

Education of Gifted Students in Florida

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**Florida's Plan
for K-12
Gifted Education**

**Bureau of Curriculum and Instruction
Division of Public Schools
Florida Department of Education
Revised 2013**

The Florida Plan for K-12 Gifted Education

Purpose:

In order to maintain a workforce of highly qualified professionals with advanced skills, our schools need to prepare students to take a role in the global economy. Some nations have grasped the economic arguments for meeting the needs of the highly able students. For example, Singapore, a nation of few natural resources, has developed policies for gifted education, aware that the gifted are a valuable resource. Civilization is based on the scientific, technological, educational and political accomplishments and innovations of the best and most talented minds. Creativity and innovative thinking are related to giftedness.

The Florida State Board of Education goals are to increase the proficiency of all students by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

Section **1003.57**, F.S., specifies each district school board is responsible for providing an appropriate program of special instruction, facilities, and services for all exceptional students and Section **1008.33**, F.S., indicates that the academic performance of all students has a significant effect on the state school system and the State Board of Education shall enforce accountability requirements to improve the academic performance of all districts, schools, and students.

Florida's Plan for K-12 Gifted Education is intended to set a path for subsequent district program plans to ensure high expectations and achievement for gifted learners. The strengths of the student determine the programming options to guide rigorous and differentiated instruction. Section 111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA) states that progress for students who are gifted should be measured.

Information about gifted education in the districts was requested and compiled to provide a scope of current practices. The goals for this plan are based on the work of Dr. Joyce VanTassel-Baska, the compiled information, and current Florida Department of Education data.

Districts implementing a meaningful program plan for gifted assure:

- Goal 1: A system for screening and identifying students with high potential
- Goal 2: A continuum of evidence-based service models with an acceleration plan in place
- Goal 3: Development of meaningful educational plans (EPs) for students with rigorous and challenging curriculum available to differentiate services for the gifted learner
- Goal 4: Guidance and counseling strategies to meet the needs of the gifted

Goal 5: Monitoring to ensure students are making learning gains

Goal 6: Professional development supporting gifted education

Goal 7: A system for evaluating the program to facilitate effective changes as needed.

The intent is to recognize those districts dedicated to meeting the needs of all students, including those who are gifted, and raising the ceiling of potential and high achievement.

Florida Statutes Relevant to Gifted

- Section **1003.01** (3)(a), Florida Statutes, (F.S.), defines exceptional student as any student determined eligible for a special program in accordance with rules of the State Board of Education (SBE). Section (3)(b) defines “Special education services” to mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education. Examples of services are cited.
- Section **1003.21**, (2) F.S., indicates children must attain the age of 5 years on or before September 1 of the school year to be eligible for admission to public kindergarten. Those who have attained the age of 6 years of age on or before September 1 and have completed requirements for kindergarten may progress according to the district’s student progression plan.
- Section **1003.429**, F.S., describes accelerated high school graduation options.
- Section **1003.57**, F.S., specifies each district school board - local education agency (LEA) - is responsible for providing an appropriate program of special instruction, facilities, and services for all exceptional students including diagnosis and evaluation; special instruction, classes, and services and entitles the parent to a due process hearing. (1)(e) specifies “A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the SBE”.
- Section **1008.31**, F.S., indicates that it is the intent of the Legislature that (1)(b) the performance accountability system include individual student learning gains and (2)(a) that the mission shall be to increase the proficiency of all students within one seamless, efficient system by allowing students to expand their knowledge and skills through learning opportunities and research of value to students, parents and the community.
- Section **1008.32**, F.S., indicates that it is the intent of the Legislature that the SBE shall have the authority to request and receive information, data, and reports from the school districts to enforce all laws and rules.
- Section **1008.33**, F.S., indicates that the academic performance of all students has a significant effect on the state school system and the SBE shall enforce accountability requirements to improve the academic performance of all districts, schools, and students.
- Section **1011.62**, F.S., establishes for each district a guaranteed allocation to provide students who are gifted in grades K-8 a free appropriate public education and indicates that a district’s expenditure of funds from the allocation for gifted students in grades 9 through 12 may not be greater than the amount expended for these students during the 2006-07 fiscal year.

- Section **1011.75**, F.S., and Rule **6A-7.099**, Florida Administrative Code (FAC.), address support for the Challenge Grant Program for the Gifted.
- Section **1012.42**, F.S., specifies that the LEA shall assist any teacher out-of-field to pursue competencies as necessary. Parents of all students taught by an out-of-field teacher shall be notified in writing.

A Brief History of Gifted Education in Florida

- 1956 Provision for state and local funds for gifted programs adopted in rule
- 1968 Gifted added to the definition of exceptional student education
- 1975 Mandate for gifted education under exceptional student education
- 1977 Rule 6A-6.03019, Florida Administrative Code (FAC.), Special Instructional Programs for Students Who Are Gifted, adopted establishing eligibility criteria
- 1981 Challenge Grant established
- 1983 Pilot projects initiated to address underrepresented populations following a notice from the Office of Civil Rights (OCR)
- 1991 Rule 6A-6.03019, FAC., Special Instructional Programs for Students who are Gifted, revised to include option for developing alternative plans to address underrepresentation
- 1992 First attempt at eligibility rule revision
- 1992 Gifted endorsement requirement - Rule 6A-4.01791, FAC., Specialization Requirements for the Gifted Endorsement adopted
- 1995 Legislature requests OPPAGA report entitled, Review of Florida's K-12 Gifted Program
- 1994-1996 OPPAGA Reports Part I and Part II, 95-45 and 96-06, addressed:
 - District policies and procedures
 - Delayed identification (grade 3)
 - Funding issues
 - Districts offering service K-8 only
 - Impact of Plan B
- 2002 After multiple workshops and meetings held between 1990- 2002, the rule was revised to define underrepresented populations as limited English proficiency (LEP) and low socio-economic status families (SES)
- 2004 Rule 6A-6.030191, FAC., Development of Educational Plans for Exceptional Students who are Gifted, and Rule 6A-6.03313, FAC., Procedural Safeguards for Exceptional Students who are Gifted, adopted
- 2005 The Office of Civil Rights (OCR) questions Plan B policies. FDOE responds that the state requires districts to evaluate all eligible students under Plan A and permits them to implement an alternative plan if the student meets specific criteria determined by the district.
- 2006 Rule development workshop process initiated for Rule 6A-6.03019, FAC. The work group met to address the eligibility rule for gifted. The proposed draft was presented at regional hearings in November and feedback was compiled through January 2007.
- 2006 Guaranteed allocation funding for high school gifted students leveled
- 2007 OPPAGA study requested by legislature
- 2008 Report 08-01 presented by OPPAGA
- 2010 Report 10-36 presented by OPPAGA

Florida's Goals and Expectations for Gifted Education

The Gifted Performance Plan is based on seven goals which were a focus of the work done with Dr. Van Tassel-Baska based on *A Guide to State Policies in Gifted Education* (2007) and the *NAGC Pre-K-Grade 12 Gifted Program Standards*. The intent is to provide an appropriate education for all students, including students who are gifted. The goals for Florida's Gifted Education Program include:

Goal I: Identification of Gifted Learners

The state will identify methods for district-wide screening intended to increase identification of students for gifted service from all populations beginning at an early age.

Goal II: Program Design/Service Delivery

The state identifies appropriate research-based service models in the Resource Guide (pages 17-21), which districts may use to establish a continuum of programs to meet the learning needs for gifted students K-12. The state will establish guides for minimum contact time for eligible students. Acceleration is encouraged when appropriate for the student and should be based on a specified policy in each district to assure accomplishment of program and student goals. The state will request annual updates regarding the district's advisory group members working to ensure continued academic growth of gifted learners.

Goal III: Curriculum and Instruction

The state will provide guidelines for Educational Plan (EP) development to ensure these documents address the academic needs of the student to guide rigorous curricula and high expectations based on current levels of performance for the student. Curriculum and instructional strategies shall be appropriately differentiated so that the performance of gifted students will be increased or maintained at high levels.

Goal IV: Guidance and Counseling

The state will provide strategies for guidance and counseling to meet the unique needs of gifted learners.

Goal V: Program Administration and Management

The state will provide a template to guide each district in development of their plan for addressing the needs of students identified as gifted.

Goal VI: Professional Development

The state will ask districts to report data relative to educators who work with gifted students to ensure they are appropriately certified and endorsed and provided with current training specific to gifted education.

Goal VII: Program Evaluation

The state will provide a Florida School District Self-Assessment Tool for district use as a means of documenting progress in providing appropriate programs and services.

Metrics for the Florida Gifted Performance Plan

Goal I Criterion: Identification of Gifted Learners

The state will identify methods for district-wide screening intended to increase appropriate identification of students from all populations beginning at an early age.

Indicator I.1: The number of students identified as eligible for gifted service will increase.

Strategy I.1.A: The number of students identified as gifted will be tracked to determine increases from the current population.

Strategy I.1.B: Resources will be available on the FDOE Gifted website for district use in increasing the awareness of gifted characteristics for all educators.

Strategy I.1.C: Resources will be available on the FDOE website for increasing parent awareness of the characteristics of gifted children.

State K-12 Gifted Membership Compared to State Total *

| | Total Gifted | % Gifted | % Change |
|------|--------------|----------|----------|
| 2008 | 132,313 | 4.98% | +0.08% |
| 2009 | 137,167 | 5.13% | +0.15% |
| 2010 | 140,532 | 5.35% | +0.22% |
| 2011 | 145,148 | 5.44% | +0.09% |
| 2012 | 150,616 | 5.27% | -0.17% |
| 2013 | | | |

Indicator I.2: The number of districts reporting implementation of district-wide screening practices will increase. Currently some districts report implementation of a screening practice.

Strategy I.2.A: Districts will be asked to report current screening strategies to ensure equal access for students, which will be instrumental in determining the impact on rate of identification, particularly as related to disproportionality.

Strategy I.2.B: FDOE will review the grade levels at which these screenings occur to determine impact on identification at elementary, middle and secondary levels.

Implementation of Screening Strategies

| | Districts Indicating Screening Implemented | District-wide Screening | District Report of Instruments Used for Screening |
|------|--|-------------------------|---|
| 2012 | | | |
| 2013 | | | |

Indicator I.3: To address the need for early intervention there will be an increase in the number of K-2 students determined eligible for gifted service.

Strategy I.3.A: Districts will be asked to report annually the number of K-2 students determined eligible for gifted service to indicate change.

Strategy I.3.B: Materials will be provided related to characteristics of young students with potential.

Strategy I.3.C: The Bureau of Curriculum and Instruction will collaborate with the Office of Early Learning to identify strategies for effectively meeting the needs of high achieving students at early levels.

Identification for K-2 Gifted Eligibility Reported by Districts

| | |
|------|--|
| 2012 | |
| 2013 | |

Goal II Criterion: Program Design/Service Delivery

The state will identify appropriate research-based service models that districts may use to establish a continuum of programs to meet the learning needs for gifted students K-12. The state will establish guides for minimum contact time for eligible students. Acceleration is encouraged when appropriate for the student and should be based on a specified policy in each district to assure accomplishment of program and student goals. The state will request annual updates regarding the district’s advisory group members working to ensure continued academic growth of gifted learners.

Indicator II.1: There will be an increase each year in the number of students provided with an appropriate program and services using the indicated effective models.

Strategy II.1.A: Districts will be asked to report the number of students being served through a continuum of effective services and program options available to meet the needs of the K-12 gifted students.

Strategy II.1.B: Service models with supportive research to document effectiveness are indicated in the Resource Guide.

Strategy II.1.C: Courses designed to meet the needs of students who have met state eligibility criteria and are identified as gifted (Rule 6A-6.03019, FAC) will continue to be indicated in the Course Code Directory. Programs for students who are gifted encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC). (Note: models that are not recommended have no state target hours for contact).

Indicator II.2: There will be an increase in the consistency of frequency and duration of services to meet the needs of gifted learners.

Strategy II.2.A: Districts will be asked to report the frequency and duration of service to meet the needs of the students based on the indicators for minimum time of service as identified in the Resource Guide as appropriate.

Average Contact Hours per Week 2013
Based on Response from 37 Districts

| Grades | 4 or More Hours | 5 or More Hours | 1 Class Period or More | Consultation |
|--------|-----------------|-----------------|------------------------|--------------|
| K-2 | 21.6% (8) | 35.1% (13) | 32.4% (12) | 16.2% (6) |
| 3-5 | 13.5% (5) | 51.4% (19) | 29.7% (11) | 8.1% (3) |
| 6-8 | 2.7% (1) | 13.5% (5) | 73.0% (27) | 13.5% (5) |
| 9-12 | 0.00% (0) | 0.00% (0) | 37.1% (13) | 74.3% (26) |

Indicator II.3: The number of districts reporting implementation of a specific acceleration plan will increase.

Strategy II.3.A: Technical assistance will be provided through FDOE to support districts in developing a policy for acceleration.

District Report of Implementing a Plan for Acceleration 2013
Based on Response from 37 Districts

| Current Practice | Response Percent | Response Count |
|--|------------------|----------------|
| Specific district plan for acceleration | 29.7% | 11 |
| School based decision (principal decision) | 51.4% | 19 |
| Secondary options only | 2.7% | 1 |
| Part of student progression plan | 54.1% | 20 |
| Not directly specified | 5.4% | 2 |

Indicator II.4: Programs for students who are gifted shall be adequately funded through the Guaranteed Allocation and district dollars to ensure appropriate services.

Strategy II.4.A: The Guaranteed Allocation, provided to the district for all exceptional students, including gifted, ensures continued support to provide for students' needs as compared to other local programming.

As of July 1, 2000, virtually all gifted students generate funds under program cost factors 111 (grades PK-3 basic with ESE services), 112 (grades 4-8 basic with ESE services) or 113 (grades 9-12 basic with ESE services). In order to fund exceptional education and related services for these students, an Exceptional Student Education Guaranteed Allocation was established by the Legislature in addition to the basic funding. The guaranteed allocation is a fixed amount provided each district. It is the local school district's responsibility to allocate these funds according to the needs of the district. FDOE may ask districts to voluntarily report funding allocated to gifted programs and services in the future.

Indicator II.5: There will be an increase in the number of districts reporting maintenance of a gifted advisory/support group to encourage community participation.

Districts Reporting a Gifted Support Group
Based on Response from 37 Districts

| | Yes | No |
|------|------------|------------|
| 2012 | 27.8% (10) | 72.2% (26) |
| 2013 | 30.6% (11) | 69.4% (25) |

Goal III Criterion: Curriculum and Instruction

The state will provide guidelines for Educational Plan (EP) development to ensure these documents address the academic needs of the student to guide rigorous curricula and high expectations based on current levels of performance for the student. Curriculum and instructional strategies shall be appropriately differentiated so that the performance of gifted students will be increased or maintained at high levels.

Indicator III.1: Each student identified eligible for gifted will have an individualized educational plan (EP) aligned to state rule which clearly identifies the service necessary to ensure continued academic gains.

Strategy III.1.A: Technical assistance materials will continue to be available on the FDOE gifted website to guide development of significant EPs.

Strategy III.1.A: Technical assistance materials will continue to be available to guide development and for reviewing EPs to ensure goals are meaningful.

Strategy III.1.B: Districts will be encouraged to use the FDOE PEER system or similar format to ensure consistency in EP development for all districts.

Indicator III.2: The state will monitor district reviews of EPs at least every two years to ensure they match the learning needs of students and that goals clearly are intended to ensure increased academic gains.

Strategy III.2.A: A rubric to be used in assessment of the EP is provided as part of the Resource Guide.

Strategy III.2.B: Goals for gifted learners will be monitored to ensure the gifted services provide focus on expected outcomes as indicated in the EP Review document in the Resource Guide.

Implementation of Electronic EP Systems
Based on Response from 24 Districts

| | # Districts Using PEER System | # Districts Reporting Use of Other Electronic Systems | # Districts Reporting Use of Non Electronic System |
|------|-------------------------------|---|--|
| 2013 | 37.5% (9) | 50.0% (12) | 12.5% (3) |
| 2014 | | | |

Indicator III.3: Differentiated Instruction in core content areas will expand the state standards to ensure curriculum is adapted, modified, or replaced to meet the needs of gifted learners as required.

Strategy III.3.A: Materials and information specific to implementation of the *Frameworks for Gifted Learners* will continue to be available on the FDOE gifted website.

Strategy III.3.C: Access will be provided to differentiated lessons and units that could be replicated.

Curriculum Materials Specific for Gifted

| | Materials on FDOE Website | Publications |
|------|---|---|
| 2013 | Florida’s Frameworks for K-12 Gifted Learners Services for Secondary Students who are Gifted (PDF, 74KB) Development of Educational Plans for Students Who Are Gifted (PDF, 68KB) Assessing Limited English Proficient (LEP) Students for Eligibility for Gifted Programs (PDF, 42KB) Nonverbal Tests of Intelligence (PDF, 505KB) Use of Part Scores of Intelligence (PDF, 84KB) Standard Error of Measurement | State Plan and Resource Guide for Gifted Education in Florida Acceleration of Gifted Students Handbook for Parents of Students who are Gifted What is Exceptional Student Education for Children Who Are Gifted? ¿Qué es la educación de estudiantes excepcionales para niños(as) superdotados(as)? |

Indicator III.4: Students who are gifted will be provided with challenging educational opportunities so that FCAT performance scores will increase, or be maintained, so that at least 90% of these students score at level 4 or 5 in Math and Reading, and at level 5 or 6 in Writing. FCAT performance scores in Science will increase so that 75% of these students score at level 4 or 5. Service will particularly focus on instructional strategies that will ensure at least a five percent increase annually until this goal is reached in areas where the current levels of accomplishment are below the top levels of proficiency, particularly in science, writing, and grades 8-10 reading.

Strategy III.4.A: Achievement of students who are gifted on state assessments will be tracked to identify levels of accomplishment and learning gains to determine whether services provided are having an impact.

Strategy III.4.B: Resources for writing will be available on the CPALMS website to provide support in instructional strategies.

Summary FCAT Math

Percentage of Gifted Students Scoring at Levels 4 and 5

| Grade | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------|------|------|------|------|------|------|
| 3 | 93 | 93 | 95 | 78 | 79 | 75 |
| 4 | 88 | 88 | 90 | 79 | 81 | 80 |
| 5 | 88 | 89 | 90 | 80 | 83 | 79 |
| 6 | 79 | 81 | 82 | 82 | 82 | 80 |
| 7 | 83 | 84 | 86 | 83 | 84 | 81 |
| 8 | 86 | 88 | 87 | 79 | 80 | 76 |
| 9 | 86 | 88 | 88 | N/A | N/A | N/A |
| 10 | 89 | 91 | 91 | N/A | N/A | N/A |

Summary FCAT Reading 2.0
Percentage of Gifted Students Scoring at Levels 4 and 5

| Grade | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------|------|------|------|------|------|------|
| 3 | 90 | 90 | 91 | 88 | 87 | 88 |
| 4 | 89 | 90 | 92 | 86 | 88 | 86 |
| 5 | 90 | 87 | 89 | 85 | 87 | 84 |
| 6 | 82 | 84 | 85 | 84 | 82 | 83 |
| 7 | 79 | 84 | 84 | 81 | 82 | 81 |
| 8 | 63 | 68 | 74 | 80 | 81 | 82 |
| 9 | 65 | 70 | 66 | 81 | 79 | 82 |
| 10 | 65 | 69 | 66 | 81 | 80 | 84 |

Summary FCAT Science 1.0
Percentage of Gifted Students Scoring at Levels 4 and 5

| Grade | 2007 | 2008 | 2009 | 2010 |
|-------|------|------|------|------|
| 5 | 50 | 51 | 54 | 64 |
| 8 | 42 | 46 | 48 | 53 |
| 11 | 31 | 31 | 32 | 36 |

Summary FCAT Science 2.0*
Percentage of Gifted Students Scoring at Levels 4 and 5

| Grade | 2011 | 2012 | 2013 |
|-------|------|------|------|
| 5 | 75 | 76 | |
| 8 | 78 | 77 | |
| 11 | N/A | N/A | |

*FCAT 1.0 and FCAT 2.0 achievement levels are not comparable

Summary FCAT Writing 1.0
Percentage of Gifted Students Scoring at Levels 5 and 6

| Grade | 2007 | 2008 | 2009 | 2010 | 2011** |
|-------|------|------|------|------|--------|
| 4 | 55 | 55 | 39 | 50 | 13 |
| 8 | 62 | 64 | 62 | 64 | 16 |
| 10 | 70 | 73 | 45 | 61 | 18 |

**2010 Writing FCAT includes scores of 5 and 6 (5.5 was not given), while 2011 includes 5, 5.5, and 6

***Changes in the FCAT Writing test make 2010 and 2011 data not comparable

Summary FCAT Writing 2.0*
Percentage of Gifted Students Scoring at Levels 5, 5.5, and 6

| Grade | 2012 | 2013 |
|-------|------|------|
| 4 | 21 | |
| 8 | 19 | |
| 10 | 18 | |

*FCAT 1.0 and FCAT 2.0 achievement levels are not comparable

Indicator III.5: Students who evidence mastery of grade level standards should be afforded the opportunity to exceed them and the number of students accelerated will increase.

Strategy III.5.A: Districts will be asked to identify the number of students accelerated and type of acceleration (as indicated in the Resource Guide) implemented. (Data reported in response to FDOE survey August 2010 with 46 districts reporting).

District Report on Tracking Acceleration

| | 2010 survey | 2011 | 2012 |
|-------------------------------------|-------------|------|------|
| Students accelerated by subject | 23,766 | | |
| Students accelerated by grade level | 192 | | |
| Districts tracking acceleration | 25% | | |
| Acceleration options implemented | N/A | | |

Indicator III.6: Each school district will encourage gifted students to enroll in advanced courses in the content areas.

Strategy III.6.A: FDOE will track enrollment of gifted students in advanced courses by district/state.

Strategy III.6.B: Beginning with the 2011 report FDOE will track gifted students placed in courses above grade level.

Middle School Gifted Student Course Enrollment *

| Course | Districts Offering 2012 | Gifted Students 2012 | Districts Offering 2013 | Gifted Students 2013 |
|--|-------------------------|----------------------|-------------------------|----------------------|
| 7855040 Advanced Academics 6-8 | 43 | 6,858 | | |
| 7855042 MJ Advanced Academics/ Career Planning | 9 | 475 | | |
| Advanced | | | | |
| Language Arts I | 60 | 13,359 | | |
| Language Arts II | 61 | 13,992 | | |
| Language Arts III | 60 | 12,049 | | |
| Life Science | 22 | 4,051 | | |
| Earth/Space Science | 18 | 3,300 | | |

| | | | | |
|---------------------------|----|--------|--|--|
| Comprehensive Science I | 53 | 9,179 | | |
| Comprehensive Science II | 55 | 8,573 | | |
| Comprehensive Science III | 55 | 3,323 | | |
| Physical Science | 20 | 4,627 | | |
| Mathematics I | 62 | 13,090 | | |
| Mathematics II | 65 | 11,021 | | |
| Mathematics III | 51 | 2,174 | | |
| Foreign Languages | | | | |
| Spanish | 17 | 874 | | |
| French | 4 | 91 | | |
| Italian | 2 | ≤ 10 | | |
| Chinese | 1 | 34 | | |
| German | 2 | ≤ 10 | | |

High School Gifted Student Course Enrollment *

| Course | Districts Offering | Gifted Students | Gifted Students | Gifted Students |
|-------------------------------|--------------------|-----------------|-----------------|-----------------|
| | 2012 | 2012 | 2013 | 2013 |
| 7963090 Skills for Gifted | 7 | 1,140 | | |
| 7065010 Research for Gifted | 3 | 82 | | |
| 7965030 Externship for Gifted | 7 | 59 | | |
| 7965040 Studies for Gifted | 17 | 1,476 | | |
| AICE | | | | |
| International and US History | 21 | 305 | | |
| Economics 1 | 9 | 96 | | |
| Business Studies | 7 | ≤ 10 | | |
| Geography | 4 | 52 | | |

| | | | | |
|-------------------------|----|--------|--|--|
| Psychology 1 and 2 | 9 | 235 | | |
| Biology 1 | 10 | 94 | | |
| Advanced Placement (AP) | | | | |
| Social Studies | 57 | 25,728 | | |
| Language Arts | 55 | 9,338 | | |
| Science | 57 | 7,627 | | |
| Mathematics | 51 | 5,876 | | |
| Visual Arts | 40 | 1,175 | | |
| Music | 35 | 372 | | |
| AP Foreign Languages | | | | |
| Spanish | 62 | 1,059 | | |
| French | 26 | 135 | | |
| Latin | 15 | 36 | | |
| Italian | 47 | 560 | | |
| Chinese | 7 | ≤ 10 | | |
| German | 8 | 18 | | |
| Japanese | 3 | ≤ 10 | | |
| Honors Mathematics | 67 | 22,205 | | |
| Honors Science | 69 | 8,301 | | |
| Honors Language Arts | 46 | 1,482 | | |
| Honors Social Studies | 65 | 10,492 | | |

*FDOE data source

Goal IV Criterion: Guidance and Counseling

The state will provide strategies for guidance and counseling to meet the unique needs of gifted learners.

Indicator IV.1: Gifted learners will be provided with differentiated guidance strategies to meet their unique needs, to provide support, and encourage continued enthusiasm for learning.

Strategy IV.1.A: Resources related to the *Guidance and Counseling for the Gifted* endorsement module will continue to be updated so materials are available related to the unique characteristics of this population, such as underachievement or perfectionism.

Strategy IV.1.B: Materials will continue to be available on the FDOE website for guidance in understanding the unique social and emotional characteristics of a gifted child.

| Related Resources Available 2010 | Related Resources Available 2012 |
|---|--|
| Gifted endorsement module, <i>Guidance and Counseling for the Gifted</i> – revised 2007 | Gifted endorsement modules, <i>Guidance and Counseling for the Gifted, Nature and Needs of Gifted Students</i> |
| FDOE gifted education webpage resources | FDOE gifted education webpage resources |
| Workshop for parents (WOGI sponsored) | Regional workshops for teachers and parents |
| WOGI website link for parents, includes Q&A column and podcast series | N/A |

Indicator IV.2: Currently consultation is the most common service provided for students in grades 9-12 who are gifted and those services shall be carefully defined to establish consistency in service to lower the number of gifted student dropouts.

Strategy IV.2.A: A clear definition of consultative services will be provided by the state to include dropout prevention to ensure gifted students remain in school.

Strategy IV.2.B: Guidance and counseling strategies and consultative services for secondary gifted learners will provide support for students to ensure appropriate and rigorous course options are made available specific to their needs.

Strategy IV.2.C: The state will survey districts to determine intent and purpose of the consultative services provided.

District Report of Dropout Strategies (August, 2010 survey)

| | 2009 | 2010 | 2011 |
|--|-------------|-----------------|------|
| District tracks gifted dropouts | | 3% | |
| Consultative service for 9-12 gifted (see program options) | unavailable | 12,850 students | |

Goal V Criterion: Program Administration and Management

The state will provide a template to guide each district in development of their plan for addressing the needs of students identified as gifted.

Indicator V.1: There will be an increase each year in the number of districts developing and implementing a plan for gifted.

Strategy V.1.A: Technical assistance, guidance, and materials will be provided to support districts electing to develop a plan for gifted.

Strategy V.1.B: The state will provide a template (see Appendix A 4) for use in development of the district plan.

Gifted District Plans
Based on Response from 24 Districts

| | 2010 | 2011 | 2012 | 2013 |
|--|------|------|------|---------------|
| Districts that have a gifted plan | 9 | N/A | | 66.7% (16) |
| District personnel attending regional WOGI workshop for plan development Fall 2010 | 37 | N/A | N/A | N/A |

Indicator V.2: The state currently asks each district to designate a contact to coordinate programs and services within the district and to collaborate with the FDOE. There will be an increase in the number of these contacts who have the gifted endorsement.

Strategy V.2.A: Districts will be surveyed annually to determine the endorsement status of the designated coordinator to provide leadership for the gifted program.

District Report of Gifted Program Management

| | 2010 | 2011 | 2012 | 2013 |
|---|------|------|------|------|
| District contact gifted endorsed prior to 2000 | 48% | N/A | | |
| District contact earned endorsement since 2000 | 14% | N/A | | |
| District contact currently working on endorsement | 7% | N/A | | |
| Gifted status not available for district contact | 31% | N/A | | |

Indicator V.3: Because educators, parents and the community share responsibility for the continued academic growth of gifted learners, districts will be encouraged to designate an advisory support group to provide feedback related to the gifted program and services. (This aligns with Goal II).

Strategy V.3.A: FDOE will survey districts to identify those with a gifted advisory/support group.

Strategy V.3.B: Districts completing the Self-Assessment Tool will indicate the make-up of the group members to reflect stakeholders in the district.

Indicator V.4: There will be an increase in participation in the application process for gifted competitive grants to encourage collaboration with the community and higher education facilities.

Strategy V.4.A: Materials will be provided to districts to serve as a guide in preparation of the application for each program.

Applications Received for Gifted Grants

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|--|------|------|------|------|------|
| Collaborative Curriculum Challenge Grant | 34 | 9 | N/A | 3 | 3 |
| Governor's Summer Program | 22 | 5 | 11 | N/A | N/A |

Goal VI Criterion: Professional Development

The state will ask districts to report data relative to educators who work with gifted students to ensure they are appropriately certified and endorsed and provided with current training specific to gifted education and all teachers have training on the characteristics of gifted learners.

Indicator VI.1: The number of teachers with a gifted endorsement who provide service for gifted students will increase.

Strategy VI.1.A: Districts will be asked to report teacher endorsement data annually.

Gifted Teacher Supply and Projected Shortages *

| | 2009 | 2010 | 2011 | 2012 |
|---|------|------|------|------|
| Florida teacher endorsement course completers | 25 | 27 | | |
| Projected number of positions to fill | 77 | 130 | | |
| Projected need | 32% | 21% | | |

*FDOE data: <http://www.fdoe.org/evaluation/doc/crithire2011.doc>

District Report of Teachers Providing Gifted Service (24 Districts Reporting)

| | 2013 | | |
|-----------------------------------|-------|--|--|
| Teachers currently fully endorsed | 3,415 | | |
| Teachers currently out of field | 930 | | |

Indicator VI.2: There will be an increase in the number of districts reporting professional development opportunities to increase awareness of gifted student characteristics.

Strategy VI.2.A: Materials will continue to be available through the state gifted specialist for use in training educators in gifted awareness and instructional strategies. .

Strategy VI.2.B: Districts will be asked to report training using these materials to ensure general educational personnel are provided information relative to gifted.

Indicator VI.3: There will be an increase in the number of districts indicating they provide professional development specific to the needs of teachers who work with gifted students, including training in content areas for which they are responsible.

Strategy VI.3.A: Tools and materials for use in professional development specific to gifted will be made available.

Strategy VI.3.B: Districts will be asked to report training specific for gifted.

Strategy VI.3.C: Information will be available to district coordinators to provide updates on current issues of significance that could provide subsequent professional development materials.

Strategy VI.3.D: State workgroups will be formed to research topics of interest as indicated in an annual needs assessment survey conducted by FDOE. Each group will be composed of educators who will research the topic for best practices and present a summary product to be disseminated to all districts.

District Report of Professional Development (PD) Provided by Districts

| | August 2010 survey | 2012/13 | 2013/14 |
|---|--------------------|---------|---------|
| PD for all teachers of the gifted is offered more than once a year | 38% | | |
| Annual PD is offered for all gifted teachers | 9% | | |
| PD is provided for some teachers and they train peers | 11% | | |
| PD is available one-on-one as needed for new teachers of gifted | 40% | | |
| No gifted specific training is available. Gifted teachers may take part in other PD opportunities | 53% | | |

Goal VII: Program Evaluation

The state will provide a Florida School District Self-Assessment Tool for district use as a means of documenting progress in providing appropriate programs and services.

Indicator VII.1: Districts will implement the Florida School District Self-Assessment Tool beginning in 2013.

Strategy VII.1.A: Technical assistance will be available to guide implementation of the Self-Assessment Tool.

Strategy VII.1.B: FDOE will provide guidelines for district use in implementation of the Self Assessment and program evaluation.

Strategy VII.1.C: Assessment Summary results will be posted on the FDOE website to increase awareness of the determination of districts to appropriately meet the needs of gifted learners.

Strategy VII.1.D: Comments will be compiled from districts' Self-Assessments, to determine the effectiveness of the tool and indications of the impact on future programming and services in the district.

Strategy VII.1.E. FDOE will compile feedback from participating districts to guide subsequent steps in future program evaluation.

Resource Guide For the Education of Gifted Students in Florida

**Bureau of Curriculum and Instruction
Division of Public Schools
Florida Department of Education
2013**

Acknowledgements

In 2009, the Florida Department of Education (FDOE) invited Dr. Joyce VanTassel-Baska, Professor Emerita of the College of William and Mary School of Education, to collaborate with the Department in developing a state plan for gifted education. Following the model developed in *A Guide to State Policies in Gifted Education* (2007), a small work group was convened to share perspectives on the program direction and focus on a systematic approach to new directions. The resulting report identified key elements which provided the frame for a proposed plan. The resulting draft was sent to district coordinators for gifted in late 2009, and the FDOE compiled the feedback and used the responses to form a draft for a subsequent plan which was sent to stakeholders in January 2010. Feedback from that draft has served as a guide to development of *Florida's Plan for K-12 Gifted Education*.

The purpose of this document is to assist local school districts in examining the quality of their programs and services for gifted learners.

The intent is to provide a resource for school district staff in developing a plan for meeting the needs of gifted learners in their district. It includes reference to current statutes and rules relative to providing a free and appropriate education (FAPE) for students who have special needs and who have met the state criteria for eligibility for special instructional programs. A template for the district plan is included. Districts may also elect to implement the included Self-Assessment Tool as a means for evaluating their current programs. This will provide a means for assuring the community that the district intends to meet the learning needs of all students, including those who are gifted, and will move the state toward consistent programs that support advanced learning gains for all students.

Special thanks to Dr. Joyce VanTassel-Baska who set the course for determining what significant gifted educational programs should address. Acknowledgement is also given to the stakeholders of Florida gifted education including the designated gifted contact person in each district and advocates who provided valuable guidance and feedback to the draft documents.

Resource Guide for the Education of Gifted Students in Florida

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Introduction

“The most serious societal threat to the cultivation of giftedness occurs when excellence of performance or production is no longer deemed a standard.” Abraham Tannenbaum

Florida Department of Education’s Mission

The Florida Department of Education’s mission is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

Florida Department of Education Vision

The Florida Department of Education is committed to changing the culture of our schools from PreK to postsecondary by raising the ceiling and raising the floor to better enable our students for success in the 21st century.

Florida’s Next Generation Pre K-20 Education Strategic Plan

- Strengthen foundation skills
- Improve quality of teaching in the education system
- Improve college and career readiness
- Expand opportunities for postsecondary degrees and certificates
- Improve K-12 educational choice options
- Align resources to strategic goals

Educating all children includes identifying appropriate practices for Florida youth who could, should, and would benefit from gifted programs and services.

Educators who work with gifted students provide an appropriately challenging learning environment with opportunities to impact the talents of these students. In the school district, parents, school boards and community members partner in the responsibility for providing support and resources for youth with exceptional abilities and potential.

These activities can succeed only with the joint commitment of teachers, parents, school administrators, policymakers, and students who support improved academic opportunities.

Florida’s Definition of “Gifted”

A student is determined to be eligible for gifted service as defined by current state rule, Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted*. This rule states that a gifted student is “one who has superior intellectual development and is capable of high performance.” The minimum evaluations for determining eligibility are: need for a special instructional program, evidence of characteristics of the gifted, and evaluation documenting intellectual development. In addition, districts may develop a plan to increase the participation of students from under-represented groups in programs for the gifted. The plans must be approved and must include evaluation procedures to document the minimum evaluation requirements. For the purpose of the rule, under-represented populations are defined as groups who are Limited English proficient, or who are from a low socio-economic family.

Any student may be nominated as a potential candidate for gifted services. Following the completion of assessment and evaluation, a team will convene to review the evaluations and determine the student’s eligibility based on state criteria for eligibility for gifted. If the student is determined to be eligible, written consent for placement must be obtained from the parent before the student may receive gifted services. A parent may request that services not be provided at the current time. Once determined eligible for gifted services, a public school student is eligible to receive services any time during K-12. If the student does not meet state criteria, he/she is determined ineligible for gifted services at the current time.

I. IDENTIFICATION OF GIFTED LEARNERS

“The search for giftedness is to find children in our schools who “because of their exceptionalities that affect their ability to acquire and process information are ill served by the regular grade level curriculum.” J.H. Borland

Determination of whether a student meets eligibility requirements for gifted service is founded on establishing how we define giftedness. While millions of students are considered gifted and talented, interpretations regarding eligibility requirements for receiving service vary from one state to another.

Florida’s current definition requires an individually administered, standardized test of intelligence, thus making IQ testing one component of eligibility. It is widely accepted that the IQ is a standardized and objective means without bias to measure verbal reasoning, quantitative reasoning, abstract/visual reasoning, and memory. The average composite IQ score at any age is 100, with a standard deviation of about 15, depending on the instrument manual. A score of 130 is therefore two standard deviations above the mean, as currently required by rule. Districts have the option of developing an alternative plan for underrepresented populations.

A. Procedures for Nomination, Screening, Referral and Evaluation

There are typically four steps in the process of identifying potentially gifted students and determining eligibility for gifted services. Steps leading to the determination of eligibility are nomination, screening, referral and evaluation (refer to chart on following page).

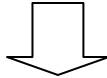
Step 1: A nomination may be made by a parent/guardian, general education teacher or other school personnel, community members or self or peer nomination. Nomination indicates a request that the student be considered as a potential candidate and initiates the process of compiling information about the student. Nomination procedures assume parents and teachers have adequate awareness of gifted education and the identification process and information relative to characteristics of gifted students, including underrepresented populations in the district. There are a variety of ways to address this including: brochures, website information, teacher awareness of gifted characteristics, parent meetings, letters to parents, presentations to school boards and PTA groups, curriculum night information, back to school night, newspaper ads, or a district handbook. (See Appendix A1: *Twelve Traits of Giftedness*)

Step 2: Screening provides a measure to identify those students who might be referred for an individual evaluation. Screening may be done with individual students or with groups of students. Local districts have discretion in decision-making about determining a process for increasing representation of underrepresented populations by assessing data about participation at individual schools as well as the district as a whole. Most districts view screening as a way to distinguish a student’s potential for eligibility. Districts may set a cut-off score for the screening to reflect a student’s performance. Screening should include a review of existing data and information about the student. The district should actively search for referrals among typically underrepresented populations.

Determining Eligibility for Gifted Services

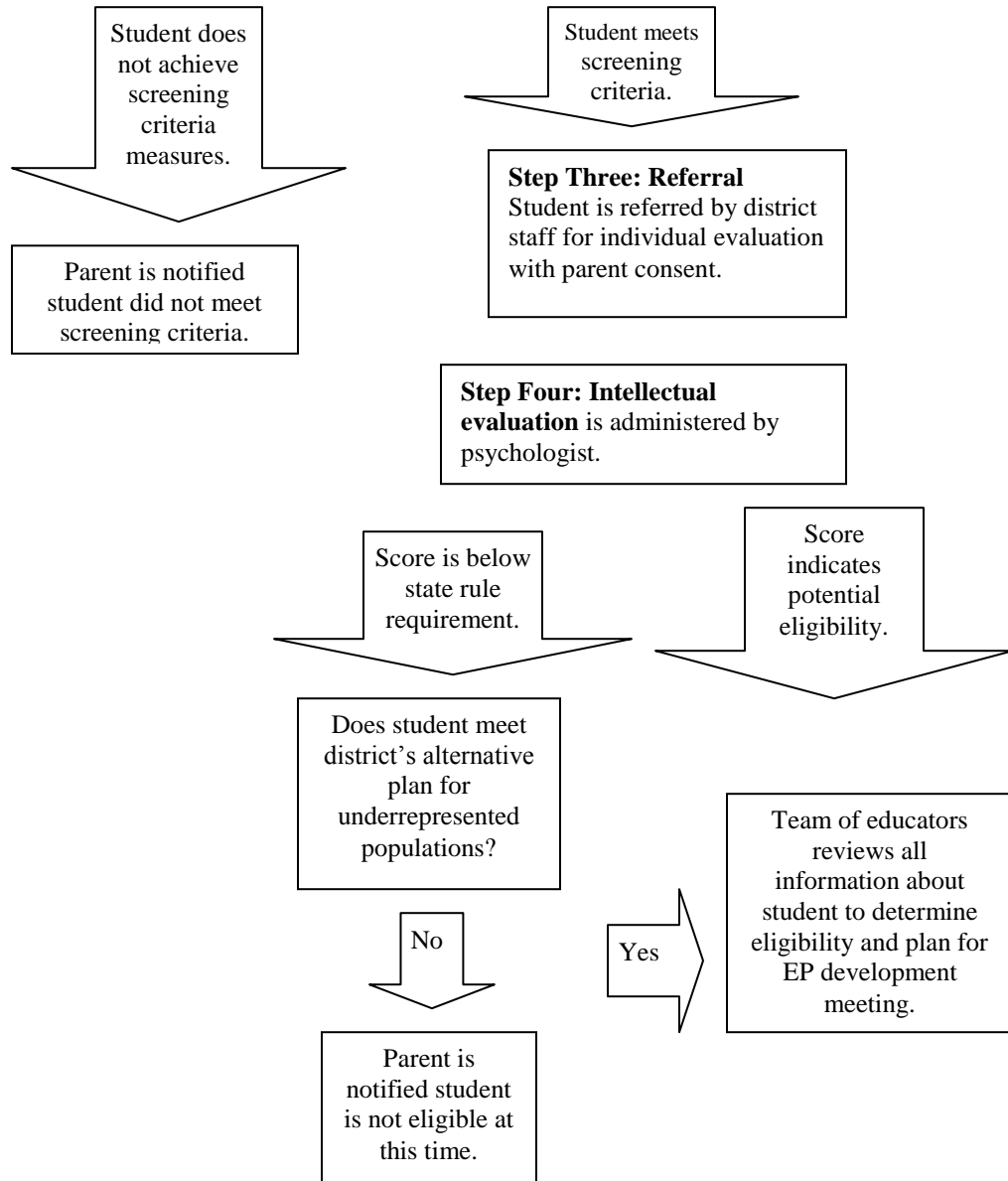
Step One: Nomination

Parent/Guardian, teacher or other school personnel, a community member or student may nominate a candidate. This initiates the process of compiling information to determine eligibility.



Step Two: Screening

The district has discretion in determining the screening process. Individual or group assessments or compiled data may be used. The screening should include all students who have the potential to evidence aptitude and achievement. Screening is likely to include a checklist of gifted characteristics.



The screening process may include one or more of the following as determined by district policy:

- A test of intellectual ability
- Review of school, district, or state assessments
- Review of grades over a period of two or three years
- Student interview
- Formal or informal observation of demonstrated performance
- Gifted characteristics/behaviors checklists
- Review of portfolio of student class work and/or achievements
- VPK assessment or school readiness screenings

Some instruments commonly used for screening include:

- Cognitive Abilities Test (CogAT)
- Gifted and Talented Evaluation Scales (GATES)
- Gifted Evaluation Scale (GES)
- Gifted Rating Scale (GRS)
- Kaufman Brief Intelligence Test – Second Edition (K-BIT-2)
- Kingore’s Inventory
- Naglieri Nonverbal Ability Test (NNAT)
- Otis-Lennon School Ability Test (OLSAT)
- Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS)
- Screening Assessment for Gifted Elementary Students (SAGES)
- Slosson Intelligence Test (SIT)

Step 3: A referral is the official request for an individual evaluation of a student who shows indications of needing gifted education services, often based on the screening process. The school staff initiates the formal move toward an individual evaluation. The *Procedural Safeguards for Students who are Gifted* will be provided to the parent/guardian. If the parent/guardian gives written consent, the student should be individually evaluated.

Step 4: An individual intellectual evaluation is required to determine eligibility for gifted service. A licensed/certified school psychologist will provide an individually administered, intellectual evaluation. The parent/guardian may choose to have the independent intellectual evaluation administered by a private licensed/certified psychologist at his/her own expense. The district shall consider the results of this independent evaluation in terms of whether it aligns with other data about the student.

An individual evaluation is a way of collecting information about a student’s learning needs, strengths, and abilities. It is used to make decisions about whether a student is eligible for service. No decisions about services can be made until after the individual evaluation is completed and reviewed. Some districts have a policy regarding re-testing if the student is determined ineligible and may require a specified waiting period before repeating the process. The district maintains data for use in reassessing students who are referred more than once.

The evaluation instruments in the Special Programs and Procedures (SP&P) document is a representative list of individually administered, standardized instruments used in conducting comprehensive evaluations. The document indicates districts “are not limited to, or required to use, the instruments included in this section.” The procedures section provides guidance for the district in selecting evaluation instruments; however, districts may elect to use other instruments as long as these are selected and administered in accordance with Rule 6A.6.0331, FAC.

During the individual evaluation step, information will be gathered to determine if the student is eligible for gifted services. This information will include the individually administered, intellectual evaluation and a standard gifted characteristics checklist to be completed by a teacher familiar with the student. A checklist may also be done by parent/guardian/others as directed by district policy. In addition, the team may wish to consider other factors in determining a need for service, which could include:

- Review of state or district assessments
- Student interview
- Formal or informal observation
- Review of portfolio of student class work and/or achievements

The psychologist will select the intellectual evaluation for the student based on the district’s Policies and Procedures for the Provision of Specially Designed Instructions and Related Services for Exceptional Students (SP&P) to ensure nondiscrimination. It is recommended that the test administrator attend the initial educational plan (EP) meeting to discuss implications of the test scores with the team participants and guide development of the initial EP to ensure it is written to specifically address the student’s giftedness

Commonly used individually administered, standardized assessment instruments include:

- Comprehensive Test of Nonverbal Intelligence (C-TONI)
- Differential Abilities Scales (DAS-II)
- Kaufman Assessment Battery for Children (KABC –II)
- Naglieri Nonverbal Ability Test, Individual Administration (NNAT)
- Ravens Progressive Matrices – Colored (CPM) and Standard Progressive Matrices (SPM)
- Reynolds Intellectual Assessment Scale (RIAS)
- Stanford-Binet Intelligence Scale– Fifth Edition (SB5)
- Stanford-Binet Intelligence Scales for Early Childhood
- Test of Nonverbal Intelligence -3 (TONI-3)
- Universal Nonverbal Intelligence Test (UNIT)
- Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III)
- Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
- Wechsler Intelligence Scale for Children-Fourth Edition Spanish (WISC-IV Spanish)

A significant consideration is the use of part scores or the standard error of measurement (SEM). A technical assistance paper from the Florida Department of Education, *Standard Error of Measurement*, is available at <http://www.fldoe.org/ese/pdf/y1996-7.pdf>. A second technical assistance paper, *Use of Part Scores with Tests of Intelligence*, available at <http://www.fldoe.org/ese/pdf/y2005-9.pdf>, provides further guidance.

Personnel trained in gifted education and/or with an understanding of the special needs of gifted learners should meet regularly to determine eligibility of potential candidates. If the student does not meet eligibility as required in state rule, the team of professionals might then consider whether the student might be eligible under their alternative plan (referenced as Plan B due to placement in Rule 6A-6.03019, FAC, *Special Instructional Programs for Students Who Are Gifted* part (2)(b) for increasing representation of students who are considered under-represented in gifted if their district has such a plan that has been state-approved. For this purpose, the rule currently defines under-represented groups as those who are limited English proficient or who are from a low socio-economic status family. The intent is to foster and support students who are English-language learners or those from economically disadvantaged backgrounds who may not have been exposed to the types of experiences necessary to acquire knowledge.

Consideration in these cases should be given to:

- Specific aptitude as well as general intellectual ability. Many students are not identified as gifted but indicate a high potential or high ability.
- Multiple criteria and instruments at the relevant level for screening and identification. The use of multiple criteria improves the chance of recognizing students who excel in a subject or specialized area. Teachers looking for talent and potential are more likely to observe it in reviewing work portfolios and student records and by tracking student interests and abilities.
- Use of instruments sensitive to underrepresented populations, such as non-verbal assessments.
- Universal screening at all relevant levels of the K-12 continuum, specifically at least twice in elementary –primary and intermediate; at parent or district request, and additionally, after annual review of those students scoring at level 5 on FCAT, or other times as indicated in the district’s SP&P.
- Teachers should be trained on the use of checklists that focus on gifted student behaviors indicative of general intellectual ability and specific aptitude areas in varied cultures.
- Some students identified as gifted may also be learning-disabled, physically handicapped, behaviorally disordered, or underachieving.

English Language Learners

Nonverbal assessments may provide a more equitable method of assessment for a measure of ability and achievement. The EP team participants shall consider the special needs of students whose potential may be masked by their limited English proficiency. When the parent/guardian is not fluent in English, it is important to provide an interpreter while the EP is

developed. Recommendations of the EP team should take into consideration the student's language and culture.

Suggestions for district leaders in gifted education:

- Strive for proportionate representation from all groups of the local population. Consider students raised with economic restrictions, ethnic/cultural differences, gender, rural demographics, twice exceptional, and highly gifted. Compare the gifted representation to the total population of the district. If current nomination and screening methods are not effective in identifying students from special populations, consider alternative assessment tools or strategies.
- Collaborate with the English Language Learner (ELL) staff to identify strategies that may be effective for this population.
- Provide training for all educators on recognizing the characteristics of the gifted. When general education teachers are asked to complete the checklist, have they been trained on what criteria to consider and what behaviors might be expected?
- Be proactive in screening students rather than waiting for nomination or referrals. Review school, district and state test scores and track student progress.
- Consider forming a team of professionals to review student records on a regular basis.

Transfer Students

Within-state

A gifted student who is transferring from one Florida public school district to another and who has a current EP must be provided service. If the EP has expired, the receiving district will need to initiate a new one. The EP should be reviewed and revised as determined necessary by the receiving district based on current needs of the student.

From Out of State

Procedures for consideration of a transferring gifted student include the following:

- If there is evidence that the student was determined eligible in another state and was receiving gifted service, the district should consider whether the student would meet Florida eligibility criteria. The district would determine eligibility for permanent assignment based on the continued needs of the student, and whether the student does or does not meet exit criteria.

It is significant to keep in mind when determining eligibility that many other states define gifted with different criteria so it is necessary to assess the eligibility criteria to ensure alignment with Rule 6A-6.03019(3), FAC.

Interstate Compact on Educational Opportunity for Military Children - Changing schools can be an ordeal for military families and military children. Education curriculum and education requirements can vary tremendously between states and between school districts. The 2008 Legislature created a section in Florida Statute authorizing the Governor to execute the Compact, and the rules became effective January 1, 2010, and were reauthorized May 11, 2010. Okaloosa County developed a matrix to serve as a guide in implementation. For more information go to <http://www.fldoe.org/military/>.

The Compact assures that 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).

- The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student

To make a determination of eligibility, the evaluations required by Rule 6A-6.03019(3), FAC, must be conducted if the previous data are more than three years old.

The district may elect to consider the student as being nominated for gifted and follow the steps to initiate consideration for service in Florida.

B. Determining Need for Service

Rule 6A-6.03019 FAC, *Special Instructional Programs for Students Who Are Gifted*, specifies that a student must evidence a need for a special program and expands that in section (3) to state “need for a special instructional program.” The EP team makes this determination based on all information compiled and presented to the team. The team may consider test scores and evaluation data and feedback from the general education setting including: class performance, feedback from the parent, information from the checklist, indication that the student is capable of performing at a higher level of conceptualization and perception based on assessments and/or observable divergent behaviors, distinguishing awards or recognitions.

C. Exiting Gifted Service

There may be occasion for an eligible student not to receive gifted services. Some of the more common reasons:

- A parent may elect to have the student remain in the current educational setting.
- General academic programs for Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education Program (AICE), honors or other advanced courses may meet the student’s current academic needs. This would be a decision of the EP team. The team would then determine whether the student has further needs, such as goals to address characteristics of the gifted, including perfectionism, underachievement, or social-emotional concerns that warrant unique service. In such cases, the EP would indicate the student’s academic needs are currently being met through general education programs, and the goals would specify the related service to be provided. Typically, such service is monitored through consultation. The level of consultation would be determined by the EP team based on the student’s individual need.
- Before considering withdrawal of a student from gifted service, the EP team convenes to discuss the decision and determine whether there will be a need for other support.
- Once identified as eligible, a student may resume service at any time. In such cases the EP team would convene to determine the current needs of the student and to develop new goals.

II. PROGRAM DESIGN/SERVICE DELIVERY

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.” – Albert Einstein

A. Developing an Educational Plan (EP)

An educational plan (EP) is a plan written for each student who is identified as eligible for gifted education services. EPs are developed for students identified solely as gifted.

The EP describes the student’s educational needs based on the strengths of the student and the services that will be provided to supplement and build on the basic academic state standards to ensure the student continues to make gains. School districts have the responsibility to provide students who are gifted in grades K-12 with an EP to ensure the student has a free and appropriate education (FAPE). The contents of the EP should provide detailed information that is useful to the student, school personnel and to the parent/guardians.

An EP must provide:

- A statement of the individual student’s present levels of performance which may include, but is not limited to, the student’s strengths and interests, the student’s needs beyond the general curriculum, results of the student’s performance on class work, district and state assessments, school grades, and evaluation results;
- A statement of measurable goals, including benchmarks or short term objectives.
- A statement of the specially designed instruction to be provided to the student.
- A statement of how progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Considerations in EP development, review and revision, include:

- The strengths of the individual student and needs resulting from the student’s giftedness;
- Results of recent evaluations and assessments that provide a gauge for determining where the student is currently performing; and
- For limited English students, special language needs as they relate to the EP.

The focus of the EP should be on the student’s giftedness and the strategies necessary to ensure the individual student continues to make continual student progress and learning.

The EP for each individual student may be developed or revised at a minimum at least every three years for students in K-8, at least every four years for students in grades 9-12 and when a student transitions to a higher level (elementary to middle and middle to high school). These are outside timelines, and the EP team should make a decision about when to reconvene based on the needs and goals for the individual student. A parent/guardian or the school may request a review of the plan at any time to assure the student is provided an

appropriate education. It is expected that the EP team will determine when they need to reconvene to address the student's progress. For a student receiving full-time or full-class service, the meeting will likely need to be scheduled within a year to determine whether the plan has been effective and whether the student has accomplished the current goals.

Before the student begins to receive services, a meeting must be held to write the EP. The EP team should include the following, as stated in Rule 6A-6.030191, FAC:

- The parent/guardian of the student.
- At least one teacher of the gifted program.
- One regular education teacher who can provide input about the levels of performance in the general curriculum.
- A representative of the school district who is qualified to provide or supervise the provision of specially-designed instruction to meet the unique needs of the student, and is knowledgeable about the general curriculum and the availability of resources of the school district.
- An individual who can interpret the instructional implications of evaluation results.
- Other individuals who may have knowledge or special expertise regarding the student at the discretion of the parent/guardian or school district.
- The student, as appropriate.

If the primary language of the parent/guardian indicates a need for an interpreter, one should be provided.

In cases where the general education teacher is at a school other than where the student receives gifted service, the general education teacher may provide information in writing to inform the EP team about assessments and indicators of the student's current levels of performance to guide decisions about service.

The school district must notify the parent/guardians before each EP meeting in writing. The written invitation serves as informed notice and contains the date, time and place for the meeting, the reason for the meeting, who has been invited, and the fact that the parent/guardians may invite anyone to the meeting who has pertinent information about the gifted student. The district will also provide the parent/guardians with a copy of the *Procedural Safeguards for Exceptional Students Who Are Gifted*, which explains the legal rights of the parent/guardian, regarding the gifted education process.

The educational plan contains the following information to be discussed at the EP meeting and written into the plan:

- Present levels of performance - which is defined as statements of a student's performance in academic, social, emotional, or other areas including demonstrated skill mastery grade levels. End of the year tests could serve to indicate levels of performance in content areas. The statement of the student's present level of educational performance is the cornerstone of the EP. The purpose of the statement of present levels is to determine how the student is currently performing. It provides unbiased data from a variety of sources to identify the strengths of the student and guide decisions about educational needs.

- Pre-assessment to determine levels of performance guides development of the goals for the student, including benchmarks or short term objectives - individualization should be focused on skill performance mastery, data collection, and criteria for determining evidence of mastery for the student.
- The student's strengths - which may include learning styles, characteristics, test scores or interest area(s).
- Results of recent evaluations - to be used to establish base-line data.
- Description of how the student's progress toward the goals will be measured and when the parent/guardian will be informed of the student's progress toward the goals.
- Gifted education services - including participation in regular education programs.
- Initiation, duration, frequency, and location of services specifying the contact time spent with gifted peers.
- Signatures of attendees.

Present levels of performance specifically reference how the student is performing in classes. The data presented to the team should indicate educational performance for the last one or two years, pertinent information, work, and formal or informal assessments that document priority educational needs to ensure the student will continue to make academic progress.

An appropriate way to determine service for a student is to ask "How is this student gifted?" and provide service to meet those educational needs. All students who are gifted are not gifted in all areas. As for other ESE areas, it is understood that the range of disabilities in a district are likely to vary widely with a range of services. In the same way, students who are gifted are likely gifted in different ways. If a limited continuum of service is available, the task is to then determine how best to meet the needs of the learner.

The parent/guardian receives a copy of the EP. The EP should be accessible to each teacher responsible for implementation. In addition, each teacher of the student shall be informed of the specific responsibilities related to the implementation. The EP must be implemented as soon as possible after the EP meeting. An EP must be in effect before specially designed instruction is provided for the student. The teacher(s) of the gifted student would be responsible for implementation of the EP.

Gifted students benefit from being grouped with their intellectual peers for a significant part of their instructional day, so this should be a consideration of the team.

Gifted education should be based on the unique needs of the student, not the student's classification.

See Appendix A2 for "Assessing the Educational Plan (EP) for Students who are Gifted," which provides a guide to development of a significant EP.

B. Guidelines for Placement/Program Design

Once it is determined that a student is eligible to receive service, the educational plan (EP) team will meet to determine what steps to take to ensure an appropriate education to meet the

needs of the student. The EP team is responsible for ensuring a meaningful connection between identification and the service to be provided so the student continues to make gains. Students identified as gifted receive services through different types of service delivery models. Service refers to what a gifted student receives that differs from non-gifted students. The district determines which models to use and the frequency of services as guided by the EP team's determination of appropriate services for the student.

Continuum of Appropriate Service Delivery Models

Service for students should be provided through a defensible program that offers meaningful content, learning opportunities employing higher-level thinking skills, and advanced skills to foster the intellectual growth of the student. Because gifted students are exceptional education students, they require a qualitatively different education that is not typically available in the general education classroom. As no single service delivery option meets the needs of all gifted students, the district should offer multiple service delivery options.

“An effective approach to programming for gifted learners should be seen as a combination of three elements: accelerative approaches, in which instruction is matched to the competence level of students; enrichment approaches, in which opportunities for the investigation of supplementary materials are given; and individualization, in which instruction is matched specifically to the learner’s achievement, abilities, and interests.” (Feldhusen, 1998)

Courses cited as **Gifted (advanced academics)** in the Course Code Directory are designed to meet the needs of students who have met state eligibility criteria. Programs for students who are gifted should encompass instructional and related services that provide significant adaptations in curriculum, methodology, materials, equipment, or the learning environment (Rule 6A-6.0311, FAC). Gifted students learn at an accelerated pace which requires a need to explore topics in depth which could be accomplished with options that might include cluster-skill grouping, curriculum compacting, contracting, original research, independent studies, or special classes.

Service may be provided in a variety of programs:

1) Gifted /Self-Contained Class (K-12) – Advanced Academics/Gifted Course Code

- The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility.
- Content and pacing should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum as indicated by their individual EP.

Full-time classes or programs offer an opportunity for the teacher to adapt the curriculum to provide rigor and challenge in the content areas. Knowing that all students have met eligibility requirements ensures that the teacher might preassess and practice curriculum compacting and other instructional strategies to nurture and support a more complex and integrated curriculum. Classes may have same or mixed grade levels.

2) Resource Room or Pull-out (K-6 - no course code)

- The setting is other than the general education classroom for the special instructional period.
- Curriculum should have an academic content-based foundation, and focus on activities as related to the EPs of the students.
- Content and pacing should be differentiated to the degree that activities are clearly intended for students evidencing a need beyond the general curriculum.
- The teacher of the gifted provides total instruction in these models in which all of the students have met gifted eligibility.

Resource Rooms or Pull-out programs allow gifted students to meet with intellectual peers to work on critical thinking and problem-solving skills, to address community problems or to work on challenging curriculum, such as Junior Great Books, Algebraic thinking, Invention Convention or simulations based on content areas. Enrichment programs (based on Renzulli's Enrichment Triad Model or the Purdue Three Stage Enrichment Model) are widely used in a resource room. Students are guided through independent investigations through in-depth concept development. Enrichment should be well-articulated and extend the regular curriculum by adding depth and rigor. Enrichment programs that keep learning on a superficial level (such as having activities without connection to a content area) may lose credibility for the program.

3) Advanced Content Class for gifted and non-gifted students (6-12) (general content course code)

- Students are grouped on the basis of achievement and interest in specific content area, and the class may include students who have and who have not been identified as gifted. The district may set criteria for class participation.
- The district should develop criteria for the course, showing clearly how the content, pacing, process skills emphasis, and expectations of student outcomes differ from other courses in the same content area.
- If the course is identified on the EP as providing the service for a student who is gifted, the gifted-endorsed teacher must clearly document in the lesson plans the differentiation provided as necessary to match the student's EP goals.

Self-contained content classes provide challenging and more in-depth work in a specific content area. It is important to ensure that students in these classes are placed because it is an area of personal strength rather than a placement because of the student's gifted status.

4) Cluster Grouping (general education course code)

- Identified gifted students with strengths in the same content area(s) placed as a group - typically three to six identified students with similar strengths - into an otherwise heterogeneous general classroom. If there are more than six students, more clusters could be formed based on their areas of strength.
- Classroom teacher has the gifted endorsement in addition to the required certification.
- The gifted-endorsed teacher clearly documents in lesson plans the curriculum modifications/differentiation for students who are gifted to address the EP goals.

Cluster Grouping may be an effective way to meet the needs of learners in situations where a small number of students need to be served and a full-time class is not warranted. In this case, a cluster of students with similar abilities are grouped together with a teacher who then designs learning activities and projects to meet their needs.

5) Support Facilitation (no course code)

- The teacher provides services one-on-one. The teacher meets with an individual student or small group of students within a traditional classroom but **not as a co-teacher**.
- The teacher of the gifted provides support for the gifted students' achievement in the general classroom.
- Gifted-endorsed teacher, general classroom teacher, and the gifted student (as appropriate) collaboratively plan the development of challenging assignments that substitute for or extend core curriculum objectives to meet the needs of the student.
- The teacher documents curriculum modifications through (a) separate lesson plans, (b) time log of collaborative planning, and (c) individual student contracts.
- The teacher of the gifted may provide support facilitation by working and moving among two or more classrooms working with teachers and students identified as gifted as needed.
- Frequency and intensity of support varies based upon students' and/or educators' need for assistance. Services may include revised lessons, independent research or related activities for gifted learners.

6) Mentorship/Internship (secondary option)

- Gifted students work with mentors to explore career professions of interest.
- Gifted endorsed teacher supervises mentorship/internship experiences based on Course Number: 7965030, *Externship for Students who are Gifted*.
- An individual student contract should document (a) the work to be done, (b) learning objectives, (c) dates and amount of time the student will be participating in the internship/mentorship, (d) means by which student's learning will be assessed, and (e) responsibilities of the gifted education teacher and mentor.

7) Dual Enrollment/Virtual courses

- Individual gifted student EPs should document (a) reason(s) the student needs a more advanced curriculum than could be provided on the school campus, (b) learning objectives for the gifted student, (c) dates and amount of time (in segments) the student will participate in the joint enrollment arrangement, and (d) means by which the gifted student's learning will be assessed.

8) Consultation (9-12)(a service model with no course code)

- A teacher of the gifted meets regularly with students and/or teachers to plan, implement, and monitor instructional alternatives designed to ensure that the student who is gifted achieves successful accomplishment of gifted goals in Advanced Placement, Honors, International Baccalaureate or other academically rigorous programs.

- Teachers providing consultation are required to maintain a record of the students, teachers, courses, and services provided for students who are gifted as aligned with the student's EP goals. Consultation is intended to support the student. A teacher of the gifted monitors the student's progress to ensure the gifted student achieves successful accomplishment of the gifted goals in the general education setting. The consultation teacher is required to maintain a record of the services as related to the EP goals. Consultation occurs at least once a month or more frequently as determined by the EP team for the needs of the student. The intent is for a student whose academic needs are being appropriately met in general educational programs and advanced courses to have a contact who ensures the student's specific EP goals are being addressed.

Appropriate Program Models

All students should be expected to master basic curriculum. Pulling a student from a content class to go to a resource center that does not address state standards with depth and complexity may prevent increased knowledge and skill development. All students are entitled to learn by receiving direct instruction at the necessary level. Typical instruction using grade-level materials is not likely to meet the needs of advanced learners. Children who have mastered the majority of the grade-level basic skills must be provided with advanced opportunities. VanTassel-Baska (1986, 1995) and VanTassel-Baska, Zuo, Avery, & Little (2002) studied experimental and control classes of students in grades two through eight across the country. Experimental classes were taught with a specially-created, integrated language-arts curriculum with high-level literary analysis and interpretation, persuasive writing, and linguistic competency. Results showed the experimental classes made significant gains on all assessments while the control groups showed no significant gains.

Levels of service could begin with modifying the curriculum in the classroom, special classes, enrichment opportunities, pull-out programs in a specific area of the student's strength. Opportunities for highly gifted students (usually considered those with IQs of 145 and above) may need a broader range of options or a more individualized approach to ensure continued academic gains.

Student assessment must match the program. Since gifted students are not universally gifted, the programs, too, should indicate those differences. A student whose level of performance indicates a predominant strength in math and mastery of grade-level standards would not be best served in a program that focuses on language arts or interdisciplinary units of study. The goals on that student's EP should indicate how advanced math instruction will be received using math skills in independent projects to ensure the student continues to make gains in mathematics. Continued motivation to learn comes with being successful when completing rigorous tasks, preferably with intellectual peers. Modifications could be provided through tiered assignments, flexible grouping, curriculum compacting, interest centers, higher levels of questioning and alignment with the goals of the *Frameworks for K-12 Gifted Learners*, planning progress for the student from the Know, Understand, Perform, and Accomplished levels, as appropriate.

Class size should align with all other content area classes if core content is addressed in the class. Special programs with a history of success in meeting the needs of gifted learners include:

- **Magnet or special schools which** enable a district to pool resources at one site to meet student needs. The district provides transportation to the site.
- **Differentiated Curriculum** is referenced as a means of meeting the specific needs of the learner. Training for differentiated instruction should identify ways to differentiate for students with disabilities and strategies effective for differentiating specifically for the gifted. In a class with gifted and non-gifted students, the gifted teacher must indicate in lesson plans how the curriculum is differentiated for students who are gifted as required. When EP goals are student specific, the goals would be the factor in determining the necessary differentiation. An effective curriculum for gifted learners is a basic curriculum with modifications to meet the needs of students. Students who are gifted may learn more rapidly with far less practice and may be curious about exploring topics in greater depth. There should be sufficient time for self-directed learning and making more connections across topics, disciplines, events and cultures.
- **Individualized programs** can be appealing to students. Curriculum compacting when the student evidences mastery of basic benchmarks and standards, learning contracts, or selecting engaging materials at a higher level can be effective.
- **Special classes** could be appropriate for students with interests or talents requiring intense programming. AP, IB, AICE programs, honors courses, dual enrollment with a college, career education and virtual courses may provide an opportunity for the student to develop abilities and interests. The four courses in the Course Code Directory specifically for gifted students in grades 9-12 allow students to delve into a specific topic. For example, students may work with a mentor at the school or in the community through the externship program (Course 7965030); develop higher-order thinking skills and leadership in the Skills course (7963090); complete independent research methodology using primary and secondary resources to produce original documents (7965010); or practice sophisticated levels of communication and assess the humanities - fine arts and philosophy (7965040).
- **Academic Competitions and Programs** help students expand creative and critical thinking skills and develop leadership and teamwork skills and may be added to, but not be the total focus of the curriculum. Some of the more widely-known include Future Problem Solving (FPS), simulations, Junior Great Books, Odyssey of the Mind, Invention Convention, debate, 4-H, Junior Achievement, Math Olympiad, Knowledge Master, Science and History Fairs, chess tournaments and the Stock Market game. While secondary schools are more likely to offer extended options, teachers at the elementary level may need to be proactive in seeking programs for students.

The K-12 program for gifted learners must be comprehensive, structured, and sequenced between, within, and across grade levels. The district offers multiple service delivery options as no single service meets the needs of all gifted students.

The district should establish a protocol for assessing proficiency to guide decisions regarding appropriate service. Competence and skills should determine access to academic experiences rather than age. For example, the district may determine it is appropriate to accelerate a

student who evidences mastery of grade level skills in one content area or to move the student to a higher grade if there is evidence of proficiency across content areas.

Results of the April 2010 survey indicate a wide range in frequency and duration of service. K-2 students, for example, may receive from one hour to 29 hours of service each week, while middle grades students may receive anywhere from less than one hour to as much as 27 hours per week of contact with other gifted students. *A Guide to State Policies in Gifted Education* (2007), referenced by Dr. Van Tassel-Baska, recommends minimum contact time be specified for a student to receive gifted service.

The recommendations are based on policies in that document:

| | |
|-------------------|--|
| K-2 | four hours per week (or the yearly equivalent) |
| 3-5 | five hours per week (or the yearly equivalent) |
| Grades 6-12 | one class-period duration or equivalent daily |
| Consultation 9-12 | at least every two weeks |

The district plan should specify an appropriate minimum amount of contact time to assure sufficient opportunity to meet the program’s goals and objectives. Flexible grouping arrangements in all content areas and grade levels ensure that students learn with and from their intellectual peers. Early identification and intervention for all students and particularly for underrepresented populations of gifted learners are crucial in realizing and developing their full potential.

Secondary Programs

There are particular challenges in providing service for secondary gifted students. With most teachers having a preservice focus on content, there may have been minimal training in providing differentiated curriculum or instructional strategies to meet the needs of gifted learners. Adaptations within the curriculum may require further professional development in adapting the curriculum to meet the needs of these students for a challenging program.

Districts should consider the benefits of career and technical education for gifted learners. Benefits of these programs for the high-ability student include:

1. Rigor with relevance with integrated academics - Broad career areas identify knowledge and skills students need for success in the field.
2. A reason to learn - Learning experiences provide a purpose and meaningful choices.
3. Competition, teamwork, leadership, and recognition are fostered through Career and Technical Student Organizations (CTSO) - Within CTSO’s, there are opportunities for personal commitment and real-world community involvement and experiences.
4. Reduced dropout rate - Students who report being bored or disengaged with school indicate classes are not interesting or meaningful. Career and technical education programs present real-world connections that can be motivating.

Honor classes, AP, IB programs, AICE, dual enrollment, career and technical programs and externships offer multiple options to meet student needs for academic challenge. Teachers for

these courses who have the gifted endorsement are likely prepared to provide differentiation for students who are gifted. EP teams should consider what additional programs/services will be meaningful for the individual student to continue to make gains.

Guidelines:

1. Programming for gifted students must be an integral part of the school program and the general education school day.
 - Services for gifted students should supplement and build on the basic academic standards and the knowledge learned in general education classrooms.
 - Gifted students should be provided with curricular experiences at all grade levels to ensure continual student progress and learning.
2. Rather than a single program for gifted learners, a comprehensive K-12 program should provide a continuum of services.
 - The K-12 program for gifted learners must be comprehensive, structured, and sequenced between, within, and across grade levels.
 - School districts should offer multiple service delivery options as no single service meets the needs of all gifted students.
 - Options include ability or cluster grouping, self-contained full-time classes, honors classes, magnet schools, AP classes, etc.
 - Gifted students are included in flexible grouping arrangements in all content areas and grade levels to ensure that they learn with and from their intellectual peers.
 - Early identification and intervention for underrepresented populations of gifted learners are crucial in realizing and developing their full potential.
3. There should be an optimal match of student ability to program service and teacher expertise.
4. Curriculum in the gifted program should relate to and be aligned with the state content standards.
 - A well-defined scope and sequence is articulated for all grade levels and subject areas in the core curriculum.
 - The differentiated curriculum enables gifted students to meet or exceed state standards with development of critical and creative thinking, problem solving and research skills, advanced content and authentic products.
 - Teachers must differentiate, replace, supplement, compact, and/or modify curricula to facilitate higher level learning goals for the gifted.
 - A program of instruction should consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerated learning pace and advanced intellectual processes of gifted learners.
 - Alignment processes should include acceleration of standards, providing greater complexity, deepening the challenge level, and providing creative opportunities.
 - Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.
 - Instructional strategies should be inquiry-based and engaging to gifted learners.
 - The differentiated curriculum is provided with appropriate materials and technology.

5. Authentic assessment of gifted student learning should occur regularly.
 - Use of performance-based tools to assess learning should be employed in classrooms.
 - Pre-testing enables the teacher to implement curriculum compacting, subject acceleration, flexible pacing, and other strategies to meet the needs of the student.
 - Collection of portfolio artifacts may represent the accumulation of long-term high level skills.
 - Standardized testing in core areas of the curriculum attest to gifted student growth (e.g., critical thinking).
 - Above-level testing allows students to demonstrate what they know, as well as what they are ready to learn. Above-level testing is the most accurate assessment to prescribe appropriate curriculum for gifted students.
6. Acceleration should be an essential element of gifted curriculum and instruction.

“The overwhelming research evidence in favor of acceleration makes the intervention a highly valued option for all schools. The evidence is compelling that for highly motivated gifted students acceleration must be an option; therefore, all schools need to have written policies that allow the possibility of the various forms of acceleration as an academic intervention for carefully selected high ability students.” (2009 Colangelo. *Guidelines for Developing an Academic Acceleration Policy*)

The 18 forms of acceleration and their definitions are listed and overviewed in Volume II of [*A Nation Deceived*](#). They include:

1. Early Admission to Kindergarten (See Section **1003.21**, (2) F.S. for guidelines)
 2. Early Admission to First Grade
 3. Grade-Skipping
 4. Continuous Progress
 5. Self-Paced Instruction
 6. Subject-Matter Acceleration/Partial Acceleration
 7. Combined Classes
 8. Curriculum Compacting
 9. Telescoping Curriculum
 10. Mentoring
 11. Extracurricular Programs
 12. Correspondence Courses
 13. Early Graduation
 14. Concurrent/Dual Enrollment
 15. Advanced Placement
 16. Credit by Examination
 17. Acceleration in College
 18. Early Entrance into Middle School, High School, or College
- A flexible instructional pace allows for accelerated learning, as appropriate. Accelerative opportunities should be provided for early entrance to first grade,

middle, and high school; subject and grade skipping; and early matriculation to college.

- Learning opportunities should consist of an advanced continuum of differentiated curricular options, instructional approaches and resource materials.
 - The district has developed a policy and procedures for acceleration. The Iowa Acceleration Scale may be a helpful tool for use in making a decision about whether acceleration is appropriate for the student. Information about the scale is available at www.accelerationinstitute.org.
 - Specific acceleration options for high school students include: College Board's Advanced Placement Program (AP), the International Baccalaureate Program (IB), Advanced International Certificate of Education Program (AICE), Dual Enrollment and Early Admission, and virtual classes. While these are not gifted-specific services, it could be determined by the EP team that these classes meet the academic needs of the student.
7. Gifted programs should offer options within and beyond the core curriculum.
- Independent study, competitions, and one-to-one mentorships should be considered program options.
 - Programs should include non-core areas of the curriculum such as foreign language and the arts as appropriate.
 - The gifted program should coordinate with Science, Technology, Engineering, and Mathematics (STEM) initiatives relevant to gifted learners.

III. CURRICULUM AND INSTRUCTION

“The cornerstone of education is the flexibility to recognize the needs of the individual child.”
A Nation Deceived, volume 1

The curriculum is the core of service for students who are gifted and must be qualitatively different from the general education programs as indicated in Section 1003.01 (3)(b), Florida Statutes, (F.S.). “Special education services” means specially designed instruction and such related services as are necessary for an exceptional student to benefit from education. The development of appropriate programming for gifted students must include core elements directed to the specific needs of the learners. Curriculum selected for use for gifted learners should be challenging and ensure that critical thinking and problem-solving are clearly a priority.

State Board Rule 6A-6.0311, FAC., states special programs for exceptional students will encompass instruction and related services which provide significant adaptations to meet individual learning needs of exceptional students. In addition, Section 1003.57, F.S., specifies each district school board- local education agency (LEA)- is responsible for providing an appropriate program of special instruction, facilities, and services for all exceptional students including diagnosis and evaluation; special instruction, classes, and services. (1)(c) specifies “A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education.”

A. Curriculum Models

Florida’s Frameworks for K-12 Gifted Learners provides guidelines supporting a challenging and rigorous curriculum that enhances the state standards. The goals of the Frameworks are defined by expected outcomes for gifted students. Each goal specifies the mastery expected by the time the student graduates:

- Goal 1 - The student will be able to critically examine the complexity of knowledge: the location, definition, and organization or a variety of fields of knowledge.
- Goal 2 - The student will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.
- Goal 3 – The student will be able to conduct thoughtful research/ exploration in multiple fields.
- Goal 4 – The student will be able to think creatively and critically to identify and solve real-world problems.
- Goal 5 – The student will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
- Goal 6 – The student will be able to set and achieve personal, academic, and career goals.
- Goal 7 – The student will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/disciplines.

These goals are arranged by content (goals 1 and 2), process (goals 3 and 4), affect (goals 5 and 6) and product (goal 7). The Frameworks are available at http://www.fldoe.org/bii/Gifted_Ed/.

Learning opportunities should consist of an advanced continuum of differentiated curricular options, instructional approaches and resource materials. The classroom provides an atmosphere of inquiry and discovery, with emphasis on problem solving and reflection and critical thinking, rather than mere coverage of the content. Students should be required to stretch themselves to succeed, with a blend of individualized and group activities including contact with experts in the field. Gifted students often have deeper interest in a topic that may go beyond traditional classroom instruction or resources.

As outlined in the **Parallel Curriculum Model (PCM)**, the key to providing a qualitatively differentiated curriculum involves:

- Opportunities to learn the **core knowledge** (enduring facts, concepts, principles, and skills) within a discipline.
- Opportunities to learn about the numerous **relationships and connections** that exist across topics, disciplines, events, time, and cultures.
- Opportunities to **transfer and apply knowledge** using the tools and methods of the scholar, researcher, and practitioner.
- Opportunities for students to develop **intrapersonal qualities and develop their affinities** within and across disciplines.

The PCM addresses “ascending intellectual demand” to meet the needs of learners as they become more advanced, providing tasks that call for a higher degree of complexity and understanding and products calling for evidence of increased understanding.

The **Integrated Curriculum Model (ICM)** for Gifted Learners was developed by the Center for Gifted Education at the College of William and Mary. The development of exemplary curriculum frameworks and units of study for classroom use with high ability learners has been an emphasis at the Center. The curriculum is designed to respond to gifted learners’ characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes. The ICM is comprised of three interrelated dimensions. The ICM has been translated into a curricular framework and teaching units in language arts, social studies, and science. More information on this model is at <http://cfge.wm.edu/curriculum.htm>.

B. Instructional Materials

District plans should assure that appropriate materials and resources are available to support the gifted program. Materials and resources for students who are gifted should align with and extend the content standards and provide opportunities to study topics in depth. Programming options should be available when a student demonstrates competence in a basic skill area. Gifted students should be allowed to make continuous progress by testing out of previously mastered material. Ability, achievement and aptitude tests may serve as a guide in determining the student’s present level of development and where instruction should begin to ensure

continued learning gains. Decisions about instructional materials should be based on what the student needs to continue to make academic gains.

Cluster grouping may enable a group of advanced readers to select from above grade-level reading materials. The district should ensure appropriate instructional materials are available for providing rigor and challenge beyond the general curriculum, as stated in the identification rule. Some specific special materials being used include the William and Mary Curriculum for Gifted (based on the ICM referenced above), Junior Great Books, Accelerated Math (Renaissance Learning), MathCounts, Sunshine Math Superstars, and science resources listed at <http://www.fldoe.org/bii/oms.asp>. The primary consideration should be finding an optimal match between the student’s ability and the appropriate instructional level.

Curriculum compacting allows teachers to streamline learning activities for students who demonstrate proficiency. When preassessment indicates achievement beyond the intended curriculum, the teacher may provide enriched and enhanced curriculum to provide challenge and enable students to move at a faster rate. The student who is gifted should have opportunities to explore topics in greater depth, draw generalizations, and work to solve real-world problems.

C. Grants Supporting Gifted

Challenge Grant Program for the Gifted

The Department of Education supports districts in developing curriculum for gifted learners. The Collaborative Curriculum Challenge Grant Projects are intended to enhance academic achievement of students who are gifted through the innovative redesign of instruction and meaningful collaboration. Each school district is eligible to apply for funds to initiate a redesign of instruction for students who are gifted. A summary of the results of prior programs is available from FDOE so a program may be replicated.

| Program Year | Programs |
|---------------------|---|
| 2007-08 | <ul style="list-style-type: none"> ▪ Broward - Meeting the Needs of Gifted Students and Teachers ▪ Escambia - Just Imagine ▪ Flagler - A Quest in Archeological Findings ▪ Hillsborough - Curriculum Revision ▪ Miami Dade - Outdoor Science ▪ Pinellas - Diverse Environment Network ▪ St. Lucie - Technology for Middle Grades ▪ Suwannee - Career Exploration for Middle School Gifted |
| 2008-09 | <ul style="list-style-type: none"> ▪ Collier - Rigor Plus – for middle schools ▪ Florida State University Lab School - Chemistry Integration ▪ Highlands - Art Exploration ▪ Lee - Gopher the Cache! ▪ Marion - Water Wonderland (environment) ▪ Miami-Dade - Physical Science/Physics Continuum ▪ Orange - Forensic Fusion ▪ Palm Beach - Puentes Al Mundo ▪ Polk - Implementing the <i>Frameworks</i> (redesign of curriculum) |

| | |
|-----------|---|
| | <ul style="list-style-type: none"> ▪ Volusia: Legendary Florida (integrated curriculum) |
| 2009-2010 | <ul style="list-style-type: none"> ▪ Alachua - Rural Globalization Through Technology ▪ Brevard - Canine Commando Challenge ▪ Broward - Bald Eagle Project ▪ Hernando - Collaboration with the Community ▪ Highlands - ENGAGE – Connections with the Community ▪ Marion - Academy of Law and Government ▪ Miami-Dade - Cultivating the Arts ▪ Orange - Writing Through the Ages ▪ Orange - Disease Detectives ▪ Pinellas - Ancient Civilizations, Virtual Investigations: A 21st Century Collaboration |
| 2010-2011 | <ul style="list-style-type: none"> ▪ Florida State University Lab - Space Technology and Engineering ▪ Miami-Dade - The Gifted Program Exploring Science Project ▪ Osceola - Fostering Opportunity and Renewal in Gifted Education ▪ Volusia - Design Thinking: From Insights to Innovation |
| 2011-2012 | <ul style="list-style-type: none"> ▪ Miami-Dade- Gifted Program Exploring Science (GPEX) ▪ Osceola- The Gift of Reading ▪ Volusia- Design Thinking II: From Insights to Innovation |
| 2012-2013 | <ul style="list-style-type: none"> ▪ Miami-Dade- The Gifted Program Exploring Science Project ▪ Osceola- Learning and Living a Parallel Curriculum |

IV. GUIDANCE AND COUNSELING

"Counseling gifted students and their families is one of the most challenging and rewarding functions for a counselor. Gifted students have tremendous variability not only in their cognitive capacity, but in their affective development. While there are clearly common themes to the social-emotional issues confronting gifted students, there are profound individual differences among gifted students..." Nicholas Colangelo

A. Differentiated for Gifted Learners

Students who are gifted need affective as well as cognitive growth. Section **1003.01** (3)(a), Florida Statutes (F.S.), defines an exceptional student as any student determined eligible for a special program in accordance with rules of the State Board of Education (SBE). Section (3)(b) defines "special education services" to mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education.

Appropriate counseling services might address issues related to characteristics of giftedness, including perfectionism, underachievement, exploration of cultural identity and value system issues related to identification, or social-emotional support. Technical assistance paper FY 2006-10, *Counseling as a Related Service* 312765 (http://sss.usf.edu/resources/format/taps/2011/2011_134.pdf), addresses this topic. An individual evaluation is sometimes required to assist the EP team in determining the need for related service. Related services are provided for gifted students through district funds.

Counseling and guidance services should be offered to gifted learners at all levels of programming.

- Teachers, parents, administrators, and services personnel should be provided with information and training regarding the characteristics of gifted students and their related socio-emotional development.
- Gifted teachers incorporate strategies to support affective learning in their classrooms.
- Counselors and others with specific training in the socio-emotional needs of gifted students should provide counseling and guidance services at all levels of schooling.
- Guidance and counseling services to meet the socio-emotional needs of gifted students are ongoing, K-12. Characteristics typical of the gifted learner provide some direction for the services: perfectionism, underachievement, lack of self-confidence of gifted girls, a tendency to be introverted, family emotional factors, and learning disabilities. Gifted children are aware that they are not like their age peers and may struggle with social adjustment.

Referrals are made to community resources/professionals for special needs as necessary

Academic planning and career planning should be provided by the secondary level.

- Curriculum that outlines services in academic development, career development, and personal/social development for gifted students should be developed and implemented.

- Gifted students should receive college/career exploration and development experiences throughout grades 6-12.
- Gifted students from low income backgrounds should receive guidance in selecting college opportunities and financial aid by grade 9.
- High performing students may become frustrated at having to select a major field of study or a career path when they have a wide variety of interests and skills and it becomes difficult to narrow that path. Appropriate guidance should be available. The middle school course for *Advanced Academics and Career Development* would be advised.

Social-emotional guidance services should be offered to underrepresented populations at all levels of programming.

- Gifted students who are at risk or who do not display satisfactory performance in regular or gifted classes should be monitored and provided with appropriate intervention services. Parents are provided information and support.
- Teachers, administrators, school services personnel, and parents/guardians are trained to collaborate in implementing intervention strategies for at-risk students. These intervention strategies can take place at home, at school, or in the community.
- Transition counseling services by teachers, counselors and administrators are provided and documented.

B. Support for Students with Special Needs

The Twice-Exceptional Student

An educational plan (EP) is a written plan developed for students identified solely as gifted. For gifted students who are also identified as having a disability, commonly referred to as being *twice exceptional*, an Individual Educational Plan (IEP) is written, unless it is a disability which is not eligible for special education through the Individuals with Disabilities Education Act (IDEA). Under those circumstances, a 504 plan might be appropriate. For a twice-exceptional student, the gifted goals are addressed on the IEP. A teacher of the gifted must attend the IEP meeting to provide input into the gifted goals for the student.

The largest percentage of twice-exceptional students are the gifted with specific learning disabilities. NAGC recognizes three types of students who could be identified as gifted learning disabled: 1) identified gifted students who have subtle learning disabilities, 2) students with a learning disability but whose gift has not been identified, and 3) unidentified students whose gifts and disabilities may be masked by average achievement (NAGC position papers). Identification may become difficult when the student is bright enough to be somewhat successful in the classroom despite learning disabilities.

The focus on these students is in three areas: appropriate identification, instruction and remediation for the disability, and a continuing need for social and emotional support and fostering the area(s) of giftedness.

While students who are gifted often show inattention symptoms in learning environments that are not sufficiently challenging, students with ADHD typically show inattention symptoms regardless of the environment. It is critical that diagnosticians be aware of the characteristics of ADHD and how they can be present among the gifted population in order to prevent missed diagnosis or misdiagnosis (Webb et al., 2005).

In cases when a student who is gifted exhibits characteristics as a student with a disability, the student has rights outlined under IDEA 2004 and *Procedural Safeguards for Students with Disabilities*. All guidelines for the gifted goals on the IEP are consistent with the other goals including terms of reporting progress to parents/guardians. Some gifted students have a medical diagnosis that requires special accommodations in the general classroom setting, but the student does not have a disability. Those students may be considered for services with a 504 Plan. A gifted student may have an EP as well as a 504 Plan. A student who is gifted may not have accommodations unless the student has a 504 Plan.

Underachievers

It is important to consider underachievement as a factor in determining services for students. Underachievement may result when a gifted student exhibits behaviors that prevent the student

from achieving their potential. Most commonly it is defined as a discrepancy between performance and an ability or achievement measure.

There are three types of underachievers: those with low grades and test scores despite indication of high ability, low test scores with high grades, and low performance despite high test scores in some subjects.

Gifted students who are at risk or who do not display satisfactory performance in regular or gifted classes should be monitored and provided with appropriate intervention services. Parents should be provided information and support.

Gifted Dropouts

Studies indicate that gifted students drop out for the same reasons other students do. They don't like school or are bored, they're failing school, they're pregnant, they want to get a job, their parents didn't finish school, their home life doesn't particularly support learning, etc. The dropout rate for these students places them at risk and is indicative of consideration by the EP team in providing support for at-risk students.

Related Services

Gifted students may demonstrate a need for related services **in order to accomplish their gifted goals**. As part of the EP meeting, the team would determine whether a related service is essential for the student to benefit from the gifted service and for the student to accomplish the goals on the EP.

Related services may include:

- Occupational Therapy
- Physical Therapy
- Counseling

V. PROGRAM ADMINISTRATION AND MANAGEMENT

“Goals are dreams with deadlines.” Diana Scharf Hunt

A. Development and Implementation of the District Plan

To ensure an appropriate educational opportunity for learners, each district is encouraged to develop a plan for meeting the needs of gifted students in their district. The comprehensive K-12 Gifted Plan should include policies and procedures for identification, assessment of students, curriculum and instruction, service delivery, teacher preparation, evaluation, support services, and parent and community involvement.

This document may serve as a guide for development of a district plan. A template to guide formatting the plan is also available (see Appendix A4).

The district plan should specify the following components:

- I. Identification of Gifted Learners
- II. Program Design and Service Delivery
- III. Curriculum and Instruction
- IV. Guidance and Counseling
- V. Program Administration and Management
- VI. Professional Development
- VII. Program Evaluation

The district determines the plan for meeting the needs of students who are gifted and determines the continuum of services to be offered based on the number of students to be served, specific needs of the students and the educators available to provide service. The state of Florida requires that a student who is eligible must receive service K-12.

Section 1003.57(1)(b), Florida Statutes (F.S.), requires that district school boards submit to the FDOE proposed procedures for the provision of special instruction and services (SP&P) for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district’s use of weighted cost factors under the Florida Education Finance Program (FEFP). Information requested for the district gifted plan is intended to identify how the district provides oversight to ensure that the program and services address the needs of gifted learners with a degree of consistency across the district to benefit students.

Section 111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA) states that progress for students who are gifted should be measured. Thus the district should indicate how they will monitor progress and thus determine whether services being provided are clearly showing a measure of success.

Districts may find the NAGC Standards for Pre-K – Grade 12 Gifted Program Standards (Appendix C6) helpful in reviewing the quality of their programming for gifted students. These

standards provide minimum as well as exemplary standards for determining measures of program quality.

Districts electing to implement the *Florida School District Gifted Program Self Assessment Tool* (Appendix A3) may find this an effective means for opening discussions about current programs and services to determine whether they are meeting the needs of students. Designating a gifted endorsed coordinator with expertise in the field responsible for all aspects of the program is indicative of the district's intent to focus on this special population.

For compliance requirements for gifted programs in Florida, see *Exceptional Student Education Compliance Self-Assessment: Processes and Procedures Manual, 2009-10*.

Management of the gifted program is coordinated by the designated district contact. Responsibilities of the district contact would include:

- Oversight of screening practices leading to identification of students with potential from all populations.
- Oversight of the program and service models necessary to meet the needs of students.
- Review of EPs for all students who are gifted in the district to ensure programs are appropriate to meet their needs and that EPs are compliant, and progress toward goals reported to parents.
- Leadership in supervising the implementation of innovative teaching strategies to enable curriculum modifications and identification of appropriate instructional materials.
- Professional development related specifically to gifted education.
- Ensuring staff development and in-service programs are provided related to identification, curriculum and instruction, pedagogy and gifted research about best practices, and rule/ policy changes for administrators, counselors, placement specialists, general educators, and parents of the gifted.
- Coordinate transition EPs.
- Develop district policy regarding placement and program management.
- Review of assessments to chart progress of students who are gifted to ensure continued measurable gains and evaluate program effectiveness.

B. Establishing Community Support

A broad-based committee representing educators, parents, and community members should meet regularly to review and discuss ways to support the program. Because they share responsibility for the continued academic growth of gifted learners, the designation of an advisory/support group for gifted education enables the district to maintain the connection and involve stakeholders in the outcomes. The group could be composed of members of any stakeholder group including parents; educators of the gifted; community and business leaders; specialists in the building, such as the librarian, art teacher, technology coordinator, reading specialist; school board members; and/or university staff.

Parents want to know how the school and district intend to provide an appropriate education for their children. One primary role of the parent/guardian is to serve as an advocate for the child. To meet that need, the district should provide the community with:

- Information regarding the process for nominating a child.
- Information related to awareness of the characteristics of a gifted learner.
- An overview of the continuum of services available in the district.
- A local advisory group that may include, but not be limited to, gifted educators and administrators, general education teachers and administrators, school psychologists, parents, and community members.
- Meetings – school based and/or district-wide - to provide an overview of the program and to address parent concerns. Administrators and/or educators who work with the gifted may present information related to:
 - Eligibility.
 - Program services.
 - Volunteer opportunities.
 - Addressing needs related to characteristics of the gifted learner.
 - Addressing social and emotional concerns of advanced students.
 - Special programs and activities available.
 - Topics of concern specific to parenting a gifted learner.
 - Suggestions that might be used in the home to enrich learning experiences.
 - Networking with other parents to support the program.

Parent/guardians could be invited to take part in the district plan to:

- Understand gifted regulations, parent/guardian rights, and procedural safeguards.
- Be knowledgeable of the school district’s board policy on gifted education.
- Advocate for the district’s gifted program.
- Volunteer as a resource and provide information about special materials, events and facilities to help meet gifted students’ needs.
- Encourage and support students in the process of selecting and participating in learning alternatives that promote excellence.
- Advocate for appropriately accelerated and enriched curriculum.
- Encourage the student to develop the skills necessary to become an independent life-long learner.
- Play a role in the District Self-Assessment as a member of the team.
- Remember that the role of a parent/guardian changes as the student reaches different ages/grades.
- Advocate effectively for gifted. It is imperative that parent/guardians and educators become partners rather than adversaries. When students experience problems in school it is important to address the problem while remembering that education involves the school and the student with parent/guardian support.

District meetings involving community members could include invited local experts in a given field to assist in evaluating student products and provide meaningful feedback to students. Partnerships with local scientists, historians, communication experts, writers, architects, and businesses allow the student to become familiar with standards and expectations in that field.

Subject-specific community groups could be asked to partner with a class or school or program to provide an expert point of view. More importantly, community involvement fosters a sense of community partnership with the school district. The district should facilitate the connection for students with appropriate mentors at all grade levels to address special interests and abilities of the students.

Resources for parents are available at these sites:

- The National Association for Gifted Children (NAGC) is an organization addressing the unique needs of students who are gifted. On this site, you may access the *Mile Marker* series, which is a guide to understanding giftedness and talent development. This series is designed to help parents find useful, up-to-date, practical information and resources at www.nagc.org.
- The Florida Department of Education website provides a direct link to rules and statutes, publications and resources for gifted. Of particular interest might be the rules for eligibility and development of an educational plan (EP) and the Handbook for Parents of Students who are Gifted at http://www.fldoe.org/bii/Gifted_Ed/.
- Supporting Emotional Needs of the Gifted (SENG) focuses primarily on the adults in the lives of gifted children. SENNG provides information on identification, guidance, and effective ways to live and work with gifted individuals at www.SENGGifted.org.
- The National Parent Information Network (NPIN) is a project of the ERIC system and is administered by the National Library of Education and the U.S. Department of Education. The mission of NPIN is to provide access to research-based information about the process of parenting, and about family involvement in education at <http://ecap.crc.illinois.edu/ecearchive/books/ftc/npin.html> .
- Hoagies' Gifted Education Page is a resource guide for the education of gifted children with links to resources on nearly every aspect of gifted education available on the Internet, plus annotations and first hand information provided by parents at www.hoagiesgifted.org.

VI. PROFESSIONAL DEVELOPMENT

“Research indicates that teachers who have received training in gifted education are more likely to foster higher-level thinking, allow for greater student expression, consider individual student strengths and weaknesses, and provide a variety of learning experiences to challenge students. This vital expertise that benefits all students is not developed merely as a result of one-hour training sessions; refining teacher skills requires high-quality professional development, time, materials, and continued support.” National Association for Gifted Children

A. Certification and Endorsement

All K-12 teachers providing service to students who are gifted must meet the highly qualified certification requirements for the grade/course content and have the gifted endorsement. If the course is not based in a specific content area, certification must be for the age/grade of the students. A teacher of the gifted who is out-of-field must take at least two courses each year to meet endorsement requirements. Parents must be notified by the administration at the beginning of the year when the teacher is currently out of field.

All teachers should be academically qualified, caring and supportive of students. State Board Rule 6A-4.01791, FAC., establishes requirements for a teacher of the gifted to align with content of the course and gifted endorsement which involves completion of three semester hours each in five courses:

- **Nature and Needs of Gifted Students** to include student characteristics; cognitive, social, and emotional needs; and history and research.
- **Curriculum and Instructional Strategies for the Gifted** to include modification of curriculum content, instructional process, student products, and learning environment.
- **Guidance and Counseling for the Gifted** to include motivation, self-image, interpersonal skills, and career options for gifted students.
- **Education of Special Populations of Gifted Students** such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations.
- **Theory and Development of Creativity** to include elements of creativity such as fluency, flexibility, originality, and elaboration.

There are several options available for teachers to obtain the gifted endorsement. Endorsement classes are available through:

- Colleges and universities through on-line and on-campus courses
- Florida Diagnostic and Learning Resources Systems (FDRLS) Centers or an educational consortium
- Local school district in-service training
- On-line options

To provide support for district coordinators in ensuring teachers are highly qualified, FDOE:

- Continually revises the five required endorsement courses to reflect current research and practices.
- Supports availability of the endorsement courses online specifically intended for districts unable to provide the courses through in-service programs.

B. Teacher Competencies

Teacher competencies for working successfully with gifted students (i.e., CEC-NAGC Teacher Standards in Appendix C2) are correlated with the state-approved professional development program and the courses in rule. Districts should seek and hire teachers, administrators, and coordinators who hold the gifted endorsement or are working to complete it following the guidelines above.

Hansen and Feldhusen (1994) concluded that teachers who have a specific training in gifted education are more likely to demonstrate these competencies:

- Fast pacing of instruction
- Emphasis on creativity and thinking skills
- Teacher-student interactions
- Appropriate motivational techniques
- Student directed activities, and
- Use of media and models in teaching

Gifted education's professional organizations have designated Standards for Graduate Programs in Gifted Education (National Association for Gifted Children [NAGC], 1995) and a set of joint standards for initial teacher preparation standards in gifted education (Council for Exceptional Children, The Association for the Gifted [CEC-TAG], and NAGC, 2004). (Appendix C2). These standards are correlated to the contents of the state endorsement modules.

NAGC released a position paper identifying the competencies needed by teachers who work with gifted students. The paper clearly states that "all children deserve the highest quality of instruction possible and that such instruction will only occur when teachers are aware of and able to respond to the unique qualities and characteristics of the students they instruct. Gifted and talented students present a particular challenge and often experience inadequate and inappropriate education. To provide appropriate learning experiences for gifted and talented students, teachers need to possess:

- a knowledge and valuing of the origins and nature of high levels of intelligence, including creative expressions of intelligence;
- a knowledge and understanding of the cognitive, social, and emotional characteristics, needs, and potential problems experienced by gifted and talented students from diverse populations;
- a knowledge of and access to advanced content and ideas;
- an ability to develop a differentiated curriculum appropriate to meeting the unique intellectual and emotional needs and interests of gifted and talented students; and

- an ability to create an environment in which gifted and talented students can feel challenged and safe to explore and express their uniqueness.”

Additionally, FDOE offers updates through newsletters and conference calls with district contacts, as well as presentations, to ensure districts have access to current information related to gifted education. District coordinators may use this information in professional development in the district.

C. Professional Development

On-going professional development should be available for teachers and for administrators and other personnel working with gifted students.

Administrators, counselors, and support staff should participate with teachers in on-going professional development focused on gifted learners. Districts could provide specific training related to their roles and responsibilities in the program of services for gifted students.

Alternative delivery models for professional development could be offered as well (e.g., Webcasts, online modules). Districts should support professional development in gifted education (e.g. staff development, workshops, and in-service courses) with knowledgeable and credentialed trainers.

Trained district coordinators are also resources. The local coordinator should have a high level of expertise to guide implementation of innovative teaching strategies. District coordinators attend meetings and conferences related specifically to gifted education to be aware of current practices and research in the field related to effective instructional strategies for subsequent sharing with district staff. Districts should establish a policy for release time for professional staff and other personnel to allow attendance as part of ongoing professional development programs dealing with gifted education. Teacher coaching models should be employed as a follow-up to training.

Once a teacher accomplishes the gifted endorsement there is currently no specific requirement for further professional development to ensure the teacher remains current in the field, which makes it critical for the district to provide access to renewed resources. The district coordinator plays a key role in ensuring ongoing staff development and in-service programs are provided related to identification, curriculum and instruction, pedagogy and gifted research about best practices, and rule/ policy changes. Without training programs addressing gifted education, teachers may not be prepared to meet the needs of students.

The district should provide staff development opportunities to address this need to ensure teachers at all levels have an understanding of the characteristics of gifted students and the challenge of providing meaningful learning experiences and rigorous curriculum. Training enables teachers to modify curriculum appropriately with appropriate instructional materials.

The **Collaborative Curriculum Challenge Grant** funds may be used for professional development (including planning or training in an innovative or exemplary program) and

development of resources not currently available that are determined necessary to meet instructional objectives. Professional development must be part of the strategic plan for the district. The effectiveness of the training should be evident over a multi-year period.

VII. PROGRAM EVALUATION

“Program evaluation is the systematic study of the value and impact of services provided.”
Carolyn Callahan

A. Criteria to Consider

In addition to ongoing FDOE monitoring for compliance with legislative policy governing gifted education, districts should engage in continuous self-monitoring efforts as well as periodic reviews by the FDOE. District self-monitoring, as recommended in the NAGC *Aiming for Excellence* guide, should be used along with state and district data to evaluate compliance. Program design should ensure each student shows at least one year’s academic growth each year.

In 2010, NAGC released the updated *Pre-K-Grade 12 Gifted Programming Standards* (Appendix C6) to guide districts in examining the quality of their programming for students who are gifted. The standards are also available at the NAGC website at www.nagc.org.

The Florida Department of Education provides the **Florida School District Gifted Self-Assessment Tool** (Appendix A3) to assist districts in aiming for the highest standards in providing an appropriate education for gifted students. Self assessments will be reviewed along with regular FDOE monitoring to determine the impact of programs and services on student performance and gains.

As specified in *Aiming for Excellence: Gifted Program Standards* (2001), guiding principles for assessment include:

An evaluation must be purposeful.

- The district provides ongoing student and program assessment that reflects the program’s philosophy, goals, and standards.
- Gifted student outcomes, both cognitive and affective, are addressed and tracked in the gifted program.
- Program assessment occurs on a regular basis.
- The results are used for continuing program development.

An evaluation must be efficient and economic.

- Districts provide sufficient resources, time, personnel and support to conduct a program evaluation.

An evaluation must be conducted competently and ethically.

- All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process.
- The assessment reports the strengths and weaknesses found in the program.
- Individuals involved in the assessment are given every opportunity to verify information and the resulting interpretation.

The evaluation results must be made available through a written report.

- Results of the program assessment are presented to the local Board of Education and are accessible to all constituencies of the program.
- The intent of the self-assessment presents the results and enables follow-through by stakeholders in the district.

B. Florida School District Gifted Program Self-Assessment Tool

The **Florida School District Gifted Self-Assessment Tool** may serve to open discussions in the district about coordinating services to effectively meet the needs of students and to address appropriate programs and services for students who are gifted. This tool identifies the following components:

- Identification - (Goal I)
- Placement and Development of the Educational Plan (EP) (Goals II, III)
- Service Delivery (Goals II, III, IV, V)
- Personnel Preparation (Goals III, V, VI)
- Parent and Community Involvement (Goals V, VII)
- Program Evaluation Design (Goals V and VII)

The **District Self-Assessment Tool** provided (Appendix A3) is based on policy and programs identified from state and national guidelines for meeting the needs of gifted learners. The district may use this tool to assess ongoing practices and to initiate a study of the value and impact of services in the district and move toward meeting the highest standards. Assessing the current status may indicate specific areas to address further to meet the needs of students for future assessments as well as highlight areas where the district is meeting and exceeding expectations.

The district may determine that it would be helpful to bring in one or two outsiders to take part in the self-assessment process. This has some advantages in giving a greater degree of objectivity and perhaps experiences derived from working with other programs. Knowing what has worked in other settings may provide a different point of view. However, a local evaluation provides local knowledge and a stronger stake in the findings. Regular evaluation of the program should serve as a guide to reinforce positive practices and point out areas in need of further reflection. The goal is to ensure the district is striving to meet the needs of the gifted learners in the most appropriate way.

Appendix A1

Key Elements in Policy Development

Key Elements in Identification Policy

- An operational definition of gifted and talented
- Use of multiple criteria
- Use of instruments that are sensitive to the inclusion of underrepresented groups such as low socioeconomic status (SES), minority, and English Language Learners (ELL)
- A match between identification processes and operational definition
- A match between placement options and operational definition
- The arts and other specific domains
- A connection between identification, curriculum and service
- A process of decision making
- A process for appeals

Key Elements in Program and Curriculum Policy

- Includes specific grouping arrangements to match the program and to meet the needs of gifted learners
- Specifies a minimum number of minutes per week of contact time for gifted program/service
- Describes appropriate curriculum options
- Links gifted curriculum to existing state content standards
- Embeds higher-level thinking processes within content areas
- Matches student assessment approaches to curriculum objectives
- Acknowledges program modifications for at-risk and highly gifted learners
- References social-emotional support as part of program services
- Includes appropriate guidance and counseling services related to academic and career planning
- Requires shared leadership

Key Elements in Personnel Preparation Policy

- Requires teachers who work directly with gifted learners to complete university-based coursework in gifted education
- Links gifted course work to National Association for Gifted Children and Council for Exceptional Children (CEC/NAGC) standards for teacher preparation
- Addresses program leadership that includes coursework in educational leadership
- Calls for on-going, comprehensive professional development for program administrators and teachers of the gifted
- Provides regular professional development in gifted education for all school personnel

Key Elements in Program Management: Assessment/Evaluation Policy

- Includes regular state review of LEA plans
- Requires that LEA plans address:
 - Screening, identification, and referral processes

- Program provision employed at each grade level , K-12
- Goals and student outcome assessment process for each program model
- Contact time for each model
- Pupil-teacher ratios for classes
- Gifted teacher planning time
- Professional development plans for educators working with gifted learners
- Counseling and guidance
- Program evaluation design
- Describes an SEA monitoring plan that involves all districts and requires regular on-site visits
- Requires LEAs to submit an annual progress report to the SEA containing program and student evaluation data

Source: *A Guide to State Policies in Gifted Education* (2007) A service publication of the National Association for Gifted Children.

Appendix A2: Assessing the Educational Plan (EP) for Students who are Gifted

6A-6.030191, F.A.C. Development of Educational Plans for Exceptional Students who are Gifted.

Educational Plans (EPs) are developed for students identified solely as gifted. Parents are partners with schools and school district personnel in developing, reviewing, and revising the educational plan (EP) for their child. Procedures for the development of the EPs for exceptional students who are gifted, including procedures for parental involvement, shall be set forth in each district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services to Exceptional Students document and shall be consistent with the following requirements.

(1) Role of parents. The role of parents in developing EPs includes:

| Expectation stated in rule | Satisfactory | Exemplary |
|--|---|--|
| (a) Providing critical information regarding the strengths of their child; (b) Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education (c) Participating in discussions about the child's need for specially designed instruction; (d) Participating in deciding how the child will be involved and progress in the general curriculum; (e) Participating in the determination of what services the school district will provide to the child and in what setting. | Notation such as "Parent indicates student likes to read" Or "Parent wants child to do well in school" Or District developed form | Obvious reflection of parent input regarding student's hobbies and outside interests as well as favorite subjects – enjoying a challenging class Or Documentation of discussion reflects specifics such as concern that child is doing more in math at home than in school; reading higher level books independently, etc. or parents note child is being challenged in a particular class |

(2) Parent participation. Each school board shall establish procedures which shall provide for parents to participate in decisions concerning the EP. Such procedures shall include the following:

| Expectation stated in rule | Satisfactory | Exemplary |
|---|---|---|
| (a) Each district shall take the following steps to ensure that one (1) or both of the parents of a student who is gifted is present or is afforded the opportunity to participate at each EP meeting: 1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and 2. Scheduling the meeting at a mutually agreed on time and place. | Insufficient notification of time Or Parent called day before meeting to confirm Or Parent requests alternate time and no response is indicated | Copy of original letter with response from parent indicated and notation of a follow-up reminder(s) or phone call(s) to parent. |
| (b) A written notice to the parents must indicate the purpose, time, location of the meeting, and who, by title and or position, will be attending. The notice must also include a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. (c) If neither parent can attend, the school district shall use other methods to ensure parent participation, including individual or | | Letter includes required information: <ul style="list-style-type: none"> ▪ Purpose of meeting ▪ Time for meeting ▪ Specific location for meeting ▪ Name – and title – of each person who will attend ▪ Statement informing parent of right to invite |

| | | |
|--|---|--|
| <p>conference telephone calls.</p> <p>(d) A meeting may be conducted without a parent in attendance if the school district is unable to obtain the attendance of the parents. In this case, the district must have a record of its attempts to arrange a mutually agreed on time and place such as:</p> <ol style="list-style-type: none"> 1. Detailed records of telephone calls made or attempted and the results of those calls; 2. Copies of correspondence sent to the parents and any responses received; or 3. Detailed records of visits made to the parents' home or place of employment and the results of those visits. <p>(e) The district shall take whatever action is necessary to ensure that the parents understand the proceedings at an EP meeting, which may include arranging for an interpreter for parents and students who are deaf or whose native language is a language other than English.</p> <p>(f) The district shall give the parents a copy of the EP at no cost to the parents.</p> | <p>Indication that parent was asked – and requested – interpreter but no evidence of interpreter being present.</p> | <p>others</p> <p>Documentation that parent was asked if interpreter is requested; with documentation interpreter attended meeting.</p> <p>Clear indication that a copy of the EP is provided to parent at the time of the meeting.</p> |
|--|---|--|

(3) Educational plan (EP) team participants. The EP team shall include the following participants:

| Expectation stated in rule | Satisfactory | Exemplary |
|---|--|--|
| <p>(a) The parents of the student in accordance with subsection (2) of this rule;</p> <p>(b) One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs.</p> <p>(c) At least one teacher of the gifted program;</p> <p>(d) A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students who are gifted, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district. At the discretion of the school district, one of the student's teachers may be designated to also serve as the representative of the school district;</p> <p>(e) An individual who can interpret the instructional implications of evaluation results who may be a member of the team as described in paragraphs (3) (b)-(d) of this rule;</p> <p>(f) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student. The determination of knowledge or</p> | <p>Parent(s) attended and signed</p> <p>Parent letter indicates regular education teacher is invited and attends or notation that teacher submitted written report.</p> <p style="text-align: center;">Or</p> <p>Teacher of the gifted serves as the regular education teacher for full-time service model.</p> <p>Teacher of the gifted invited and attends.</p> <p>Indication of an LEA representative attending.</p> <p>At initial EP meeting, psychologist is present to appropriately interpret instructional implications of eligibility (IQ) evaluation results</p> <p style="text-align: center;">And</p> <p>Indication of LEA representative or</p> | <p>Parent(s) attended and signed</p> <p>Regular education teacher invited, attends, provides documentation of present levels of performance, primarily in the curriculum area indicated as one of the student's areas of strength.</p> <p style="text-align: center;">Or</p> <p>Regular education teacher's report is attached or referenced to document student's present levels of performance and special needs.</p> <p>Teacher of the gifted invited and attends.</p> <p>Indication that the LEA representative attending is one with authority to describe and offer appropriate service at alternate sites in the district to assure a continuum of service.</p> <p>At initial EP meeting, psychologist is present to appropriately interpret instructional implications of eligibility (IQ) evaluation results.</p> |

| | | |
|--|--|---|
| <p>special expertise of any individual shall be made by the party who invites the individual to be a member of the EP team; and (g) The student, as appropriate.</p> | <p>teacher attending to interpret classroom, district and state assessments. Documentation of notice to parent that others may be invited. Documents student was invited.</p> | <p>And Indication of LEA representative or teacher attending to interpret classroom, district and state assessments. Documentation of notice that others may be invited (Guidance counselor, private therapist, tutor, coach, etc.) Student invited and/or attended meeting.</p> |
|--|--|---|

(4) Contents of Educational Plans (EPs). EPs for students who are gifted must include:

| Expectation stated in rule | Satisfactory | Exemplary |
|--|--|--|
| (a) A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results; | Indication of the most recent FCAT scores and other classroom or district assessments | Present levels of performance may include strengths/ interests in academic areas, needs beyond the general curriculum as documented by tests or evaluations, student's performance on state and/or district assessments, any other evaluation results; indications of where student is performing above grade level peers or finishing more quickly than others. |
| (b) A statement of goals, including benchmarks or short term objectives; | Minimum of two goals are included with minimum of two benchmarks per goal with nominal alignment to needs of the student as indicated by (4)(a) | At least two goals included which clearly align to the indicated special needs of the student. At least two benchmarks per goal which clearly describe the necessary skills the student will need to evidence mastery to accomplish the stated goals. |
| (c) A statement of the specially designed instruction to be provided to the student; | A statement indicating student will have access to a differentiated curriculum and/or compacted curriculum | Statement of a specific specially designed instruction aligned to the goals for the student. Alternate class placement; integrated interdisciplinary units; synectics; simulations, problem-based learning; curriculum compacting, etc. The Parallel Curriculum Model provides further information. |
| (d) A statement of how the student's progress toward the goals will be measured and reported to parents; and | Statement that progress will be reported annually. Or Specific rubric or criteria chart completed by teacher Or Checklist indicating student's progress toward mastery | Progress is charted as indicated in the goals and benchmarks. The EP indicates student's progress toward the goals will be reported at least each grading period to ensure parent is informed about student's progress. |
| (e) The projected date for the beginning of services, and the | ▪ Projected date for beginning of | ▪ Projected date for the beginning of services |

| | | |
|---|--|---|
| <p>anticipated frequency, location, and duration of those services;</p> | <p>services (example: 3/7/09)</p> <ul style="list-style-type: none"> ▪ Anticipated frequency(example" 1 – 4 times weekly) ▪ Location (example: classroom) ▪ Duration of services (example: this year) | <p>(example: 3/7/2009)</p> <ul style="list-style-type: none"> ▪ Anticipated frequency (example: 250 minutes per week Monday through Friday) ▪ Location (example: resource classroom at name of school) ▪ Duration of services (example: resource room daily prior to 6/7/2011) |
|---|--|---|

(5) Considerations in EP development, review and revision. The EP team shall consider the following:

| Expectation stated in rule | Satisfactory | Exemplary |
|--|--|---|
| (a) The strengths of the student and needs resulting from the student's giftedness. | Student needs logical thinking activities and problem solving activities to learn new information | The need for service – and the service to be provided is based on current levels of performance and specific goals to be provided - Example: Current and ongoing class projects and work reveal that student is at the Know level of Goal Three of Frameworks. Goals indicate student will be working toward the Perform level and benchmarks indicate skills to be taught to ensure success at this goal. |
| (b) The results of recent evaluations, including class work and state or district assessments. | One form of evaluation cited: example: FCAT scores are 4s in math | Specific examples provided evidencing student evaluations, example: FCAT writing scores are stable at level 3. Student samples and rubrics in portfolio indicate fluency in writing. One goal for student then states that student will work from the Know level of Evaluation in Goal 6 toward the Understand level to use evaluation of previous tasks to improve performance in personal writing and progress to level 4.. |
| (c) In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP. | Notation that student is not fluent in English Or Indicating ESOL level and the types of modifications/adaptations that will be made to the instruction. | Specifics provided to indicate the ELL level of student and requirements to meet the needs of the student |

(6) Timelines. Timelines for EP meetings for students who are gifted shall include the following:

| Expectation stated in rule | Satisfactory | Exemplary |
|--|--|--|
| (a)An EP must be in effect at the beginning of each school year. | Initial EP written for maximum period. | Team determines goals may be accomplished in |

| | | |
|---|---|--|
| <p>(b) An EP shall be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction and shall be in effect before the provision of these services.</p> <p>(c) Meetings shall be held to develop and revise the EP at least every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12. EPs may be reviewed more frequently as needed, such as when the student transitions from elementary to middle school and middle to high school or if the student's parent or teacher requests a review.</p> | <p>EP is developed within a couple of weeks following determination of eligibility for special instruction</p> <p>EP is written to align with the minimum periods stated.</p> | <p>one year, so will reconvene. Upon determination of eligibility, notification is sent to parent to set up meeting for initial placement and EP development.</p> <p>The EP team documents when they feel they will need to meet to review the EP. The time and type of service the student is to receive is considered. Due to the goals and projections of how long it might take for the student to accomplish those goals, team sets a date to reconvene to review student's progress.</p> |
|---|---|--|

(7) EP Implementation. An EP must be in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.

| Expectation stated in rule | Satisfactory | Exemplary |
|---|---|---|
| <p>(a) The EP shall be accessible to each of the student's teachers who are responsible for the implementation.</p> <p>(b) Each teacher of the student shall be informed of specific responsibilities related to implementing the student's EP.</p> | <p>Notation that EP is in school files</p> <p>Notation that EP is in school files</p> | <p>Indication that teachers who will provide service are provided with a copy of the EP to enable tracking progress.</p> <p>Indication that each teacher who impacts the learning of the student is provided with a copy of the EP to enable tracking/reporting progress.</p> |

Florida School District Gifted Program Self Assessment Tool

Purpose

The purpose of this document is to assist local school districts in examining the quality of their programming and services for gifted learners. These standards represent professional consensus on critical practice and serve as guidelines for: (1) basic requirements for high-quality programming for gifted learners; (2) program development; and (3) measuring the effectiveness of programming.

Structure of the Document

The Standards are divided according to the following aspects of gifted programming and service delivery:

- 1) Identification,
- 2) Placement and Development of the Educational Plan (EP)
- 3) Program Design and Management
- 4) Personnel Preparation, and
- 5) Parent and Community Involvement

The self-assessment is designed to guide school districts in judging their current program status in relation to the research-based standards. A guide for programs in Florida is available listing the core research-based themes extracted from the NAGC Policy Guide which includes models for a continuum of services model to be implemented K-12 with relevant research references supporting the nature of interventions based on general intellectual ability and specific aptitudes.

The intent is to provide the most appropriate educational experience possible for gifted learners in Florida.

Part I is a survey of the district to present a profile of the current status and infrastructure of the program.

Part II is an assessment instrument for addressing each of the aspects of the standards of the current program.

| Achievement Levels | | |
|------------------------|-----------------------|------------------------|
| Bronze: 40 -65 percent | Silver: 66-85 percent | Gold: 86 – 100 percent |

Florida School District Gifted Self Assessment Tool

Profile of the District Part I

1. Number of schools with students identified as eligible for gifted service. :

Elementary: # _____ out of _____ schools
Middle: # _____ out of _____ schools
High schools: # _____ out of _____ schools
Total schools: # _____ out of _____ x 100 = _____ %

- 1 point: 1-33% of total schools
- 2 points: 34 – 66% of total schools
- 3 points: 67 – 100% of total schools

Score _____

2. Identify the number of schools in the district currently providing gifted services:

Number of schools:

Elementary: _____ out of _____ schools
Elementary magnet serves students from # _____ of those schools
Middle: _____ out of _____ schools
Middle magnet serves students from # _____ of those schools
High schools: _____ out of _____ schools
Total schools: _____ out of _____ x 100 = _____ %

- 1 point: 1-33% of total schools
- 2 points: 34 – 66% of total schools
- 3 points: 67 – 100% of total schools

Score _____

3. How often is the School Board provided with information about gifted programs and services?

- Not briefed (0 points)
- Once per year (1 point)
- Twice per year (2 points)
- More than twice per year (3 points)

Score _____

4. The district has adopted a policy for screening to ensure equal access

- Not yet in place (0 points)
- Random screening is done (1 point)
- Screening is done at select schools where representation is historically low (2 points)
- District-wide screening is the standard policy (3 points)
- District-wide screening is standard policy and staff reviews district disproportionality data as a guide (4 points)

Score _____

5. The district has a specific policy for development of the educational plans.

- EP development is conducted at group meetings or with small groups of students with similar strengths (1 point)
- EP development meetings are standardized and focused on meeting the needs of the student (2 point)
- EP development is individualized specifically to ensure measurable academic gains for the student (3 points)

Score _____

6. Does your district website include a direct link to gifted education?

- Not sure (0 points)
- Gifted is posted at the ESE link (1 point)
- Gifted is an independent link (2 points)
- Gifted is an independent link with resources for parents and educators (3 points)

Score _____

7. The district conducts awareness training related to the characteristics and special needs of gifted learners.

- It is a school decision and may or may not take place (0 points)
- It is a district session and attendance is optional (1 point)
- A session takes place at every school (2 points)

Score _____

8. The district supports a gifted advisory group.

- Not yet in place (0 points)

There is a district group outside of the school system (1 point)

Contact name _____

Contact information for this person _____

There is a group supported by the school district and a district person is a liaison for the group (2 points)

Contact name _____

Contact information for this person _____

Name of district liaison _____

Score _____

9. How often does the group meet?

Not yet in place (0 points)

Once a year (1 point) Twice a year (2 points)

Quarterly (3 points)

Monthly (4 points)

Score _____

10. Identify the membership of the district advisory group: (required but no point value)

| Membership Representation | % age of total group |
|---------------------------|----------------------|
| Parents | |
| Teachers | |
| Administrators | |
| students | |
| School board | |
| Community groups | |
| Other (indicate) | |

11. The district monitors progress of gifted learners.

As part of a review of all students' progress (1 point)

Regularly as an isolated data piece (2 points)

Bonus: Results of gifted achievement are shared with the public (1 extra point)

Means of determining student gains _____

Score _____

12. Transition EPs are monitored by the district

Elementary site develops EPs for students going to middle school and middle schools write EPs for students transitioning to high school (1 point)

Transition EPs are written in collaboration between the two sites (2 points)

Indicate how that is accomplished: _____

Score _____

13. The district provides guidelines on measurable academic learning opportunities for gifted curriculum. The district plan identifies placement and courses and indicates how progress of shall be measured.

No current guidelines in place – determination is left to EP team (0 points)

Gifted service options are available at all grade levels (1 point)

The district monitors and measures progress of gifted learners to ensure academic gains K-12. (2 points)

Bonus: The *Florida Frameworks for K-12 Gifted Learners* is used to document student gains (1 added point)

Score _____

14. Acceleration is an essential element of gifted curriculum and instruction. A flexible instructional pace allows for accelerated learning as appropriate.

There is no written district plan addressing acceleration (0 points)

Policies exist for: (*check all that apply*)

- _____ ability grouping and/or clustering
- _____ cross-graded classes based on areas of strength in a specific subject
- _____ multi-grade classes with specially designed curriculum
- _____ full time programs with differentiated curriculum
- _____ subject acceleration
- _____ use of the *Iowa Acceleration Scale* as appropriate
- _____ grade level acceleration
- _____ early matriculation to college
- _____ dual enrollment
- _____ AP courses

- _____ IB programs
- _____ AICE programs
- _____ specific consideration of K to grade 1 placement
- _____ assessment tools (such as end of year tests) are used to determine advanced placement
- _____ community mentors or externships
- _____ other : specify : _____

- 0- 3 checks (0 points)
- 4- 8 checks (1 point)
- 9 or more checks (2 points)

Score _____

BONUS: If your district has a success story related to collaboration that involves two or more of the standards please describe it here:
(2 points)

TOTAL SCORE FOR PART I: _____

**Self Assessment Checklist Tool for Florida
Standards for Gifted Education Part II**

Checklist directions: Place a checkmark in one of the four columns according to the degree of evidence of the program component. The first column from the left is Not Evident (NE); the second column is Some Evidence (1); the third column is Nearly Complete (NC); and the fourth column is In Place (IP). Measurement points for each indicator are shown.

Standard: Identification

| (NE) | (SE) | (NC) | (IP) | Components of a Program for Gifted Education |
|------|------|------|------|--|
| 0 | 1 | 2 | 3 | <u>Identification</u> |
| | | | | All parents and staff receive information and training annually about the nomination process, including the characteristics of gifted students. |
| | | | | Assessments are responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices. |
| | | | | A committee, including the gifted coordinator or designee, makes final determinations on individual student eligibility for services. |
| | | | | Personnel trained in gifted education meet at regular intervals to determine eligibility, identification and placement of individual candidates. |
| | | | | An individual assessment profile is developed for each identified child to evaluate appropriate placement in the gifted program. The individual assessment profile reflects the learning characteristics, potential and performance levels, interests, learning style, and educational needs of the student. |
| | | | | Policy and procedures exist for consideration for a student exiting the program, interventions are implemented and a meeting is held with the parents and student. |
| | | | | The nomination/referral process is ongoing and includes all students K-12. |
| | | | | An assessment/identification process (screening) is in place to ensure that all potential students with high abilities are appropriately assessed for identification as gifted. All children are eligible for the nomination process regardless of socio-economic, linguistic or cultural background, and/or disabilities. |

| | | | | |
|--|--|--|--|---|
| | | | | Teachers completing checklists are instructed in general intellectual and specific aptitudes/characteristics of gifted students that serve as “look fors” in the classroom. |
|--|--|--|--|---|

Standard: Placement and Development of the Educational Plan

| (NE) | (SE) | (NC) | (IP) | Component of a Program for Gifted Education |
|----------|----------|----------|----------|---|
| 0 | 1 | 2 | 3 | <u>Placement and Development of the Educational Plan (EP)</u> |
| | | | | Programs for gifted learners provide services that are an integral part of the school day. |
| | | | | Services for gifted students are designed to supplement and build on the basic academic standards and the knowledge learned in regular classrooms at all grade levels. |
| | | | | Gifted students are provided with multiple service delivery options and curricular experiences at all grade levels to ensure continual student progress and learning as no single service meets the needs of all gifted students. |
| | | | | There is a match of student strengths and ability to program/ teacher expertise. |
| | | | | Teachers differentiate, replace, supplement, and/or modify curricula to facilitate higher level learning goals for the gifted as documented in lesson plans. The differentiated curriculum provides for balanced development of critical and creative thinking, problem solving, research skills, advanced content, and authentic and appropriate products. |
| | | | | A program of instruction consists of advanced content and appropriately differentiated teaching strategies to reflect the accelerated learning pace and advanced intellectual processes of gifted learners. |

Standard: Service Delivery

| (NE) | (SE) | (NC) | (IP) | Component of a Program for Gifted Education |
|----------|----------|----------|----------|---|
| 1 | 2 | 3 | 4 | <u>Program Design and Management</u> |
| | | | | A comprehensive K-12 Gifted Plan includes policies and procedures for identification and assessment of students, curriculum and instruction, service delivery, teacher preparation, evaluation, support services, and parent involvement. |
| | | | | Acceleration is provided as an essential element of gifted curriculum and instruction. A flexible instructional pace allows for accelerated learning as appropriate. Policies exist for grade skipping, ability grouping, early matriculation, and dual enrollment. |

| | | | | |
|--|--|--|--|---|
| | | | | Programs for the gifted include non-core areas of the curriculum such as foreign language and the arts, independent study, competitions, and one-to-one professional apprenticeships. |
| | | | | Time to work with intellectual peers for portions of the school day is required. |
| | | | | A gifted-endorsed coordinator is designated responsible for all aspects of the program. |
| | | | | Appropriate instructional materials are available to support the gifted program, extend the content standards and provide opportunities for studying topics in depth. |
| | | | | Guidance and counseling services to meet the socio-emotional needs of gifted students are ongoing, K-12. Counselors and others with specific training in the socio-emotional needs of gifted students provide counseling and guidance services at all levels of schooling. |
| | | | | Curriculum that outlines services in academic development, career development, and personal/social development for gifted students is developed and implemented. Gifted students receive college/career exploration throughout grades 6-12. |
| | | | | Gifted students who are at risk or who do not display satisfactory performance in regular or gifted classes are monitored and provided with appropriate intervention services. Teachers, administrators, school services personnel, and parents/guardians collaborate in implementing intervention strategies for at-risk students. |

Standard: Personnel Preparation

| (NE) | (SE) | (NC) | (IP) | <u>Component of a Program for Gifted Education</u> |
|----------|----------|----------|----------|--|
| 0 | 1 | 2 | 3 | <u>Personnel Preparation</u> |
| | | | | The district seeks and hires teachers and administrators endorsed in gifted education. |
| | | | | All teachers working with gifted learners have met the requirements for the grade and content of the course/grade being taught <u>and</u> have the gifted endorsement. |
| | | | | The district sponsors professional development in gifted education (e.g. workshops, conferences, and courses) with knowledgeable and credentialed consultants and trainers. |
| | | | | The district has established a policy for released time for professional staff and other personnel to allow for attendance at professional development programs dealing with gifted education. |
| | | | | The district provides specific training for counselors, administrators, and other personnel involved in the decision-making related to their roles and responsibilities in the program of services for gifted students. Administrators, counselors, and support staff participate with teachers in the on-going professional development program dealing with gifted learners. |

| | | | | |
|--|--|--|--|---|
| | | | | Teacher competencies for working successfully with gifted students (i.e., CEC-NAGC Teacher Standards) are correlated with the professional development program. |
| | | | | Classrooms containing gifted learners are periodically monitored for use of appropriate differentiation. |

Standard: Parent and Community Involvement

| (NE) | (SE) | (NC) | (IP) | Component of a Program for Gifted Education |
|------|------|------|------|--|
| 1 | 2 | 3 | 4 | <u>Parent and Community Involvement</u> |
| | | | | A broad-based planning committee representing educators, parents, and community members meets regularly to assess and support the program. |
| | | | | Open meetings are scheduled as recommended by the committee to maintain connections and provide information to parents about gifted programs and services. |
| | | | | Community partnerships have been established to work with gifted programs. |

Standard: Program Evaluation

| (NE) | (SE) | (NC) | (IP) | Component of a Program for Gifted Education |
|------|------|------|------|---|
| 1 | 2 | 3 | 4 | <u>Program Evaluation</u> |
| | | | | The district provides ongoing student and program assessment consistent with the program’s philosophy, goals, and standards. |
| | | | | All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. |
| | | | | The district plan contains a clear description of performance expectations for gifted students at each grade level. |
| | | | | The district uses multiple, traditional and non-traditional strategies to assess gifted student performance. These include standardized and criterion-referenced achievement tests, questionnaires, checklists, observation scales, interviews, and performance-based measures. |
| | | | | The results of the program evaluation are presented to the local Board of Education and are accessible to all constituencies of the program. |
| | | | | The gifted program evaluation report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. |

SCORE FOR PART I: _____

SCORE FOR PART II: _____

TOTAL SCORE FOR PARTS I AND II _____

Appendix B: Common Terms in Gifted Education

The following list was adapted from:

- *Frequently Used Terms in Gifted Education* on the National Association for Gifted Students website www.nagc.org/index.aspx?ic+565
- *A Glossary of Gifted Education* by Steven M. Nordby on the website <http://members.aol.com/svenord/ed/GiftedGlossary.htm>
- *Gifted Glossary* on the Texas Association for the Gifted and Talented website www.tagt.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=16&printpage=t
- *Glossary of Useful Terms* on the Institute for Educational Advancement website www.educationaladvancement.org/resources/search/glossary.php

504 plan

An individualized plan for a student with a disability who may not meet the eligibility criteria for [exceptional student education \(ESE\)](#) but who requires accommodations under [Section 504 of the Rehabilitation Act of 1973](#), which requires identification, evaluation, provision of services, parental notification, and procedural safeguards

Ability Grouping

Students of like ability in a specific content area based on observed behavior or performance are grouped together in order to be taught at a pace that matches their learning rates.

Acceleration

Grade level or subject level advancement to meet the learner's needs. Includes various means for advancing through material or grade levels ahead of normal progress. May include subject or grade acceleration, curriculum compacting, early graduation, etc.

Achievement

Accomplishment of performance; the realization of potential.

Accountability

Students, teachers, administrators, and other school personnel are responsible for instructional outcomes. Students who are gifted need to learn skills and basic information when they have not evidenced mastery.

Adequate Yearly Progress (AYP)

Specifies minimum progress for grade level students during the school year, based on grade-level academic standards. Does not address progress for students already above grade level.

AD/HD Attention Deficit/ Hyperactivity Disorder (AD/HD)

Attention-deficit/hyperactivity disorder (AD/HD) is a condition affecting children and adults that is characterized by problems with attention, impulsivity, and overactivity. Often diagnosed instead of giftedness in children who cannot sit still when they lose interest in school. A child who is AD/HD may not be diagnosed because they have been classed as gifted.

Advanced Placement (AP) Classes

A national program developed by the College Board where high school students may take courses and examinations that meet criteria established by institutions of higher education.

Affective Curriculum

Curriculum that focuses on personal/social awareness and adjustment, and includes the study of values, attitudes, and self.

Advanced International Certificate of Education (AICE)

The Cambridge Advanced International Certificate of Education (AICE) program prepares young people for honors degree programs. It is a certificate which requires the study of subjects drawn from three curriculum areas. Cambridge AICE offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework. The Cambridge AICE program was successfully piloted between 1997 and 2000 in Florida where it continues to receive legislative support and funding.

Aptitude

Innate ability. The terms intelligence, ability, and aptitude are often used interchangeably.

Asperger's Syndrome

Sometimes discussed as high-functioning autism or Autism-spectrum disorder.

Asynchrony

A term used to describe disparate rates for physical, cognitive, and emotional development often displayed by gifted students.

At-risk

Students whose needs either go unmet or serve as barriers to talent recognition or development, putting them in danger of underachieving or dropping out

Authentic Assessment

Process of evaluating student learning using assessments that more closely resemble real-world tasks such as a portfolio or performance demonstration instead of traditional tests.

Autonomous Learner

A self-directed student; a learner who makes positive educational decisions which further his/her learning.

Benchmark

Statements of major milestones for learning for each of the Next Generation Sunshine State Standards for the academic subject areas. Benchmarks or objectives are used on EPs to designate indications of progress toward the goals for the student.

Bloom's Taxonomy

Six levels of thinking developed in 1956 by Benjamin Bloom and often used to develop curriculum for gifted learners. Moving from basic to high levels of thinking, they are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy has since been updated reflecting relevance to 21st century work.

Brainstorming

Often considered Fluency -An activity used to generate many, varied, and unusual ideas that are accepted without criticism.

Bureau of Curriculum and Instruction (BCI)

The organization within the Florida Department of Education that includes the offices of Healthy Schools, Humanities (which includes gifted), Instructional Materials, Library Media Services, and Mathematics & Science. The mission is to provide leadership, coordination, and technical assistance for implementing legislation, State Board of Education policy and rule, and Department initiatives pertaining to curriculum and instruction for Florida students and teachers. Services are provided for district and school staffs, parents and citizens, DOE staff, other state agencies, college faculty, and professional education associations. Our goal is for all Florida students to receive a high quality education that will prepare them to be active citizens, critical thinkers, and lifelong learners. The website is located at <http://www.fldoe.org/bii/>.

Bureau of Exceptional Education and Student Services (BEESS)

The organization within the Florida Department of Education that deals with programs for exceptional students, including students with disabilities; student services, including counseling and school psychology; and juvenile justice programs. The website is located at <http://www.fldoe.org/ese/>. BEESS oversees monitoring and dispute resolution for all ESE students, including gifted.

Cluster Grouping

Groups of students (at least three or four) with similar needs, abilities, or interests in a grade are grouped together in a heterogeneous class with a teacher who has training in providing appropriate instructional strategies for gifted to allow the teacher to more effectively differentiate instruction.

Collaborative Learning /Cooperative Learning

A teaching strategy in which students work in small groups on differentiated tasks so they may share expertise and effort in order to create a common product. Each participant has a determined role in working toward the group goal. It is important to differentiate tasks appropriately. This is not synonymous with group work.

Consultation

General education teachers and gifted teachers and/or the student meet regularly to plan, implement, and monitor instructional alternatives designed to ensure success and progress toward EP goals for a student who is gifted. Consultation is intended for students in grades 9-12 to supplement appropriate educational programs rigorous enough to meet the needs of a gifted learner.

Creativity

A mental process involving the generation of new ideas or concepts, or new associations of the creative mind. From a scientific point of view, the products of creative thought (sometimes referred to as divergent thought) are usually considered to have both originality and appropriateness of developing new, uncommon, or unique ideas.

Criterion-referenced Testing

Assessment that compares the student's test performance to his/her mastery of the content or skill rather than comparing to other students.

Critical Thinking

The analysis of complex problems or ideas that leads to understanding and decision making.

Curriculum Compacting

A strategy to modify the grade-level curriculum by eliminating material students evidence they have previously learned. In doing so, students who demonstrate high levels of achievement are provided with time for differentiated enrichment or acceleration activities.

Differentiation

Modifying curriculum and instruction according to content, process, product, and learning environment to meet individual student needs. Differentiated instruction is a philosophy a teacher uses to meet the unique needs of every learner. Even within a self-contained gifted class there should be differentiation in the curriculum.

Dual Enrollment

High school students taking college courses, often for college credit. Dual enrollment can provide 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, efficiency of learning, and enhanced admission to and retention in college.

Due Process Rights

Rights that give school personnel and parents ways to solve problems and settle disagreements. They include: the right to participation, the right to have notice, the right to give consent, and the right to a due process hearing. The hearing is a formal meeting run by an impartial hearings officer, where parents and school officials can resolve disagreements fairly.

Educational Plan (EP)

An individualized written plan that describes the specific learning needs of a student who is gifted to ensure assessment, placement, curriculum and appropriate instruction as well as the related services that will be provided to that student.

Enrichment

Activities that go beyond the basic curriculum to incorporate more complex, higher-level thinking, and sophistication, abstractness, depth instead of the general curriculum (different – nor more).

Exceptional Student Education (ESE)

The name used in Florida to describe special education services and programs for students with a disability and students who are gifted.

Flexible Grouping

An instructional strategy where students are grouped for appropriate instruction based on similar abilities and interests . It allows the student to move in and out of various grouping patterns depending on course content and student needs.

Free Appropriate Public Education (FAPE)

A federal regulation (34 CFR 300.17) that specifies that all children with disabilities, age 3 through 21, including children with disabilities who have been suspended or expelled from school, are entitled to a free and appropriate public education. Florida extends the right to FAPE to include students who are gifted.

Gifted

One of the Exceptional Student Education (ESE) programs in Florida. A student who is gifted has high cognitive abilities, learns more easily than do other students, and needs a special instructional program and services in order to make appropriate educational progress. In order to be eligible for programs and services for students who are gifted, a student must meet all the requirements listed in Florida State Board of Education Rule 6A-6.03019 Special Instructional Programs for Students Who Are Gifted.

Heterogeneous Grouping

The practice of grouping students into classes at random without regard to abilities.

Highly Gifted

Commonly the reference is made to levels of giftedness. IQ score ranges are generally accepted as: 130-144 – gifted; 145 – 159 highly gifted; 160 and above – profoundly gifted.

Homogeneous Grouping

Grouping students by common need, ability or interest.

Independent Study

Self-directed learning strategy where the teacher acts as guide and the student takes an active role in designing and managing his/her own learning.

Individualized Educational Plan (IEP)

A written plan that describes the individual learning needs of a student with disabilities and the services that will be provided to that student. A twice exceptional student would have an IEP which includes gifted goals.

Intelligence

The ability to learn, reason, and solve problems - to deal with cognitive complexity.

Intelligence Quotient (IQ)

IQ was previously determined by dividing the mental age (result from an intelligence test) by the chronological age times 100, now “calculated” from a statistical deviation table.

Traditionally, an average IQ is considered to be 100. The spread of scores is measured by the standard deviation. For historical reasons, the standard deviation on most IQ tests is set at 15 (sometimes 16). A score of 110 means the person is in the top 25 percent of the population, a score of 120 is in the top 7 percent and a score of 130 or higher is in the top 2 percent. See “highly gifted”.

Integrated Instruction

Involves combining aspects of two or more traditionally separate areas of study. For example, the study of Rome in history class combined with study of Roman mythology in an English class.

International Baccalaureate (IB)

A pre-university program for highly-motivated secondary school students that can be completed to earn college credit. IB emphasizes critical thinking and understanding of other cultures and points of view. A diploma is awarded at the completion of the IB program which allows graduates access to universities worldwide.

Learning Contract

A strategy which allows students an option to eliminate material already mastered. The student selects from a variety of product options and moves at an individual pace evidencing mastery of content through enrichment and acceleration.

Learning Style

A student's preferred mode of learning, such as auditory, kinesthetic, or visual-spatial.

Magnet Schools

Special public schools that offer a concentrated curriculum in designated areas of study drawing students from a wider geographical area. Typically for science, performing arts, or math/science, some magnet schools have been established to meet the specific learning needs of the gifted.

Mentorship

An option for meeting a student's needs by designating a volunteer adult member of the community who shares expertise or interest with a student of similar career or field of study aspirations to enable the student to develop increased knowledge in the field. Students may develop a product from the experience.

Next Generation Sunshine State Standards (NGSSS)

Statements of expected learning for Florida students in the areas of language arts, mathematics, science, social studies, health and physical education, the arts, and foreign languages. The standards are available at <http://www.fldoe.org/bii/curriculum/SSS/>.

Norm-Referenced Test (NRT)

An assessment or test that compares one individual's results with a large group of individuals who have taken the same assessment. A norm-referenced test provides an estimate of the tested individual as compared to his or her peers with respect to the trait being measured. Examples include the SAT and typical IQ tests.

Perfectionism

An intrinsic motivation that through striving for perfection leads to outstanding accomplishments. This is healthy perfectionism. Perfectionism that tends to be disabling is extrinsically motivated by a belief that one is worthless in the eyes of others unless one can present oneself and one's work perfectly.

Portfolio Assessment

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.

Problem-Based Learning

An instructional method in which students often collaborate to find solutions to real-world or imaginary scenarios (based in truth) using critical and creative thinking.

Procedural Safeguards

State Board Rule 6A-6.03313, FAC., *Procedural Safeguards for Exceptional Students who are Gifted* ensures that parents have specific rights to act as partners for their child's education and are entitled to file a complaint if they feel their the school district has violated a state requirement regarding the education of their child.

Product

The method used for a student to evidence acquired knowledge.

Pull-Out Program

A program which takes a student out of the regular classroom during the school day for special programming services.

Related services

Transportation and such development, corrective, and other supportive services as are required to assist a child to benefit from special education, including, but not limited to, speech-language pathology and audiology services; psychological services, including counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes.

Rubric

A chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for some standardized evaluation according to specified criteria.

Scaffolding

A support system that enables student to succeed with tasks they find genuinely challenging. This may include study guides, step-by-step directions, modeling, or other strategies to support the student.

Simulation

A unit of study where students learn curricular content by imitating or living it as real life.

Social-Emotional Needs

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, or career planning.

Standardized test

A test designed to be administered, scored, and interpreted the same way, no matter where or when it is given. Some examples are college entrance exams—like the ACT® or SAT®—or statewide tests like the FCAT.

Support Facilitation

The teacher provides services via “in class one-on-one.” In class one-on-one is defined as follows: “Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but **not as a co-teacher.**”

Telescoping Curriculum

Student is provided instruction that involves less time than is normal (e.g., completing a one year course in one semester, or three years of middle school in two). Telescoping results in advanced grade placement and is planned to fit a precise time schedule.

Tiered Lessons

A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student’s level of understanding.

Twice Exceptional

Used to describe a student who is gifted and who meets one or more of the requirements for eligibility for services under state criteria for a student with a disability. . Characteristic is a student who evidences high performance or potential combined with a disability that inhibits the student’s full ability to achieve. The most common is a learning disability. Other common disorders include auditory processing problems, autism spectrum disorders, dyslexia, emotional and behavioral disabilities, and visual processing deficits.

Underachievement

Evidenced when there is a significant difference between a student’s performance and an ability to perform at a much higher level.

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NAGC-CEC Teacher Knowledge and Skill Standards for Gifted and Talented Education

Standard 1: Foundations

Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

Standard 3: Individual Learning Differences

Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard 5: Learning Environments and Social Interactions

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well-being, positive social

interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

Standard 6: Language and Communication

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English learners.

Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Standard 9: Professional and Ethical Practice

Educators of the gifted are guided by the profession's ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.

Standard 10: Collaboration

Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well-being of individuals with gifts and talents across settings and diverse learning experiences.

Appendix C-3

A Brief History of Gifted Education in Florida

- 1956 Provision for state and local funds for gifted programs adopted in rule
- 1968 Gifted added to the definition of exceptional student education
- 1975 Mandate for gifted education under exceptional student education
- 1977 Rule 6A-6.03019, Florida Administrative Code (FAC.), *Special Instructional Programs for Students Who Are Gifted* adopted establishing eligibility criteria
- 1981 Challenge Grant established
- 1983 Pilot projects initiated to address underrepresented populations following a notice from the Office of Civil Rights (OCR)
- 1991 Rule 6A-6.03019, FAC., *Special Instructional Programs for Students who are Gifted* revised to include option for developing alternative plans to address underrepresentation
- 1992 First attempt at eligibility rule revision
- 1992 Gifted endorsement requirement - Rule 6A-4.01791, FAC., *Specialization Requirements for the Gifted Endorsement* adopted
- 1995 Legislature requests OPPAGA report entitled, *Review of Florida's K-12 Gifted Program*
- 1994-1996 OPPAGA Reports Part I and Part II, 95-45 and 96-06, addressed:
 - District policies and procedures
 - Delayed identification (grade 3)
 - Funding issues
 - Districts offering service K-8 only
 - Impact of Plan B
- 2002 After multiple workshops and meetings held between 1990- 2002, the rule was revised to define underrepresented populations as limited English proficiency (LEP) and low socio-economic status families (SES)
- 2004 Rule 6A-6.030191, FAC., *Development of Educational Plans for Exceptional Students who are Gifted*, and Rule 6A-6.03313, FAC., *Procedural Safeguards for Exceptional Students who are Gifted* adopted
- 2005 The Office of Civil Rights (OCR) questions Plan B policies. FDOE responds that the state requires districts to evaluate all eligible students under Plan A and permits them to implement an alternative plan if the student meets specific criteria determined by the district.
- 2006 Rule development workshop process initiated for Rule 6A-6.03019, FAC. The work group met to address the eligibility rule for gifted. The proposed draft was presented at regional hearings in November and feedback was compiled through January 2007.
- 2006 Guaranteed allocation funding for high school gifted students leveled
- 2007 OPPAGA study requested by legislature
- 2008 Report 08-01 presented by OPPAGA
- 2010 Report 10-36 presented by OPPAGA

Florida Statutes Relevant to Gifted

- Section **1003.01** (3)(a), Florida Statutes, (F.S.), defines exceptional student as any student determined eligible for a special program in accordance with rules of the State Board of Education (SBE). Section (3)(b) defines “Special education services” to mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education. Examples of services are cited.
- Section **1003.21**, (2) F.S., indicates children must attain the age of 5 years on or before September 1 of the school year to be eligible for admission to public kindergarten. Those who have attained the age of 6 years of age on or before September 1 and have completed requirements for kindergarten may progress according to the district’s student progression plan.
- Section **1003.429**, F.S., describes accelerated high school graduation options.
- Section **1003.57**, F.S., specifies each district school board- local education agency (LEA) - is responsible for providing an appropriate program of special instruction, facilities, and services for all exceptional students including diagnosis and evaluation; special instruction, classes, and services and entitles the parent to a due process hearing. (1)(e) specifies “A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the SBE”.
- Section **1008.31**, F.S., indicates that it is the intent of the Legislature that (1)(b) the performance accountability system include individual student learning gains and (2)(a) that the mission shall be to increase the proficiency of all students within one seamless, efficient system by allowing students to expand their knowledge and skills through learning opportunities and research of value to students, parents and the community.
- Section **1008.32**, F.S., indicates that it is the intent of the Legislature that the SBE shall have the authority to request and receive information, data, and reports from the school districts to enforce all laws and rules.
- Section **1008.33**, F.S., indicates that the academic performance of all students has a significant effect on the state school system and the SBE shall enforce accountability requirements to improve the academic performance of all districts, schools, and students.
- Section **1011.62**, F.S., establishes for each district a guaranteed allocation to provide students who are gifted in grades K-8 a free appropriate public education and indicates that a district’s expenditure of funds from the allocation for gifted students in grades 9 through 12 may not be greater than the amount expended for these students during the 2006-07 fiscal year.

- Section **1011.75**, F.S., and Rule **6A-7.099**, Florida Administrative Code (FAC.), address support for the Collaborative Curriculum Challenge Grants, the Governor’s Summer Program, and the Working on Gifted Issues (WOGI) project.
- Section **1012.42**, F.S., specifies that the LEA shall assist any teacher out-of-field to pursue competencies as necessary. Parents of all students taught by an out-of-field teacher shall be notified in writing.

State Board of Education Rules Relevant to Gifted

- Rule **6A-1.0503**, FAC., *Definition of Qualified Instructional Personnel* directs that a teacher out of field shall complete at least six semester hours or the equivalent (two courses) each calendar year until requirements are complete.
- Rule **6A-4.01791**, FAC., establishes specialization requirements for gifted endorsement –academic class. The requirement is for a bachelor’s or higher degree with certification in an academic class coverage and completion of three semester hours each in five courses in gifted education:
 - Nature and needs of gifted students
 - Curriculum and instructional strategies for teaching gifted students
 - Guidance and counseling of gifted students
 - Educating special populations of gifted students
 - Theory and development of creativity
- Rule **6A-6.03019**, FAC., defines gifted as “one who has superior intellectual development and is capable of high performance.” Specifies criteria for eligibility to include:
 - a need for a special program (clarified to indicate a special instructional program)
 - a majority of characteristics of gifted students according to a standard scale or checklist
 - evidence of superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered test of intelligence
 - Or the student is a member of an under-represented group and meets the criteria in an approved school district plan for increasing their participation.
- Rule **6A-6.030191**, FAC., sets criteria for development of educational plans (EPs) for students who are gifted.
- Rule **6A-6.0311**, FAC., states special programs for exceptional students encompass instruction and related services which provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet individual learning needs of exceptional students.
- Rule **6A-6.0312**, FAC., provides that exceptional students (ESE) enrolled in basic courses shall be counted at ESE special program cost factors only if the class is taught by a qualified teacher in a special program for those students.
- Rule **6A-6.0331**, FAC., indicates the state’s goal is to provide full educational opportunities and a free appropriate public education (FAPE) to all school age students who are gifted and specifies LEAs must ensure that all students who are gifted and in need of specially designed instruction are identified, located, and evaluated, and appropriate education made available if it is determined the student meets state

eligibility criteria and procedures be set forth in the ESE Policies and procedures document. Specifies the LEA is responsible for conducting evaluations within a reasonable period of time to determine eligibility and determining the educational needs of the student beyond the general curriculum. Evaluation instruments are not to be discriminatory and are administered appropriately. In developing an educational plan (EP) for a student, districts shall draw upon data and information from a variety of sources and examples are provided. A student may not be denied eligibility for gifted if the determinant factor is limited English proficiency.

- Rule **6A-6.03313**, FAC., *Procedural Safeguards for Exceptional Students who are Gifted* provides parents with information regarding their rights in decisions regarding their children’s education. These rights align with rights of parents of students with disabilities with provisions for
 - Prior notice before identification, evaluation, placement or provision of services
 - Content and provision of the procedural safeguards
 - Informed parent consent
 - Parent’s opportunity to examine records and participate in meetings
 - Evaluations obtained at private expense
 - State complaint procedures
 - Due process hearings.

- Rule **6A-6.0334** addresses IEPs and EPs for transfer students.

- Rule **6A-6.03411**, FAC., provides definitions related to ESE and ensures FAPE be provided for students who are gifted in kindergarten through grade twelve and establishes policies and procedures for evaluations and EP development.