



# Gifted Education

## *Parent Guide*

2017 - 2018



**Winchester Public Schools**

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\*Denotes in-development

This guide is intended to be a continuous and fluid document to share relevant information and will be updated accordingly  
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[WPS Gifted Website](#)

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## Purpose of this Guide

The purpose of this guide is to provide continuous information to Winchester Public School (WPS) families regarding:

- Gifted students
- Our Gifted Education plan
- Our process for identifying students who receive gifted services
- Our gifted services available
- Glossary and resources for families of gifted students

## WPS Statement of Philosophy

The staff of Winchester Public Schools (WPS) recognizes that each individual is different and unique. Each student has personal interests, talents, and needs that differ. The gifted students are those who, because of their superior potential, require differentiated instruction that is stimulating and challenging in order to meet their specific educational needs. Gifted students come from diverse backgrounds and from all socioeconomic levels of society. Winchester Public Schools is committed to identifying and serving these diverse students. Once identified, a differentiated curriculum is needed to meet their emotional, social, and cognitive needs.

[2017-2022 Winchester Public Schools Local Plan for the Education of the Gifted](#)

## The Gifted Learner

In 8VAC20-40-20 of the Virginia Board of Education Regulations, specific terms are defined to assist school divisions in their efforts to serve gifted students. Gifted students are defined as... “those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.”

## The “Bright Child” vs. “The Gifted Learner”

The Bright Child	The Gifted Learner
<input type="checkbox"/> Knows the answers	<input type="checkbox"/> Asks the questions
<input type="checkbox"/> Is interested	<input type="checkbox"/> Is highly curious
<input type="checkbox"/> Is attentive	<input type="checkbox"/> Is mentally and physically involved
<input type="checkbox"/> Has good ideas	<input type="checkbox"/> Has wild, silly ideas
<input type="checkbox"/> Works hard	<input type="checkbox"/> Plays around, yet tests well
<input type="checkbox"/> Answers the questions	<input type="checkbox"/> Discusses in detail; elaborates
<input type="checkbox"/> In the top groups	<input type="checkbox"/> Functions beyond the group
<input type="checkbox"/> Listens with interest	<input type="checkbox"/> Shows strong feelings and opinions
<input type="checkbox"/> Learns with ease	<input type="checkbox"/> Already knows
<input type="checkbox"/> 6-8 repetitions for mastery	<input type="checkbox"/> 1-2 repetitions for mastery
<input type="checkbox"/> Understands ideas	<input type="checkbox"/> Constructs abstractions
<input type="checkbox"/> Enjoys peers	<input type="checkbox"/> Prefers adults
<input type="checkbox"/> Grasps the meanings	<input type="checkbox"/> Draw inferences
<input type="checkbox"/> Completes assignments	<input type="checkbox"/> Initiates projects
<input type="checkbox"/> Is receptive to instruction	<input type="checkbox"/> Is intense
<input type="checkbox"/> Copies accurately	<input type="checkbox"/> Creates a new design
<input type="checkbox"/> Enjoys school	<input type="checkbox"/> Enjoys learning
<input type="checkbox"/> Absorbs information	<input type="checkbox"/> Manipulates information
<input type="checkbox"/> Technician	<input type="checkbox"/> Inventor
<input type="checkbox"/> Good at memorizing	<input type="checkbox"/> Good guesser
<input type="checkbox"/> Is pleased with own learning	<input type="checkbox"/> Is highly self-critical

Szabos, J. (1989). Bright child, gifted learner. Challenge, 34. Good Apple.

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## National Association for Gifted Children

“Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).”

Read NAGC’s position paper, [Redefining Giftedness for a New Century: Shifting the Paradigm](#).

## EXcel Team \*

This team consists of teachers and administrators who complete paperwork, analyze assessment data, make decisions regarding the gifted processes, and assist in the identification process of gifted students. One member is the site chairperson who attends quarterly gifted meetings. Meetings will include information to share with the entire teaching staff and GPS team. The EXcel team is also part of the appeals process.

\*Denotes in-development

## How students are identified

### Referrals

Students in grades 2-12 may be referred for the gifted program by parents.

Parents or legal guardians, community members, school staff members, other students, the student him/herself may refer in grades 2-12. Students must be enrolled in Winchester Public Schools to be considered for referral to the gifted program.

Referral Forms are available in English and Spanish and may be retrieved from:

- all school administrative offices
- the Winchester Public Schools website ([www.wps.k12.va.us](http://www.wps.k12.va.us))
- a WPS Gifted Lead Teacher/Superintendent’s Designee

Referrals are accepted for the fall and spring testing windows. All forms must be returned to the WPS Gifted Lead Teacher on or before the deadline indicated on the form. For students, grades 2-12, when a referral form from a source other than the

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parent is received, the Gifted Lead Teacher sends home a letter informing the parent that his or her child has been referred for gifted evaluation and requests parental permission to test through a permission to test form that requires a parent/guardian signature. WPS will complete the evaluation process within 90 instructional days of receipt of the parent or legal guardian's consent for assessment.

## Transfer Students

Students who transfer into the division with an identification of giftedness from a previous school division, either in Virginia or outside the state, will be automatically referred, but must meet the district's criteria to be identified in WPS. If the Gifted Lead Teacher's review of student records indicates the student may meet the eligibility criteria an immediate referral will be made to the school's Identification/Placement Committee. The committee may approve immediate placement, indicating his or her area(s) of strength. If not found eligible by the committee the student will go through the full eligibility process, utilizing the next established testing window.

## Identification Procedures

We are currently in the process of updating our identification process and will update our parent handbook accordingly.

## Notification Procedures for Identification and Placement

Parents/Guardians receive written notification for the following:

- request for permission of student assessment, including individual or group testing and/or collection of additional data for Student Profile
- committee decision regarding student eligibility for program services
- request for permission regarding student placement in the gifted education program

At the beginning of the school year, parents/guardians receive information about gifted services that explain assessment and identification/placement procedures. The information is included in each school's student handbook, on the WPS website, and through informational meetings in English and Spanish.

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Parents/Guardians are notified by letter when their child has been referred for formal assessment.

The Identification/Placement Committee will meet twice a year, fall and spring. The data gathered for each student is reviewed by the committee to determine eligibility based on established criteria. The committee will make one of three decisions:

- The student is eligible for services in English/Language Arts and/or Mathematics
- The student is ineligible for gifted services
- More data on a specific area, by a certain date is requested

Once the committee has made a determination, the Gifted Lead Teacher communicates the decision of the committee to parents by letter within 10 days of the eligibility decision. If the student is eligible, parents/guardians also receive a form for their signature giving their permission for the student's participation of services.

Parents/Guardians of students determined not eligible are notified of the appeal process, as well as the re-evaluation process. Students may be referred again once a full calendar year from the date of the Permission to Test letter has passed. A student may be referred no more than two times in K-4 and two times in 5-12, with the exception of evaluation for Mountain Vista Governor's School (MVGS).

## Appeals Process

Parents/guardians who have initial questions regarding the Identification and Placement Committee eligibility decision shall contact the Gifted Lead Teacher and request a meeting to discuss and review the student's portfolio. If the parent/guardian disputes the decision, he/she may submit a written request of the appeal to the Gifted Lead Teacher within 10 instructional days from receipt of the committee's decision. The written request of appeal should include specific concerns related to the eligibility decision that the parent/guardian would like to have considered in the review.

The Gifted Lead Teacher appoints an Appeals Committee within ten instructional days of receiving the appeal. The division's Appeals Committee is comprised of at least five members, the majority of whom were not involved in the student's eligibility decision. The members may be comprised of teachers, principals/assistant principals, guidance counselors, psychologists, and a Gifted Lead Teacher.

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Once the written appeal is received, the GIS will have 30 instructional days to meet with the committee and collect additional data (as needed). The division-level Appeals Committee reviews all information used in determining student eligibility and any new information gathered. Only assessments administered by Winchester Public Schools will be considered during the appeals process. The Appeals Committee provides written notification of its decision to parents/guardians and school-level personnel within 10 instructional days. All decisions of the Appeals Committee are final.

## **WPS Gifted Services Available**

Winchester Public Schools' program of curricula and instruction for gifted learners are adapted from the Virginia Standards of Learning. The Virginia Standards of Learning is a continuous and sequential framework for students in kindergarten through grade 12.

### **School Based (K-12)**

Students are cluster-grouped with a teacher trained in gifted education when available. Trained, cluster classroom teachers differentiate content, process, product, and learning environment according to the student's readiness, interest, and learning profile to meet each gifted learner's specific needs. Pretesting is used at each grade level to determine students' previous knowledge so that new learning can take place. Students' academic needs are evaluated at the end of each school year so that they can be placed with teachers the following year where they can continue to be challenged. The Gifted Lead Teacher works with building administrators, teachers, and counselors to provide an enriched, differentiated, and challenging curriculum for our gifted learners.

### **Specific Academic Aptitude for English/Language Arts**

Gifted elementary students will be cluster-grouped with other high-ability learners in the specific academic areas of identification in their home school. Students will be provided with curriculum differentiation and enrichment activities designed by the classroom teacher in cooperation with the instructional specialist(s) for gifted education. Learning activities that develop critical and creative thinking, problem-solving, and technology skills are the focus. Additional extension activities may be provided by district-wide



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and/or school-based opportunities and/or learning experiences. Acceleration is based on individual need within content areas and/or grade levels. WPS gifted cluster teachers complete two courses centered on the nature and needs of gifted learners and appropriate curriculum design to meet students' advanced learning needs. Some teachers will elect to complete two additional courses independently through an accredited university to meet the state requirements for an endorsement in gifted education (K-12).

Gifted students in grades 5-6 and 7-8 will either be 1.) cluster grouped in an English Language Arts classroom and provided with opportunities for greater depth and complexity in learning, or 2.) homogeneously grouped into an integrated curriculum model approach that focuses on individual student's specific academic aptitude and interests. Students will also receive research and writing assignments that allow them to express their creativity, as well as assignments that will encourage them to think critically and provide support for their opinions and conclusions. An emphasis will be placed on assignments that do not have a "ceiling effect".

In high school, students will receive advanced, in-depth instruction by selecting Honors and Advanced Placement/Dual Enrollment courses. The emphasis in these courses is highly challenging literature, critical analysis, and formal writing. There are also elective options for students to pursue creative writing at the high level.

### **Specific Academic Aptitude for Mathematics**

Gifted elementary students will be cluster-grouped with other high-ability learners in the specific academic areas of identification in their home school. Students will be provided with curriculum differentiation and enrichment activities designed by the classroom teacher in cooperation with the instructional specialist(s) for gifted education. Learning activities that develop critical and creative thinking, problem-solving, and technology skills are the focus. Additional extension activities may be provided by district-wide and/or school-based opportunities and/or learning experiences. Acceleration is based on individual need within content areas and/or grade levels.

Gifted students in grades 5-6 and 7-8 will either be 1.) cluster grouped in a grade-level math classroom and provided with opportunities for greater depth and complexity in learning, or 2.) enrolled in an advanced math class. Additionally, identified math

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students may have the option of being homogeneously grouped into an integrated curriculum model approach that focuses on individual student's specific academic aptitude and interests.

The advanced course option allows students to be on a sequence that allows them to complete math courses for high school credits in Algebra and possibly, Geometry. In rare cases, when resources allow, individualized education plans are designed for students who are ready for advanced content beyond Geometry.

### **Center-based (3-4) – Integrated English/Language Arts and Mathematics**

The center-based program is designed for gifted students who learn at a faster pace and can handle advanced concepts of greater complexity. The goal of the program is to provide highly able and self-motivated students with an enriched instructional program. [The ACE Center](#) instructors hold an endorsement in Gifted Education and work closely with the Gifted Lead Teacher to provide an accelerated curriculum with differentiated instruction to meet the unique needs and goals of each student. All WPS grade-level appropriate students who are eligible for gifted services may apply for the ACE Center.

## **Professional Development for Teachers of the Gifted**

All teachers in Winchester Public Schools will receive annual in-service training that addresses the characteristics of gifted learners, their social and emotional needs, and WPS referral procedures. Professional development will also include effective use of pre-assessment, principles of curriculum differentiation, curriculum compacting, flexible learning environments, and planning and instruction for gifted learners. Training will be kept current with new research on best practices.

### **School-based (K-12)**

Gifted Teachers who provide instruction for cluster groups of gifted students in the School-Based Gifted Education Program are encouraged to complete two courses offered by WPS that are centered on the nature and needs of gifted learners and appropriate curriculum design to meet students' advanced learning needs. Some teachers will elect to complete two additional courses independently at a local university to meet the state requirements for an endorsement in gifted education (K-12).

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### Center-based (3-4)

Gifted Teachers who provide full-time instruction of gifted students in the Center-Based Gifted Education Program must hold an endorsement in gifted education from the state of Virginia. Four graduate-level courses are required by the state of Virginia for the add-on endorsement in gifted education. These classes should focus on the following topics related to gifted learners:

- identification and characteristics
- instructional strategies
- curriculum
- affective needs of gifted learners

WPS teachers seeking endorsement should work closely with the Department of Human Resources to make sure that current requirements are met. Transcripts should be submitted to Human Resources upon completion of each course. Application for endorsement should be submitted upon completion of the four required courses.

### A.C.E. Center

The ACE Center is housed at Virginia Avenue Charlotte DeHart Elementary School. The ACE Center is designed for students in grades 3 and 4 who learn at a faster pace and can handle advanced concepts of greater complexity. The goal of the program is to provide highly able and self-motivated elementary students with an enriched instructional program. Transportation will be provided to the ACE Center.

We are currently in planning for the application process. More information on the A.C.E. center can be found [here](#).

### ACE FACTS

- The ACE Center program offers (1) Grade 3 and (1) Grade 4 class. Average number of students per class is 24.
- ACE Center teachers are endorsed in gifted education.
- ACE Center students may be mainstreamed or in self-contained classrooms for core subject(s), depending on interest and/or achievement.

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- The ACE Center provides differentiated instruction to meet the unique needs and goals of each student.
  - ACE Center students will be mainstreamed for field trips, assemblies, guest speakers, specials, lunch, and other curriculum units.
  - The ACE Center provides an instructional atmosphere that promotes problem solving, risk taking, and critical, creative, and evaluative thinking.

## Parents as Partners

Winchester Public Schools encourages our parents to be involved in their child's education. Working together, we know our students can achieve greatness. It is important to establish a positive relationship with your child's teacher.

### Communicating with School: A Positive Approach

- Request a convenient time to speak with your child's teacher.
- Provide your questions and concerns to the teacher in writing before meeting the teacher.
- Be willing to compromise and collaborate on behalf of the student's needs.
- Keep a file of communications, learning plans and testing data on your child throughout his/her K-12 years.
- Provide both positive and negative feedback for changes in your child's learning plan, school assignments and learning activities.
- Determine reasonable timelines and methods for communicating with your child's teacher.
- Do not expect your child to provide complete or accurate descriptions of school day experiences. Communicate directly with your child's teachers, if you have questions about what is happening in the classroom.
- Celebrate excellence both for your child and for those who teach your child.

## Gifted Resources

[National Association for Gifted Children](#): The National Association for Gifted Children is one of the best places for parents of gifted children to find resources, reading, help, and advice on raising an exceptional child.

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[IAGC](#): The Illinois Association for Gifted Children is just one of many state-centered organizations for gifted kids. Parents can join, find other families, and even attend special events.

[Gifted Child Society](#): The Gifted Child Society is a nonprofit organization dedicated to furthering the cause of gifted children. Through their website, parents can find helpful information and learn about seminars and workshops they can attend.

[GPGC](#): The Governor's Program for Gifted Children is a seven-week residential summer enrichment program for gifted students. Parents can learn more about the program, held at McNeese State University, from their website.

[SENG](#): SENNG is short for Supporting Emotional Needs of the Gifted and is an organization that wants to help ensure that gifted children are understood, accepted, nurtured, and supported by their families, schools, and workplaces.

[Mensa for Kids](#): Mensa embraces younger members through this fun website, offering up monthly themes to get kids reading and learning at an advanced level.

[Institute for Research and Policy on Acceleration](#): Find out more about the latest research being done into academic acceleration through this organization's site.

[Center for Talented Youth](#): Located at Johns Hopkins, this organization engages gifted kids and their families through programs, summer classes, and even a bi-monthly magazine.

## Gifted Glossary

Our Gifted program uses a variety of instructional strategies to meet the needs of our Gifted learners. This page captures some of those strategies and terms teachers may use to enhance our students' learning and growth. (Adapted from the National Association for Gifted Children)

Term	Explanation
<b>Ability Grouping</b>	When students of a similar ability or achievement level are placed in a class or group based on observed behavior or performance. Ability grouping is not the same as tracking. <a href="#">Read the NAGC position on ability grouping.</a>
<b>Acceleration</b>	A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math).
<b>Accountability</b>	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes. <a href="#">Read NAGC's position statement on accountability for gifted student learning.</a>
<b>Achievement Tests</b>	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 (ITBS).
<b>Advanced Placement (AP)</b>	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas (as this credit varies between colleges and universities, it is suggested that questions about this process be forwarded to the college or university of the student's choice). The Pre-AP program is offered to younger students as preparation for the upper-level courses. Offering AP courses is not equivalent to offering a gifted program.
<b>Affective Curriculum</b>	Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self. Sometimes referred to as social-emotional curriculum. <a href="#">Visit Supporting Emotional Needs for the Gifted.</a>
<b>Aptitude</b>	An inclination to excel in the performance of a certain skill.
<b>Aptitude Test</b>	A test predicting a student's future performance in a particular domain. One such test is the SAT Test. <a href="#">View more information on testing.</a>
<b>Asynchrony</b>	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children. <a href="#">Find more information here.</a>
<b>At-Risk</b>	A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out. <a href="#">Read more information.</a>
<b>Authentic Assessment</b>	Evaluating student learning through the use of student portfolios, performance, or observations in place of or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real-world tasks. <a href="#">Read NAGC position statement on assessment.</a> Visit these links for more information on <a href="#">authentic</a> and <a href="#">performance-based</a> assessments.

<b>Bloom's Taxonomy</b>	Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. The original levels included knowledge, comprehension, application, analysis, synthesis, and evaluation. The <a href="#">taxonomy</a> was later updated to reflect 21st-century skills, with the levels changing to remembering, understanding, applying, analyzing, evaluating, and creating.
<b>Brainstorming</b>	Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
<b>Cluster Grouping</b>	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. <a href="#">View more information.</a>
<b>Concurrent or Dual Enrollment</b>	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit toward graduation.
<b>Creativity</b>	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
<b>Criterion-Referenced Testing</b>	An assessment that compares a student's test performance to his or her mastery of a body of knowledge or specific skill rather than relating scores to the performance of other students.
<b>Culturally and Linguistically Diverse Students (CLD)</b>	Students from diverse backgrounds, including those of black, Hispanic, and Asian descent, those learning English as a second language, and those from low socioeconomic backgrounds. Often, these students are considered as being underrepresented in gifted programming. Can sometimes be referred to as culturally, linguistically, and economically diverse (CLED) students. <a href="#">View NAGC position paper</a> on identifying and serving these students.
<b>Curriculum Compacting</b>	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. Find more information at the <a href="#">Neag Center for Gifted Education at the University of Connecticut.</a>
<b>Differentiation</b>	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
<b>Distance Learning</b>	When a student takes a course remotely (most commonly over the Internet) from a school or teacher different from his or her local/home district. These can come in the form of online high schools, Massive Open Online Courses (MOOCs), courses for dual credit through universities, or courses offered by Talent Search programs. Visit the <a href="#">Davidson Institute</a> for more information.
<b>English Language Learners</b>	Students who are learning English as an additional language. Special consideration should be taken to identify these students properly for gifted programming. <a href="#">View a manual</a> on identifying and serving this population from the Belin Blank Center.
<b>Enrichment</b>	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.

<b>Flexible Grouping</b>	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest. <a href="#">Read the NAGC position on grouping.</a>
<b>Gifted and Talented Students</b>	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. <a href="#">Find out more about how giftedness has been defined in the research</a>
<b>Heterogeneous Grouping</b>	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels. Also referred to as inclusion or inclusive classrooms. <a href="#">Check out the the NAGC position statement on ability grouping.</a>
<b>Homogeneous Grouping</b>	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
<b>Identification</b>	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. <a href="#">Find more information here.</a>
<b>Inclusion/Inclusive Classroom</b>	An inclusive classroom contains students of varying ability levels. See heterogenous grouping (above) for more information.
<b>Independent Study</b>	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.
<b>Individual Education Plan (IEP)</b>	An IEP is a document that delineates special education services for special-needs students. The IEP includes any modifications that are required in the regular classroom and any additional special programs or services. Federal law and the majority of states do not require IEPs for gifted learners.
<b>Intelligence</b>	The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
<b>Intelligence Quotient (IQ)</b>	A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.
<b>Learning Styles/Learning Preferences</b>	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills), and affective (attitude). An individual’s learning preference/learning style is how he or she learns best.
<b>Mentor</b>	A community member who shares his or her expertise with a student of similar career or field of study aspirations.
<b>Norm-Referenced Testing</b>	An assessment that compares an individual’s results with a large group of individuals who have taken the same assessment (who are referred to as the “norming group”). Examples include the SAT and Iowa Tests of Basic Skills.



<b>Portfolios</b>	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test. <a href="#">Find more info here.</a>
<b>Problem-Based Learning (PBL)</b>	A curriculum and instruction model that asks students to solve real-world, complex, or open-ended problems by using research, decision-making, creative and critical thinking, and other 21st-century skills. <a href="#">Learn more in this article in the Center for Talent Development newsletter.</a>
<b>Pull-Out Program</b>	A program that takes a student out of the regular classroom during the school day for special programming.
<b>Rubric</b>	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
<b>Social-Emotional Needs</b>	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. <a href="#">View the NAGC position paper on social-emotional needs of gifted children.</a>
<b>STEM</b>	An acronym for the fields of science, technology, engineering, and mathematics, providing STEM curriculum is encouraged as a way to grow students' interests and potentials in these areas. Some researchers lump the arts (STEAM) into this category of instruction. <a href="#">Find more information here.</a>
<b>Talent Development</b>	Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.
<b>Talent Search</b>	A special program that uses out-of-level testing (commonly the SAT or ACT) to identify high-potential students and allow them to participate in a variety of out-of-school activities. These may occur in the form of Saturday or summer courses or distance learning programs. There are four major talent searches in the U.S.: <a href="#">Duke University's Talent Identification Program (TIP)</a> , <a href="#">Northwestern University's Center for Talent Development (CTD)</a> , <a href="#">Johns Hopkins University's Center for Talented Youth (CTY)</a> , and the <a href="#">Center for Bright Kids (formerly Rocky Mountain Talent Search) in Denver, CO.</a>
<b>Telescope</b>	To cover the same amount of materials or activities in less time, thereby allowing more time for enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.
<b>Twice-Exceptional</b>	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. <a href="#">View the NAGC position paper.</a>
<b>Underachieving/ Underachievement</b>	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.