

La Porte Independent School District



Comprehensive Gifted and Talented Program Manual

Policies & Procedures Concerning the Gifted & Talented Program

2020-2021

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Non-Discrimination Statement

The La Porte Independent School District does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act. The Title IX Coordinator is Angie Garza-Viator, Executive Director of Human Resources, 1002 San Jacinto, La Porte, Texas 77571, Telephone (281) 604-7110. The Section 504 Coordinator is Cynthia Anderson, Executive Director of Special Programs, 1002 San Jacinto, La Porte, Texas 77571, Telephone (281) 604-7034.

Declaración General De No Discriminación

El Distrito Independiente Escolar de La Porte no discrimina sobre la base de raza, religión, color, origen nacional, sexo u incapacidad para proveer servicios educacionales, actividades y programas, incluyendo programas vocacionales, de acuerdo con el Título VI del Acta de Derechos Civiles de 1964, como fue enmendada; Título IX de las Enmiendas Educacionales de 1972; Sección 504 del Acta de Rehabilitación de 1973, como fue enmendada; y el Título II del Acta de Americanos con Incapacidades. La Coordinadora del Título IX es Angie Garza-Viator, Directora Ejecutiva para Recursos Humanos, 1002 San Jacinto, La Porte, Texas 77571, Teléfono (281) 604-7110. La Coordinadora de la Sección 504 es la Dra. Cynthia Anderson, Directora Ejecutiva de Programas Especiales, 1002 San Jacinto, La Porte, Texas 77571, Teléfono (281) 604-7034.



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LPISD Comprehensive Gifted and Talented Program

Note Regarding Font Style:

In order to distinguish source material from district material, within this document all *italics* font represents exact language from Texas State Plan for the Education of the Gifted/Talented Students. Texas Education Agency. Austin, Texas. February 2000, and the Texas Administrative Code.

Preface

The Texas State Plan for the Education of the Gifted/Talented Students states:

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Purpose of this document

The purpose of the written plan for the education of gifted and talented students is to provide parents and other consumers with a detailed description of LPISD's comprehensive gifted and talented program. This document serves as the policy and procedural statement in compliance with state guidelines. Included are the following sections:

- I. Gifted and Talented Program Plan
- II. Forms
- III. Program Evaluation Tools
- IV. Appendices

District Mission Statement

“Every student’s success is our #1 priority”

Gifted and Talented Program Mission Statement

Founded upon the belief that schools should be places for student talent development, the La Porte ISD Gifted and Talented Program is committed to providing the resources, encouragement, opportunities, and research-based instruction to assist students in achieving at their highest levels of potential.

Gifted and Talented Program Goals

LPISD’s gifted and talented program seeks to meet the following goals:

1. Strengthen student academic performance with meaningful, enriched learning experiences
2. Foster positive self-concepts that meet the unique social, emotional and intellectual needs of gifted/talented students to provide them the opportunity to become independent, creative and self-directed learners
3. Create and maintain a learning community that encourages professional growth for all staff in the philosophy, theory, and practice of gifted education
4. Establish a collaborative relationship between school and community that promotes community-based service opportunities for students to grow socially and emotionally
5. Develop a school culture that encourages a parent and school partnership in program planning, implementation, and decision making
6. Participate in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom

Legal Definitions and Characteristics of Gifted/Talented

Gifted/Talented Definitions:

As defined in: National Excellence: A case for Developing America's Talent. (1994).

Report to the Congress of the United States by the Commissioner of Education. Washington, DC: U.S.

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor (p. 26).

As defined in TEC §29.121:

In this subchapter, "gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

Exhibits high performance capability in an intellectual, creative, or artistic area possesses an unusual capacity for leadership; or excels in a specific academic field.

As defined in La Porte ISD Policy EHBB (Local):

Criteria to identify gifted and talented students shall be established in the Board-approved program for the gifted and talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Program Design

As defined in 19 TAC §89.3:

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through Grade 12 and shall inform parents of the opportunities. Options must include:

- 1. instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;*
- 2. a continuum of learning experiences that leads to the development of advanced-level products and performances;*
- 3. in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and*
- 4. opportunities to accelerate in areas of strength.*

LPISD provides the following:

Elementary Gifted Services

The focus of services for the gifted students at elementary level (K – 5) is to develop creative and productive thinking and produce innovative products. Students are provided a differentiated curriculum in the four content areas that develops higher level thinking skills and processes. Acceleration is provided when appropriate. These services are provided at their individual campus within the regular classroom setting by teachers who have the required 30 hours of G/T training to include a yearly six –hour update.

Secondary Gifted Services

The focus of services for the gifted students at the secondary level is that of college preparation. Students are encouraged to begin the Pre-advanced Placement program at sixth grade and continue throughout the secondary years. Pre-advanced Placement and Advanced Placement classes provide for not only rigorous academic classes in the four core areas (English, mathematics, social studies, and science), but also for opportunities to earn college credit while in high school, free of charge to parents. These services are provided at their individual campus within the regular classroom setting by teachers who have the required 30 hours of G/T training to include a yearly six –hour update.

Sixth, Seventh, and Eighth Grade

Gifted students in sixth through eighth grades are served through a variety of instructional and organizational patterns, including:

- Classroom instruction differentiation
- Curriculum compacting, when appropriate
- Independent research opportunities (Texas Performance Standards Projects)
- Pre-advanced Placement Classes
- University Interscholastic League Competition
- Grade skipping, when appropriate

Ninth, Tenth, Eleventh, and Twelfth Grade

Gifted students in ninth through twelfth grades are served through a variety of instructional and organizational patterns, including:

- Classroom Instruction Differentiation
- Curriculum Compacting (when appropriate)
- Independent Research Opportunities (Texas Performance Standards Projects)
- Advanced Placement Classes
- Dual Enrollment/ACE (high school and college)
- University Interscholastic League Competition
- Distinguished Achievement Program
- Correspondence Courses and Distance Learning
- Credit by Examination
- High School Credit for College Courses

Professional Qualifications of Teachers of Gifted/Talented Students

As defined in 19 TAC §89.2, School districts shall ensure that:

- 1. Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted / talented students, assessing student needs, and curriculum and instruction for gifted students;*
- 2. Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;*
- 3. Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and*
- 4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.*

Program Responsibilities

Gifted and Talented Program Responsibilities for Classroom Teachers:

- Appropriately differentiate curriculum and instruction in the four core content areas
- Document differentiation within lesson plans and through advanced and innovative student products
- Provide acceleration and enrichment as appropriate for each gifted student
- Provide opportunities for gifted students to work together, with other students and independently
- Communicate student progress as a gifted learner with parents
- Assist in identification of students to be screened for G/T testing
- Participate in training for gifted and talented education
- Comply with state and district requirements for gifted services

Gifted and Talented Program Responsibilities for Campus G/T Designee:

- Serve as the campus point of contact for the district G/T specialists and Curriculum Department regarding G/T issues
- Serve as the coordinator for Campus G/T Lead Teachers
- Serve, in coordination with the principal, as the campus G/T program monitor
- Assist in identification of students for screening from parent referrals, teacher referrals, student referrals, and standardized tests
- Administer group and individual testing and/or arrange for contracted testing
- Collect and maintain records of students who are referred, screened, tested, placed, furloughed, and exited
- Participate in G/T staff development
- Comply with board policies and all district timelines governing the identification process
- Share results of testing with parents when requested
- Enter and monitor identified students into district information system

Gifted and Talented Program Responsibilities for Campus Administrator:

- Chair admissions and dismissal meetings
- Assist parents in obtaining information about the gifted program
- Participate in district G/T meetings to stay current on G/T issues
- Participate in program evaluation
- Facilitate and participate in G/T staff development
- Monitor compliance with the State Plan for the Education of the Gifted
- Address gifted and talented services in the campus improvement plan
- Monitor teacher G/T training hours and submit to administration

Gifted and Talented Program Responsibilities for Elementary G/T Lead Teachers

- Coordinate with campus administration and designated G/T teachers to provide appropriate services to the identified G/T population.
- Assure that services for the G/T population on his/her campus include, at minimum, a weekly forty-five minute lesson with grade level peers, outside of the regular classroom setting.
- Serve as an advocate for the needs of the G/T population.
- Monitor the G/T students' academic performance and serve as a liaison between G/T students, parents, and their classroom teacher.
- Conduct a meeting for campus identified G/T students and their parents to explain plans and expectations for the year.
- Disseminate information regarding the TPSP to classroom teachers of G/T students. (Every G/T student is required to produce a TPSP. Grades K-2: Do Your Part for Art! Grades 3-5: Based on selected TPSP tasks.)
- Monitor the progress of TPSP during the school year.
- Assist in planning and executing an end-of-year exhibit or showcase of the products and performances completed by G/T students, including TPSP.
- Present ideas for competitions to classroom teachers of G/T students. (G/T students in grades 2-12, are required to participate in at least one competition during the year.)
- Provide support and assistance to campus UIL coach.

Gifted and Talented Program Responsibilities for Secondary G/T Lead Teachers

- Coordinate with campus administration and designated G/T teachers to provide appropriate services to the identified G/T population.
- Serve as an advocate for the needs of the campus identified G/T population.
- Monitor the campus-identified G/T students' academic performance and serve as a liaison among the G/T students, parents, and their classroom teachers.
- Serve on the campus G/T committee for student data review for admission to, furlough from, or dismissal from the district G/T program.
- Conduct a meeting for campus identified G/T students and their parents to explain the district G/T program, processes, and plans/expectations for the year, including the requirement for each student to participate in at least one competition.
- Communicate and monitor the requirement for each G/T student to participate in the following:
 - Grades 6-8 - Annually participate in:
 - Either TPSP or History Fair or Science Fair, and
 - Either an academic or performance-based UIL competition
 - Enrollment in at least one advanced academic class (e.g. Pre-AP, high school credit course)
 - Grades 9-12 - Annually participate in three or more of the following:
 - TPSP (Emphasize the importance of TPSP as a potential Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance)
 - Advanced academic class Pre-AP, AP, dual enrollment)
 - Academic competition (e.g. Academic Decathlon, Debate Club, UIL, AP Capstone)
 - Performance-based UIL competition (e.g. art, music, theater,)
 - Service learning project (to be considered case-by-case and approved by committee of G/T Lead Teachers)
- Assist in planning and executing an end-of-year exhibit or showcase of the products and performances completed by G/T students.

Referral Process for Gifted and Talented

TAC §89.1 States:

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- 1. Include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;*
- 2. Include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted / Talented Students;*
- 3. Include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/talented program;*
- 4. Provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and*
- 5. Include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.*

LPISD meets Criterion 1 by:

Allowing that students may be referred for gifted assessment throughout the year.

Referral Process:

- Students can be referred for G/T assessment by: student (self or fellow student), parent, teacher, school staff, administrator, and/or community member

Screening Process:

- Request referral form from the Campus G/T Designee
- Complete form and turn it in to the Campus G/T Designee
- Campus G/T Designee notifies the teacher who collects required student data

Identification Process:

- Contracted Personnel administers appropriate assessments
- Campus G/T Placement Committee decides placement or requests additional testing, if necessary
- Campus G/T Designee notifies parent by mail
- Campus G/T Designee enters necessary PEIMS data upon parent consent

Transfer Process:

- Transfer students are assessed within their first 30 days of enrollment by reviewing data from previous district(s)
- Students are entered into LPISD Gifted Program if they meet the LPISD identification criteria

- Additional assessments are administered if their previous scores do not align with LPISD district identification profile
- LPISD students automatically transfer from one LPISD campus to another

LPISD meets Criterion 2 by:

Including the following assessment measures may be collected from multiple sources:

- a. Parent Questionnaire
- b. Teacher Screening Instrument
- c. Student Portfolio (may include examples of outstanding creativity and leadership)
- d. Gifted Evaluation Scale
- e. Ability Assessment
- f. Achievement Assessment
- g. Intelligence Assessment

LPISD meets Criterion 3 by:

- a. Including the student data point scale, thereby providing equity in access to gifted services by underrepresented populations
- b. Assessing cognitive abilities with nonverbal assessment tools
- c. On-going consideration of students with disabilities who are twice exceptional

LPISD meets Criterion 4 by:

Screening and determining qualification for the gifted program by a campus level committee - a minimum of three - who are trained in the nature and needs of gifted students

LPISD meets Criterion 5 by:

Including provisions for furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement on the pages that follow

Program Furlough Procedure:

A furlough status is available to those who choose not to participate in the gifted program for a specified period of time. This choice may be desirable for students who are heavily involved in advanced regular education courses or extracurricular activities, experiencing personal problems, or need a “time-out” from the program for other reasons. A furlough may be taken for up to one year. At the end of that time a decision to return to active participation or to exit must be made.

Program Exiting Procedures:

- A. A student may withdraw from the program with parent permission after a conference involving the parent, teacher and student is held. After withdrawing from the program, a student must wait

a complete school year to be reconsidered. At that time, he/she will be considered using the same procedure as a newly referred student.

- B.** A student may be removed from the program based on agreement of the classroom teacher, counselor, parent, and principal after the following steps have been taken:
1. Upon indication of a student having difficulty with the gifted program or regular classroom instruction, the G/T Designee will initiate a conference with the student, counselor, and other regular education teachers to set goals for student success.
 2. If conference goals are not achieved, G/T Designee will initiate a conference with the parent, counselor, and principal for the purpose of placing the student on nine-week probation; or, exiting the student from the program. If the student is placed on probation, a conference will be held at the end of the probation period to assess the student's progress. If the student is exited, the G/T Designee will inform him/her and the parent.
 3. The Campus G/T Designee will maintain a log of these steps detailing specifically what interventions have been tried along with their results, verified by signatures of those involved.

Appeal Procedures:

A parent, student or staff member who wishes to appeal an identification or dismissal decision made by the campus committee may do so by following these steps:

1. Submit a request to appeal by letter to the Campus G/T Placement Committee no later than fifteen days after the committee has announced its selection decision. If needed additional data will be collected or an alternative assessment will be administered.
2. The Campus G/T Placement Committee must respond by letter to the person making the appeal no later than ten days after receipt of the letter of appeal. The committee's letter must explain its action and specify the date and time of a hearing before the committee.
3. If a person making an appeal wishes to further appeal the committee's decision following the formal hearing before the committee, the person must submit a request to appeal letter to the Superintendent or his/her designee. Any subsequent appeals shall be made in accordance with FNG "LOCAL" beginning at step two.

Reassessment Procedure:

1. The district shall not perform routine reassessments of gifted learners.
2. Reassessment for entrance into the gifted program may be considered on an annual basis.

LA PORTE INDEPENDENT SCHOOL DISTRICT
Procedures Checklist for Identification of Gifted/Talented Students
Grades K-12

Steps	Person Responsible	Suggested Time Line
I. Referral Process <ol style="list-style-type: none"> 1. Call for referrals 2. Students are referred by self or fellow student, parent, teacher, school staff, administrator, and/or community member by giving his/her name to the Campus G/T Designee and completing the referral form 3. Transfers are reviewed and placed if LPISD criteria are met (Step IV) or referred for additional testing if needed. Placement must occur within 30 school days of enrollment 	Campus G/T Designee (#'s 1-2) G/T Program Consultant (#3)	Fall – Last week of Oct. Spring – Last week of Feb. Transfers Ongoing as needed
II. Screening <ol style="list-style-type: none"> 1. Collect referrals 2. Gather and review student performance and trend data (achievement test scores and underrepresented status, etc.) Proceed with testing if warranted 3. Gather Qualitative Data <ol style="list-style-type: none"> a. Parent questionnaire with letter giving permission for testing is sent home and collected b. Teacher inventory is completed and collected 4. Gather Quantitative Data <ol style="list-style-type: none"> a. Ability test is administered, RAVEN for K, Naglieri for 1st – 5th and COGAT for 6th – 12th b. Achievement test is administered or data from previous testing is reviewed (MAP) 5. Review all data and place on the Gifted Identification Profile 	Campus G/T Designee (#'s 1-3) G/T Program Consultant (#'s 4-5)	
III. Identification <ol style="list-style-type: none"> 1. Additional testing obtained as needed 2. IQ testing is completed (K-BIT) 	G/T Program Consultant	
IV. Placement/Notification <ol style="list-style-type: none"> 1. Placement committee meets and reviews <u>all</u> data on G/T Student Identification Profile 2. Student qualifies with a total score of 15 points or a placement committee decision based upon a preponderance of evidence 3. Parents are notified of placement decision using appropriate form and consent is obtained if needed using “Parent Permission to Enter” letter 4. Conference is offered to parents and/or students to explain program options and services (per letter) 	Campus G/T Designee (#'s 1-4) Placement Committee <ul style="list-style-type: none"> • Administrator or G/T Designee • Counselor • G/T Program Consultant 	To be completed within 30 days of initial nomination Kindergarten last week of February
V. Registration <ol style="list-style-type: none"> 1. Copies of the following forms are collected and filed in the student cumulative folder by the Campus G/T Designee: -Gifted/Talented Identification Profile -Parent Permission Letter 2. Student data is entered into PEIMS 3. Teachers/Administrators are notified of students qualified for G/T program and served immediately 4. Paperwork of students who do not qualify is filed in the student cumulative folder 	Campus G/T Designee (#'s 1-4)	

**Gifted and Talented Program
Gifted and Talented Program Referral Form
Grades K-12**

Referred by: Parent ☐ Teacher ☐ Student ☐ Auxiliary ☐ Other _____ Title _____

Student _____ School _____ Grade _____

Date of Birth _____ Teacher _____

Ethnicity: ☐ Hispanic/Latino ☐ Not Hispanic/Latino

Race: ☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander ☐ White

To be completed by teacher making the referral:

Achievement Test: _____

Grade: _____ Year: _____

Total Math %: _____

Total Reading %: _____

(one score in range from **90%- 95%** to be screened for the G/T program)

To be completed by GT Specialist:

Ability Test: Naglieri Nonverbal Ability Test

Grade: _____ Year: _____

Percentile Rank: _____

Signature of Person Initiating Referral

Position or Relationship to Student

Phone

Date

Note: Please fill out and return to:

Campus G/T Designee

*Please fill in all information requested on this form. Otherwise, the nomination cannot be processed.
Thank you.*

Committee Decision:

☐ Qualified

☐ Did Not Qualify

Date of Program Entry/Denial: _____

**Gifted and Talented Program
Consent to Evaluate for Gifted
Grades K-12**

Dear Parents:

Your child, _____, has been referred as one who demonstrates gifted behaviors. In order to determine a need for services, further testing is warranted at this time. We request your consent to conduct an evaluation to determine possible eligibility for gifted education services.

The evaluation will include a review of existing information/test results and may also include new assessments in the following areas:

Intelligence Gifted Behavior
Creativity Achievement

If you agree to this evaluation, you will be notified of the results. Please check one of the boxes below, sign, date and return this form to your individual campus.

_____ **I give permission** for the proposed evaluation.

_____ **I do not give permission** for the proposed evaluation.

Parent/Guardian Signature

Date

If you have information that can assist in this evaluation or have questions regarding this evaluation, you may contact your G/T Designee.

Respectfully,

Jewel Whitfield

Executive Director of Elementary Education

Danette Tilley

Executive Director of Secondary Education

Elementary Campuses:

Bayshore Elementary	(281) 604-4600
College Park Elementary	(281) 604-4400
La Porte Elementary	(281) 604-4700
Lomax Elementary	(281) 604-4300
Reid Elementary	(281) 604-4500
Rizzuto Elementary	(281) 604-6500
Heritage Elementary	(281) 604-2600

Secondary Campuses:

Baker	(281) 604-6800
LPJH	(281) 604-6600
LXJH	(281) 604-6700
LPHS	(281) 604-7500
De Walt	(281) 604-6900

PARENT QUESTIONNAIRE

(For Referral Process)

Grades K-12

School

Child's Name

Teacher

Parent's Name

Please take a few minutes to share information about your child to help us know him/her better.

Directions: For each item, place an X in the box which best describes your child.

My Child ...

	Very Little	Some	Often		Very Little	Some	Often
Has unusually advanced vocabulary for age or grade level				Prefers other activities rather than T.V. such as computers, calculators, reading, puzzles			
Is curious and asks many questions				Began talking earlier than other children his/her age			
Learns quickly				Likes to figure out things by himself or herself			
Prefers to be with older children or adults				Has a good memory			
Reads a lot				Displays a keen unique sense of humor			
Offers unusual (way out), unique, clever answers or creations				Has a great imagination and makes up stories			
Learned to read prior to beginning school				Pursues a topic or project that interest him or her			
Is very good at art, music, dancing, or athletics				Is very sensitive to the feelings of others			
Has many different interests				Likes to have his or her own way			
Is a perfectionist				Has unexpected understanding of advanced math concepts			
Demonstrates leadership				Is easily bored with routine tasks			
Finds many different ways of solving problems				Has a strong sense of justice/fairness			
Is observant about changes							

What other information about your child or your family would you like us to know? You may want to tell about an interest, talent or ability or to share a special concern.

HOPE TEACHER RATING SCALE

TEACHER'S NAME/CODE: _____

Marcia Gentry, Ph.D. • Scott J. Peters, Ph.D. • Nielsen Pereira, Ph.D. • Jason S. McIntosh, Ph.D. • C. Matthew Fugate, Ph.D.

Developed with funding from the Jack Kent Cooke Foundation 2007

Student Name/ID#:		Grade:
Date of Birth:	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> English language learner
<input type="checkbox"/> American Indian/Alaska Native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black or African American <input type="checkbox"/> White
<input type="checkbox"/> Native Hawaiian or Other Pacific Islander	<input type="checkbox"/> Mixed Race	<input type="checkbox"/> Hispanic/Latino/a

When rating students on each item below please think about the student *compared to other children similar in age, experience, and/or environment*. Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1–11.

	1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Almost Always	6 = Always
The student demonstrates . . .	1	2	3	4	5	6
1. Performs or <i>shows potential</i> for performing at remarkably high levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is sensitive to larger or deeper issues of human concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is self-aware.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Shows compassion for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is a leader within his/her group of peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is eager to explore new concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Exhibits intellectual intensity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Effectively interacts with adults or older students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses alternative processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Thinks "outside the box."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Has intense interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Please indicate all content areas in which the student shows talent.						
<input type="checkbox"/> Math	<input type="checkbox"/> Reading	<input type="checkbox"/> Creative Writing	<input type="checkbox"/> Social Studies			
<input type="checkbox"/> Science	<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Arts	<input type="checkbox"/> Other: _____			

Please provide additional information concerning this student's potential:

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TEACHER CHECKLIST FOR EARLY IDENTIFICATION OF GIFTED
Kindergarten

Student _____ Teacher _____

Directions: Put a check in the space provided if the child shows that particular characteristic more often/frequently compared to other children of the same age.

Shows an interest in books

1. _____ can read simple words
2. _____ is ready reading on grade 1 or above level; name of reader _____

Learns skills faster than peers

3. _____ learns rapidly with less practice
4. _____ retains what he/she has heard or seen
5. _____ enjoys school; eager to learn and work

Interested in wide range of things

6. _____ is curious about many topics
7. _____ asks provocative questions (how, why?)

Works well independently

8. _____ organizes and directs self; assumes mature responsibilities
9. _____ thinks of things to do when finished with work

Speaks more fluently than peers

10. _____ utilizes larger vocabulary than peers
11. _____ uses better sentence structure than peers
12. _____ notes details in content

Has a prolonged attention span

13. _____ has longer attention span than peers
14. _____ able to remain on task despite distractions
15. _____ able to follow three step directions

Understands number concepts advanced for age group

16. _____ uses correctly time concepts related to yesterday, today and tomorrow
17. _____ recognizes coins names and/or value
18. _____ understands number sequencing, what number comes after 10? Before 5?
19. _____ understands addition, subtraction and possibly multiplication

Exhibits originality in thinking

20. _____ has a good imagination
21. _____ improvises with common materials and objects

Have keen powers of observation

22. _____ perceives cause and effect relationships beyond the situation
23. _____ is alert and responds quickly
24. _____ indicates possibly a photographic memory

Displays qualities of leadership

25. _____ helps others do work, acts like a teacher

Total number of checked areas _____

When you compare this child with others about the same age, do you think he/she is:

_____ somewhat below average _____ about average
_____ somewhat above average _____ considerably above average

Comment on any other particular strengths/talents or weaknesses you have observed: _____

La Porte ISD

Gifted and Talented Program G/T Program Qualification and Parent Permission to Enter Grades K-12

Dear Parents:

The district or campus gifted and talented referral committee would like to inform you that your child, _____, demonstrates gifted behaviors that enable him/her to participate in the gifted and talented program. If you consent to your child's placement in the program, please sign below and return this form to the G/T Designee. Should you have any questions about the program, please contact your individual campus. Your campus G/T Designee is available for a conference if you would like to discuss the results of the testing.

Thank you for your continued support as we work to provide an exemplary education for your child.

Respectfully,

Jewel Whitfield

Executive Director of Elementary Education

Danette Tilley

Executive Director of Secondary Education

Student's Name

Teacher

I give consent for my child to participate in the LPISD Gifted and Talented program.

Parent's Signature

Date

**Gifted and Talented Program
Notification to Parents
Did Not Qualify for Gifted Services
Grades K-12**

Dear Parents:

The campus gifted referral screening team reviewed information and test results for your child, _____, and has determined that there is not enough compelling evidence to enter your child in the program for gifted services at this time. Reevaluation for gifted services may occur at a later date.

If you want to discuss the results of the screening and/or disagree with the placement committee's decision, please contact your Campus G/T Designee.

Respectfully,

Jewel Whitfield

Executive Director of Elementary Education

Elementary Campuses:

Bayshore Elementary	(281) 604-4600
College Park Elementary	(281) 604-4400
La Porte Elementary	(281) 604-4700
Lomax Elementary	(281) 604-4300
Reid Elementary	(281) 604-4500
Rizzuto Elementary	(281) 604-6500
Heritage Elementary	(281) 604-2600

Danette Tilley

Executive Director of Secondary Education

Secondary Campuses:

Baker	(281) 604-6800
LPJH	(281) 604-6600
LXJH	(281) 604-6700
LPHS	(281) 604-7500
De Walt	(281) 604-6900

**Gifted and Talented Program
Notification of Gifted Program Furlough
Grades K-12**

Dear Parent or Guardian:

The campus Gifted Placement Committee discussed the progress of your child,

_____. The committee recommends that he/she will be placed on furlough in the following subject's _____, _____, _____, _____, from _____ to _____. During this time he/she will not participate in differentiated gifted instruction or gifted program activities.

Committee Member:

The recommendation is made based on the following information:

At the end of the furlough time, determination will be made as to whether or not it is in your child's best educational interest to resume participation in the gifted program. If not, exit procedures will be recommended. We appreciate your support as we work together to provide the best possible education for your child.

Respectfully,

Jewel Whitfield
Executive Director of Elementary Education

Danette Tilley
Executive Director of Secondary Education

**Gifted and Talented Program
Notification of Gifted Program Exit
Grades K-12**

Dear Parent/Guardian:

The G/T Placement Committee has discussed the progress of your child,

_____. The committee's decision is that the educational needs of
your child are best served in the regular academic program.

Committee Signature

Committee Signature

Committee Signature

This decision made is based on the following information:

Your child cannot return to the program during this school year; however, she/he will be eligible for
reassessment and program consideration the following year.

Respectfully,

Jewel Whitfield
Executive Director of Elementary Education

Danette Tilley
Executive Director of Secondary Education

La Porte ISD Gifted/Talented Profile K-12

Qualified ____ DNQ ____

Date: _____

Student: _____ Campus: _____ Grade: _____

Directions: Circle the numerical score or percentile for each test administered. Calculate accumulated points by using the point scale at the top of each section which corresponds to the score for each test.

I. QUALITATIVE POINT SCALE Must use at least one (1) of these assessments	1	2	3	4	5
A. Parent Questionnaire _____	55-59	60-64	65-69	70-74	75
B. Teacher Checklists: HOPE Teacher Rating Scale _____ Early Identification Checklist (K) _____	42-46 16-17	47-51 18-19	52-56 20-21	57-61 22-23	62-66 24-25
C. Other _____ (transfer only)	Interpreted and Determined by G/T Program Consultant				

TOTAL QUALITATIVE POINTS (Maximum – 10 points): _____

II. QUANTITATIVE POINT SCALE Must include at least two (2) quantitative assessments	1	2	3	4	5
A. Ability Tests: (one indicator below) Raven Progressive Matrices _____ Naglieri _____ CogAT (Total) _____ OR Subtest _____	90-91 90-91 90-91 90-91	92-93 92-93 92-93 92-93	94-95 94-95 94-95 94-95	96-97 96-97 96-97 96-97	98-99 98-99 98-99 98-99
B. Achievement Test: (one indicator below) Spring MPG-MAP K-5 Math _____ Aprendra (Sp) K-5 Reading _____ MAP 6-12	90-91 90-91	92-93 92-93	94-95 94-95	96-97 96-97	98-99 98-99
C. Intelligence Test(s): (one indicator below) K-BIT Composite _____ TONI II or III _____ BVAT _____	90-91 90-91 90-91	92-93 92-93 92-93	94-95 94-95 94-95	96-97 96-97 96-97	98-99 98-99 98-99
D. Other _____ Test Name _____ Total Battery _____ (transfer only) OR subtest _____	Interpreted and Determined by G/T Program Consultant				

TOTAL QUANTITATIVE POINTS: _____

III. STUDENT DATA POINT SCALE	POINT	AREA
Underrepresented Group (2 points)		

TOTAL STUDENTS DATA POINTS: _____

TOTAL: _____ (REQUIRES 15 POINTS TO QUALIFY)

ADMITTED: ____ YES (Scores have at least one qualitative and two quantitative indicators)
 ____ YES (In the committee's professional judgment the student should be placed in the program)
 ____ NO

DATE: _____ **COMMITTEE SIGNATURES** _____

SIGNATURE: _____ **SIGNATURE:** _____

La Porte ISD Gifted/Talented Profile K-12 - Explanation Reference

I. QUALITATIVE POINT SCALE

- A. Parent Questionnaire: Grades K-12
- B. Teacher Checklists:
 - 1. Renzulli-Hartman: Grades 1-12
 - 2. Early Identification Checklist: Kindergarten only
- C. Student Products/Performance: primarily for transfer students
- D. Gifted Evaluation Scale: primarily for transfer students

II. QUANTITATIVE POINT SCALE

- A. Ability Tests
 - 1. Raven Progressive Matrices: Grades K-1
 - 2. Naglieri Nonverbal Ability Test (Naglieri): Grades 2-5
 - 3. CogAT: Grades 6-12
 - 4. Other tests listed: primarily used for transfer students

III. QUANTITATIVE POINT SCALE

- B. Achievement Tests
 - 1. Spring MPG-MAP: Grades K-12
 - 2. Aprenda (Spanish): Grades K-2
 - 3. Other: primarily used for transfer students
- C. Intelligence Tests
 - 1. Kaufman Brief Intelligence Test Composite (K-BIT Composite): Grades K-12 – most widely used in G/T LPISD
 - 2. Slosson Intelligence Test Revised (SITR): Grades K-12
 - 3. Test of Nonverbal Intelligence (TONI II or III): Grades K-12
 - 4. Bilingual Verbal Ability Tests (BVAT)
 - 5. Other tests listed: primarily used for transfer students

IV. STUDENT DATA POINT SCALE

Underrepresented Group: earns 2 point

Note: Spring MAP scores are used for determining quantitative points unless a student has not been tested. In these instances Fall MAP scores will be used.

A Quick Reference on Test Uses

Test	What is Measured	What is not Measured	Information Provided	Appropriate Uses	Limitations/ Abuses
Intelligence (IQ)	Samples learning behavior, scholastic and/or academic aptitude based upon ability	Personality; special aptitude; creativity; emotional factors affecting intelligence	An indication of ability to do academic work; prognosis of individual development	Classify students according to abilities to learn; special needs diagnosis and placement decisions; counseling	Weighted toward verbal competence; labeling of students; locking them in incorrect placement such as special ed. classes
Achievement and Aptitude	Evaluation of the effects of learning related to skills development in academic content areas; learning potential related to instruction in specific content areas	The ability to organize and/or analyze; the ability to use logic and critical thinking; creativity	Progressions in students learning; the acquisition of knowledge and skills, including discrete strengths and weaknesses; prediction of program and curriculum needs	Basis of comparison with other students and/or groups of students; provides either screening or diagnostic data related to the curriculum; program planning; curriculum modifications; guidance tool; basis for the classification of students for special placements	When instruction is standardized in order to teach to the test and/or becomes the focus of the curriculum; when individual student needs are not met through curricula and instructional modifications-limiting and narrowing opportunities for students
SAT and ACT	General knowledge acquired during school years	Applications and synthesis of knowledge as related to specific uses in problem-solving or critical thinking	Possible success in advanced school work, particularly college level	High schools communicate standing to central data collection, relative status is ranked in comparison to college-bound students	Can deflate students motivation; can lead to over-zealous competition for grade; can narrow students aspiration; can over-inflate expectations
Competency (Non-Standardized)	Specific contents, related skills	Comprehension and/or applications	Mastery of given content and grade-level skills determined by a school district	To determine appropriateness of instruction for accountability; to determine grade promotion and/or student mastery	When over-emphasis on skills narrows the total learning experience; when a test becomes the focus of the curriculum
Teacher-Made (Non-Standardized)	The goals and objectives of instruction	Standardized factors as compared with a normal population	Student achievement related to teaching goals and objectives	Modifications for instruction and curriculum	If individual students needs are not met through instructional individualization and curricular modifications

TEXAS STUDENT PORTFOLIO PROFILE

Student Name: _____ Grade: _____ Age: _____ years _____ months

Economically Disadvantaged: Yes _____ No _____ Other Programs (circle): Bilingual ESL 504 SPED other _____



ITEM	DESCRIPTOR							
	Unusual presentation of an idea	Work advanced beyond age or grade level	Complex or intricate presentation of an idea	In-depth understanding of a problem or an idea	Resourceful and/or clever use of materials	Evidence of support of research for the idea	Organized to communicate effectively	Evidence of high interest and perseverance
	Evidence of support of research for the idea	Complex or intricate presentation of an idea	In-depth understanding of a problem or an idea	Evidence of high interest and perseverance	Organized to communicate effectively	Work advanced beyond age or grade level	Resourceful and/or clever use of materials	Unusual presentation of an idea
	Complex or intricate presentation of an idea	Evidence of support of research for the idea	Resourceful and/or clever use of materials	Unusual presentation of an idea	Unusual presentation of an idea	In-depth understanding of a problem or an idea	Work advanced beyond age or grade level	Evidence of high interest and perseverance
	Organized to communicate effectively	Evidence of high interest and perseverance	Work advanced beyond age or grade level	In-depth understanding of a problem or an idea	Complex or intricate presentation of an idea	Evidence of support of research for the idea	Unusual presentation of an idea	Resourceful and/or clever use of materials
	Evidence of support of research for the idea	Work advanced beyond age or grade level	In-depth understanding of a problem or an idea	Organized to communicate effectively	Evidence of high interest and perseverance	Unusual presentation of an idea	Resourceful and/or clever use of materials	Complex or intricate presentation of an idea
	Work advanced beyond age or grade level	Resourceful and/or clever use of materials	Evidence of support of research for the idea	In-depth understanding of a problem or an idea	Unusual presentation of an idea	Organized to communicate effectively	Complex or intricate presentation of an idea	Evidence of support of research for the idea

Composite Portfolio Rating:

Below Average

Average

Above Average

Excellent

Superior

TEXAS STUDENT PORTFOLIO PROFILE DESCRIPTORS

Descriptor	Evidence of Behaviors as Manifested in Student Products
Unusual presentation of an idea	Given a class assignment, students may develop products that are very different from those of other students. Products may appear eccentric, odd, or offbeat but are highly original and successful at either meeting the class assignment or student's objective for developing products. Student may use language in unusual and/or unique ways.
Work advanced beyond age or grade level	For younger children, products include details not normally provided in products of other students of similar age. Older students may address issues not usually of interest to chronological peers. Products from students at all ages may reflect whimsical or sophisticated sense of humor, either in the product itself or in the student's description of it. Products may reflect knowledge of material or technology not previously introduced in class.
Complex or intricate presentation of an idea	Students frequently include elaborate detail in both written and visual products that reflect considerable planning and organization. Often, students will include evidence of sophisticated problem solving skills in development of products. This descriptor frequently is evidenced in conjunction with "Unusual presentation of an idea."
In-depth understanding of a problem or an idea	Students often evidence understanding of the "big idea" of a discipline or topic and apply it in their product. Products often reflect out-of-school interests and students may comment on long-term interest in a topic or an intense interest unusual for students at that age.
Resourceful and/or clever use of materials	Students use household "stuff" or innovative vocabulary in development of products. Products often reflect keen sense of humor, puns, or new and novel ways of using language and/or materials.
Evidence of support of research for the idea	Students use elaborative examples and illustrations to expand upon the main ideas of a product. Research often is done at a level not normally expected at student's age level. This can include the use of techniques such as informal interviews or surveys in younger children or the use of unexpected primary and secondary resources in the products of older students. In some cases, extensive reading, questioning, and/or research has taken place prior to the development of the product.
Organized to communicate effectively	Products are presented in a clear, concise, and sequenced manner. In both creative and expository products, an effective medium is selected to deliver the message and to communicate it to the selected audience. Visual products catch the eye and further enhance the main idea of the topic.
Evidence of high interest and perseverance	Products reflect long-term interest or commitment on the part of the student or may reflect outside-of-classroom study, reading, or concerns. A teacher or parent may indicate that the student worked on the product longer than would be expected for age and grade level.

Gifted and Talented Certification Hours

For your convenience, you may use the chart listed below to tally hours needed to meet the state staff development requirements for teachers who provide services to students identified as Gifted and Talented. However, documentation must be entered into Eduphoria to facilitate district reporting procedures.

Name: _____

Campus: _____ **Date Record Opened:** _____

INSTRUCTIONS: All verifying documentation will be kept by the staff member for attendance at approved staff development activities for both the 30-hour initial certification as well as for the 6-hour annual update. The complete record should also be documented in Eduphoria. Approval of G/T certification hours will be determined by the campus principal based upon State Plan guidelines. **It is strongly recommended that you keep a copy of your certificates which support the hours summarized below.**

For attendance at training offered outside of LPISD which is not delivered by a state approved provider of G/T credit for staff development hours, **approval must be obtained in advance** if the staff development will be used to meet G/T staff development requirements. Certificates documenting training attended without prior approval must specifically document the state approved provider number as well as the G/T credit hours and the strand for which the credit has been granted.

PHASE ONE: 30-Hour Minimum Certification			
Topics 1. Nature and Needs 2. Assessment 3. Differentiating of Curriculum and Instruction <ul style="list-style-type: none"> • AP Institute/Pre AP (18 hrs) • _____ • _____ • _____ Total for Strand: Total Initial G/T Hours	Hours Required in strand 6 6 18	Hours of Credit in strand _____ _____ _____ _____ _____ _____ _____	<div style="text-align: center; font-weight: bold; font-size: 1.2em; margin-bottom: 10px;">GIFTED AND TALENTED CERTIFICATION</div> <p>This LPISD staff member has satisfied the 30-hour requirement and may conduct the instruction of identified G/T students.</p> <div style="text-align: center; margin-top: 20px;"> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> _____ Principal </div> <div style="text-align: center;"> _____ Campus </div> </div> <div style="text-align: center; margin-top: 10px;"> _____ Date </div> </div>

PHASE TWO: 6-Hour Annual Update			
(If Nature and Needs and/or Assessment Hours were not completed as part of PHASE ONE under previous guidelines, these should become the focus for the Annual Update requirement.)			
School Year	Topic(s)	Number of Hours	Approval: Campus Principal
_____	_____	_____	_____

Guideline for Awarding Credit for Gifted and Talented Staff Development Hours

Training that is eligible for approval for Gifted/Talented staff development credit must satisfy the following criteria.

- Topics must be **related to gifted students** specifically, **not to all students**
- Content provides gifted students with more **complex, in-depth learning**
- Methods or procedures introduced are **authentic** (reflect real-world experiences)
- **Research** supports any models or theories introduced
- Training **must address one or more of the areas** listed below:
 - Nature and Needs of Gifted Students; including Social and Emotional Needs
 - Identification and Assessment
 - Differentiated Curriculum/Program Design; including Creativity and Instructional Strategies

**National Association for Gifted Children (NAGC) and Council for Exceptional Children (CEC)
(Standards adopted in 2006 and may be used as a model for professional development.)**

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 language 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.

GIFTED AND TALENTED TEACHER SURVEY FOR ALL G/T TEACHERS

Please check the answer that best represents your opinion to the following questions.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1. The Gifted/Talented services provided for students in my classroom have had a very positive influence on their attitude toward school.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. I understand the characteristics and needs of gifted children.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. I adjust assignments in order to meet student learning needs.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. Many opportunities are provided within my G/T, Pre AP or AP classroom for students to work with other students who have similar interests and abilities.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. The services provided through my G/T, Pre AP or AP classes offer learning opportunities that are challenging to students.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. They are many opportunities for students to pursue their passions and develop new topics of his/her personal interest through independent learning within my classroom.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
7. The grades in my G/T, Pre AP and AP classroom reflect what students know and are able to do.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
8. The amount of work G/T students complete in the G/T, Pre AP or AP classroom is appropriate for their learning level.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
9. Assignments provided for my G/T students are based on each student's learning needs that are different from what the other students are learning.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
10. The G/T services students receive in my classroom have been effective in improving their academic achievement.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
11. I communicate and collaborate with parents about their child's learning needs.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
12. The services G/T students receive in my classroom have been overall very beneficial.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

13. In what areas is the G/T classroom doing well?

14. What areas should be improved to provide high quality services?

**GIFTED AND TALENTED PARENT SURVEY FOR
ELEMENTARY SCHOOL STUDENTS GRADES K-5**

Please check the answer that best represents your opinion to the following questions.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1. The Gifted/Talented services my child receives in the classroom have had a very positive influence on my child's attitude.	0 5	0 4	0 3	0 2	0 1
2. My child's classroom teacher understands the characteristics and needs of gifted children.	0 5	0 4	0 3	0 2	0 1
3. My child's teacher adjusts the assignments in order to meet his/her learning needs.	0 5	0 4	0 3	0 2	0 1
4. The G/T services my child receives in the classroom provide many opportunities for my child to work with other children who have similar interests and abilities.	0 5	0 4	0 3	0 2	0 1
5. The G/T classroom teacher provides learning opportunities that are challenging to my child.	0 5	0 4	0 3	0 2	0 1
6. My child receives many opportunities to pursue passions and develop new topics of his/her personal interest through independent learning.	0 5	0 4	0 3	0 2	0 1
7. My child's grades reflect his/her true potential.	0 5	0 4	0 3	0 2	0 1
8. The amount of work my child completes in the G/T classroom is appropriate for his/her learning level.	0 5	0 4	0 3	0 2	0 1
9. My child's teacher provides assignments based on his/her learning needs that are different from what other students are learning.	0 5	0 4	0 3	0 2	0 1
10. The G/T classroom teacher effectively provides services that have helped improve his/her academic achievement.	0 5	0 4	0 3	0 2	0 1
11. My child's teacher communicates and collaborates with me about my child's learning needs.	0 5	0 4	0 3	0 2	0 1
12. The G/T classroom has been overall very beneficial to my child.	0 5	0 4	0 3	0 2	0 1

13. What aspects do you like about the Gifted/Talented services your child receives?

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14. What should be done to improve these services?

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**GIFTED AND TALENTED PARENT SURVEY FOR
MIDDLE SCHOOL STUDENTS GRADES 6-8**

Please check the answer that best represents your
opinion to the following questions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1. The Gifted/Talented services my child receives in the Pre AP or AP classroom have had a very positive influence on my child's attitude toward school.	0 5	0 4	0 3	0 2	0 1
2. My child's Pre AP or AP teacher understands the characteristics and needs of gifted children.	0 5	0 4	0 3	0 2	0 1
3. My child's Pre AP or AP teacher adjusts assignments in order to meet his/her learning needs.	0 5	0 4	0 3	0 2	0 1
4. Pre AP or AP classes provide my child with learning opportunities to work with other children who have similar interests and abilities.	0 5	0 4	0 3	0 2	0 1
5. The Pre AP or AP classes provide my G/T child learning opportunities that are challenging.	0 5	0 4	0 3	0 2	0 1
6. My child receives many opportunities to pursue his/her passions and develop new topics of his/her personal interest through independent learning.	0 5	0 4	0 3	0 2	0 1
7. My child's grades reflect his/her true potential.	0 5	0 4	0 3	0 2	0 1
8. The amount of work my child completes in the Pre AP or AP classroom is appropriate for their learning level.	0 5	0 4	0 3	0 2	0 1
9. The Pre AP or AP teacher provides assignments based on my child's learning needs that are different from what the other students are learning.	0 5	0 4	0 3	0 2	0 1
10. The services my child receives in the Pre AP or AP classroom have been effective in improving my child's academic achievement.	0 5	0 4	0 3	0 2	0 1
11. My child's teacher communicates and collaborates with me about my child's learning needs.	0 5	0 4	0 3	0 2	0 1
12. The services my G/T child receives in Pre AP or AP classes have been overall very beneficial.	0 5	0 4	0 3	0 2	0 1

13. What aspects do you like about the Gifted/Talented services in Pre AP or AP classrooms?

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14. What should be done to improve these services?

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**GIFTED AND TALENTED PARENT SURVEY FOR
HIGH SCHOOL STUDENTS GRADES 9-12**

Please check the answer that best represents your opinion to the following questions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1. The Gifted/Talented services my child receives in the Pre AP or AP classroom have had a very positive influence on my child's attitude toward school.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. My child's Pre AP or AP teacher understands the characteristics and needs of gifted children.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. My child's Pre AP or AP teacher adjusts assignments in order to meet his/her learning needs.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. Pre AP or AP classes provide my child with learning opportunities to work with other children who have similar interests and abilities.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. The Pre AP or AP classes provide my G/T child learning opportunities that are challenging.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. My child receives many opportunities to pursue his/her passions and develop new topics of his/her personal interest through independent learning.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
7. My child's grades reflect his/her true potential.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
8. The amount of work my child completes in the Pre AP or AP classroom is appropriate for their learning level.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
9. The Pre AP or AP teacher provides assignments based on my child's learning needs that are different from what the other students are learning.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
10. The services my child receives in the Pre AP or AP classroom have been effective in improving my child's academic achievement.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
11. My child's teacher communicates and collaborates with me about my child's learning needs.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
12. The services my G/T child receives in Pre AP or AP classes have been overall very beneficial.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

13. What aspects do you like about the Gifted/Talented services in Pre AP or AP classrooms?

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14. What should be done to improve these services?

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GIFTED AND TALENTED STUDENT SURVEY FOR ELEMENTARY GRADES 3-5

Please check the answer that best represents your opinion to the following questions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1. The G/T services that I receive in my classroom make me feel good about school.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. My teacher understands my learning needs.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. My teacher changes my assignments so I can learn better.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. I have many opportunities in my G/T classroom to work with other students who are interested in the same things I am.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. I am challenged in my G/T classroom.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. I have many opportunities to study about the things I really like through independent learning.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
7. My grades in my G/T classroom represent what I know and can do.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
8. My teacher assigns the right amount of work in the G/T classroom.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
9. Sometimes the teacher assigns me or my classmates work that is different than what the other students are doing in the class.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
10. I am successful in the G/T classroom.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
11. My teacher talks to me or my parents about my learning in the G/T classroom.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
12. I really enjoy being in the G/T classroom.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

13. What do you think the G/T program is doing right for the students?

14. What are some things we might want to improve about the G/T program that would make students more successful?

**GIFTED AND TALENTED STUDENT SURVEY FOR MIDDLE SCHOOL
GRADES 6-8**

Please check the answer that best represents your opinion to the following questions.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1. The Gifted/Talented services provided for me through my Pre AP or AP classes have had a very positive influence on my attitude toward school.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. My Pre AP or AP teacher(s) understand the characteristics and needs of gifted children.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. Assignments in Pre AP or AP classrooms are adjusted in order to meet student learning needs.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. Many opportunities are provided within my Pre AP or AP classrooms for me to work with other students who have similar interests and abilities.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. Pre AP and AP classes provide learning opportunities that are challenging to students.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. Many opportunities are provided in the Pre AP or AP classrooms for students to pursue their passions and develop new topics of his/her personal interest through independent learning.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
7. My grades in the Pre AP or AP classroom reflect what I know and can do.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
8. The amount of work I complete in the Pre AP or AP classroom is appropriate for my learning level.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
9. Assignments provided in the Pre AP or AP classroom are based on student learning needs that might be different from what the other students are learning.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
10. The G/T services I receive in my Pre AP and AP classes have been effective in improving my academic achievement.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
11. My teacher(s) communicates and collaborates with me or my parents about my learning needs.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
12. The G/T services I receive in Pre AP and AP classes have been overall beneficial.	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

13. What do you think Pre AP or AP classes are doing right for students?

14. What are some things we might want to improve or do differently for G/T students that would make them more successful?

GIFTED AND TALENTED STUDENT SURVEY FOR HIGH SCHOOL GRADES 9-12

Please check the answer that best represents your opinion to the following questions.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1. The Gifted/Talented services provided for me through my Pre AP or AP classes have had a very positive influence on my attitude toward school.	0 5	0 4	0 3	0 2	0 1
2. My Pre AP or AP teacher(s) understand the characteristics and needs of gifted children.	0 5	0 4	0 3	0 2	0 1
3. Assignments in Pre AP or AP classrooms are adjusted in order to meet student learning needs.	0 5	0 4	0 3	0 2	0 1
4. Many opportunities are provided within my Pre AP or AP classrooms for me to work with other students who have similar interests and abilities.	0 5	0 4	0 3	0 2	0 1
5. Pre AP and AP classes provide learning opportunities that are challenging to students.	0 5	0 4	0 3	0 2	0 1
6. Many opportunities are provided in the Pre AP or AP classrooms for students to pursue their passions and develop new topics of his/her personal interest through independent learning.	0 5	0 4	0 3	0 2	0 1
7. My grades in the Pre AP or AP classroom reflect what I know and can do.	0 5	0 4	0 3	0 2	0 1
8. The amount of work I complete in the Pre AP or AP classroom is appropriate for my learning level.	0 5	0 4	0 3	0 2	0 1
9. Assignments provided in the Pre AP or AP classroom are based on student learning needs that might be different from what the other students are learning.	0 5	0 4	0 3	0 2	0 1
10. The G/T services I receive in my Pre AP and AP classes have been effective in improving my academic achievement.	0 5	0 4	0 3	0 2	0 1
11. My teacher(s) communicates and collaborates with me or my parents about my learning needs.	0 5	0 4	0 3	0 2	0 1
12. The G/T services I receive in Pre AP and AP classes have been overall beneficial.	0 5	0 4	0 3	0 2	0 1

13. What do you think Pre AP or AP classes are doing right for students?

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14. What are some things we might want to improve or do differently for G/T students that would make them more successful?

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Twelve Traits of Giftedness: A Non-Biased Profile

(Adapted from material from the National Research Center on the Gifted and Talented and Mary Ruth Coleman, Ph.D., University of North Carolina, by the Colorado Department of Education)

Trait, Aptitude, or Behavior	General Description	How It May Look
Motivation Evidence of desire to learn.	Internal drive or encouragement that initiates, directs, or sustains individual or group behavior in order to satisfy a need or attain a goal.	Demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced); evident in school or non-school activities. Enthusiastic learner; has aspirations to be somebody, to do something.
Interests Intense, sometimes unusual, interests.	Activities, avocations, objects, etc. that have special worth or significance and are given special attention.	Unusual or advanced interests, topic, or activity; self-starter; pursues an activity unceasingly beyond the group.
Communication Skills Highly expressive with words, numbers, or symbols.	Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, and numbers).	Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically); uses particularly apt examples, illustrations, or elaborations.
Problem-Solving Ability Effective, often inventive, strategies for recognizing and solving problems.	Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a performance task.	Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; creates new designs; inventor.
Memory Large storehouse of information on school or non-school topics.	Exceptional ability to retain and retrieve information.	Already knows; needs only 1-2 repetitions for mastery; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.
Inquiry/Curiosity Questions, experiments, explores.	Method or process of seeking knowledge, understanding or information.	Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.

Trait, Aptitude, or Behavior	General Description	How It May Look
Insight Quickly grasps new concepts; sees connections; senses deeper meanings.	Sudden discovery of correct solution following attempts based primarily on trial and error; putting disparate elements together in unexpected ways.	Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships; integration of ideas and disciplines.
Reasoning Logical approaches to figuring out solutions.	Highly conscious, directed, controlled, active, intentional forward-looking, and goal-oriented thought.	Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer.
Imagination/Creativity Produces many ideas; highly original.	Process of forming mental images of objects; qualities, situations, or relationships which aren't immediately apparent to the senses; problem solving through nontraditional patterns of thinking.	Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious.
Humor Conveys and picks up on humor well.	Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words or gestures.	Keen sense of humor that may be gentle or hostile; large accumulation of information about emotions; capacity for seeing unusual; uncommon emotional depth; openness to experiences; sensory awareness.
Intensity (“Overexcitabilities”) Strength of reactions, responses, behaviors. (The term “Overexcitabilities” comes from Polish psychologist Dabrowski.)	Very strong, even extreme, responses to stimuli in five areas: emotional, intellectual, sensory, psychomotor, and imagination.	Intense desire for experiences in the area(s) of Overexcitabilities; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or gesturing; intense fantasy life; may need creative outlets for intensity.
Sensitivity Strong reactions to emotional stimuli.	Events and situations in the affective and social domains elicit a stronger response than usual.	Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being “different” socially; existential worrying; often overly self-critical.

The Varied Faces of Gifted and Talented Students

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Use of Language			
<p>Is highly verbal and uses advanced vocabulary</p> <p>Exhibits richness of expression, elaboration, and fluency</p> <p>Uses complex sentences effectively</p> <p>Naturally uses metaphors and analogies to express relationships</p>	<p>May have limited verbal skill and uses vocabulary limited to informal language</p> <p>Exhibits richness of expression when entertaining or telling a story</p> <p>Uses advanced nonverbal expression</p> <p>May lack cause and effect relationships in sentence structure</p> <p>Uses figurative language in comparisons to people and entertainers</p> <p>May try to shock teacher or peers to get attention</p>	<p>Displays limited thoughts in English but may be rich in native language</p> <p>Expresses language nonverbally due to limitations in native language and English</p> <p>May use inventive vocabulary combining both languages</p> <p>Develops new language quickly when given the opportunity</p> <p>Gains language proficiency through a cycle of silence in order to avoid errors in speech</p>	<p>Is highly verbal with advanced vocabulary, but may experience great difficulty in written language</p> <p>Demonstrates strong listening comprehension and recall</p> <p>May use language in inappropriate ways and at inappropriate times</p> <p>Creatively finds alternative ways of communicating</p> <p>Easily learns compensatory language systems, such as Braille, sign language</p>

Table 6. The Varied Faces of Gifted/Talented Students, Source: Equity in Gifted Education Task Force Members.

Excerpted from *Equity in Gifted Education: A State Initiative*

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
<p style="text-align: center;">----- Learning: Critical Thinking -----</p>			
<p>Solves problems in creative ways</p> <p>Makes connections and synthesizes information easily</p> <p>Is inventive</p> <p>Has ability to manipulate semantic, symbolic, and/or figural systems</p> <p>Comprehends complex ideas and thoughts</p> <p>Makes deliberate, reasoned decisions</p> <p>Learns advanced and more complex content; demonstrates abstract thinking abilities</p> <p>Sees patterns in procedures, experiences, ideas, and/or objects</p> <p>Has keen powers of observation</p>	<p>Excels in figural brainstorming and solving “real-world” problems</p> <p>Expresses himself/herself in figures and images instead of words</p> <p>Manipulates symbolic and/or figural systems; has more difficulty with semantic systems</p> <p>Demonstrates rapid, reactive decision-making</p> <p>Sees patterns in human behaviors and relationships, but not necessarily in ideas</p> <p>Is concrete, emotional, and sensory</p> <p>Demonstrates strong observation skills which are often used in non-school related situations</p>	<p>Demonstrates strong critical thinking in primary language</p> <p>Performs well on non-verbal measures</p> <p>May display high levels of visual memory or auditory memory skills</p> <p>May reflect complex thoughts through art</p>	<p>Excels in solving “real-world” problems</p> <p>Possesses high levels of problem-finding, problem-solving, and reasoning skills</p> <p>Uses outstanding critical thinking and decision-making skills to independently develop compensatory skills</p> <p>Finds non-traditional ways to get information and to demonstrate learning and understanding</p> <p>May appear to think slowly because of auditory or visual processing problems</p> <p>Demonstrates superior abilities in forming concepts and manipulating abstract ideas</p>

Table 6 (cont’d). The Varied Faces of Gifted/Talented Students, Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
<p style="text-align: center;">----- Learning: Logic -----</p>			
<p>Demonstrates skills in linear logic</p> <p>Identifies complex cause and effect relationships</p> <p>Sees logical and common sense answers</p>	<p>Uses circular logic</p> <p>Most often examines complicated material in terms of relationships and people</p> <p>Demonstrates breakdowns in cause-and-effect relationships; has difficulty predicting consequences</p> <p>Demonstrates associative thinking based on relationships</p>	<p>Examines complicated material most often in terms of home and family</p> <p>Uses logic when defending ideas, family, and traditions, or when adjusting to a new culture</p>	<p>Demonstrates good mathematical reasoning ability, but a poor memory for math facts</p> <p>Gives logical explanations for inappropriate behavior</p> <p>Comprehends complex relations and systems</p> <p>Has difficulty with sequential tasks</p>

Table 6 (cont'd). The Varied Faces of Gifted/Talented Students, Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
<hr/> Learning: Curiosity and Questioning Attitude <hr/>			
<p>Is inquisitive</p> <p>Doesn't accept information at first glance</p> <p>Asks penetrating questions</p> <p>Shows curiosity and inner drive for thorough, independent understanding</p>	<p>Is often obnoxious with questions</p> <p>Likes to stump people</p> <p>May enjoy questions that "shock" people</p> <p>Questions authority</p> <p>Asks questions that focus on relationships</p> <p>Questions issues related to fairness</p> <p>Is unwilling to follow rules</p> <p>May demonstrate self-destructive behaviors because of curiosity</p>	<p>Is curious and can learn to be independent, but still values relationships</p> <p>Asks questions to learn and reinforce relationships and fairness</p> <p>May be culturally conditioned NOT to question</p>	<p>Has a strong questioning attitude</p> <p>May appear disrespectful when questioning information and facts presented by the teacher</p> <p>Enjoys active inquiry, experimentation, and discussion</p>

Table 6 (cont'd). The Varied Faces of Gifted/Talented Students, Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
<hr/> Learning: Rate of Acquisition <hr/>			
<p>Demonstrates an ability to learn faster and with less repetition than is typical for the age group</p> <p>Demonstrates extensive memory</p> <p>Has a large storehouse of information</p> <p>Is often interested in information related to school topics</p>	<p>Learns quickly when shown how to do things that the student considers meaningful</p> <p>May require more hands-on experiences</p> <p>Has an extensive memory about people and conversations</p> <p>Displays limited information related to school topics</p> <p>Has a large storehouse of information related to “street smart” topics</p>	<p>Learns at a faster pace if given the opportunity to learn through comprehensible input (i.e., native language instruction or sheltered English instruction)</p> <p>May require more repetition</p> <p>Transfers learning to the new language easily</p>	<p>Has a wide range of interests but has difficulty pursuing them due to learning and organizational problems</p> <p>Often has a focused, well developed area of interest, but not related to school subjects or topics</p> <p>Needs to learn compensatory strategies to overcome barriers to learning</p> <p>Needs appropriate accommodations, modifications, and/or assistive technology to prevent academic underachievement</p>

Table 6 (cont'd). The Varied Faces of Gifted/Talented Students, Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
<p style="text-align: center;">----- Learning: Perspective -----</p>			
Displays an ability to understand and incorporate different points of view through oral language, writing, manipulatives, and/or art	Incorporates unexpected or unusual points of view through oral language, manipulatives, and/or art; less likely to identify points of view in writing	Takes a group perspective Does not draw attention to self or to self-view	Blames others for their problems Believes that successes are only due to “luck” Visualizes and manipulates images in the mind; may be able to develop a visual analog of things; can experience thought as reality

Table 6 (cont’d). The Varied Faces of Gifted/Talented Students, Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Learning: Preferences			
Thinks holistically; sees the big picture Makes abstract and sometimes random connections	Benefits from discovery learning Thinks conceptually Benefits from use of manipulatives Makes concrete, sensory, and/or emotional connections	Benefits from kinesthetic learning experiences Thinks visually Does not respond to aural input	Demonstrates exceptional abilities in geometry, science, arts, and music Performs better with more challenging or complex work; dislikes rote, fact, and skill level learning Loves construction, using computer simulations; demonstrates strength in mechanical and spatial skills; is drawn to inventions Demonstrates love of and great skill at drawing, but may have poor handwriting

Table 6 (cont'd). The Varied Faces of Gifted/Talented Students, Source: Equity in Gifted Education Task Force Members.

Excerpted from *Equity in Gifted Education: A State Initiative*

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
Motivation: Sensitivity and Maturity			
<p>Is concerned with right and wrong, good and bad</p> <p>Evaluates and passes judgment on events, people, and things</p> <p>Needs to see purpose in activities and rules</p> <p>Prefers older or adult company because of intellectual needs</p> <p>May not be accepted by same age peers and may feel isolated</p>	<p>Passes judgment on an unfair system and people representing that system</p> <p>Identifies with the anti-hero</p> <p>Uses situational ethics; right and wrong depends on the situation</p> <p>Has a more pronounced need to see purpose for following rules</p> <p>Withholds trust until sincerity is proven</p> <p>Is more willing to accept new information once trust is established</p> <p>Often matures earlier than age peers since accepts responsibilities for others</p> <p>Is sensitive to the feelings of those they like</p> <p>May be isolated from peers by economic differences as well as giftedness</p>	<p>Places high importance on the needs of the peer group and/or family</p> <p>Willing to defend the needs of the group</p> <p>Needs to hide academic achievement if it is not valued by the peer group</p> <p>Seeks sincerity, honesty</p> <p>May be particularly sensitive to racial and/or cultural issues</p> <p>May be perceived as a loner due to cultural, racial, or linguistic isolation combined with isolation due to giftedness and socioeconomic status</p>	<p>Disguises low self-esteem through immature behaviors such as anger, crying, disruptive behaviors, or withdrawal</p> <p>Has advanced ideas and opinions and is uninhibited in expressing them</p> <p>Is highly intuitive and insightful; may think and perceive multi-dimensionally (using all senses)</p>

Table 6 (cont'd). The Varied Faces of Gifted/Talented Students, Source: Equity in Gifted Education Task Force Members.

Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
<div>Motivation: Interest and Persistence</div>			
<p>Has a wide range of interests</p> <p>Has very focused interests</p> <p>Is passionate about certain topics to the exclusion of others</p> <p>Has a wide range of interests that are often unrelated to school topics/subjects</p> <p>Is unaware of many topics that may potentially be of interest</p> <p>Demonstrates persistent, intense concentration</p> <p>Has a long attention span in areas of interests</p> <p>Is often persistent in self-selected tasks</p>	<p>Is interested in things and ideas that are relevant to their lives and personal relationships</p> <p>Lacks exposure to many topics of potential interest</p> <p>Persists in areas of interest usually unrelated to school</p> <p>Is less aware of timelines and deadlines</p> <p>Has difficulty staying focused due to random thoughts and ideas</p> <p>Is impulsive</p>	<p>Is interested in things and ideas that are relevant to home and family</p> <p>Is willing to complete tasks and maintain interest to make connections and build relationships</p>	<p>Has a wide range of interests that are not related to school topics and learning</p> <p>Lacks motivation, interest, and patience for learning in areas that do not interest the student</p> <p>Demonstrates persistence and concentration in areas of strengths and interests</p> <p>Has very focused interests or a passion about a certain topic to the exclusion of all others-often not related to school topics</p>

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Traditional Perception of Gifted/Talented Student	Gifted Student from Poverty	English Language Learner Who is Also a Gifted/Talent Student from Poverty (LEP, ESL, bilingual, immigrant)	Special Education and/or 504 Student Who is Also a Gifted/Talented Student from Poverty (Emotionally disturbed, learning differences, physical challenges, ADD, ADHD, autistic)
<hr/> Motivation: Perfectionism <hr/>			
Does not want to move on to other tasks when present task is not finished Has intrinsic motivation Is assertive and stubborn in beliefs and actions	Has low self-image about academic performance Has higher self-image out of school Lacks self-control Is aggressive in beliefs and actions	May express low self-image if language or culture is not validated Gains language proficiency through a cycle of silence in order to avoid errors in speech	Lacks self-efficacy for areas of ability May be overly sensitive to the “dis”ability Is highly sensitive to criticism May appear to be stubborn and inflexible

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<div>Motivation: Independence</div>			
<p>Develops high standards and expectations of self</p> <p>Is a self-starter who needs little supervision</p> <p>Demonstrates self-control</p> <p>Often prefers to work independently</p>	<p>Prefers to work socially</p> <p>May be manipulative with others</p> <p>Assumes more responsibility due to increased responsibilities at home</p>	<p>Has difficulty in working independently-needs support group</p>	<p>Requires frequent teacher support and feedback in deficit areas</p> <p>Is highly independent in other areas</p> <p>Has unreasonable self-expectations that may lead to frustration</p>

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<hr/> Motivation: Conflict Resolution and Leadership <hr/>			
Negotiates verbally Is persuasive, argumentative Assumes leadership roles naturally	Lacks negotiation language for school-related problems, particularly rule infractions; escalates conflict situations Is able to resolve conflict related to relationships and real-world situations Assumes leadership roles if feels valued and accepted as situations arise May be a leader outside of school or among non-traditional students in school	Places high value on self-protection; is unwilling to lie to protect family/peers; avoids conflict unless joins gang Assumes leadership roles according to family needs May be a leader in the community and church, but not in school	Sets up situations to his/her own advantage, often as a coping method Acts to redress perceived injustices inflicted on themselves and others, having suffered extensively themselves Can be very sensitive and insightful to the concerns of others May be a leader among non-traditional students May demonstrate strong “streetwise” behavior

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<hr/> Motivation: Goal Setting <hr/>			
<p>Is goal oriented</p> <p>Is tasks committed</p> <p>Has a future orientation with choices</p>	<p>Is people oriented as opposed to tasks oriented</p> <p>Is reluctant to set future goals</p> <p>Focuses on the present</p> <p>Lacks vision about future possibilities</p> <p>Believes that he/she has no control over destiny</p> <p>Has no choices; fate and luck prevail</p> <p>Lacks planning skills</p>	<p>Focuses on short-term goals, e.g., language acquisition</p> <p>Focuses on long-term goals related to family needs</p>	<p>Does not recognize own strengths and potential because of low self-esteem</p> <p>May doggedly pursue areas of interest, usually outside of school</p> <p>Finds own route through compensation mechanisms if he/she knows the goal</p>

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Creativity Divergent Thinker			
Demonstrates fluency-the ability to generate many ideas Demonstrates flexibility-the ability to generate different kinds of ideas Demonstrates originality-the ability to generate different kinds of ideas Demonstrates elaboration-the ability to add details to ideas Incorporates unexpected points of view Is nonconforming Accepts disorder Is not interested in minute details Does not fear being different	May be unaware of hidden rules and therefore may generate inappropriate or bizarre responses Incorporates unexpected points of view through oral language, manipulatives, and art May appear to daydream when generating ideas May include a dark side to creative responses, depicting violence or negative emotions Is skilled at personification, mimicry, and imitation Makes up stories to get attention	Willingly shares unexpected experiences from home or life, either orally or through art Generates new ideas and will mimic, given the opportunity Demonstrates a tendency to the arts (singing and dancing)	Is extremely divergent in thought; may appear to daydream when generating ideas Frequently generates original and, at times, rather “bizarre” ideas Has limited exposure to learning opportunities and life experiences that may inhibit the expression of unique abilities Has an unusual imagination Solves problems with careful planning and ingenuity Demonstrates strengths and talents in creative production areas (such as photojournalism, drama, technology, design), rather than academics

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<hr/> Creativity: Sense of Humor <hr/>			
<p>Displays a keen sense of humor</p> <p>Uses puns, jokes, and riddles</p> <p>Understands subtle humor and nuances of language</p>	<p>Imitates people and events, as a reflection of sense of humor</p> <p>Tells stories in colorful ways</p> <p>Mimics accurately</p> <p>Creates original jokes</p> <p>Is often seen as a class clown</p> <p>Uses humor to deal with stressful situations and avoid conflict</p>	<p>Displays humor through the unique use of language and responsiveness</p>	<p>Uses humor to divert attention from school failure</p> <p>May use humor to make fun of peers or to avoid trouble</p> <p>Is highly creative, fun-loving, and witty</p> <p>Dreams up clever jokes and stories</p> <p>Grasps metaphors, analogies, and satire</p>

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<hr/> Creativity: Risk Taking <hr/>			
Takes calculated risks Engages in adventurous, speculative thinking Challenges authority	Takes risks without thinking about the consequences Challenges system fairness	Bases degree of risk taking on the familiarity of the situation and on different cultural experiences; needs to feel secure	Enjoys kinesthetic exploration of the environment, sometimes without regard to consequences Is often unwilling to take risks with regard to academics

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<hr/> Creativity: Conformity and Inhibition <hr/>			
Uses questioning characteristics that lead to non-conformity and lack of inhibition	<p>Conforms based on relationships within the peer group</p> <p>Becomes extremely independent and does not confirm because of circumstances</p> <p>Is not inhibited in expression</p> <p>May question authority if fairness is an issue</p>	<p>Is culturally socialized to conform in groups</p> <p>Wants to be valued by the peer group</p> <p>Usually does not question authority</p>	<p>May be isolated, not fitting in with other G/T students nor with other students with disabilities</p> <p>Sometimes has difficulty relating to peers and being accepted by peers due to poor social skills</p> <p>May be shy or withdrawn in academic settings due to fear of failure or looking “dumb”</p>

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----- Affective: Criticism -----			
Is a perfectionist Does not believe that anything is ever good enough Cannot finish something because it still is not right Has a strong self-image about academic performance	May become frustrated because of skill gaps or lack of language to express thoughts, feelings, and ideas because of perfectionism Expresses frustrations through acting out or withdrawal from teacher expectations May display low self-image about academics Is highly sensitive to criticism	Seeks approval from teacher Is especially sensitive to criticisms from the peer group and family	Is highly sensitive to criticism: may not understand constructive criticism Is highly critical of self and others, including teachers Has very low self-esteem due to focus on the disability-by the student and the system

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