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**About Us**

“Gifted and talented children” means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under four 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 and ethnic, 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:
- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

**Vision Statement**

All gifted youth in Lewis-Palmer School District are identified by their strength areas and needs. Educational programming is designed and implemented to match their identified needs. Student progress and achievement is monitored through on-going assessment. All teachers participate in professional development to increase knowledge, skills, and understanding of gifted students and their instructional needs.

**Mission Statement**

To recognize and nurture the development of exceptional abilities so that all gifted students demonstrate positive character development, high level thinking, and creative productivity.
Values

- Shared responsibility of educators, parents, and community for the academic and affective growth of gifted and talented learners
- A climate of excellence and rigorous curricula for every child
- Consistent practice of differentiation in curricula, instruction, and assessment which supports a continuum of services for every gifted learner
- Highly qualified professional educators who work with gifted learners
- Identification of exceptional potential using a body of evidence in all populations regardless of ethnicity, culture, gender, exceptionality, or income level

The Values, definitions, and Mission and Vision Statements of the Lewis-Palmer School District #38 are based off of those provided by the Colorado Department of Education. Everything that the Gifted and Talented Department does is aligned with the qualifications and standards set by the Colorado Department of Education, also known as the CDE. If you have any questions about the Gifted and Talented Education State Rules or wish to learn more about the CDE, please visit the Gifted and Talented homepage on the CDE website, provided for you below.

Colorado Department of Education (CDE) Website:
http://www.cde.state.co.us/gt

The Lewis-Palmer School District Department of Gifted and Talented Education has more information regarding specific classes, programs, activities, and contact information on their website. This website is also provided for you below.

Lewis-Palmer School District #38 Department of Gifted and Talented Education Website: http://www.lewispalmer.org/Domain/628
Identification

Common Characteristics

Though there are a wide variety of characteristics those who are gifted may possess, here is a brief list of examples educators look for when determining giftedness in a student.

- Motivated
- Enthusiastic learner
- Intense, sometimes unusual interests
- Self-starter
- Highly expressive with words, numbers, or symbols
- Effective, often inventive strategies for recognizing and solving problems and changes strategy if it is not working
- Creates new designs/inventor
- Has a large storehouse of information on school or non-school topics
- Needs only 1-2 repetitions for mastery
- Asks unusual questions for age
- Quickly grasps new concepts, sees connections, and senses deeper meanings
- Keenly observant
- Critical thinker
- Keen sense of humor
- Large accumulation of information about emotions/uncommon emotional depth
- Openness to experiences
- Strong reactions to emotional stimuli
- Strong sense of compassion, justice, and/or empathy
- Sense of being “different” socially or often overly self-critical

Information provided by: [http://www.cde.state.co.us/gt/12traitsofgiftedness](http://www.cde.state.co.us/gt/12traitsofgiftedness)

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Process of Identification

In Lewis-Palmer School District #38, the identification process involves gathering a body of evidence through a variety of procedures and sources designed to reveal exceptionalities or potential. The purpose of a body of evidence is to:

- Ensure that the student's abilities are well recognized
- Look beyond just one area for information
- Include a more diverse population
- Match appropriate services to needs

A body of evidence will be collected for every child considered for identification. The body of evidence collected for identification in Lewis-Palmer School District #38 comes from the following four categories:

- Intellectual abilities - 95th percentile or above on norm-referenced cognitive tests or subtests
- Academic achievement - 95th percentile or above on norm-referenced standardized tests
- Behavior characteristics - observation of behaviors with outstanding or exceptional factors
- Demonstrated performance - distinguished level of performance

There are multiple aptitudes in which a student may be identified as Gifted. They are separated by either Academic-based or Talent-based.

- Academic:
  - Reading
  - Writing
  - Mathematics
  - Science
  - Social Studies
  - World Languages

- Talent:
  - Visual Arts
  - Performing Arts
  - Musical Abilities
  - Dance
  - Psychomotor Abilities
  - Creative or Productive Thinking
  - Leadership Abilities
**Academic Identification Matrix**

The following is the Identification Matrix the Gifted and Talented Department of LPSD uses when identifying academically gifted students. A student who meets the criteria in three of the four categories will qualify for gifted services. A body of evidence will be collected for every child.

<table>
<thead>
<tr>
<th></th>
<th>Gifted Learner</th>
<th>Culturally Linguistically Diverse</th>
<th>Twice Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual Ability</strong></td>
<td>95th percentile and above on norm-referenced standardized cognitive tests or subtests</td>
<td>Qualify for EL services with LAP (Language Acquisition Plan) or PHLOTE (Primary Home Language other than English) or FELL (Formerly English Language Learner)</td>
<td>Qualify for an IEP or 504 Qualify for gifted education based on a body of evidence</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td>Two scores at the 95th percentile and above on norm-referenced or criterion-referenced standardized tests Advanced score on a standards-based, grade-level state test</td>
<td>Acquires English at an accelerated rate Qualify for gifted education based on a body of evidence</td>
<td>Qualify for an IEP or 504 Qualify for gifted education based on a body of evidence</td>
</tr>
<tr>
<td><strong>Behavior Characteristics</strong></td>
<td>Two scores based on school/home observations of characteristics/behaviors or motivation with outstanding or exceptional rating factors using a norm referenced scale</td>
<td>Two scores based on school/home observations of characteristics/behaviors or motivation with outstanding or exceptional rating factors using a norm referenced scale</td>
<td>Two scores based on school/home observations of characteristics/behaviors or motivation with outstanding or exceptional rating factors using a norm referenced scale</td>
</tr>
<tr>
<td><strong>Demonstrated Performance</strong></td>
<td>Demonstrated performance score is an &quot;Exceeds Expectations&quot; as evidenced by a juried performance, portfolio evaluation, or state/national academic contests.</td>
<td>Demonstrated performance score is an &quot;Above Expectations&quot; as evidenced by a juried performance, portfolio evaluation, or state/national academic contests.</td>
<td>Demonstrated performance score is an &quot;Above Expectations&quot; as evidenced by a juried performance, portfolio evaluation, or state/national academic contests.</td>
</tr>
</tbody>
</table>
Criteria for Specific Academic Aptitude Identification

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.

The following are the criteria set by the CDE for identifying specific academic aptitude using a cognitive test.
Second, a student may not score 95th percentile or above on a cognitive assessment. 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 does not meet gifted criteria, identification in a specific academic aptitude requires an examination of multiple data points and trends over time.

The following are the criteria set by the CDE for identifying specific academic aptitude without using a cognitive test.
Criteria for General Intellectual Ability Identification

The following is the criteria for 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. The determination team must collect and review additional data for the body of evidence to develop the student’s learning profile. A gifted determination based solely on a cognitive assessment score, without any other qualifying data, is the exception.

A review team should use their professional judgment to determine if identification is appropriate by examining supplemental or non-traditional information collected through interviews, observations or performances beyond the academic content areas. Students from underrepresented populations may not demonstrate gifted abilities through the use of traditional assessment data.

When only cognitive ability assessment data meets criteria in a body of evidence (95th percentile or above), the review team may determine that the student is identified with general or specific intellectual ability. This meets portability requirements.

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Talent Identification Matrix

The following is the Identification Matrix the Gifted and Talented Department of LPSD uses when identifying talent-based gifted students. A body of evidence will be collected for every child.

Students who meet the criteria in all three indicators in the performance area lead to identification.

<table>
<thead>
<tr>
<th>Visual Arts, Drama, Music, Dance, Psychomotor, Creativity, Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Evaluation</strong></td>
</tr>
<tr>
<td>☐ Individual state or national talent contest top place or ranking and/or</td>
</tr>
<tr>
<td>☐ PSYCHOMOTOR: Identification in the area of psychomotor is designated for <strong>national-level athletes</strong> who require programming accommodations to address the number of school days that might be missed during training and/or competitions. Districts are not required to provide or financially support athletic coaching, training or competitions for students identified in this area.</td>
</tr>
<tr>
<td>☐ Expert juried performance (Advanced or Distinguished) and/or</td>
</tr>
<tr>
<td>☐ University Professors</td>
</tr>
<tr>
<td>☐ Teachers of the Arts</td>
</tr>
<tr>
<td>☐ Experts in the Field</td>
</tr>
<tr>
<td>☐ A portfolio review (Advanced or Distinguished)</td>
</tr>
<tr>
<td><strong>Norm-Referenced Observation Scale</strong></td>
</tr>
<tr>
<td>☐ 95&lt;sup&gt;th&lt;/sup&gt; percentile or above on normed observation scale in area of talent</td>
</tr>
<tr>
<td><strong>Criterion/Norm-Referenced Test</strong></td>
</tr>
<tr>
<td>☐ 95&lt;sup&gt;th&lt;/sup&gt; percentile or above on normed-referenced specific talent test and/or</td>
</tr>
<tr>
<td>☐ Advanced 95% or above on approved criterion-referenced specific talent test and/or</td>
</tr>
<tr>
<td>☐ 95&lt;sup&gt;th&lt;/sup&gt; percentile or above on cognitive measure</td>
</tr>
</tbody>
</table>

*If criterion or norm-referenced tests are not available, two performance evaluations are required along with observation scale*
Criteria for Specific Talent Aptitude Identification

Identification in the talent domains requires the examination of a variety of instruments and multiple pathways that lead to identification. Talent domains include: visual arts, performing arts, music, dance, psychomotor, creativity and leadership.

Often criterion or norm-referenced assessments are not available in a talent area; therefore 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 a norm-referenced observation scale.

Identification in 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. Districts are not required to provide or financially support athletic coaching, training or competitions for students identified in this area.
Qualifying Materials for Talent Identification

Nomination Forms:
- Parent/Student Information & Nomination Form – Part A
- Parent/Student Information & Nomination Form – Part B
- Peer Nomination Form
- Teacher/Community Nomination Form

Arts Talent
- CDE Talent Aptitudes
- Arts Talent Identification Guidance Cut Points

Creativity
- CDE Identification Flowchart
- Creativity Rating Scale for Product/Performance Portfolios

Dance
- CDE Identification Flowchart
- Indicators of Potential Talent in Dance (Observation Rating Scale)
- Performance Assessment – Dance
- Interview Addendum

Drama
- CDE Identification Flowchart
- Indicators of Potential Talent in Theater/Drama (Observation Rating Scale)
- Performance Assessment – Theater/Drama
- Interview Addendum

Leadership
- CDE Identification Flowchart
- Leadership Rubric
- Leadership Portfolio
Music
- CDE Identification Flowchart
- Indicators of Potential Talent in Music (Observation Rating Scale)
- Performance Assessment – Music
- Interview Addendum

Psychomotor
- Elite Athlete Identification
- Elite Athlete Process

Visual Arts
- CDE Identification Flowchart
- Indicators of Potential Talent in Visual Arts (Observation Rating Scale)
- Performance Assessment – Visual Arts
- Interview Addendum
**Portability**

The Exceptional Children’s Educational Act (ECEA) requires that a student who moves from one district in Colorado to another district in the state retains his/her gifted identification. In Colorado law, this is called “portability” of identification.

What happens if an identified child moves to another district within Colorado? Colorado identification transfers with the child if he/she is moving to another district in the state. If the receiving district does not find a body of evidence to support the identification, the receiving district may conduct further assessment to confirm identification.

If a student moves to another state, the new state may or may not honor the identification based on their state laws and regulations governing gifted identification. Unlike special education, gifted education is not mandated by federal law.

**Out of State Transfer**

The rule for portability does not apply to students moving into Colorado from another state. However, the receiving school should review the student’s records for evidence of giftedness, and then determine whether additional assessment is necessary to confirm if the student meets Colorado criteria for gifted identification.

**Military Compact Act**

The Interstate Compact on Educational Opportunity for Military Children created legislation to ease school-to-school transfers for military children. The intent of the Compact is to minimize the disruption in education when a military child is forced to move as a result of a transfer or deployment. The Compact states: The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). This does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.

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Programming

LPSC Gifted and Talented Programs

Elementary:
- Differentiated instruction
- Flexible/Cluster grouping
- Curriculum compacting
- Literature circles
- Junior Great Books
- William & Mary curriculum
- Battle of the Books
- District-wide Spelling Bee
- Advanced Curriculum by content/grade
- Early Access

Secondary:
- Differentiated instruction
- Cluster grouping
- Acceleration/Online coursework
- Advanced Placement classes
- Advanced Curriculum
- Honors Program
- Gifted Education classes
- Independent Studies/Internships
- Dual enrollment with college
- Enrichment and Leadership opportunities
- Career and College counseling
- Programming for affective needs

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Other Available Programs

The following programs are outside of the LPSD, but can be options for gifted students as well.

- Center for Bright Kids Summer Program
  - [https://www.centerforbrightkids.org/summer.php](https://www.centerforbrightkids.org/summer.php)

- Colorado College Children Summer Program
  - [https://www.coloradocollege.edu/academics/dept/education/childrens-summer-programs/](https://www.coloradocollege.edu/academics/dept/education/childrens-summer-programs/)

- Colorado School of Mines K-12 Student Outreach Program
  - [http://students.csmspace.com/](http://students.csmspace.com/)

- University of Colorado Colorado Springs: Project Lead the Way (PLTW)
  - [https://www.pltw.org/](https://www.pltw.org/)

- Ricks Center for Gifted Children at the University of Denver
  - [http://www.du.edu/ricks/](http://www.du.edu/ricks/)

- Rubik’s Cube
  - [http://www.youcandothecube.com](http://www.youcandothecube.com)

- iD Tech
  - [http://www.idtech.com](http://www.idtech.com)

- University of Northern Colorado UNC Summer Enrichment Program
  - [http://www.unco.edu/cebs/sep/](http://www.unco.edu/cebs/sep/)

The Colorado Department of Education has information on many programs and tournaments for the gifted and talented as well. Below is a link to the CDE website with information on these programs.

[http://www.cde.state.co.us/gt/gtotherprogscomps](http://www.cde.state.co.us/gt/gtotherprogscomps)
**Laws and Regulations**

**Colorado Gifted Education Review (C-GER)**

The Colorado Gifted Education Review (C-GER) is a collaborative monitoring process that is the shared responsibility of Administrative Units and CDE. The purpose of this partnership is to increase the capacity of educators and educational systems to identify, program and be accountable for gifted learner achievement and growth. The C-GER process relies on using meaningful data, such as parent/staff survey data, the performance of identified gifted students on state and local assessments, enrollment data and indicators outlined in state regulations and reflected in the AU’s comprehensive program plan. In accordance with state statute, C-GER aligns with the Rules for the Administration of Gifted Education under the Exceptional Children’s Educational Act (ECEA), Rule Section 12.07. The intent of C-GER is to be a support system in fulfilling the monitoring requirements.

For more information, visit: [http://www.cde.state.co.us/gt/auggerguide](http://www.cde.state.co.us/gt/auggerguide)
Or visit: [https://www.cde.state.co.us/gt/cger_handbook_oct2014](https://www.cde.state.co.us/gt/cger_handbook_oct2014)

**Exceptional Children’s Educational Act (ECEA)**

The ECEA requires all administrative units (AUs) in Colorado to identify and serve students between the ages of four and twenty-one whose aptitude or competence in 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. ECEA Rules specify the areas for gifted identification in Colorado. A student may be identified in one or more of these domains (areas): General or Specific Intellectual Ability; Specific Academic Aptitude; Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities (Talent Aptitudes); Creative or Productive Thinking; and Leadership Abilities.

For more information, visit: [http://www.cde.state.co.us/gt/identification2016with-yellow-highlights](http://www.cde.state.co.us/gt/identification2016with-yellow-highlights)
Or visit the website below, starting at page 98: [http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6251&fileName=1%20CCR%20301-8](http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6251&fileName=1%20CCR%20301-8)
Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA) and is a replacement for the No Child Left Behind Act (NCLB) that was enacted in 2002.

Some of the main highlights of the Act are:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands this administration's historic investments in increasing access to high-quality preschools.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

For more information, visit: [http://www.ed.gov/essa?src=policy](http://www.ed.gov/essa?src=policy)

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House Bill 1077

Creates two parts in the Exceptional Children’s Education Act (ECEA): Part 1 for special education and Part 2 for gifted education. It also moves current language in ECEA regarding gifted education to a Part 2 placement. [In the current law it is difficult to find all the references to gifted education Example: Some requirements intermingle with special education requirements within the same paragraph.] Though most of the information and definitions are the same, there are a few changes. For example, HB 1077 eliminates the definition and phrase “special educational services” in the current law which means gifted education services. The bill replaces the phrase, “special educational services”, when referring to gifted education with the clearer phrase, “gifted education services.” The main change is that now, by delineating the two parts under ECEA, the bill provides stakeholder groups with easier access to definitions and requirements for gifted and special education. The bill also increases the visibility of the provisions required for gifted and/or special education programs.

For more information, visit:

House Bill 09-1319

(a) Creating pathways between high schools and institutions of higher education is essential to fulfilling the Colorado promise of doubling the number of postsecondary degrees earned by Coloradans and reducing by half the number of students who drop out of high schools in the state;

(b) Concurrent Enrollment Programs have the potential to help advance the vision for an aligned system of high school and postsecondary standards and assessments, as described in the "Colorado preschool to postsecondary education alignment act of 2008", part 10 of article 7 of this title;

(e) The state should improve teachers', administrators', and parents' access to information concerning Concurrent Enrollment Programs;
(g) All of the state’s high schools should eventually develop equitable access to Concurrent Enrollment Programs to provide the infrastructure necessary to improve high school retention, to motivate young people to take seriously the need to become postsecondary- and workforce-ready, and to accelerate students' progress toward a postsecondary credential.

For more information, visit:  

House Bill 14-1182

Notwithstanding any provision of this article, or any provision of state board rule that implements this article, to the contrary, for the 2015-16 school year, the department shall assign accreditation ratings for school districts and the institute based on: (a) the accreditation rating assigned to the school district or the institute for the preceding school year; (b) the school district's or the institute's compliance with the provisions of its accreditation contract; (c) the level of participation on the statewide assessments by students enrolled in the schools of the school district or in the institute charter schools; and (d) valid and reliable data that meets the guidelines established by the commissioner and that the school district or the institute may submit to the department to demonstrate the school district's or the institute's progress in improving student performance with regard to the Colorado Academic Standards and postsecondary and workforce readiness and in attaining the statewide targets for the performance indicators and the school district's or the institute's performance targets for the preceding school year.

For more information, visit: http://www.cde.state.co.us/accountability/hb14-1182
Procedures for Disagreements

When there is a disagreement about the identification of a student in the Gifted Education program, an appeal process may be initiated. A parent, teacher, administrator, or the student may begin the appeal process by notifying the building gifted education facilitator in writing the specific reason(s) for the appeal. The gifted education facilitator will then review the current body of evidence and determine if further information is needed. If additional evidence is needed, the gifted education facilitator will gather new information and either confirm or amend the previous placement decision.

If the appellant is not satisfied with the decision, the appellant may then request a meeting with the school-level Gifted Education Appeals Committee to review data relative to the current identification decision. A meeting will be held and the appellant or members of the committee may introduce new information, clarify inaccuracies, review decisions, and determine next steps.

If the appellant is not satisfied with the decisions reached at the school-level Gifted Education Appeals Committee meeting, a written appeal may be made to the District Facilitator of Gifted Education to review the decision. Pertinent information will be provided by the building administrator.

Note: The following procedures are used for appealing identification decisions. Issues related to the delivery of services within the specific school may be addressed by setting up a conference with the designated gifted facilitator and the building principal.
Gifted Education Appeals Committee

- Purpose: To review an appeal of the non-placement of a student in the gifted education.

- Committee Members: Gifted facilitator, school counselor, building administrator, the classroom teacher, parents and student when appropriate.

- Process:
  1. The counselor and/or building administrator will facilitate the meeting
  2. The purpose for holding the meeting will be clarified
  3. Criteria used to determine identification will be reviewed
  4. Gifted facilitator will share rationale for the placement decision
  5. Members of the committee discuss the body of evidence that has been gathered and determine if additional information is needed
  6. The committee will make a recommendation about placement into the gifted education program

Further appeal may be made to District Facilitator of Gifted Education at Lewis-Palmer School District #38.
Resources

Books

- The Differentiated Classroom: Responding to the Needs of All Learners
  Author: Carol Ann Tomlinson. 1999

  Author: Sally Yahnke Walker, Ph.D. 2002

  Author: Sally Yahnke Walker. 2004

- They Say My Kid's Gifted: Now What?
  Author: F. Richard Olenchak, Ph.D. 1998
  ISBN: 978-1-882664-44-3

- Best Practices in Gifted Education: An Evidence-Based Guide
  Authors: Ann Robinson, Bruce Shore, & Donna Enerson. 2007

- Re-forming Gifted Education: Matching the Program to the Child
  Author: Karen B. Rogers, Ph.D. 2002
  ISBN: 0-910707-46-4

- Special Populations in Gifted Education: Understanding Our Most Able Students from Diverse Backgrounds
  Author: Jaime Castellano. 2002
  ISBN: 0205359582
Magazines and Articles

- **Gifted Child Quarterly**
  Publishes manuscripts that offer new or creative insights about giftedness and talent development in the context of the school, the home, and the wider society. Also publishes research studies as well as manuscripts that explore policy and policy implications.  
  [http://gcq.sagepub.com/](http://gcq.sagepub.com/)

- **Imagine**
  A periodical for middle and high school students who want to take control of their learning and get the most out of their precollege years. 
  [http://cty.jhu.edu/imagine/index.html](http://cty.jhu.edu/imagine/index.html)

- **Twice Exceptional Newsletter**
  This bi-monthly print and electronic publication is written for parents, educators, mental health professionals and others who work with high ability children who have learning differences and disabilities. Each issue features articles by experts in the field plus reviews of books, websites and other resources.  
  [http://www.2enewsletter.com/](http://www.2enewsletter.com/)

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Websites

- Beyond Giftedness Conference

- Carol Bainbridge- Parenting Gifted Children
  https://www.verywell.com/gifted-kids-4014717

- Center for Bright Kids
  https://www.centerforbrightkids.org/

- Colorado Association for Gifted and Talented (CAGT)
  http://www.coloradogifted.org/

- Colorado Department of Education (CDE)
  http://www.cde.state.co.us/gt

- Institute for Development of Gifted Education (IDGE)
  http://www.du.edu/idge/

- Lewis-Palmer School District (LSPD)
  http://www.lewispalmer.org/Domain/628

- National Association for Gifted Children (NAGC)
  http://www.nagc.org/

- Supporting Emotional Needs of the Gifted (SENG)
  http://sengifted.org/
**Appendix**

**Support**

Because gifted children demonstrate greater maturity in some domains over others, they may be at greater risk for specific kinds of social-emotional difficulties if their needs are not met.

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, underachievement, issues with peer relationships, concerns with identify and/or fitting in, and stress involving career planning.

For the social-emotional needs of gifted and talented students, there are a few things to keep in mind.

- A child gifted in one area does not mean gifted in all
- Giftedness can lead to the masking and misunderstanding of problem signs
- Not all gifted children are alike, including their own unique social-emotional profile
- There is no single, definitive recipe for maintaining a child's emotional equilibrium
- Parents need to model balance and set the tone to reduce stress/anxiety in the gifted child's life
- We can teach our children strategies and provide tools for dealing with the ebb and flow of life

For more information, visit: [http://www.nagc.org/resources-publications/resources-parents/social-emotional-issues](http://www.nagc.org/resources-publications/resources-parents/social-emotional-issues)

Or visit: [http://sengifted.org/](http://sengifted.org/)
Frequently Asked Questions

Who can refer a child for possible gifted identification?
Colorado law states that a district should have multiple types of referrals, from multiple sources and at multiple times during a student’s educational career. An educator, coach, parent or student may submit a referral. Districts may have different types of referral forms. These referral documents may be located on a district’s gifted website or by contacting district gifted personnel.

If a referral is made for possible gifted identification, does this automatically mean the child will be tested?
A referral made for possible gifted identification does not necessarily lead to the administration of specific cognitive or achievement assessments. The identification team will carefully consider the referral, examine current assessment data the student may have and then determine appropriate next steps. This may or may not include administering additional tests to the student.

Once a referral is made, how soon will a decision be made about identification?
Colorado law specifies an identification team has a timeline of no more than 30 school days after a referral is received to determine whether a student will be formally identified or if more time is needed to continue with identification assessment. The team’s decision should be communicated to the parent, student and other educators. This does not mean an identification determination must be made within 30 days; rather all stakeholders should receive information on intended next steps of the identification process within this time frame.

What tests might be used for identification?
Districts have a choice as to what assessment tools are used in the student’s body of evidence. Typically, the following instruments are used in a body of evidence for identification: tests of cognitive ability; standardized achievement tests; norm-referenced behavior rating scales; performance observation data; and anecdotal data collected from teachers and the student.

For more FAQ’s, visit: http://www.cde.state.co.us/gt/faqfid-jan21016

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Common Myths about Gifted and Talented Students

Myth: All children are gifted.

Truth: All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The label “gifted” in a school setting means that when compared to others his or her age or grade, a child has an advanced capacity to learn and apply what is learned in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and learn new material. Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.

Myth: Gifted Education Programs are elitist.

Truth: Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, many of these students are denied the opportunity to maximize their potential because of the way in which programs and services are funded, and/or flawed identification practices. For example, reliance on a single test score for gifted education services may exclude selection of students with different cultural experiences and opportunities. Additionally, with no federal money and few states providing an adequate funding stream, most gifted education programs and services are dependent solely on local funds and parent demand. This means that in spite of the need, often only higher-income school districts are able to provide services, giving the appearance of elitism.

Myth: Teachers challenge all the students, so gifted children will be fine in the regular classroom.

Truth: Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. A national study conducted by the Fordham Institute found that 58% of teachers have received no professional development focused on teaching academically advanced students in
the past few years and 73% of teachers agreed that “Too often, the brightest students are bored and under-challenged in school – we’re not giving them a sufficient chance to thrive. This report confirms what many families have known: not all teachers are able to recognize and support gifted learners.

**Myth:** That student can’t be gifted, he is receiving poor grades.

**Truth:** Underachievement describes a discrepancy between a student’s performance and his actual ability. The roots of this problem differ, based on each child’s experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers and still others may have a learning disability that masks their giftedness. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.

**Myth:** This child can’t be gifted, he has a disability.

**Truth:** Some gifted students also have learning or other disabilities. These “twice-exceptional” students often go undetected in regular classrooms because their disability and gifts mask each other, making them appear “average.” Other twice-exceptional students are identified as having a learning disability and as a result, are not considered for gifted services. In both cases, it is important to focus on the students’ abilities and allow them to have challenging curricula in addition to receiving help for their learning disability.

For more information, visit: [http://www.nagc.org/resources-publications/resources/myths-about-gifted-students](http://www.nagc.org/resources-publications/resources/myths-about-gifted-students)
Definitions of Commonly Used Gifted and Talented Educational Terms

**Acceleration:** Moving at a faster pace through academic content. May be grade level or subject level specific

**Achievement Tests:** Tests designed to measure what students have already learned, mostly in specific content areas.

**Advanced Learning Plan (ALP):** A written record of a gifted student’s strengths, academic and affective learning goals and the resulting programming utilized with each gifted child and considered in educational planning and decision making.

**Aptitude:** Abilities or behaviors that can be monitored, evaluated, or observed to determine potential or a level of performance in problem solving, reasoning, and other cognitive functions (e.g., memory, synthesis, creativity, and speed in problem solving). Aptitude or general ability assessments predict potential in an area of giftedness and/or academic school success.

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

**Complexity:** Change over time, multiple points of view, across the disciplines.

**Concurrent Enrollment:** The simultaneous enrollment of a qualified student in a local education provider and in an institution of higher education.

**Creativity:** The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.

**Depth:** Language of the discipline, big idea, essential details, rules, patterns, trends, unanswered questions, ethics.

**Differentiation:** Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
Early Access: Early entrance to kindergarten at age 4 or early entrance to first grade at age 5 for highly advanced gifted children who are placed in a grade level above other same aged peers based upon the following conditions: the student is formally identified as gifted; and the student meets requirements for accelerated placement as determined in an auditable body of evidence (e.g., achievement, ability, social-emotional factors, school learning skills, developmental characteristics, and family and school support).

Enrichment: Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting.

Individual Education Plan (IEP): A blueprint or plan for a child’s special education experience at school. Provides individualized special education and related services to meet the unique needs of the child.

Multi-Tiered System of Supports (MTSS): A whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems.

Norm-Referenced Testing: 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.

Response to Intervention (RtI): A framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs.

Twice-Exceptional: Those who are identified as gifted according to state criteria in one or more of the categories of giftedness (cognitive, academic, creative, leadership, or arts) and identified with a disability according to federal/state criteria – and the disability qualifies them for either an IEP or a 504 plan.

For more information, visit: [http://www.nagc.org/resources-publications/resources/glossary-terms](http://www.nagc.org/resources-publications/resources/glossary-terms)
Or visit: [http://www.coloradogifted.org/glossary.html](http://www.coloradogifted.org/glossary.html)
LPSD Contact Information

All facilitator contact information is provided on the Lewis-Palmer School District #38 Website. Below are the Gifted and Talented Education Websites for each school, which provide: staff profiles, announcements, programming options, and other useful links for both parents and students to use.

District Office:
   ✷  http://www.lewispalmer.org/Domain/628

Elementary School:
   ✷  Bear Creek (BCES)  
      http://lewis.schoolwires.net/Domain/1474
   ✷  Lewis-Palmer (LPES)  
      http://lewis.schoolwires.net/Domain/1493
   ✷  Palmer Lake (PLES)  
      http://lewis.schoolwires.net/Domain/1511
   ✷  Prairie Winds (PWES)  
      http://lewis.schoolwires.net/Domain/1769
   ✷  Ray E Kilmer (RKES)  
      http://lewis.schoolwires.net/Domain/1787
   ✷  Monument Academy  
      http://www.monumentacademy.net/gifted-talented-program/

Middle School:
   ✷  Lewis-Palmer (LPMS)  
      http://lewis.schoolwires.net/Domain/1416
   ✷  Monument Academy  
      http://www.monumentacademy.net/gifted-talented-program/

High School:
   ✷  Lewis-Palmer (LPHS)  
      http://lewis.schoolwires.net/Domain/717
   ✷  Palmer Ridge (PRHS)  
      http://lewis.schoolwires.net/Domain/735

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