E. Student Grouping: The use of various organizational formats that meet the learning style and specific curricular needs of high-ability learners.
- F. Mentoring/Shadowing: The linking of a student with a person with a specific knowledge base in a short-term or in-depth, sharing relationship resulting in a series of learning experiences. This experience may occur within a school setting or “on-site.”
- G. Affective Curriculum: Provides personal/social awareness and adjustment, academic planning and performance, vocational and career awareness, investigation, and planning.
- H. Specialized Counseling: Provides individual or small group guidance services to learners with a high ability, which will help them to make long-range decisions about

- I. Special Enrichment Programs: Options include: Future Problem Solving, ESU #11 Invention Convention, Academic Decathlon, Math Olympiad, Science Fair, Academic Quiz Bowls, etc.
- J. Special Summer Programs: Opportunities that provide in-depth study of student-selected major topics and the flexibility to explore new areas of interest. Interaction with master teachers, peers, and volunteer experts in particular fields of interest to the student is especially emphasized.

EVALUATION AND FUTURE PLANNING

MPS recognizes that student and program assessments are necessary elements of any effective and evolving program. The services provided by the Schoolwide Enrichment Program will be reviewed based on input from parents, educators, students, and community members in the areas outlined in *Using the National Gifted Teacher Preparation Standards and NAGC Program Standards to Inform Practice: Snapshot Survey of Gifted Programming Effectiveness Factors*. ([Attachment E](#))

The evaluation process will enable the school district to assess whether or not the objectives of the program are being met and whether or not administrators, classroom teachers, parents, and students believe that the services being provided are meeting their collective and individual needs.

STAFF DEVELOPMENT AND SUPPORT

All teachers and administrators in the School District will be provided awareness of the district-wide plan for learners with high-ability, and understanding the characteristics of such students.

Staff Development will be available to administrative and teaching staff members who provide instruction and services that are part of the program for high-ability students, enabling them to implement classroom experiences. Classroom experiences will be designed and created by the High Ability Coordinator at ESU 11 and publicized to these teachers to allow them a choice of the most appropriate experiences.

MPS will use the ESU 11 Coordinator of Gifted Education as a consultant for implementing and monitoring the High Ability Program. Their time may be used in one or more of the following ways:

1. Meeting with school personnel.
2. Designing a program for the education of learners with high ability.
3. In-service on various aspects of programs for learners with high ability.
4. Training local staff.
5. Identification of learners with high ability.
6. Working with students or classes.
7. Locating educational resources and mentors.

8. Other duties are relevant to the education of learners with high ability.

The School District Coordinator for high-ability learner education will work with the ESU 11 Coordinator of Gifted Education to implement the High Ability Program. The district may also choose to incorporate a Schoolwide Enrichment Team, a working group consisting of the coordinator of high ability education, other staff as needed, sometimes a parent and a student, and may also include the ESU 11 coordinator of High Ability Learning. This group's specific responsibilities are to organize the entire school's overall enrichment effort and determining the most appropriate placement for the individual student.

PLAN FOR COMMUNICATING THE DISTRICT PLAN/BUDGET TO PARENTS AND THE COMMUNITY

The Program/Curriculum Guide will be available in the Superintendent's Office and posted on the School's website. The money collected from the Nebraska High Ability Learner's Grant will be used by ESU #11 for their host programs and programs at the school. The schools will commit to spending 50% of the state matching funds locally to support their High Ability Learners.

Social-Emotional Needs of Gifted Children

What Are The Social-Emotional Needs Of Gifted Children?

To a large degree, the needs of gifted children are the same as those of other children. The same developmental stages occur, though often at a younger age (Webb & Kleine, 1993). Some needs and problems, however, appear more frequently among gifted children.

Types of Problems

It is helpful to put the needs of gifted children into two groups – those that arise because of the interaction with the environmental setting (e.g., family, school, or cultural milieu) and those that arise internally because of the gifted child’s characteristics.

Possible Problems That May Be Associated With Characteristic Strengths of Gifted Children

Strengths	Possible Problems
Acquires/retains information quickly	Impatient with others; dislikes basic routine.
Inquisitive; searches for significance.	Asks embarrassing questions; excessive in interests.
Intrinsic motivation.	Strong-willed; resists direction.
Enjoys problem-solving; able to conceptualize teaching procedures. Abstract, Synthesize	Resists routine practice
Seeks cause-effect relations	Dislikes unclear/illogical areas (e.g. traditions or feelings).
Emphasizes truth, equity, and fair play.	Worries about humanitarian concerns.
Seeks to organize things and people.	Constructs complicated rules; often seen as bossy.
Large facile vocabulary; advanced, broad information	May use words to manipulate; bored with school and age-peers.
High expectations of self and others.	Intolerant, perfectionistic; may become depressed.
Creative/inventive; likes new ways of doing things.	May be seen as disruptive and out of step.
Intense concentration; long attention span and Persistence in areas of interest.	Neglects duties or people during periods of focus; Resists interruption; stubbornness.
Sensitivity, empathy; desire to be accepted by others	Sensitivity to criticism or peer rejection
High energy, alertness, eagerness.	Frustration with inactivity; may be seen as hyperactive.
Independent; prefers individualized work; Reliant input; nonconformity.	May reject parent or peer on self.
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time.
Strong sense of humor.	Peers may misunderstand humor; may become "class clown" for attention.

Adapted from Clark (1992) and Seago (1974).

These characteristics are seldom inherently problematic. More often, combinations of these characteristics lead to behavior patterns such as:

Uneven Development. Motor skills, especially fine motor, often lag behind cognitive conceptual abilities, particularly in preschool gifted children (Webb & Kleine, 1993). These children may see in their "mind's eye" what they want to do, construct, or draw; however, motor skills do not allow them to achieve the goal. Intense frustration and emotional outbursts may result.

Peer Relations. As preschoolers and in primary grades, gifted children (particularly highly gifted) attempt to organize people and things. Their search for consistency emphasizes "rules," which they attempt to apply to others. They invent complex games and try to organize their playmates, often prompting resentment in their peers.

Excessive Self-Criticism. The ability to see possibilities and alternatives may imply that youngsters see idealistic images of what they might be and simultaneously berate themselves because they see how they fall short of an ideal (Adderholt-Elliott, 1989; Powell & Haden, 1984; Whitmore, 1980).

Perfectionism. The ability to see how one might ideally perform, combined with emotional intensity, leads many gifted children to unrealistically high expectations of themselves. In high-ability children, perhaps 15-20% may be hindered significantly by perfectionism at some point in their academic careers and even later in life.

Avoidance of Risk-Taking. In the same way, the gifted youngsters see the possibilities; they also see potential problems in undertaking those activities. Avoiding potential problems can mean avoiding risk-taking and may result in underachievement (Whitmore, 1980).

Multipotentiality. Gifted children often have several advanced capabilities and may be involved in diverse activities to an almost frantic degree. Though seldom a problem for the child, this may create problems for the family and quandaries when decisions must be about career selection (Kerr, 1985; 1991).

Gifted Children with Disabilities. Physical disabilities can prompt social and emotional difficulties. Intellect may be high, but motor difficulties such as cerebral palsy may prevent the expression of potential. Visual or hearing impairment or a learning disability may cause frustration. Gifted children with disabilities tend to evaluate themselves more on what they cannot do than on their substantial abilities (Whitmore & Maker, 1985).

Problems From Outside Sources

Lack of understanding or support for gifted children, and sometimes actual ambivalence or hostility, creates significant problems (Webb & Kleine, 1993). Some common problem patterns are:

School Culture and Norms. Gifted children, by definition, are "unusual" when compared with same-age children--at least in terms of cognitive abilities--and require different educational experiences (Kleine & Webb, 1992). Schools, however, generally group children by age. The child

often has a dilemma--conform to the expectations of the average child or be seen as a non-conformist.

Expectations by Others. Gifted children--particularly the more creative--do not conform. Nonconformists violate or challenge traditions, rituals, roles, or expectations. Such behaviors often prompt discomfort in others. The gifted child, sensitive to others' discomfort, may try to hide their abilities.

Peer Relations. Who is a peer for a gifted child? Gifted children need several peer groups because their interests are so varied. Their advanced levels of ability may steer them toward older children. They may choose peers by reading books (Halsted, 1994). Such children are often thought of as "loners." The conflict between fitting in and being an individual may be quite stressful.

Depression. Depression is usually anger at oneself or a situation over which one has little or no control. In some families, continual evaluation and criticism of performance--one's own and others--is a tradition. Any natural tendency to self-evaluate likely will be inflated. Depression and academic underachievement may be increased. Sometimes educational misplacement causes the gifted youngster to feel caught in a slow-motion world. Depression may result because the child feels caught in an unchangeable situation.

Family Relations. Families mainly influence the development of social and emotional competence. When problems occur, it is not because parents consciously decide to create difficulties for gifted children. It is because parents lack information about gifted children, lack support for appropriate parenting, or are attempting to cope with their unresolved problems (which may stem from their experiences with being gifted).

Preventing Problems

Reach out to Parents. Parents are critical in preventing social or emotional problems. No matter how excellent or supportive, teaching can seldom counteract inappropriate parenting. Supportive family environments, on the other hand, can balance unhappy school experiences. Parents need the information to nurture and be wise advocates for their children.

Focus on Parents of Young Children. Problems are best prevented by involving parents when children are young. Parents must understand characteristics that may make gifted children seem different or complex.

Educate and Involve Health-Care and Other Professionals. Concentrated efforts should involve such professionals in state and local meetings and continuing education programs concerning gifted children. Pediatricians, psychologists, and other caregivers, such as day-care providers, typically have received little training about gifted children and, therefore, can provide little assistance to parents (Webb & Kleine, 1993).

Use Educational Flexibility. Gifted children require different and more flexible educational experiences. Educational flexibility and reaching out may be essential when the children come from multicultural or low-income families. Seven flexibly paced educational options, relatively easy

to implement in most school settings (Cox, Daniel & Boston, 1985) are early entrance; grade skipping; advanced level courses; compacted courses; continuous progress in the regular classroom; concurrent enrollment in advanced classes; and credit by examination. These options are based on competence and demonstrated ability rather than arbitrary age groupings.

Establish Parent Discussion Groups. Parents of gifted children typically have few opportunities to talk with other parents of gifted children. Discussion groups provide opportunities to "swap parenting recipes" and child-rearing experiences. Such experiences offer perspective and specific information (Webb & DeVries, 1993).

MINDEN PUBLIC SCHOOLS TALENT POOL ELIGIBILITY DETERMINATION

Teacher Form

Student: _____ School: _____ Grade: _____

BEHAVIORAL CHECKLIST

Please read the statements carefully and place an "X" next to each item that describes the above student.

Part I: Learning and Motivational Characteristics

	Has unusually advanced vocabulary for age and grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness of expression," elaboration and fluency.
	Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).
	Has quick mastery and recall of factual information.
	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational and factual questions); wants to know what makes things or people "tick."
	Becomes absorbed, truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get child to move on to another topic.) Prefers to work independently with little teacher direction.
	Is easily bored with routine tasks.
	Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.
	Likes to organize and bring structure to things, people and situations.
	Total "X's" in this area.

Part II: Creativity Characteristics

	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
	Generates a large number of ideas or solutions to problems and questions; often offers unusual "way out," unique, clever responses.
	Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious; often has a keen sense of humor.
	Is a high risk taker; is adventurous and speculative.
	Manipulates ideas (i.e. changes or elaborates); concerned with adapting, improving or modifying.
	Is non-conforming; does not fear being different.
	Total "X's" in this area.

Part III: Leadership Characteristics

	Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.
	Is self-confident with others of his/her own age, as well as adults; seems comfortable when asked to show his/her work to the class.
	Tends to dominate; generally directs activities in which he/she is involved.
	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with; well-liked by classmates.
	Total "X's" in this area.

Part IV: Artistic Characteristics

	Is eager to express ideas visually.
	Incorporates a large number of elements into art work; varies the subject and content of art work.
	Arrives at unique and unconventional solutions to artistic problems as opposed to traditional, conventional ones.
	Shows unique use of thought processes in producing finished work.
	Is adept at role-playing, improvising and acting out situations "on the spot."
	Total "X's" in this area.

Part V: Musical Characteristics

	Shows a sustained interest in music; seeks out opportunities to hear and create music.
	Easily tells a story or gives an account of some experience.
	Effectively uses gestures and facial expressions to communicate feelings.
	Demonstrates vocal/instrumental musical ability.
	Total "X's" in this area.

Signature of teacher completing this form: _____

Alternate Student Referral Questionnaire

STUDENT'S NAME: _____ DATE _____

Minden High School Minden Middle School Minden Elementary

Name of person submitting this form: _____

Relationship to the student: Teacher Parent Guardian Other

This questionnaire must be completed and returned to the student's gifted coordinator to assist the school in considering your student/child for the Talent Pool. Please read each statement carefully and plan an "X" in the appropriate place according to the following scale values:

1. Never observed

2. Sometimes observed

3. Always observed

Characteristics	1	2	3	Characteristics	1	2	3
Knows the answers				Asks the Questions			
Is interested				Is highly curious			
Is attentive				Is mentally & physically involved			
Has good ideas				Has wild, silly ideas			
Works hard				Plays around, yet tests well			
Answers the questions				Discusses in detail, elaborates			
Top group				Beyond the group			
Listens with interest				Shows strong feelings & opinions			
Learns with ease				Already knows			
6-8 repetitions for mastery				1-2 repetitions for mastery			
Understands ideas				Constructs abstractions			
Enjoys peers				Prefers adults			
Grasps the meaning				Draws inferences			
Completes assignments				Initiates projects			
Is receptive				Is intense			
Copies accurately				Creates a new design			
Enjoys school				Enjoys learning			
Absorbs information				Manipulates information			
Technician				Inventor			
Enjoys straightforward, sequential presentation				Thrives on complexity			
Is alert				Is keenly observant			
Is pleased with own learning				Is highly self-critical			

Which area(s) do you find this child to exhibit superior characteristics?

Learning Motivational Creativity Leadership

Scales for Rating Behavioral Characteristics of Superior Student Joseph S. Renzulli/Robert K. Hartman

Attachment B

Name _____	School _____	Grade _____
Date _____	Age _____	How long have you known this student: Years _____ Months _____
Person Completing this form _____		

Directions

This scale is designed to obtain teacher estimates of a student’s characteristics in the area of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and talented persons. It should be pointed out that a considerable amount of individual differences can be found within this population; therefore, the profiles are likely to vary significantly. Each item in the scale should be considered separately and reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an (X) in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Scoring

1. Add the total number of X’s in each column to obtain the “Column Total.”
2. Multiply the Column Total by the “Weight” for each column to obtain the “Weight Column Total.”
3. Sum the Weighted Column Totals to obtain the “Score.”
4. Enter the score below.

Learning Characteristics _____

Motivational Characteristics _____

Creativity Characteristics _____

Leadership Characteristics _____

Learning Nomination Form

Student's Name: _____

Scale for Rating Behavioral Learning Characteristics of Gifted Students

Please check the characteristics that best describe this student:	1	2	3	4
	Seldom/ Never	Occasionally	Considerable Degree	Almost Always
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way, has verbal behavior characterized by "richness: of expression, elaboration, and fluency.				
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his./her age).				
3. Has quick mastery and recall of factual information.				
4. Has rapid insight into cause-effect relationships, tries to discover how and why of things, asks many provocative questions (as distinct from information or actual); wants to know what makes things work.				
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.				
6. Is a keen and alert observer; usually "sees more" or "gets more" out of story, film, etc. than others.				
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography; autobiography, encyclopedias, or atlases.				
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself; sees logical and common sense answers.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				

Adopted from the work of Joseph Renzulli & Robert K. Hartman

Total Score:

**Minden Public Schools
Talent Pool Program**

Motivational Nomination Form

Student's Name: _____

Scale for Rating Behavioral Motivational Characteristics of Gifted Students

Please check the characteristics that best describe this student:	1	2	3	4
	Seldom/ Never	Occasionally	Considerable Degree	Almost Always
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)				
2. Is easily bored with routine tasks.				
3. Needs little external motivation to follow through in work that initially excites him/her.				
4. Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.				
5. Prefers to work independently; requires little direction from teachers.				
6. Is interested in many "adult" problems such as religion, politics, sex, race- more than usually for age level.				
7. Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.				
8. Likes to organize and bring structure to things, people, and situations.				
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people and things.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				

Adopted from the work of Joseph Renzulli & Robert K. Hartman

Total Score:

**Minden Public Schools
Talent Pool Program**

Creativity Nomination Form

Student's Name: _____

Scale for Rating Behavioral Creativity Characteristics of Gifted Students

Please check the characteristics that best describe this student:	1	2	3	4
	Seldom/ Never	Occasionally	Considerable Degree	Almost Always
1. Displays a great deal of curiosity about many things; is constantly asking questions about everything.				
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique clever responses.				
3. Is uninhibited in expressions of opinions; is sometimes radical and spirited in disagreement; is tenacious.				
4. Is a high risk taker; is adventurous and speculative.				
5. Displays a good deal of intellectual playfulness, fantasizes, imagines ("I wonder what would happen if..."); manipulates ideas (i.e. changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.				
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.				
7. Is unusually aware of his/her impulses and more open to the irrational in his/herself (freer expression of sensitivity for boys, greater than usual amount of independence for girls); shows emotional sensitivity.				
8. Is sensitive to beauty, attends to aesthetic characteristics of things.				
9. Is nonconforming, accepts disorder, is not interested in details, is individualistic; does not fear being different.				
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				

Adopted from the work of Joseph Renzulli & Robert K. Hartman

<p>Total Score:</p>

**Minden Public Schools
Talent Pool Program**

Leadership Nomination Form

Student's Name: _____

Scale for Rating Behavioral Leadership Characteristics of Gifted Students

Please check the characteristics that best describe this student:	1	2	3	4
	Seldom/ Never	Occasionally	Considerable Degree	Almost Always
1. Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.				
2. Is self-confident with children his own age as well as adults, seems comfortable when asked to show his/her work to class				
3. Seems to be well liked by his/her classmates.				
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.				
5. Can express him/herself well; has good verbal facility and is usually well understood.				
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.				
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.				
8. Tends to dominate others when they are around; generally directs the activity in which he/she is involved.				
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.				
10. Excels in athletic activities, is well coordinated and enjoys all sorts of athletic games.				
Column Total				
Weight	1	2	3	4
Weighted Column Total				

Adopted from the work of Joseph Renzulli & Robert K. Hartman

Total Score:

**Minden Public Schools
Talent Pool Program**

Minden Public Schools Gifted and Talented Parent Checklist

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Name of parent/guardian completing checklist: _____

Signature: _____

CREATIVE/DIVERGENT THINKING

Please check the characteristics that accurately describe your child's typical behaviors.

- Fluency – thinks of many ideas
- Flexibility – able to change ideas
- Elaboration – able to add to their ideas
- Originality – has ideas no one else may have thought of
- Alert and curious, constantly asking questions about everything and anything
- May be bored with routine tasks
- Imaginative – has a strong sense of fantasy, vivid imagination
- May daydream at times
- May be opinionated
- High-risk taker, adventurous, speculative
- Likes things that are complicated
- High energy level, which may at times cause a student to get in trouble
- Sense of humor – sees the humor in situations others do not see
- Has a low interest in providing details
- May not read rules/instructions or may question the rules
- Enjoys spontaneous activities
- Appears reflective or idealistic

Additional Comments:

Minden Public School District Self-Nomination Form

Student's Name _____

Date _____

School _____ Grade Level _____

DOB _____

Check areas in which you think you have special abilities or talents, and tell why you believe you have special abilities or talents in these areas.

Areas

_____ General Intellectual Ability

_____ Math

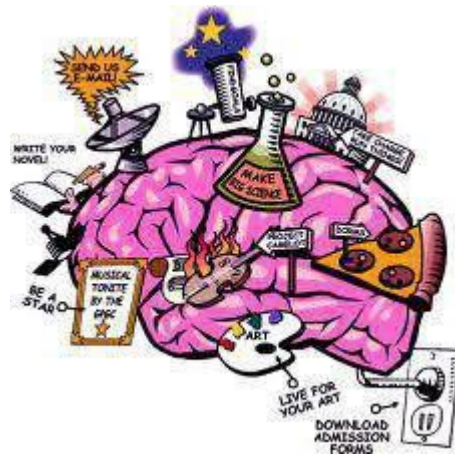
_____ Science

_____ Social Studies

_____ Language Arts

_____ Reading

Minden Public Schools High Ability Learner's Program



Survey of Gifted Programming Effectiveness

Snapshot Survey of PK-Grade 12 Gifted Education Programming Effectiveness Factors

Standard 1	Question 1				Question 2				Question 3				Are there policy implications?
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?				
Gifted Education Program Standard 1: Learning and Development	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4	
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.													
1.2.1 Educators develop activities that match each student’s developmental level and culture-based learning needs.													
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.													
1.4.1 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 their abilities and interests.													

Attachment E

	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
EVIDENCE-BASED PRACTICES IN MY SCHOOL													
1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.													
1.6.1. Educators design interventions to develop cognitive and affective growth that are 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.													
1.7.1 Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.													
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.													

Attachment E

<p style="text-align: center;">Standard 2</p>	<p style="text-align: center;">Question 1</p>				<p style="text-align: center;">Question 2</p>				<p style="text-align: center;">Question 3</p>				<p style="text-align: center;">Are there policy implications?</p>	
<p>Gifted Education Program Standard 2: Assessment</p>	Not at all			To a great extent	Not at all			To a great extent	Not at all				To a great extent	
<p>EVIDENCE-BASED PRACTICES IN MY SCHOOL</p>	1	2	3	4	1	2	3	4	1	2	3	4		
<p>2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.</p>														
<p>2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.</p>														
<p>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.</p>														
<p>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.</p>														
<p>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.</p>														
<p>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.</p>														

Attachment E

EVIDENCE-BASED PRACTICES IN MY SCHOOL	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
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.													
2.3.1. 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.													
2.4.1. 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.													

Attachment E

	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
EVIDENCE-BASED PRACTICES IN MY SCHOOL													
2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.													
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. (PK-12: 4.0)													
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.													

Attachment E

<p align="center">Standard 3</p>	<p>Question 1</p> <p>To what extent do we engage in this behavior or address this issue?</p>				<p>Question 2</p> <p>How much will a change in our practices on this item increase access or the academic achievement of our students?</p>				<p>Question 3</p> <p>How much effort will it take to significantly change our practices regarding this issue?</p>				<p>Are there policy implications?</p>
<p>Gifted Education Program Standard 3: Curriculum Planning and Instruction</p>	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
<p>EVIDENCE-BASED PRACTICES IN MY SCHOOL</p>	1	2	3	4	1	2	3	4	1	2	3	4	
<p>3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.</p>													
<p>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.</p>													
<p>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.</p>													
<p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p>													
<p>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.</p>													
<p>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.</p>													
<p>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.</p>													

Attachment E

	Question 1				Question 2				Question 3				Policy	
	1	2	3	4	1	2	3	4	1	2	3	4		
EVIDENCE-BASED PRACTICES IN MY SCHOOL														
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.														
3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to their 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.														
3.4.1. 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 models 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.														
3.5.1. 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 explorations of cultures, languages, and social issues related to diversity.														
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.														

Attachment E

<p>Standard 4</p>	<p>Question 1</p> <p>To what extent do we engage in this behavior or address this issue?</p>				<p>Question 2</p> <p>How much will a change in our practices on this item increase access or the academic achievement of our students?</p>				<p>Question 3</p> <p>How much effort will it take to significantly change our practices regarding this issue?</p>				<p>Are there policy implications?</p>
<p>Gifted Education Program Standards 4: Learning Environments</p>	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
<p>EVIDENCE-BASED PRACTICES IN MY SCHOOL</p>	1	2	3	4	1	2	3	4	1	2	3	4	
<p>4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.</p>													
<p>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.</p>													
<p>4.1.3. Educators create environments that support trust among diverse learners.</p>													
<p>4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on errors as learning opportunities.</p>													
<p>4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.</p>													
<p>4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.</p>													
<p>4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.</p>													
<p>4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.</p>													

Attachment E

	Question 1				Question 2				Question 3				Policy
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.													
4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.													
4.4.2. Educators sanction discriminatory language and behavior and model appropriate strategies.													
4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.													
4.5.1. 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 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.													

Attachment E

<p>Standard 5</p>	<p>Question 1</p> <p>To what extent do we engage in this behavior or address this issue?</p>				<p>Question 2</p> <p>How much will a change in our practices on this item increase access or the academic achievement of our students?</p>				<p>Question 3</p> <p>How much effort will it take to significantly change our practices regarding this issue?</p>				<p>Are there policy implications?</p>
<p>Gifted Education Program Standard 5: Programming</p>	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
<p>EVIDENCE-BASED PRACTICES IN MY SCHOOL</p>	1	2	3	4	1	2	3	4	1	2	3	4	
<p>5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.</p>													
<p>5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.</p>													
<p>5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.</p>													
<p>5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.</p>													
<p>5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high level programming.</p>													
<p>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.</p>													
<p>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.</p>													

Attachment E

	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
EVIDENCE-BASED PRACTICES IN MY SCHOOL													
5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.													
5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.													
5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.													
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.													
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.													

Attachment E

Standard 6	Question 1				Question 2				Question 3				Are there policy implications?
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?				
Gifted Education Program Standard 6: Professional Development	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4	
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 and trends in gifted education such as anti-intellectualism and equity and access.													
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).													
6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.													
6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.													
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.													

Attachment E

	Question 1				Question 2				Question 3				Policy
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, book talks, etc.													
6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.													
6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.													
6.4.2. Educators comply with rules, policies, and standards of ethical practice.													

