

Gifted Handbook

A Resource for Parents and Educators



Peyton School District 23JT

Peyton, Colorado

Adopted Fall 2015

Peyton School District



*Dedicated to the success and
growth of all students*



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Introduction

The Peyton School District is committed to academic excellence and strives to facilitate academic growth in all students. Gifted students are not an exception.

Gifted Students need additional challenges, accelerated curricula and changes in learning environments to meet their diverse needs.

Working in cooperation with the Pikes Peak BOCES and under the guidelines from the Colorado Department of Education, the Peyton School District has processes for referring, identifying and meeting the academic and emotional needs of gifted students.

Definition of Giftedness

“**Gifted Children**” are those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e., twice-exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness.

Colorado Department of Education

Specialty Areas for Gifted Identification

A student may be identified in one or more of these areas:

General or Specific Intellectual Ability

Intellectual ability is exceptional capability or potential recognized through cognitive processes (e.g., memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, ability to manipulate abstract ideas and make connections).

Specific Academic Aptitude

Specific academic aptitude is exceptional capability or potential in an academic content area(s) (e.g., a strong knowledge base or the ability to ask insightful, pertinent questions within the discipline). All academic areas should be considered.

Specialty Areas for Gifted Identification

A student also may be identified in one or more of these areas:

Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities

Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination, and physical skills).

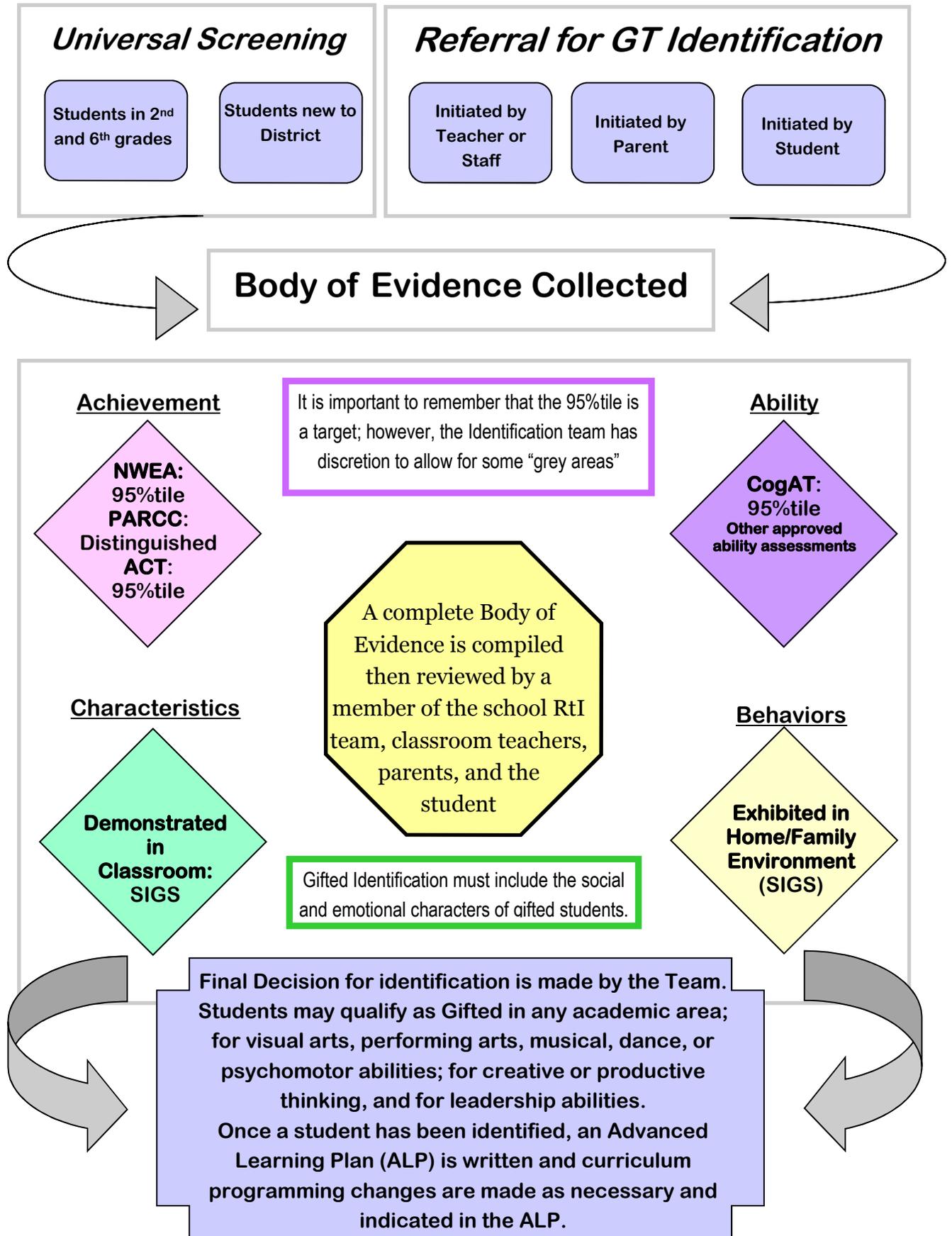
Creative or Productive Thinking

Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products).

Leadership Abilities

Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter- and intra-personal skills, and a sense of responsibility).

Peyton School District Gifted Identification Plan



Universal Screening Processes

CogAT Screener

To assist in identifying gifted students, Peyton School District administers the Cognitive Abilities Test (CogAT) screener as a universal screening tool for gifted identification. This assessment is group administered to all students in grades two and six. Data from the Cognitive Abilities Test (CogAT) Screener may be used to refer a student for identification assessment; however, data from the CogAT Screener is not used to meet the criterion for identification. New students starting with Peyton School District can also be screened with the CogAT screener in other grades.

Referral Process

A student may be referred by parent/guardian, staff member, counselor, school psychologist, or by self-nomination.

A student may be referred for consideration based on any of the following:

1. Student classroom performance
2. Evidence of high ability (95%ile or higher on the CoGAT test)
3. Standardized achievement test scores at or above the 95%tile (NWEA)
4. Behavior/Characteristics that demonstrate potential giftedness

A student that has been referred and meets the requirements listed above will be placed into the Gifted Screening Pool.

Identification Process

Once a student has been referred for potential giftedness, the identification process begins.

A body of evidence (BOE) is collected that includes, but is not limited to, assessment results from multiple sources and multiple types of data (i.e., qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors).

The body of evidence contains data to identify the strength area(s) according to the definition of gifted children, and also determines appropriate programming services.

The District Gifted Coordinator schedules any additional testing (aptitude or achievement) and administers it if needed. The District Gifted Coordinator also requests additional surveys from classroom teachers, specialists and parents.

Body of Evidence

Achievement

Assessment data from standardized tests are utilized to determine if a student demonstrates gifted ability in a specific academic area.

Specific academic and talent aptitude is demonstrated by a student scoring at the distinguished level on a PARRC test and/or 95th percentile or above an NWEA test.

When a young child (kindergarten-third grade) demonstrates specific academic potential without a qualifying cognitive score, differentiated pace and depth of instruction can be used to build additional data over time to identify exceptionality. The Colorado READ Act requires that teachers assess the literacy development of all kindergarten-third grade students. Data from these reading competency tests are used to determine if a student has a significant reading deficiency and may be included in a student learning profile, but are not used as qualifying data for gifted identification.

Body of Evidence

Ability

Cognitive Test

A CogAT Full Battery test is administered to a student to gather the data necessary for identification. The CogAT is an aptitude test which screens students for ability in the areas of verbal, non-verbal and quantitative skills. Students that achieve in the 95%tile are placed into the gifted pool and more quantitative and qualitative data is gathered to determine potential giftedness.

Creativity Test

Assessment data from standardized, norm-referenced creativity tests are used to determine if a student demonstrates gifted ability in the area of creativity. Creative aptitude is demonstrated by a student scoring 95th percentile or above on norm-referenced creativity tests (e.g., Torrance Tests of Creative Thinking [TTCT], Profile of Creative Abilities [PCA]).

Body of Evidence

Performance Evaluation

Identifying a student with exceptional abilities in a content area or a talent area such as art, music, dance, psychomotor, creativity or leadership requires an evaluation of performance. There are many types of performance data that might be utilized to develop a body of evidence. These may include:

Juried Performance: Students often participate in events within school or outside of school that are judged and evaluated. Students receive some type of rating based on their performance. Data from a valid and reliable juried performance may be considered as qualifying evidence if the jury consists of a team of experts in their field. An example of such a performance would be a student selected for a statewide choral group or debate team.

Contest/Competition: Many contests and competitions are available to students within school or outside of school. Top placement in a regional, state or national competition may be considered as a qualifying measurement for gifted identification. An example of such a performance would be a student finishing first in a state science fair or Future Business Leaders of America (FBLA) categorical competition.

Body of Evidence

Performance Evaluation

Portfolio: Over time, some students develop a portfolio of work that might be evaluated by a team of experts in the field. The advanced/distinguished rating of a portfolio may be considered as qualifying evidence for gifted identification. A valid and reliable rubric is used in the evaluation of a portfolio to ensure consistency and equal opportunity. An example would be a collection of a student's art work throughout elementary school and the portfolio being evaluated by a committee of district art teachers and local artists.

Classroom Performance: Classroom teachers are often critical in providing qualitative data about a student's performance within the classroom. As the curriculum experts, teachers can identify those students working above their same-age peers. Evidence of above grade-level performance builds a student's profile. An example of this might be a fourth-grade student who has already demonstrated mastery of fourth and fifth grade math standards and has successfully completed all the pre-algebra modules from an online math program. Advanced classroom performance must be measured through examples of above grade-level work. Earning an "A" in a class does not necessarily indicate exceptional performance.

Body of Evidence

Characteristics and Behaviors

Gifted students often demonstrate characteristics that lead to a referral for the gifted identification process. Through the use of behavioral scales, educators and parents can identify outstanding talent by observing students in one or more settings that enable them to display their abilities. Characteristics such as leadership, motivation, memory, reasoning, creativity and sense of humor become a focus rather than academic aptitude measured by many of the more traditional tests students encounter in school. Peyton School District uses the Scales for Identifying Gifted Students (SIGS) behavior scale.

The following pages provide more detailed descriptions of characteristics and behaviors of gifted students.

Characteristics and Behaviors of Gifted Students

A gifted learner is more than just a “smart kid”!

Gifted Students will exhibit behaviors and characteristics which vary from their peers. Some children demonstrate these academic and social cues from a very early age, which is why the parents are often the first to wonder if their child is “different” from their peers.

These traits may be intellectual, emotional or a combination of both. The gifted student may experience “asynchronous” development which produces a child whose mental capacity does not match his/her emotional maturity.

There are many misconceptions about gifted children. Sometimes, high achievers are mistaken for gifted learners. A gifted learner has the potential for exceptional accomplishments, but may not always demonstrate a desire to achieve academically and can become an underachiever.

Intellectual Traits

Inquisitive nature: While most children spend their time asking “Why?” the gifted learner is often unsatisfied by answers that seek to appease rather than focus on the issue in question. Such students may continue to ask questions until they reach a level of satisfaction with the response.

Advanced vocabulary for their age: Some children sound like little adults. They are fascinated by words and language. As they grow older, students may be voracious readers with extensive vocabularies. Such students may read the dictionary for fun, incorporate large and delightful words into their writing assignments, or naturally use precise terminology in their speaking.

Creative problem solving: Often these children can generate numerous, innovative, or even unusual solutions, which they may apply into debates with their parents. In other cases, a child may result in an unorthodox response that seems entirely reasonable to the child.

Exceptional memorization abilities: Students with exceptional memories may find school quite easy, especially when their teachers require knowledge rather than analysis.

Intellectual Traits

Passionate interests and ability to develop and retain vast storehouses of information about their interests:

These students often become real experts on anything that interests them. It is not unusual for a child to be all-consuming in his /her quest for understanding a subject and subsequently completely drop the topic as a passion because his/her interest has been quenched and suddenly a new interest will replace the old one.

Learns new material rapidly and gets bored by

repetition: For the student who is a “quick study,” the kinds of repetitive experiences found in some classrooms may result in the student’s mentally dropping out of the conversation. As a result, he or she may appear to be unengaged, distracting, or hostile depending upon the context. This may eventually lead to underachievement.

High energy level (sometimes combined with reduced need for sleep): Some gifted children are “no nap” babies and light and short sleepers. Their parents may be jealous of mothers and fathers whose children sleep like babies. Such students may appear to be hyperactive. Dabrowski referred to this pattern as over excitabilities, which may be found to be typical in very bright children.

Intellectual Traits

Keen observer and questioner: These children often display an early interest in national and world events. They may also call attention to inconsistencies that they see demonstrated in policies. Likewise they may question authority, not only in government, but in parents, teachers, and babysitters.

Intense focus: Students with intense focus may consider an idea in such depth that they may appear to be day dreaming while the class moves on to other topics. Such students may appear unwilling to transition from one subject to another at the same pace as their classmates. Yet the constant moving from topic to topic based on the passing of the hands of a clock may appear to such students as unreasonable and unnecessarily painful.

Long attention span: Students with long attention spans may demonstrate this trait inconsistently; they may appear extremely hyperactive, for instance, except when participating in their interest area, when suddenly, they can concentrate for three hours on a single topic. In such a context, it is quite likely that gifted students become so immersed in the process that they lose track of everything going on around them. Many people would love to have this skill, but in the context of school schedules, students who can concentrate deeply may be put temporarily at a disadvantage when students have to move quickly from one subject to another based on passing time.

Intellectual Traits

Intuitive: These children often can see through glib statements, challenging their adults to deal very directly with them. They innately grasp whatever is under the surface, with no apparent clues.

Independent and prefers individualized work: While many students enjoy group activities, gifted learners may thrive on independent activities in which they are given a goal and the offer of assistance as needed. Students who enjoy this type of work will actually work harder when allowed to work independently. It is important to note, however, that this is not a license for allowing the high ability learner to languish in a corner while the rest of the class moves forward. The student should be assisted with goal-setting and decision making, as well as research skills, as necessary.

Social and Emotional Traits

Strong sense of humor: These are the students that seem to “get the jokes.” Such students delight in puns and wit; even their scathing political comments may be tinged with humor. Students with strength in this area may use it effectively to avoid fights.

Creativity: Creative students often initiate their own learning and ask unusual questions. Ironically, participation in school has a tendency to decrease students’ creativity over time. While creative children are typically of above –average intelligence, bright children are not necessarily also creative.

Openness to new experiences, solutions, ideas: Some students revel in the fact that a mathematical (or English or science) problem can be solved through a variety of routes. For these students the question, “What is **another** correct answer?” comes as a welcome relief in classrooms. In response to a complex problem some gifted children may propose a new idea or product, even going as far as to develop a prototype-just to see if it could really work. It is important to consider whether the idea is really implausible or whether the student’s idea is just ahead of the rest of us. Consider the first reaction to the idea of an airplane

Social and Emotional Traits

Challenge authority: Typically, both parents and teachers will get further if they provide a reason for the decisions that affect bright children. While time does not always permit such lengthy explanations, they do help children grow in their understanding of the kinds of thought processes that feed into rational decision making.

Internal locus of evaluation: Instead of working for grades, some gifted students may focus on working to their own level of expectation. In such cases the student may be consumed with a project long after it was supposed to be turned in, or the students may decide not to do it all, because in his/her estimation, the learning would not be commensurate with the energy required.

Ability to defer closure: Living with ambiguity comes naturally to some bright students, who can happily function knowing that paradoxes exist all around them.

Social and Emotional Traits

Sensitivity: Because of heightened sensitivities, these students may become frightened that the world will end, become obsessed with raising money for the latest global tragedy, or wake up screaming at night if they see the news. None of these scenarios is unusual, but if your child demonstrates such reactions, it may be best to curtail watching the news and reading for a while.

Preference to overlook details: Because many of these students are global thinkers, they may find that details get in the way of their large ideas. It may be helpful for parents to guide students from a big idea down to the necessary details when they are required for assignments.

Asynchronous development: It often astonishes adults when the five year old who has read everything on dinosaurs throws a screaming tantrum because of a minor change of schedule, yet this sort of uneven development is quite typical for advanced learners. Motor skills may lag cognitive development, which cause frustration with writing assignments.

Social and Emotional Traits

Multipotentiality: The “jack of all trades, master of none” often describes such students. Students may divide themselves to the point of exhaustion or may choose to participate in multiple areas without ever working to a proficiency level they might be capable of achieving.

Peer relations: The question of who is a peer may appear early in the life of high ability learners, as they may select peers based on common interests and attitudes rather than on the basis of chronological age.

Perfectionism: Some children may develop unrealistically high expectations of themselves, often due to their past performances. It is important to distinguish between the child who maintains high performance standards in multiple areas (as a result of wanting to do one’s personal best whenever possible) and the child who feels external pressure to achieve. In the second case, the student may become paralyzed and eventually become unwilling to turn in anything that is not “perfect.” This excessive self-criticism can become debilitating, resulting in course failures and lowered self-esteem.

Final Decision for Identification

A team is assembled to review the data which includes the building RtI (Response to Intervention) team, teachers, and parents to review all data (quantitative and qualitative).

The RtI Teams makes a final recommendation for gifted identification.

Students may qualify in several areas:

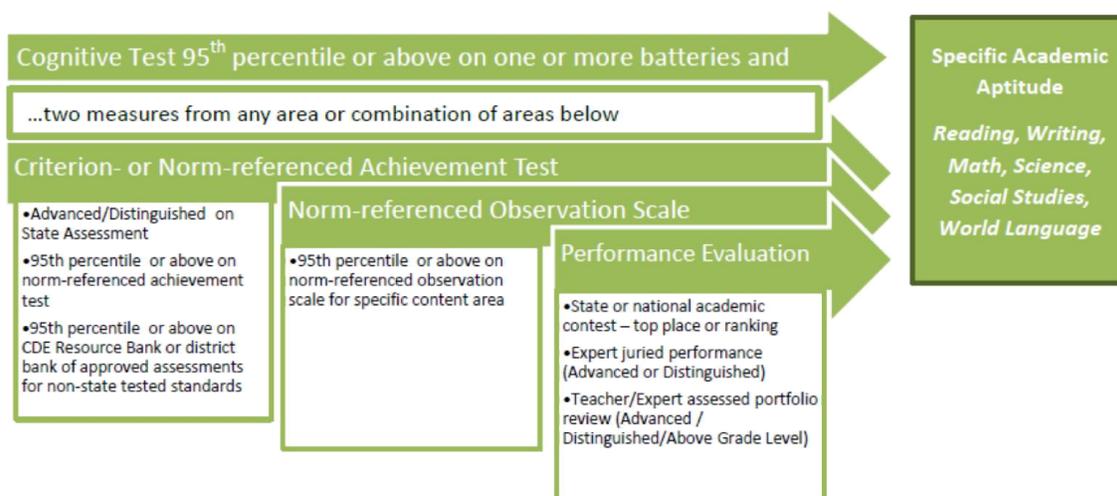
- Specific Academic Aptitude
- Specific Talent Aptitude
- General Intellectual Ability

Final Decision for Identification

Area of Giftedness: Specific Academic Aptitude

Content areas for specific academic aptitude include: reading, writing, math, science, social studies and world language. Two pathways may lead to identification in the area of specific academic aptitude.

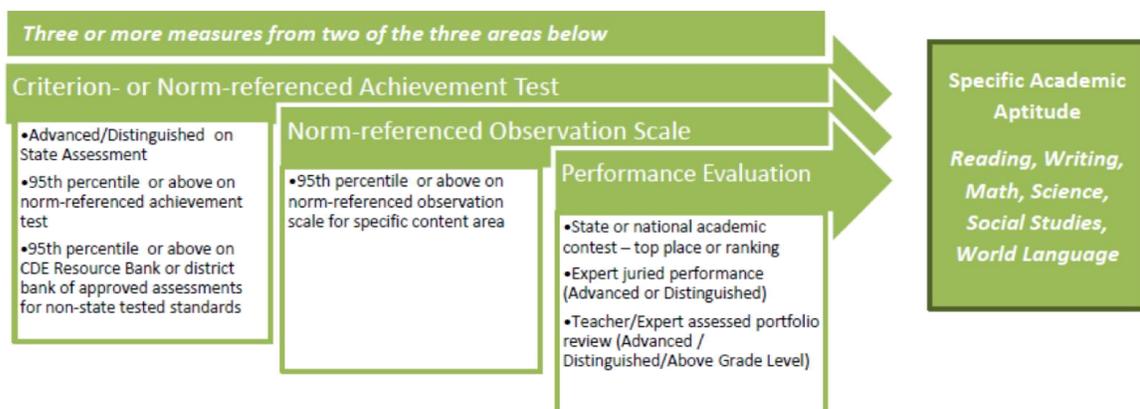
First, a student may score 95th percentile or above on one or more batteries of a cognitive test and demonstrate aptitude on two specific academic measures.



Final Decision for Identification

Area of Giftedness: Specific Academic Aptitude

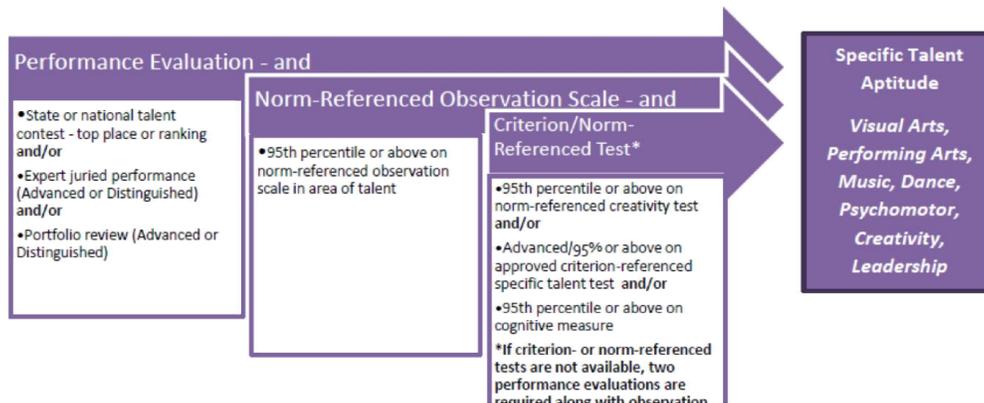
Second, a student may not score 95th percentile or above on a cognitive test. However, a review team may determine a comprehensive body of evidence demonstrates gifted academic ability. Content-specific measurement tools to meet criteria for identification should include at least three or more measures from two of the three areas below. When cognitive data do not meet gifted criteria, identification in a specific academic aptitude requires an examination of multiple data points and trends over time.



Final Decision for Identification

Area of Giftedness: Specific Talent Aptitude

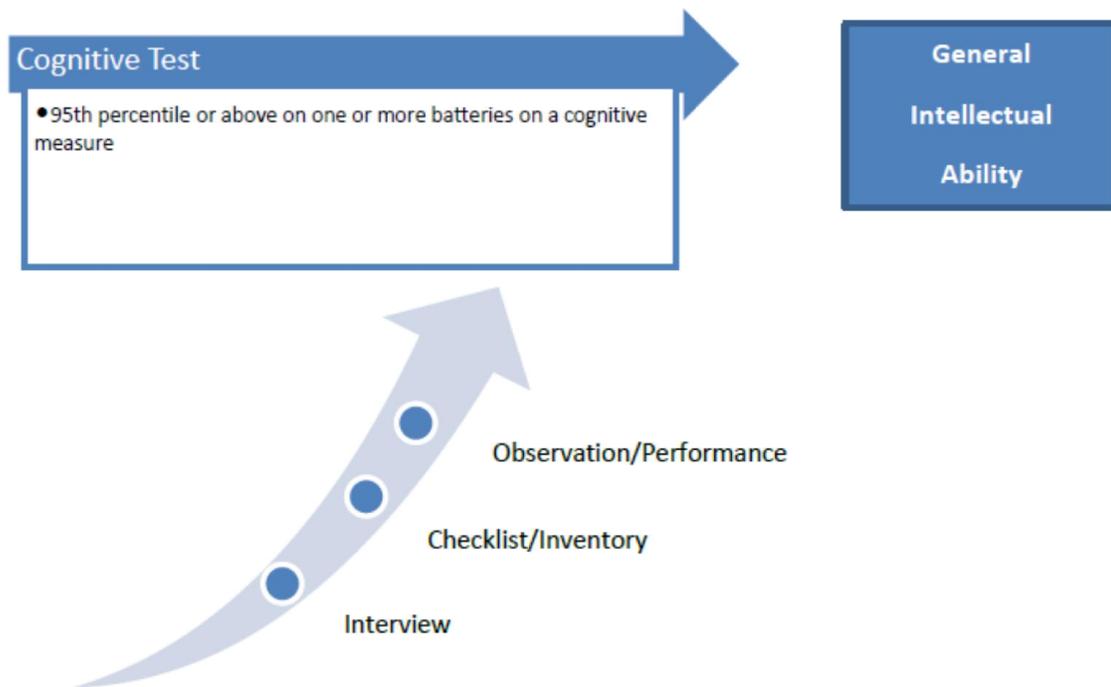
Talent domains include: visual arts, performing arts, music, dance, psychomotor, creativity and leadership. A performance evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on an observation scale. Identification in the area of psychomotor is designated for national-level athletes who require programming accommodations to address the number of school days that might be missed during training and/or competitions.



Final Decision for Identification

Area of Giftedness: General Intellectual Ability

Students may qualify in the area of general intellectual ability with a score of 95th percentile or above on one or more batteries of a cognitive test. Additional data for the body of evidence is necessary to develop the student's learning profile.



Advanced Learning Plans

The ultimate outcome of identification is that all gifted students attain postsecondary career and college goals, act with self-esteem and self-advocacy, and are creative, productive members of society.

If a student has been formally identified, an ALP (Advanced Learning Plan) is designed to outline goals, objectives and programming changes for the student in the identified area(s).

Advanced Learning Plans are an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social-emotional development.

The Advanced Learning Plan:

- Inspires students toward new levels of learning and growth.
- Provides clear instructional and social-emotional guidance each year.
- Provides a means to measure student progress as a result of programming.
- Provides the student with an indicator of success, self-efficacy, and next steps.

Rationale (relationship to gifted student growth):

The ALP is critical in the transition of gifted students from one level of schooling to the next. This helps to ensure that programming from grade to grade, building to building, district to district, and state to state is continuous, seamless, and non-repetitive.

Colorado Department of Education

Advanced Learning Plans

Writing ALPs

The Colorado Department of Education Gifted Education Unit recommends the use of **SMART goals** when writing advanced learning plans. SMART goals are:

- Specific
- Measurable
- Attainable
- Realistic
- Timely and Tangible

Peyton School District uses Alpine Achievement, an online data storage system to create and update ALPs. ALPs are reviewed and amended annually. They may be modified at any time to accommodate changing goals and needs of students.

Teachers, parents and students are included in the creation and revising of ALPs.

The signed ALPs are stored in a secure location under the supervision of the District Gifted Coordinator.

Programming

Programming includes the components and strategies that are implemented to appropriately address the educational and emotional needs of gifted students as they continuously advance in the mastery of Colorado Academic and National Core Content Standards.

Programming for the individual student matches the strengths and interests of the gifted student as determined by the ALP.

To meet the various needs of the its students, Peyton School District utilizes several different programming options. While the academic and emotional needs of the gifted student are always the priority, programming options may vary based on available resources.

Gifted students need a curriculum that supports higher order thinking skills and often require minimal repetition. Classroom teachers can often meet these needs with differentiation and modified curriculum. Sometimes, teachers need to use different teaching strategies and programming options.

Programming Options

Evidence-based instructional practices provide a strong base for the continuum of programming options so that gifted students may develop to their highest potential during their school years. These include:

- **Acceleration**
- **Creative Thinking/Invention**
- **Critical Thinking and Reasoning**
- **Curriculum Compacting**
- **Flexible Pacing**
- **Grouping with Like-Ability Peers**
- **Independent Work in Area of Passion**
- **Inquiry-Based Learning**
- **Problem-Based Learning**
- **Social-Emotional Teaching Strategies**
- **Tiered Assignments to Increase Depth and Complexity**

Programming Options

Peyton Junior-Senior High School

Peyton School District has many other options for gifted students in the middle and high school grades to meet their academic needs:

AP Classes: Students complete the coursework required by a college or university while also receiving high school credit. At the completion of the course, the student takes a nationally-normed competency test. If the student receives a qualifying score, they will receive college credit as well as high school credit for the class.

Dual Credit Classes: Students earn high school and college credit at the same time while completing courses. Teachers have received credentials through universities and the course is aligned to college level classes.

Online Advanced Classes: Sometimes the school district does not have the academic courses necessary to meet the needs of gifted students. In some circumstances, online advanced classes will fill this need.

Off-Site Classes: In some cases, gifted students can only meet their academic needs by taking college level classes off-site, such as at the local community college or university.

CLEP/DANTES Exams: These competency exams are offered at the local colleges and allow students to receive college credit while “testing out” of certain classes.

Full Grade Level Acceleration

Occasionally, a student's academic needs cannot be met with differentiation in the classroom or other programming options. A student that excels in all academic areas and demonstrates emotional and social maturity may be a good candidate for a full grade acceleration.

Early Access

For young, highly gifted students, Peyton School District has an Early Entrance Program in place. This program allows highly gifted four year olds to start kindergarten and highly gifted five year olds to start first grade. This early access age requirement is the age of the child as of October 1st. This program is in cooperation with the Pike Peak BOCES and requires parents to give permission for aptitude and achievement testing as well as provide documentation and evidence of their child's giftedness. Interested parents should contact the gifted coordinator at Pikes Peak BOCES **no later than February 1st** to be considered for the following school year.

Full Grade Acceleration, Grades Two through Eight

In grades two through eight, a child may also be a candidate for a full grade acceleration if he/she demonstrate high ability. Full grade level acceleration is not a decision to be made quickly and many factors must be considered to ensure the continued overall success of the student academically and emotionally. The following pages outline the full grade acceleration policy in place for Peyton School District.

Peyton School District 23JT
Full Grade Acceleration Policy
Grades Second through Eighth

A student can be referred for full grade acceleration by a teacher, administrator, counselor, GT coordinator, parent, or by the student. Once the referral is made, the following guidelines are recommended:

- 1) A body of evidence is collected by the GT coordinator to include the following:
 - A. State and district assessment scores
 - B. WISC (Wechsler Intelligence Scale for Children) or similar, approved full scale IQ assessment scores obtained from testing by a psychologist
 - C. District assessments for the potential new grade level
 - D. Student portfolio with work samples

- 2) A meeting will be scheduled with the Acceleration Team, which includes: Building RtI (Response to Intervention) coordinator, current teacher, possible future teacher of next grade level, principal and/or assistant principal, counselor, GT coordinator, parent(s) or guardian, and student when appropriate. If the student is also identified as a special education student (SPED) or an English language learner (ELL), appropriate staff representing that department should also be part of the team.

At the meeting, the team will complete the Iowa Acceleration Scales, which examines the academic, behavioral, social, emotional, and physical characteristics of the child. The Iowa Acceleration Scales provide a rating of what kind of candidate the child is for full-grade acceleration: exceptional, good, marginal, or not recommended for acceleration.

- 3) A decision will be made at this point regarding full-grade acceleration for the student. If parents are not at the meeting, the GT coordinator will facilitate the communication of this decision with the family.

- 4) Planning must take place for the next steps and logistics of accelerating the student to the next grade level. The process and timeline for transition to the new classroom will be decided on a case by case basis by the Acceleration team.

- 5) If a parent wishes to appeal the decision, they must contact the district superintendent in writing who will make the final decision after evaluating information gathered from the Acceleration Team.

Portability

The Exceptional Children's Education Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. This concept is referred to as "portability."

Portability means that a student's identification in one or more categories of giftedness transfers to any district in the state. Gifted programming must continue according to the receiving district's programming options. Portability of identification is a part of the student's permanent record and Advanced Learning Plan. The transfer process may include secure electronic file transfers or mailing of the student's record to the new district/school. When a student transfers from one district to another, it is important that the sending district include gifted education records with all other student records sent to the receiving district.

The rule for portability does not apply to students moving into Colorado from another state unless covered by the Military Compact Agreement for identified gifted students moving to Colorado as a result of a military transfer.

When a Student Does Not Qualify

Right of Appeal

The purpose of this regulation is to establish an orderly process for resolving parent grievances, to promote good relationships, and to provide parents with an opportunity to present their grievances before the administration.

If a student does not meet the specified criteria for identification, The Peyton School District believes that every effort should be made to settle grievances as promptly and equitably as possible. Parents are encouraged to take any complaint to the District Gifted and Talented Coordinator as experience has shown that problems can frequently be settled through discussion and common understanding.

Students and families are encouraged to submit grievances directly to the Coordinator.

If an impasse still exists at this point, the case will be referred to the building administration, who will make the final gifted identification after reviewing all data and consulting with all parties involved.

Suggested Resources

Organizations

Colorado Association for Gifted and Talented (CAGT)

A state- wide organization for educators, administrators, and parents.

PO Box 473414, Aurora, CO. 80047-3414

303-368-4401

<http://www.coloradogifted.org>

National Association for Gifted Children (NAGC)

A national organization of parents, teachers, and others concerned with issues involving gifted children.

202-285-4268

<http://www.nagc.org>

Supporting Educational Needs of the Gifted (SENG)

SENG will put parents on the email list, if you are interested in updates. In addition to conferences, they provide a list of frequently asked questions and article of interest.

SENG, P.O. Box 6074, Scottsdale, AZ 85261

(773) 857-6250.

<http://www.sengifted.org/>

The Council for Exceptional Children (CEC)

The largest international organization dedicated to improving educational outcomes for exceptional children.

<http://www.cec.sped.org/>

The Associations for the Gifted (TAG)

Organized as a division of The Exceptional Children in 1858 to help both professionals and parents deal more effectively with the gifted child.

<http://www.cectag.org/>

Uniquely Gifted

This organization provides resources for gifted students who have special needs, including ADD/ADHD, learning disabilities, Asperger syndrome, etc.

<http://www.uniquelygifted.org/>

Websites, Books, and Articles

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Colorado Department of Education, Office of Gifted Education:
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Vision

All gifted students will accomplish challenging post-secondary workforce goals and become productive, creative citizens capable of succeeding in their area of strength.

Mission

Ensure gifted student growth and achievement through systems of support, programming, and advocacy.

Colorado Department of Education

