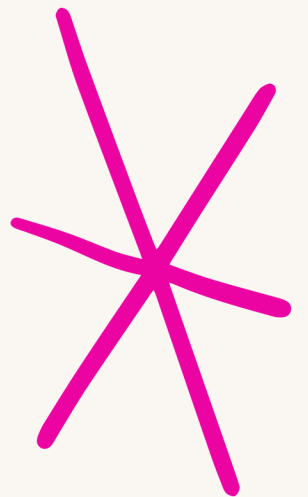


“Should I Refer My Child?”




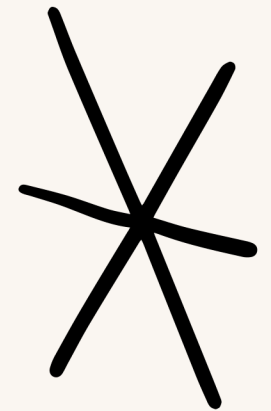
GIFTED EDUCATION PROGRAM

By: Tami Dugi



Agenda

- 
1. Introduction
 2. Giftedness
 3. Characteristics
 4. Referral Process
 5. Resources
 6. Contact Info

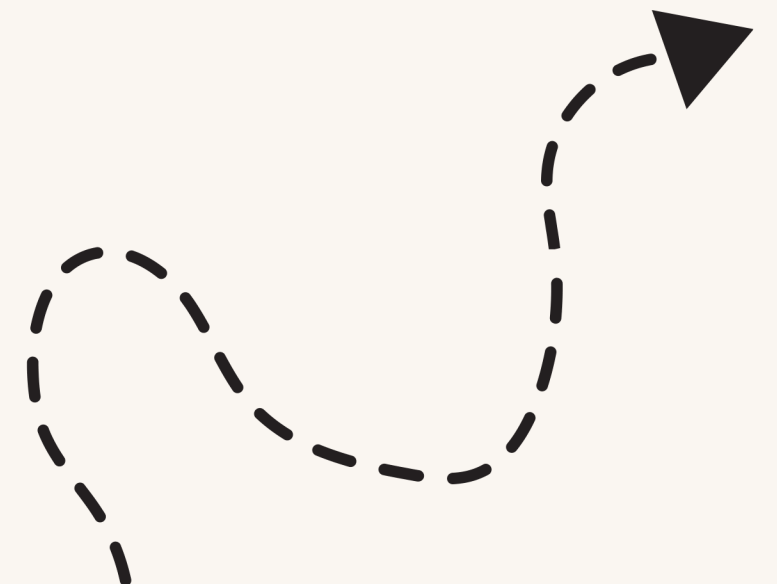


Introduction to the Gifted Program

- Arizona law requires that all public school districts must both identify gifted learners and provide appropriate educational programs and services for gifted learners (ARS-15-779)
- Native American, Twice Exceptional, ELL, Rural, and “At-Risk” gifted students are often under-identified and underserved (Castellano & Chandler, 2022)
- “Gifted education” means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of a gifted pupil. (ARS-15-779)



ARIZONA DEPARTMENT OF
EDUCATION





TCUSD Board Policy

- Requires that expanded academic course offerings, programs and supplemental services be provided as an integral part of the regular school day to gifted pupils
- Must include a program scope and sequence for gifted education
- Transfer students previously identified as gifted by another district or charter school shall have determined whether they are to receive gifted education services in the district

(Arizona School Boards Association, n.d.)



Giftedness



NAGC

Gifted students have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.

(NAGC)

Giftedness



**"GIFTED
PUPIL"**

"Gifted pupil"

- a child of superior intellect or advanced learning ability, or both
- needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability

(ARS-15-779)

Giftedness

INTELLIGENCE

- 1 IQ tests
- 2 Gardner's Theory of Multiple Intelligence
- 3 Brain Development/Function
- 4 Nature v Nurture
- 5 Gifted Characteristics

Visual-
Spatial

Linguistic-
Verbal

Logical-
Mathematical

Body-
Kinesthetic

Musical-
Rhythmic

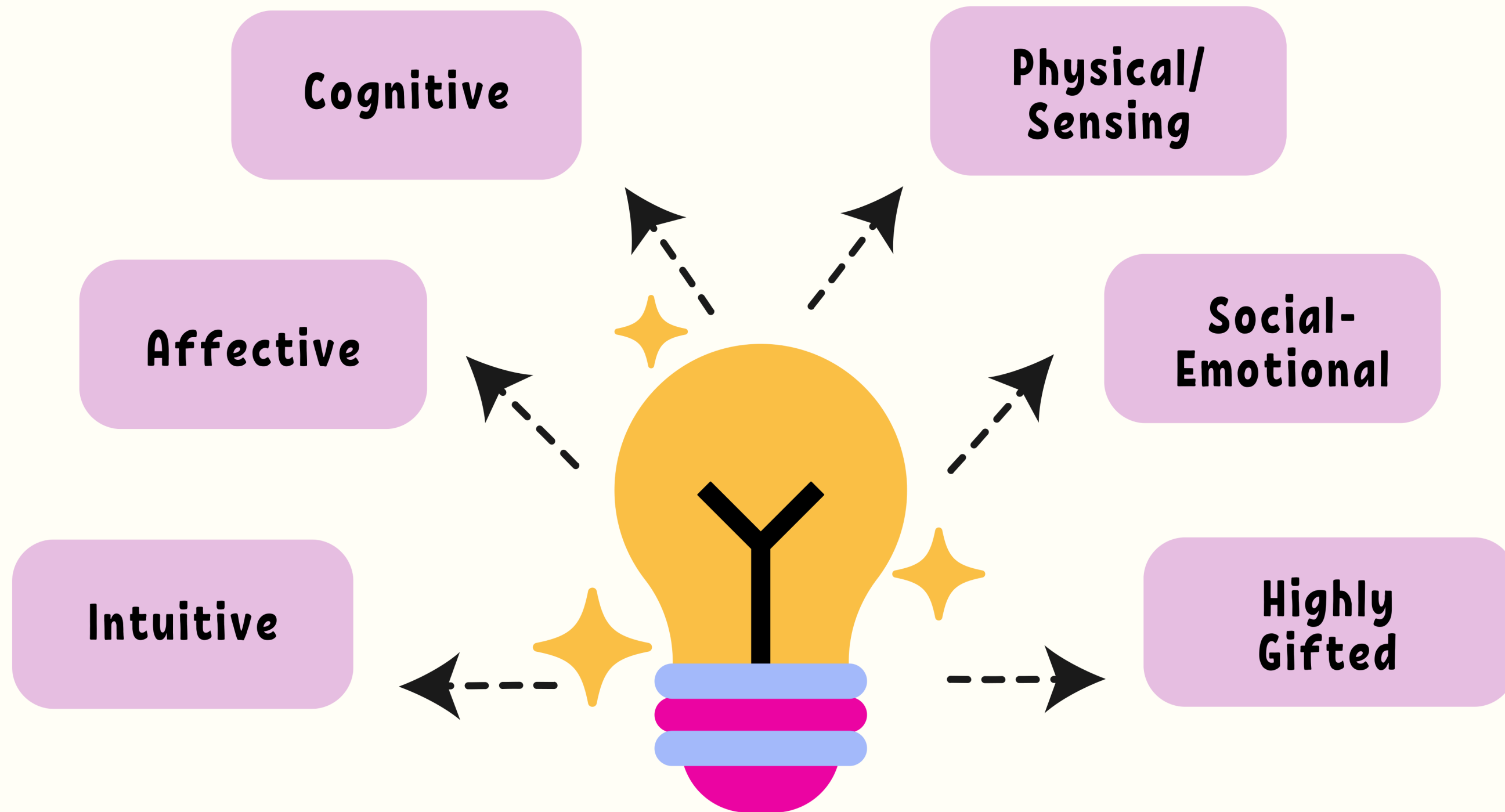
Inter-
personal

Intra-
personal

Natural-
istic

Existential

GIFTED CHARACTERISTICS



Cognitive

GIFTED CHARACTERISTICS

Unusual retentiveness

Advanced comprehension

Varied interests and curiosity

Advanced verbal ability

**Accelerated thought processes/
unusual capacity for processing
information**

NEED

Expose to new and challenging information

Boredom with reg curriculum; impatience

**Given choices and products that require advanced analytic
or critical thinking skills; intellectual peers at same level**

Poor interpersonal skills, "sassy" "smart aleck"

**Expose to various subjects and concerns, allow to pursue
individual ideas and interests**

Difficulty conforming to group tasks, overextending energy

Share in depth ideas with difficult vocabulary

Lose sophisticated vocabulary if not used

Expose to ideas at many levels, in large variety, accelerated

**Resentment for being interrupted, perceived as too serious,
frustration with inactivity, lack of progress**

Cognitive

GIFTED CHARACTERISTICS

Flexible thought processes

**See diverse relationships,
integrate ideas/disciplines**

Generates original ideas/solutions

**Early differential patterns of
thought processes**

**Evaluative approach toward self
and others**

**Unusual intensity, persistent
goal-directed behavior**

NEED

Allow to solve problems in diverse ways

Can be seen as disruptive and disrespectful to authority

**Opportunities for multidisciplinary learning and complexity, allow to
“mess around” with materials, ideas, tools**

Frustration being told “off subject”, considered “odd” “weird”

**Build problem solving, productive thinking skills, allow to contribute
to solutions of meaningful problems**

Difficulty w conformity and following directions, “rebellious”

Expose to alternatives, abstractions, consequences of choices

Considers linear tasks incomplete/boring, question generalizations

Expose to varying ways to see and solve problems, set realistic goals

Fear of failure, too critical, intolerant of stupidity, affect relations

**Pursue inquiries beyond allotted time, allow to set and evaluate
priorities**

Can be seen as stubborn, willful, uncooperative

Affective

GIFTED CHARACTERISTICS

Unusual sensitivity to expectations/feelings of others

Keen sense of humor
(gentle/hostile)

Heightened self-awareness

Idealism, sense of justice

Earlier development of inner locus of control/satisfaction

Unusual emotional depth and intensity

NEED

Learn to clarify feelings and expectations of others
High level of need for success/recognition

Learn how their language/behavior affects others
Use sarcasm, teasing, humor as attacks, affect relationships

Learn to assert their own needs and feelings nondefensively
Isolation of self, inhibits social-emotional growth

Finding values to commit to transcend negativity
Attempts toward unrealistic reforms/goals, frustration

Exposed to ideas at many levels, in large variety, accelerated
Resentment for being interrupted, perceived as too serious

To find purpose and direction from personal value system, translate commitment into action in daily life
Unusual vulnerability, difficulty focusing on realistic goals

Affective

GIFTED CHARACTERISTICS

High expectations of self and others

Advance levels of moral judgement

Strongly motivated by self-actualization needs

Leadership ability

Solutions to social and environment problems

Involvement in metaneeds of society (justice, beauty, truth)

NEED

Learn to set realistic goals, accept setbacks
Discouragement and frustration due to self-criticism

To receive validation for non-average morality
Intolerance/ lack of understanding from peers, rejection/isolation

Opportunities to follow divergent paths, pursue interests
Frustration of not feeling challenged

Understand various leadership steps and practice skills
Missed opportunity to advance skill, become negative characteristic

Experience meaningful involvement in real problems
Opportunity to advance or change community/society loss

To find purpose and direction from personal value system, translate commitment into action in daily life
Become involved in obscure groups

Physical/Sensing/Intuitive

GIFTED CHARACTERISTICS

Heightened sensory awareness, absorb environment

Low tolerance for the lag between standards and athletic skills

Concern for intuitive knowing and metaphysical ideas

Open to metaphysical phenomena

Creative approach in all areas

Ability to predict, interest in the future

NEED

Activities that allow integration/assimilation of sensory data
Overexpenditure of energy, disconnectedness

Find joy in physical activities and in small increments of improvement, engage in noncompetitive physical activities
Limiting activities, only choosing those he/she excels at

Engage in meaningful dialogue about philosophical ideas
Not taken seriously, ridiculed, considered "weird" "strange"

Provide w historical approach; allow to analyze and evaluate
Become narrowly focused on ungrounded belief systems

Guidance in evaluating appropriate uses of creative efforts
Becomes bored with mundane tasks, may be seen as deviant

Opportunities for exploration of "what if" questions
Loss of highly valuable human ability

GIFTED CHARACTERISTICS

High energy level: emotional excitability, high sensitivity, rapid/compulsive verbalization

Unusual emotional depth and intensity; sensitive to feelings and rights of others

Very idealistic, seek what is fair and just; sensitive to values/moral issues

Prefer intellectual peers to same aged peers; social preference to older children and adults

High level of persistence, enjoyment of learning, emphasis on mastery and challenge

More independent, dominant, forceful, and competitive; less conforming to peer opinion

Show concern for universal problems and welfare of others

Hold a high social status among classmates

Abundant imagination

GIFTED CHARACTERISTICS

Extraordinary speed in processing information; rapid and thorough comprehension of whole ideas

Unusual ability to perceive essential elements and underlying structures and patterns in relationships and ideas

Need for precision in thinking/expressions, resulting in need to correct errors and argue

Ability to learn in an integrative, intuitively nonlinear manner; appreciate complexity

Extraordinary degree of intellectual curiosity; think abstractly at an early age

An unusual capacity for memory; a long concentration span

Fascination with words and ideas, asking “why” questions at an early age

Ability from an early age to think in metaphors and symbols and a preference for doing so

Ability to to empathically understand and relate to ideas and other people


**TEACHERS,
PARENTS/GUARDIANS,
STUDENTS, COUNSELORS,
PRINCIPALS, PSYCHOLOGISTS,
ADMINISTRATORS AND OTHER
STAFF CAN REFER A STUDENT
BY COMPLETING REFERRAL
FORMS.**

Referral Process

1. Referral - Accept referrals at any time during the school year
2. Data collection & Review - Develop profile of student educational status, evaluate data collected and determine if additional data is needed
3. Formal Evaluation- Administer test measures and compile results
4. Eligibility Determination - Evaluate assessment results and accumulated data, determine eligibility, make program recommendations
5. Annual Review - Assess eligibility annually




Referrals

- Referrals accepted all school year
 - Anyone knowledgeable of child can make a referral and by completing referral forms and turning them into the gifted coordinator
 - Referral forms are available at all school sites and on the District webpage
 - Twice a year a call for referrals will be announced
 - Next call is Jan 3rd-Jan 31st
- 



Data & Review

- Profile of a student's educational status is developed using grades, attendance, test scores, teacher input and parent input
- Input forms must be completed by the parent/guardian, teachers, and student
- Review data collected, recommendation for gifted testing or gifted services



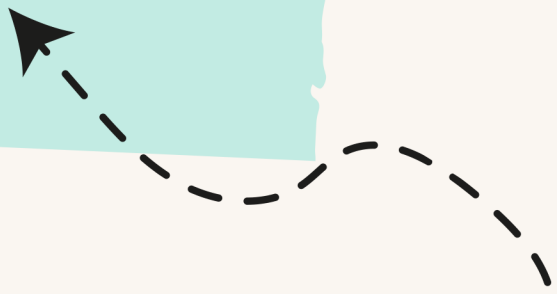
Evaluation & Testing

- Students recommended for gifted testing are given the CogAT (Cognitive Abilities Test) or NNAT3 (Naglieri Nonverbal Abilities Test) to help determine eligibility
- Testing results data and student educational profiles will be used to help determine if gifted services are needed

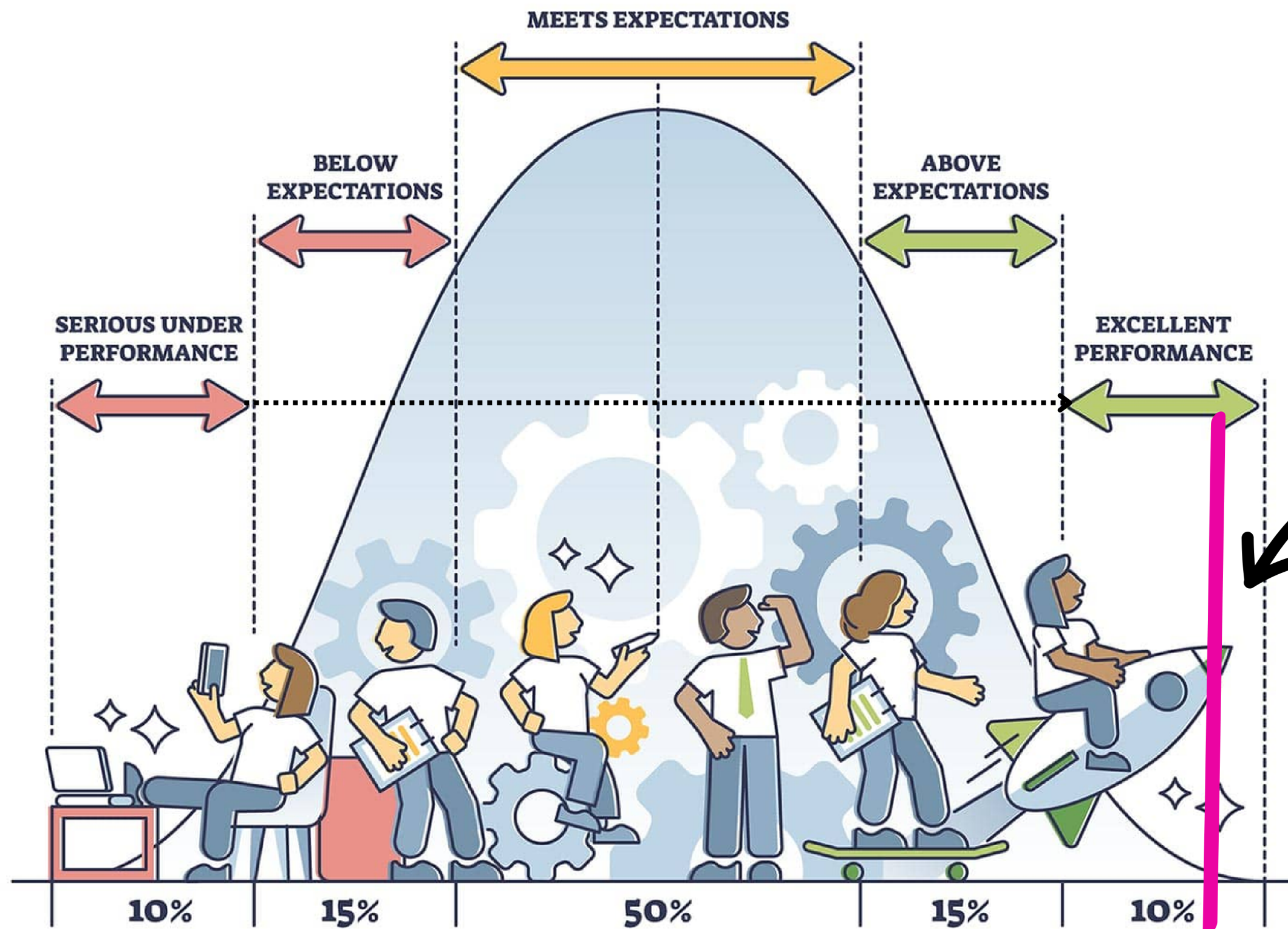


Determination



- To qualify for gifted services, students must test at or above the 90th percentile or test within "highly proficient" on approved standardized state tests (AASA, AzSCI, ACT Aspire, ACT)
 - Use other measures to aid in the identification process
 - Consider transfer student gifted eligibility by reviewing profile
- 

BELL CURVE



97th percentile =
gifted student

90th percentile =
gifted "potential"

Gifted RESOURCES

TCUSD Gifted Program

- Scope & Sequence
- Gifted Characteristics
- Gifted Program Forms

ADE Gifted Education

- Offers assistance and resources to all K-12 public schools in providing gifted services

AAGT

- Arizona Association for Gifted & Talented
- Parent Institute
- Parent Resources/Handbook

Hoagies'

- Offers online resources to research, tools, programs and more regarding all things gifted

NAGC

- National Association for Gifted Children
- NAGC Parent Day Convention
- Family Resources/Tip Sheets

Renzulli Learning

- Online personalized learning program offering differentiation, enrichment and project based learning opportunities for gifted students



THANK
YOU!



tdugi@tcusd.org
928.283.1179