



High Ability Program

Student/Parent Handbook



Revised September 2021



The principal goal of education is to create individuals who are capable of doing new things, *not* simply of repeating what other generations have done—individuals who are creative, inventive and discoverers. —Jean Piaget

Contact Persons

Dr. Sherri L. Mitchell

Assistant Superintendent, Academics & Student Services
High Ability Program Coordinator
School Town of Highland
9145 Kennedy Ave.
Highland, Indiana 46322
219-922-5604

Mrs. Chrissy Davis, Principal

Elementary High Ability Program
Administrator Contact
Warren Elementary School
2901 – 100th Street
Highland, Indiana 46322
219-922-5660

Mrs. Scheryl Corman, Assistant Principal

Middle School High Ability Program
Administrator Contact
Highland Middle School
2941 - 41st Street
Highland, Indiana 46322
219-922-5620

Mr. Anthony Belli, Assistant Principal

High School High Ability Program
Administrator Contact
Highland High School
9135 Erie Street
Highland, Indiana 46322
219-922-5610

Board of School Trustees

Mr. Robert Kuva, President
Mrs. Victor A. Garcia, Vice-President
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Mr. Allencia Ballard, Member

Superintendent

Mr. Brian Smith

What is ‘Gifted’ or ‘High Ability’?

"Giftedness" or "high ability" characteristics present themselves differently in every child, just as every individual is unique and exhibits his or her personality. A high ability child might be a motivated high-achiever, but it is equally possible that the child's abilities might not even be evident at first glance. A high ability student may be one who has strengths in particular academic areas but is average (or struggles) in others. To identify the many different types of giftedness beyond the precocious learner, we need to recognize giftedness across a broad spectrum of children with varying abilities, which may include twice-exceptional students who are high ability learners but are also learning disabled, kids whose skills may be masked by socio-economic factors or gifted underachievers who have fallen into behavioral patterns because they have not been sufficiently stimulated and challenged. While it is difficult to identify precisely what giftedness is, or even to define it in a single statement, there are a handful of perspectives that may be used to gain a better overall understanding of the concept, including:

The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully.

THE JACOB JAVITS GIFTED AND TALENTED STUDENTS EDUCATION ACT

A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

A student with high abilities is one who (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one domain when compared with other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests.

INDIANA CODE

The purpose of this handbook is to define and describe the School Town of Highland's High Ability program, its on-going development and implementation, and to provide general information about high ability students and instructional strategies and program options. Revisions will occur as teachers, students, parents, administrators and other key stakeholders interact and react to the program and the curriculum.

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PHILOSOPHY

The School Town of Highland believes each student should be offered educational experiences which provide opportunities for the development of the student's full potential that results in academic growth. High ability students are those who, by virtue of abilities, talents and potential for accomplishment, are capable of high performance. High ability students are found in every segment of the population.

Recognizing the potential rewards for the individual and society, the School Town of Highland believes the abilities of the high ability student must be cultivated, nurtured and developed. It is our responsibility to ensure that these students have access to curriculum and instruction which may differ from that normally provided by the regular school program.

HIGH ABILITY PROGRAM GOALS

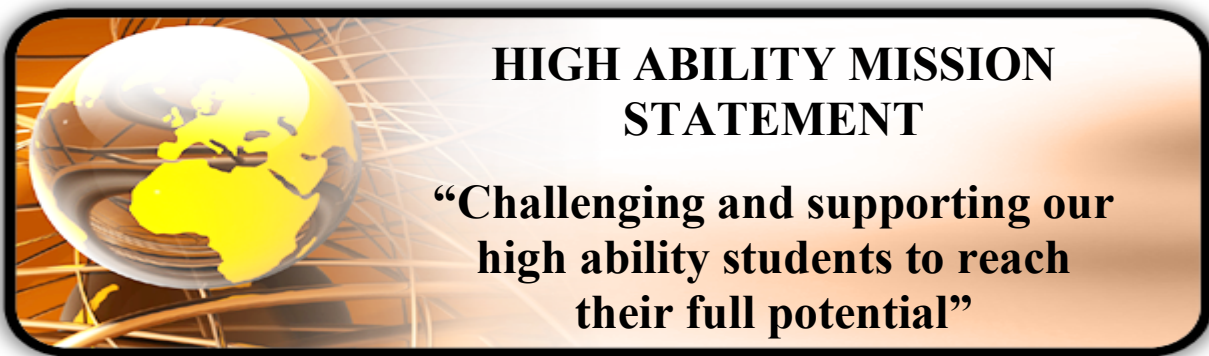


The High Ability Program will:

- ✓ Employ multiple means of identifying high ability students in the district from all ethnic, linguistic, and culturally diverse backgrounds.
- ✓ Provide educational programs, differentiated experiences and curriculum alternatives which develop high level thought processes in core academic subjects that will enable each student to develop his/her abilities to the fullest.
- ✓ Foster the students' social and emotional growth.
- ✓ Support professional development in all areas of high ability.
- ✓ Provide parents with information to support their high ability students.
- ✓ Be developed, evaluated and improved with input from students, staff, parents and other community members.

The School Town of Highland's MISSION STATEMENT

“Educating today’s students for tomorrow’s challenges”



THE BROAD BASED PLANNING COMMITTEE (BBPC)

School corporations are responsible for (1) developing a plan to provide educational experiences to their high ability students grades K – 12, and (2) establishing a broad based planning committee (IC 20-36). The broad based planning committee (BBPC) “must have representatives from diverse groups representing the school and community” (IC 20-36-2-2.1A). Its purpose is to collaborate with the school corporation in reviewing the district’s plan for high ability students and monitoring the continuous development and implementation of the program’s levels of service.

BBPCs might participate in the following types of activities:

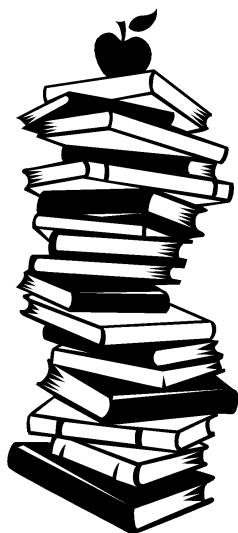
- Review all aspects of the program through needs assessments, surveys and data collection
- Write a philosophy, visionary statement, rationale and goals for the program
- Develop a public relations plan to promote the high ability program
- Act as a program advocate in the community
- Develop a 3 to 5-year strategic plan for program development



The Indiana Department of Education recommends BBPCs include at least one representative from the following categories: educators (e.g., administrators, teachers, school board member, counselor, support staff, curriculum director, media specialist, university personnel); parents; community members; and other stakeholders.

Highland’s BBPC meets two to four times per year. Current members are posted on the District’s webpage under Curriculum & Instruction – High Ability Program.

Parents and community members interested in being on the BBPC should contact the program director at the central office or a building principal. The HCTA appoints and/or approves teachers to the BBPC.



HIGH ABILITY STUDENT IDENTIFICATION PROCESS

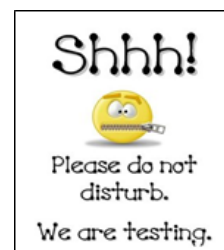
The procedures used to identify high ability students must be “equitable, comprehensive, and on-going,” and--at a minimum--identify students “with high abilities in the intellectual domain and/or the specific academic domains of mathematics or language arts” (Indiana Standards for High Ability Education).

Screening/Identification Process

Achievement screening for grades K-8 students is done annually using MAPS Growth / Primary MAPS Growth and, if needed, ILEARN (grades 3-8). In addition, all students in Kindergarten, 2nd and 5th grades are given the Cognitive Abilities Test (Screener). The top 20% of each grade are then given the full CogAT battery. Scales for Identifying Gifted Students (SIGS) is a qualitative rating scales for teachers and/or parents that can be used as a third identifier, if needed. If non-identified students at other grade levels display high ability tendencies, teachers can recommend additional testing.

A selection team comprised of Broad-Based Planning Committee teacher and administrator members reviews all assessments and identifies students according to the district’s selection criteria, shown in the table below. If the selection team feels there is conflicting evidence regarding student ability and/or potential, they may request additional information and/or discuss the case with the district’s High Ability Program Coordinator. The selection team makes the final eligibility determination.

School Town of Highland’s High Ability Student Selection Criteria	
CogAT	≥ 97 th Percentile SAS
NWEA Maps	≥ 97 th Percentile (Local Norms)
SIGS	≥ 130 Standard Score



NOTE: The criteria and steps used in this process will continue to be modified, based on research and program evaluation, to ensure that all qualified students are identified.

Recommendation Process

If teachers have a student who has not been identified as high ability, but is performing at levels indicative of a high ability student, they will recommend that student for testing.

Notification/Placement Process

Once a student is identified as high ability, he/she will remain in the program – unless student performance and additional testing indicate that the student was misidentified. Prior to the beginning of the new school year, parents of newly identified high ability students will be notified in writing. Eligible students will be placed in the high ability program, unless the school receives a written non-participation request from the parents. Parents of students not identified as eligible for the high ability program can appeal the decision.

The Appeal Process

If parents do not agree with the selection team's decision, or if parents want to review and/or discuss the identification process and assessments used, they can contact the High Ability Program Administrator for their child's grade level (see Page 2, Contacts) and schedule a meeting time. After the meeting, if parents still disagree with the decision, they can write an appeal to the district's High Ability Coordinator. The written appeal should state the reason(s) the parents do not agree with the selection team's decision. Within one week of receiving the appeal, the H/A Coordinator will contact the parents to schedule a meeting time. The student may be asked to attend the meeting.

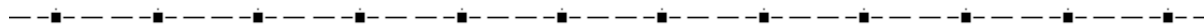
During the meeting, parents will be asked to present any additional evidence, such as portfolio materials or outside testing results (at the parent's expense). The H/A Coordinator will ask questions that will help in decision making and present any relevant data. After the meeting, the H/A Coordinator will review the original data collected and the newly presented evidence and make a decision. Parents will be notified of the decision by mail within 10 schools days of the meeting.

Student Probation / Withdrawal / Exiting

The State of Indiana requires school districts to show a minimum of one year's academic growth for each identified high ability student each school year. If a high ability student is struggling and/or not achieving at his/her expected level of performance, phone calls, parent-teacher conferences and written communications will be used to resolve any issues or concerns of the parents, student or teacher(s).

If the situation persists, then a formal conference will be scheduled. The teacher, principal, parents and student (if agreed to) will attend this conference. The school's counselor may be invited to attend the conference. All issues should be examined and resolution(s) sought. A period of probation will be established.

The probation period will extend for an agreed upon period of time or a minimum of one grading period. At the end of the probation period, the parents, student, teacher(s) and principal will meet to discuss placement status. If either the school or the parent decides to exit or withdraw the student from the program, an Exit Request form (available at your child's school or the central office) should be completed and sent to the district's High Ability Program Coordinator for approval or recommendations for other options. If the school makes the decision to exit the student from the program and the parent does not agree with that decision, the parent may appeal the decision. (See the Appeal Process.)



School Town of Highland Grade K-5 High Ability Service Options

Since July 1, 2007, the Indiana Department of Education has required school districts to provide “educational experiences including appropriately differentiated curriculum and/or differentiated instruction in core academic areas, K-12, to high ability students.

The need for comprehensive and continuous levels of services for students of high ability that are differentiated to meet their academic, social, and emotional needs has been well documented. One specific type of programming cannot meet the needs of the many levels and types of abilities evidenced by high ability students. Different students will need different services at different times.

If students of high ability are to make continuous intellectual growth and ‘adequate yearly progress,’ then they must be provided curriculum that ensures they will learn something new every day. Our district’s goal is to ensure that our K-5 general education curriculum provides new learning experiences and skills for students who have already mastered the standards being presented. The following service options are used to meet our high ability students’ academic, social and emotional needs:

Service Option	Definition
Cluster Grouping	Identified high ability students at a grade level are placed in the same classroom at that grade level and differentiation is used to meet the academic needs of those students.
Ability Grouping	Students are grouped by ability and readiness level. Groups can be formed to meet varied instructional purposes. Groups can change over time based on the content and standards/skills being addressed.
Cross-Grade Grouping/ Subject Skipping*	Students are placed in a particular subject so that they are with other students who are ready for instruction at that same grade level, regardless of their current grade in school.
Grade Skipping*	Students progress through grade level instruction skipping one or more grades.

*If an identified student is performing consistently above grade level, differentiation and other strategies do not appear to be meeting the student’s academic needs, and the teacher and High Ability Coordinator feel this is appropriate placement, it may be considered.

School Town of Highland Grades 6-8 High Ability Service Options

High Ability students in grades 6, 7, and 8 are serviced by the scheduling of special advanced classes in the domains of language arts and math. The academic needs of these students are also met through a variety of research-based instructional strategies, which are defined below.

Service Option	Definition
Ability Grouping	Students are given a pre-assessment and grouped according to the results. Those students who demonstrate a solid grasp of the assessed concepts are then offered more challenging instruction.
Cluster Grouping	Identified high ability students at a grade level are placed on the same team at that grade level and differentiation is used to meet the academic needs of those students.
Compacted Curriculum	Depth and pace of instruction may be adjusted for students who are identified as high ability.
High School Courses for High School Credit	8 th grade students who take high school courses earn credits toward their graduation requirements upon successful completion of the course.
Honors Courses: Honors Reading (6 th) Honors Language Arts (6 th , 7 th , 8 th) Honors Pre-Algebra, Honors Algebra & Honors Science (8 th)	Identified high ability students are placed in the honors class, where a more rigorous curriculum is implemented. Differentiation and curriculum compacting is used to meet their needs.
Independent Study	Students who demonstrate content mastery with an 80% or above on a pre-test may be offered the opportunity to explore a related topic of their choice. Topics may be chosen based on student interest.
Pre-AP (Advanced Placement)	Emphasis on Pre-AP strategies in language arts, math, and science classes to build rigorous curriculum; promote access to AP for all students; introduce skills, concepts, and assessment methods to prepare students for success when they take AP; and strengthen curriculum and increase academic challenge for all students.

School Town of Highland Grades 9-12 High Ability Service Options

Honors Curriculum

The Honors Curriculum at Highland High School is designed to provide college-bound students opportunities to take courses that are commensurate with college-level instruction. Honors class students will pursue an advanced level of study involving challenging subject matter and higher-level thinking skills. Such skills are characterized by an emphasis on analysis, synthesis, and evaluation of ideas, content, and/or student outcomes. The curriculum stresses activities involving inquiry, research, and discovery as well as the creation of new products of knowledge. The intensified learning atmosphere will enable students to advance beyond the literal, factual level of acquired knowledge and will encourage independent thinking. In addition, The Honors Curriculum will enhance students' self-evaluation skills in order for him or her to maximize his or her potential.

The Honors Curriculum is intended for exceptionally capable students in a particular academic discipline. A student not meeting the prescribed eligibility guidelines of an Honors course will likely not succeed at the level he or she desires.

The Honors Curriculum at Highland High School consists of the following courses:

Honors Algebra II	Honors Pre-Calculus	Pre-AP English 10
Honors Geometry	Pre-AP English 9	Pre-AP World History

Advanced Placement Curriculum

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. The program provides motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school by taking a national AP exam in the spring. Colleges and universities determine what scores are needed in order to receive college credit at their institution. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

Presently, Highland High School offers the following Advanced Placement Courses:

AP 2-D Art & Design	AP English Language & Composition
AP Biology	AP English Literature & Composition
AP Calculus AB	AP U.S. Government & Politics
AP Calculus BC	AP European History
AP Chemistry	AP U.S. History
AP Drawing	AP Physics I
AP Economics (Micro & Macro)	AP Physics II
AP Music Theory	AP Statistics

Dual Credit Enrollment (Rule 10)

High school juniors and seniors may enroll in classes at post-secondary institutions on either a full-time or a part-time basis in an attempt to receive both high school and college credits. Colleges and trade schools that grant a degree qualify, and they may establish their own admission policies. The principal must approve all courses for which dual credit is sought. Students interested in obtaining dual credit should contact his or her high school counselor. Highland High School has established the following guidelines for dual credit enrollment:

- Students are encouraged to enroll in late afternoon, evening, or weekend classes.
- Students must be enrolled in a minimum of five (5) credit classes each semester. This may be a combination of high school and college classes.
- Students who are not successful in a college class may not be able to transfer back into a class at the high school except at the beginning of a semester.
- Grades earned in college classes will be included when computing GPA.
- All costs at the college level, including tuition, textbooks, and transportation, are the responsibility of the parents and not Highland High School.

Highland High School/College and University Agreements

Ivy Tech Community College: Students may earn dual credit in the Highland High School courses that follow by taking a Compass assessment, completing an enrollment application, and earning a passing grade. Concurrent credit is free to the student and is awarded immediately upon completion of the course.

Business Management (BUSN 105)
Civil Engineering & Architecture (CEA) (DESN 105)
Digital Electronics (DE) (EECT 112)
Introduction to Engineering & Design (IED) (DESN 101)
Principles of Engineering (POE) (DESN 104)

Purdue Northwest: Students may earn dual credit in the Highland High School courses that follow by meeting a minimum GPA requirement, completing an enrollment application, and earning a passing grade. Purdue Northwest charges a fee based on course(s) selected. Please see your counselor for this information.

Advanced Science College Credit (CHEM 115 & 116)
AP English Language (ENGL 101)
AP Statistics (STAT 301)
AP U.S. History (HIST 151 & 152)

Indiana University (ACP): Students may earn dual credit in the Highland High School courses that follow by meeting a minimum GPA requirement, completing an enrollment application, and earning a passing grade. Indiana University charges a fee based on course(s) selected. Please see your counselor for this information.

Advanced English College Credit (W131 & ENGL 202)
Advanced Science College Credit (BIOL L100)
Advanced World Language College Credit (German 3) (GER150)
Advanced World Language College Credit (German 4) (GER200 & GER 250)

Cluster Grouping at the STOH Elementary Schools

The number of identified high ability students at any grade level in any elementary school varies year to year from 0 (no high ability students) to 5 (when considering the domains of general intellect, mathematics and/or English language arts). The School Town of Highland uses the cluster grouping model, a research-based design, to meet the academic needs of our K-5 high ability students.

Identified high ability students are clustered in a mixed-ability classroom with a teacher who has received professional development in instructional strategies to use with high ability students. In Highland, the focus is on mathematics and language arts. In addition, instructional resources for teachers of high ability students are provided with funding from the High Ability Grant.

The math and language arts programs used at the elementary schools provide instructional strategies and enrichment opportunities for high ability students. PLTW's Launch (STEM) program provides additional differentiation opportunities to challenge our high ability students in math, reading, problem solving and critical thinking. All four elementary schools have grouped time during the day when high ability students can be provided enrichment.

The methods of addressing the needs of all students, not just the high ability, will be the same—differentiation of instruction and assessment in order to meet the needs of everyone. (See the information on Differentiation on pp. 15-17.)

It is important to note that a high ability student may not require advanced instruction for every skill. And the program will most likely look different from grade to grade. Teachers often use readiness or pre-assessments to determine the pace of instruction that best meets the needs of students.

Cluster Grouping Fact Sheet: How to Provide Full-Time Services for Gifted Students on Existing Budgets <https://nrcgt.uconn.edu/newsletters/fall926/#>

STOH's High Ability Plan

Student Name																						
Building	High Ability Plan				Grade													Services Delivered	Person Providing Service			
Johnston					K	1	2	3	4	5	6	7	8	9	10	11	12		Classroom Teacher	Instructional Aide	Other	
Merkley																			Differentiation			
Southridge																			Clustering in the Classroom			
Warren																			Early Entrance to K			
Enter School Year															Acceleration- Subject: _____ Grade: _____ (Check the grade skipped)							
Qualification Data (Averages)															Mentorship							
Identified Date	Area	Math MAPS (Local)	Read MAPS (Local)	CogAT											Honors Class							
															Academic Clubs							
															Distance Learning							
															Post Secondary Enrollment							
															Other							
Specific Information: special modifications, activities or service specifications																						
Grade:		Date:																				
Goal:																						
Method of Eval:																						
Initiated:	Classroom Teacher																					
	Administrator																					
	Parent																					
Grade:		Date:																				
Goal:																						
Method of Eval:																						
Initiated:	Classroom Teacher																					
	Administrator																					
	Parent																					

A High Ability Plan is created when a student is first identified as high ability. The Plan tracks assessments, type of service(s) and goals set each year by the teacher of record. It provides a snapshot of the student as he/she progresses through grades K-12 and provides good data for the students' new teachers each school year.

The teacher of each high ability student meets with the student's parents by the end of the first (1st) quarter to discuss the Plan and the goals prescribed for the student. The parent will be asked to meet with the teacher again prior to the end of the third (3rd) quarter.

Prior to the start of the next school year, the Plan will be forwarded to the next teacher and/or building.

Differentiation of Instruction

Is a teacher's response to learner's needs



Guided by principles of differentiation such as

Respectful tasks

Flexible grouping

Ongoing assessment

Teachers can differentiate

Content

Process

Product

According to students'

Readiness

Interests

Learning Profile

Through a range of instructional and management strategies such as

Multiple intelligences

Tiered lessons

Varied questioning

Jigsaw

Tiered centers

Interest centers

Anchor activities

Tiered products

Interest groups

Varied texts

Independent study

Varied homework

Literature circles

Learning contracts

Compacting

Small group instruction

Orbitals

Complex instruction

Adapted from The Differentiated Classroom by Carol Ann Tomlinson, ASCD 1999.

Differentiation defined

“Differentiated teaching is responsive teaching. It stems from a teacher’s solid understanding of how teaching and learning occur, and it responds to varied learners’ needs for more structure or more independence, more practice or greater challenge, a more active or less active approach to learning, and so on. Teachers who differentiate instruction are quite aware of the scope and sequence of curriculum prescribed by their state, district, and school. They are also aware that the students in their classrooms begin each school year spread out along a continuum of understanding and skill. The teacher’s goal is to maximize the capacity of each learner by teaching in ways that help all learners bridge gaps in understanding and skill.” (Tomlinson and Edison, 2003)

Differentiated instruction is...

- ❖ **More qualitative than quantitative.** Students are offered learning experiences that are developmentally appropriate. In other words, instruction is “different, *not* more.”
- ❖ **Student-centered.** Because teachers believe that learning experiences are most effective when they are engaging, relevant, and challenging, and because they accept that all students come to the classroom with differing levels of readiness, teachers actively seek to provide appropriate and challenging learning experiences for all their students.
- ❖ **A blend of whole class, small group, and individual instruction.** To best meet the needs of all children, students often begin a study as a whole group, move out to pursue learning in small groups or individually, then come back together to share or to make plans for further investigation, move out for more work, come together again, and so on.
- ❖ **Fluid and flexible.** In differentiated classrooms, as children grow and gain from learning experiences, teachers continually assess students’ needs, interests, and readiness. Grouping is changed often and instruction is adjusted in anticipation of and response to these changing needs.
- ❖ **A method that uses a variety of teaching strategies.** Teachers in a differentiated classroom challenge, extend, enrich, and accelerate students in many ways. For example, teachers may use curriculum compacting, tiered assignments, group investigations, learning centers, independent study, or learning contracts.

The Differentiated Classroom



Differentiated instruction is a practical and highly successful strategy for responding to the learning needs of children. By differentiating the curriculum, a teacher can make curricular modifications, extend learning opportunities, and adjust assignments to match the learning needs of a diverse population of students. There are no predetermined ways to differentiate the curriculum for high ability students;

the possibilities are endless. Differentiating instruction involves three steps: (1) assessing the needs of the students; (2) designing activities to address those needs; and (3) assessing the results.

The essential question is the basic avenue through which teachers foster inquiry, deepen knowledge, and transfer learning. This provocative questioning strategy heightens student conceptual understandings and provides opportunities for students to assume ownership for their learning.

What the teacher does:

- ☑ The teacher identifies essential content (knowledge, concepts, skills) that he/she wants everyone in the class to master.
- ☑ The teacher assesses student readiness with a variety of tools, e.g., pre-tests, observations, previous performance.
- ☑ The teacher adjusts content, process and products in response to students' readiness, strengths, area of weakness and interests.
- ☑ The teacher employs a range of strategies for differentiating such as learning centers, curriculum compacting, tiered instruction, cluster groups, and so forth.
- ☑ The teacher maintains a high level of flexibility in modifying aspects of the curriculum to create maximum growth and learning for each student.
- ☑ The teacher assesses individual student achievement and the effectiveness of the differentiated material and instruction.

What the students do:

- ☑ Students move flexibly from one level of complexity to the next with teacher guidance.
- ☑ Students actively participate in their own learning and make choices within structured activities and assignments.
- ☑ Students focus more on their own growth and work, rather than on how they compare to other students.
- ☑ Students become knowledgeable about how they learn, what they do well, and where they need more practice.

SCHOOL TOWN OF HIGHLAND
Re-evaluation – Probation – Exit from High Ability Program

A student's admission and continuation in the high ability program is based on several factors, including test scores, classroom performance/grades, task commitment, participation, teacher/parent input, and overall academic progress and benefit to the student. High ability programs are designed to meet the needs of high-performing students. The student, parent, or teacher may request a re-evaluation of the student's progress and placement within the program.

Phone calls, parent-teacher conferences, and/or written communications should occur first to resolve concerns about the student's participation in the high ability program.

If initial communications do not resolve concerns, the parent, student (if appropriate), teacher, counselor (if appropriate), and building principal will meet. A written intervention plan, including the duration of the plan, will be created. The teacher will communicate the student's progress to the parents throughout the intervention period, which will be at a minimum, one grading period. At the end of the period, the student's classroom performance will be re-evaluated.

If the teacher/administrator or parent determines that the student should be withdrawn from the program, s/he completes the Exit Request form and submits it to the building principal and high ability program coordinator. Any disagreement with the placement decision may be submitted in writing to the district's high ability program director.

Student Name _____ Teacher _____

Grade _____ School _____

Conference #1 Date _____

Conference #2 Date _____

Signatures below indicate participation in conference(s) to evaluate the student's progress in the high ability program and creation of an intervention plan to support the student's success in this program.

Parent Signature _____

Teacher Signature _____

Principal Signature _____

Additional comments may be written on the back of this page.

**SCHOOL TOWN OF HIGHLAND
HIGH ABILITY PROGRAM INTERVENTION PLAN**

Academic and/or behavioral performance in which progress is needed:

Interventions to be implemented by the school to support the student in areas listed above:

Interventions to be implemented at home to support the student in the areas identified above:

Dates of intervention period: _____ to _____

Midpoint Teacher Report of Student Progress

Student progress in the areas listed in the intervention plan:

Further recommendations, if any, to assist the child in making the needed progress to be successful within the program:

Date of teacher midpoint communication to parent _____

SCHOOL TOWN OF HIGHLAND
High Ability Program Exit Request

Date _____

Name of Student _____

Grade _____ School _____

Person initiating request _____ Parent _____ Teacher

Reason(s) for requesting exit from the high ability program:

Steps completed prior to this request: (include date(s))

_____ Phone Calls

_____ Parent-teacher conference(s)

_____ Written communication

_____ Other (specify)

Other comments or relevant information:

Signature of Person Making Request _____

Teacher Signature _____

Principal Signature _____

Counseling & Guiding the High Ability Student

Introduction and Rationale

Each child, regardless of ability, has his/her own personality characteristics that lead to certain social and emotional needs. In addition, each child has needs that arise because of the situation or environment in which he/she lives. Children with high abilities, however, may have additional affective needs resulting from their increased capacity to think beyond their years, greater intensity in response, combinations of unique interests, personality characteristics, and conflicts that are different from those of their age level peers. School Town of Highland school counselors understand these characteristics of high ability students, recognize their differing needs and provide services that meet their needs.

The School Town of Highland school counselors are provided training in working with high ability students. They work in collaboration with teachers to meet the social emotional needs of these students. School counselors provide classroom lessons, small group counseling sessions, individual guidance, and counseling sessions for all students.

The School Town of Highland school counseling program follows the Indiana School Counseling Competencies for Students and the ASCA Mindsets and Behaviors for Student Success for all students and covers the areas of academic, career, and citizenship development. The school counseling department maintains resources for teachers, students, and parents. School counselors can also assist with a referral to outside services if the need dictates.

It is important to provide a systematic and differentiated program of affective services, K-12, for these students; this proactive approach will facilitate development of their high potential and promote their positive adjustment. This plan will be most effective if the construction is a collaborative effort among the high ability coordinator, teachers of high ability students, and school counselors. The differentiated affective curriculum plan should include the following:

- A K-12 scope and sequence documenting coverage of common social/emotional issues faced by high ability students
- College and career readiness topics and activities
- Description of how the high ability affective curriculum interfaces with the Indiana guidance and counseling standards

The School Town of Highland has increased the number of school counselors, in order to place a full-time counselor in each of our elementary buildings. In addition, the school counseling program is revising their lessons to place emphasis on Social/Emotional Learning. This process will continue to change, as the needs of our students change.

Social and Emotional Issues

The social and emotional issues below are common among high ability students and, as such, would be important to include in the affective curriculum. Some topics may be covered in multiple years with an increasing degree of sophistication or through addressing a different facet of the same issue.

Overexcitabilities

Gifted students may have “intensities” that could manifest themselves in one or more of these areas (Dabrowski’s Theory):

- Intellectual intentness and focus on a particular topic
- Greater sensitivity to environment (appreciation for music or art, sensitivity to loud noises or bright lights, more allergies, etc.)
- Surplus of physical energy
- Vivid imagination and creativity
- Heightened emotional sensitivity (reaction to criticism, perfectionism, empathy, attachment)

Asynchronous Development

Simply put, asynchronous development means that gifted children grow physically, emotionally, and intellectually at varying rates. This discrepancy can cause some challenges:

- Gifted children may understand abstract concepts like death and war, yet they often can’t deal with the emotional ramifications of that understanding. They may experience fear and anxiety that can be debilitating.
- A gifted child may have visions of how he or she wants a project to turn out but lacks the motor skills or physical ability to complete his or her vision.
- Adults, accustomed to advanced verbal reasoning from the child, may fail to understand emotional outbursts more typical of his/her chronological age.
- Children may find it difficult to communicate with age peers who are considerably below their intellectual level, even if they are at the same level emotionally.

In general, the greater the level of ability, the greater the discrepancies.

Perfectionism

- High ability students may place unrealistically high standards for performance on themselves. This may result in anxiety, frustration, or self-blame for less- than-perfect performance.
- High Ability students may feel as though others (parents or teachers) have unrealistically high expectations. This may result in fear of failure, avoidance of challenges, depression, and connection of self-worth to performance.
- High ability students may develop unrealistically high standards for the performance of others.

Self-esteem/Identity issues

High ability students may experience difficulty constructing their identities, which may lead to lowered self-esteem. Difficulty with identity development may result from any of the following:

- Lack of understanding of higher abilities and their implications
- Feeling different from one's same-age peers
- Behaviors inconsistent with gender role expectations (e.g., sensitivity in gifted boys, assertiveness in gifted girls)
- Being identified as learning disabled as well as having high abilities
- Differences resulting from cultural, linguistic, or SES differences

The School Town of Highland works to ensure that all students are working with a team so the student can reach their highest potential, while recognizing that the high ability child may need additional support to assist them in developing in the following skill areas:

Peer Pressure: High ability children may struggle more with peer pressure; they may already feel different from their peers as a result of their ability differences, yet still want to fit in socially.

Competitiveness: High ability children are frequently accustomed to doing well and may need guidance in developing healthy attitudes toward competition with others.

Introversion: These individuals are more likely to be introverted than the general population (50% of gifted population compared to 25% of general population).

Bullying: High ability children may be targets for bullying, and they may be bullies themselves.

Social Skills: Because of advanced vocabulary, increased intensity, and/or different interests, high ability children may experience difficulty interacting socially with the same age peers.

Dealing with stress: High ability students may feel stress from perceived expectations and demands from others and self.

Responsibility: High ability children may be given more responsibilities by teachers and parents and therefore may need guidance in learning how to manage these responsibilities to self and others.

Acceptance: High ability children need guidance in developing appreciation for others with different abilities.

Family dynamics: High ability may influence family dynamics with regard to expectations and parental pressure.

Study habits: High ability students often lack good study skills as they frequently can earn solid grades without effort. In later grades, when faced with challenging coursework for the first time, high ability students lacking study skills may avoid the challenge, fail, or experience undue stress and self-doubt from lack of preparation.

Leadership skills: As high ability individuals often seek out, or are called upon to assume leadership positions, they need guidance in developing these skills.

College and Career Readiness

High ability learners are often multi-talented, and this can cause more difficulty in making career decisions. Special care should be taken to ensure students the opportunity to explore career possibilities and to assist them in aligning these possibilities with interests and abilities. Assistance is often needed to recognize where interests and abilities might be used in college planning and career decision-making. Such assistance many include:

- Mentoring opportunities
- Career shadowing opportunities
- Pre-college opportunities, such as Advanced Placement or academic summer programs/ camps in the college setting
- Knowledge of college selection and application process
- Knowledge of financial assistance opportunities
- Information on talent search programs and opportunities for gifted students, such as Midwest Talent Search through the Center for Talent Development at Northwestern University (<http://www.ctd.northwestern.edu/>)

The School Town of Highland will work with each student's individual Social Emotional Learning to ensure the whole child develops to their fullest potential. The School Town of Highland provides school counselors at every academic level to assist students in acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



Gifted Learner/High Achiever/Creative Thinker

Dr. Bertie Kingore (2004). *Differentiation: Simplified, Realistic, and Effective.*

<u>A High Achiever...</u>	<u>A Gifted Learner...</u>	<u>A Creative Thinker...</u>
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Enjoys the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects than will ever be completed.
Is receptive.	Is intense.	Is independent & unconventional.
Is accurate and complete.	Is original & continually developing.	Is original & continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates & relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Myths about Gifted Students

“Gifted students will do fine on their own.”

“Gifted programs are elitist.”

These and other myths prevent our country from appropriately educating millions of advanced students. NAGC compiled a list of the most prevalent myths in gifted education with evidence rebutting each of them. How many of these myths have hindered you, your child, and/or your school in the pursuit of a challenging education for advanced students?

Myth:	Gifted Students Don't Need Help; They'll Do Fine on Their Own
Truth:	Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.
Myth:	Teachers Challenge All the Students, So Gifted Kids Will Be Fine in the Regular Classroom
Truth:	Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom. A national study conducted by the Fordham Institute found that 58% of teachers have received no professional development focused on teaching academically advanced students in the past few years and 73% of teachers agreed that “Too often, the brightest students are bored and under-challenged in school – we’re not giving them a sufficient chance to thrive. This report confirms what many families have known: not all teachers are able to recognize and support gifted learners.” ¹
Myth:	Gifted Students Make Everyone Else in The Class Smarter By Providing a Role Model Or a Challenge
Truth:	Average or below-average students do not look to the gifted students in the class as role models. Watching or relying on someone who is expected to succeed does little to increase a struggling student's sense of self-confidence. ² Similarly, gifted students benefit from classroom interactions with peers at similar performance levels and become bored, frustrated, and unmotivated when placed in classrooms with low or average-ability students.
Myth:	All Children Are Gifted
Truth:	All children have strengths and positive attributes, but not all children are gifted in the educational sense of the word. The label “gifted” in a school setting means that when compared to others his or her age or grade, a child has an advanced capacity to learn and apply

	<p>what is learned in one or more subject areas, or in the performing or fine arts. This advanced capacity requires modifications to the regular curriculum to ensure these children are challenged and learn new material. Gifted does not connote good or better; it is a term that allows students to be identified for services that meet their unique learning needs.</p>
Myth:	Acceleration Placement Options Are Socially Harmful for Gifted Students
Truth:	<p>Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as “intellectual peers.” Studies have shown that many students are happier with older students who share their interest than they are with children the same age.³ Therefore, acceleration placement options such as early entrance to Kindergarten, grade skipping, or early exit should be considered for these students.</p>
Myth:	Gifted Education Programs Are Elitist
Truth:	<p>Gifted education programs are meant to help all high-ability students. Gifted learners are found in all cultures, ethnic backgrounds, and socioeconomic groups. However, many of these students are denied the opportunity to maximize their potential because of the way in which programs and services are funded, and/or flawed identification practices. For example, reliance on a single test score for gifted education services may exclude selection of students with different cultural experiences and opportunities. Additionally, with no federal money and few states providing an adequate funding stream, most gifted education programs and services are dependent solely on local funds and parent demand. This means that in spite of the need, often only higher-income school districts are able to provide services, giving the appearance of elitism.</p>
Myth:	That Student Can't Be Gifted, He Is Receiving Poor Grades
Truth:	<p>Underachievement describes a discrepancy between a student’s performance and his actual ability. The roots of this problem differ, based on each child’s experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers and still others may have a learning disability that masks their giftedness. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.</p>
Myth:	Gifted Students Are Happy, Popular, And Well Adjusted in School
Truth:	<p>Many gifted students flourish in their community and school environment. However, some gifted children differ in terms of their emotional and moral intensity, sensitivity to</p>

	<p>expectations and feelings, perfectionism, and deep concerns about societal problems. Others do not share interests with their classmates, resulting in isolation or being labeled unfavorably as a “nerd.” Because of these difficulties, the school experience is one to be endured rather than celebrated.</p>
Myth:	This Child Can't Be Gifted, He Has a Disability
Truth:	<p>Some gifted students also have learning/other disabilities. These “twice-exceptional” students often go undetected in regular classrooms because their disability and gifts mask each other. Other twice-exceptional students are identified as having a learning disability and as a result, are not considered for gifted services. In both cases, it is important to focus on the students’ abilities and allow them to have challenging curricula in addition to receiving help for their learning disability.</p>
Myth:	Our District Has a Gifted and Talented Program: We Have AP Courses
Truth:	<p>While AP classes offer rigorous, advanced coursework, they are not a gifted education program. The AP program is designed as college-level classes taught by high school teachers for students willing to work hard. The program is limited in its service to gifted and talented students in two major areas: First AP is limited by the subjects offered, which in most districts is only a small handful. Second it is limited in that, typically, it is offered only in high school and is generally available only for 11th and 12th grade students. The College Board acknowledges that AP courses are for any student who is academically prepared and motivated to take a college-level course.</p>
Myth:	Gifted Education Requires an Abundance of Resources
Truth:	<p>Offering gifted education services does not need to break the bank. A fully developed gifted education program can look overwhelming in its scope and complexity. However, beginning a program requires little more than an acknowledgement by district and community personnel that gifted students need something different, a commitment to provide appropriate curriculum and instruction, and teacher training in identification and gifted education strategies.</p>

Characteristics and Possible Behaviors Associated with High Ability

Characteristic	Possibly Problematic Classroom Behavior
Early reading and/or quick mastery of reading	May be impatient with reading instruction, resist doing worksheets, and insist on reading own material which may be years above grade level.
Learns new things quickly and easily	May exhibit boredom and frustration when others do not catch on as quickly, not being allowed to move on or do something else. May be frustrated with group work when others are not as capable.
Has extensive vocabulary, background knowledge in a particular area, or memory of detail	May dominate discussions and refuse to listen to others' contributions. May argue in a sophisticated way.
Grasps math concepts quickly; solves problems involving critical thinking; is intuitive; enjoys logic and puzzles	May resist doing repetitive computation drill needed by others. May correctly or incorrectly jump to an answer without careful attention to detail. May make careless errors, have trouble with legibility of writing, refuse to do homework, and incorrectly assume all will be as easy as the first examples. May work problems in unconventional ways.
Interested in some things in depth. Grasps Big Picture, concepts, and forms connections.	May work hard in a new area of interest or just one subject, allowing other areas to suffer. May be impatient with others who do not see how things are connected and with material not at the right level of complexity.
Has a more intense energy level, activity level, or ability to concentrate; talks fast	May seek active inquiry or be so completely involved with a task that he/she becomes frustrated with having to change tasks. Could seem overactive, stubborn or uncooperative with poor self-regulation.
Extremely sensitive and/or introverted	May cry easily, prefer to work alone, may not readily participate orally, may (incorrectly) appear to be immature in social development. May be upset by student cruelty to others or to teacher becoming upset with the class. May be overly sensitive to others' remarks, but also be able to deliver stinging criticism.

Thinks differently; is creative	May appear different and/or rebellious or may experience social isolation. May be a day dreamer. May ask tangential questions and seem off track. May question authority.
Great sense of humor	May be the class clown or use humor sarcastically.
Curious, observant	May be off task and have difficulty disengaging to change activities.
Perfectionistic	May set unrealistic standards for self and others, be overly concerned with details, be rigid in work routines. May find true-false or multiple choice questions frustrating in their lack of precision; may be argumentative and correct every small error made by others.
Displays interest in complex games, fantasy, non-fiction	May prefer to play with older children or adults. (May also prefer to play with younger children whom he/she can organize into activities.) May become involved in fantasy worlds or science fiction.
Likes to observe before participating	May have difficulty with change and become anxious with new situations. Likes to be in control and know all the rules or details of the assignments. May be uncomfortable with open-ended assignments and ambiguity.
Sensitive to environment	May object to loud noises, bright lights, odors, or have many allergies.
Demonstrates leadership potential	May be considered bossy and unable to accept input or share control of ideas
May have different friends in different activities or venues	May have positive relationships but lack a "best" friend for all areas; may consider him/herself unpopular as a result of not being in one "in" crowd.

Parenting the High Ability Student

More so than any other person(s), the parent of a high ability student plays a key role in the success or failure that child will see in his/her lifetime. Though that may sound extreme, there truly is no substitute for good parenting. A parent is a child's most devoted advocate, and the parent of a high ability student must make certain their voice is heard by both their child and by those who serve their child at the local, state and federal level. What follows is a list of "do's" and "don'ts" that parents of high ability students should consider:

DO	DON'T
Allow increasing control with age	Set unrealistic expectations
Allow choice when possible	Praise for being the best or for being perfect
Listen without judgment or solution	Criticize teachers/school in front of child
Encourage and provide opportunities for community service	Praise attractiveness or appeal to opposite gender
Allow friends according to interest not age	Stereotype by gender
Promote and praise positive personal values: hard work, kindness, responsibility	Compare to other children
Praise publically; criticize privately	Try to "fix" your child
Value challenging work	Rescue child from consequences or shield from difficulties
Show an appreciation for school and learning	Fear failure in self or child
Teach good time management and organizational skills	Control or criticize over eating or weight
Model acceptance of mistakes	Criticize in front of others
Choose battles carefully	
Remain in contact with teachers regarding student progress and performance	
Be available for teacher contact and recommendations about what can be done at home to support student and teacher	
Encourage student to take pride in every aspect of his/her work	
Communicate with student regarding progress and workload	

Characteristics of High Ability Learners

The characteristics of high ability learners may lead to both positive and negative behaviors.

Characteristics	Positive Behavior	Negative Behavior
Learns rapidly/easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others, underachievers
Reads intensively	Reads, uses library on own	Neglects other responsibilities
Perfectionist	Exceptional accomplishments	Intolerant of mistakes, reluctant to try new things
Retains quantity of information	Ready recall and responses	Resists repetitions, "know it all"
Long attention span	Sticks with task of personal interest	Resists class routine, dislikes interruptions
Imaginative, curious, many interests	Asks questions, gets excited about ideas, takes risks	Goes on tangents, no follow through, disorganized
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert, observant	Recognizes problems	Impolitely corrects adults
Good sense of humor	Able to enjoy subtleties of thought	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve problems alone	Interferes in the affairs of others, can be bossy
Aesthetic insight, awareness	Appreciation of the arts	Imposes personal values/judgements on others
Highly verbal, extensive vocabulary	Fluent with words and numbers, leads peers in positive ways	Leads others into negative behaviors, monopolizes discussion

Characteristics	Positive Behavior	Negative Behavior
Individualistic, strong-willed	Asserts self and ideas, has small circle of friends, sense of own uniqueness	Stubborn in beliefs, inflexible in thinking
Self-motivated, self-sufficient	Requires minimum teachers direction or help	Aggressive, challenges authority
Prefers older peers	Wise beyond years	Isolated or misunderstood
Highly sensitive, passionate	Emphasizes fairness and morality, compassionate	Overreacts to situations
Views with a different perspective	Observes across boundaries, makes connections	Resists limitations and narrowly focused content

Parent Guide to High Ability Education and Advocacy, Indiana Association for the Gifted,
<http://www.iag-online.org>

What Parents of High Ability Kids Can Do

- ✓ **Love, laugh, learn, and listen.** Encourage the support of extended family and friends. Raising and nurturing a gifted child can be exciting, yet daunting and challenging!
- ✓ **Learn to be positive.** Giftedness can be an exciting challenge or a chore, depending on how you see a child's characteristics. For example, persistence and stubbornness are the same trait.
- ✓ **Understand the way that your child's giftedness affects his or her needs: intellectual, social, emotional, and physical.** For example, ideas forged by eight-year-old minds may be difficult to produce with five-year-old hands.
- ✓ **Read aloud to your child.** It is important that parents read to their gifted child often, even if the child is already capable of reading.
- ✓ **Help your child discover personal interests.** Stimulation and support of interests are vital to the development of talents. Parents should expose their children to their own interests and encourage each child to learn about a wide variety of subjects, such as art, nature, music, and sports, in addition to traditional academic subjects.
- ✓ **Speak and listen to your child with consideration and respect.** From the time he or she can talk, a gifted child is constantly asking questions and will often challenge authority. "Do it because I said so" often doesn't work well. Generally, a gifted child will cooperate more with parents who take the time to explain requests.
- ✓ **Teach your child how to find information and resources in a variety of ways.** Gifted children need to know, to learn, to solve, and to ponder. There will be times when your child's expertise on a topic will be greater than yours, and you will not be able to provide answers or solutions. Prepare them for the future!
- ✓ **Become involved in a local, state, or regional parent group.** Parents of gifted children need opportunities to share, and many of them are great teachers!
- ✓ **Be a knowledgeable advocate.** The brighter the child, the greater his or her emotional complexity and potential vulnerability. Approach schools in a positive, cooperative manner.
- ✓ **Be a vocal advocate!** Federal, state and local government agencies need to hear your voice... OFTEN...about the need for continued support for and expansion of gifted education opportunities in our schools.
- ✓ **The key to raising gifted children is to respect their uniqueness, their opinions and ideas, and their dreams.** It can be painful for parents when their children feel out of sync with others, but it is unwise to put too much emphasis on the importance of fitting in. Children get enough of that message in the outside world. At home they need acceptance and appreciation for being themselves.

Adapted from S. Berger's Keys to Raising a Gifted Child. Learning Network,
<https://www.familyeducation.com/search/keys%20to%20raising%20a%20gifted%20child>

USEFUL WEBSITES FOR INFORMATION ON HIGH ABILITY STUDENTS

- www.hoagiesgifted.org This resource has articles, information on distance learning/ summer/ Saturday programs, reading lists, products, contests, scholarships, links for kids and teens, and much more. It is an award-winning site, and the author was recognized with the National Association for Gifted Children 2005 Community Service Award.
- www.kidsource.com/kidsource/pages/ed.gifted.html for articles relating to specific topics within gifted education, e.g. ADHD and gifted, career planning for gifted, mathematical talent, etc.
- <https://www.doe.in.gov/highability> Indiana Department of Education's Office of High Ability Education
- www.iag-online.org The Indiana Association for the Gifted.
- www.nagc.org National Association of Gifted Children.
- <http://www.davidson-institute.org> The Davidson Institute for Talent Development provides resources for supporting the needs of highly gifted individuals.
- http://www.sengifted.org/articles_social/index.shtml Full text articles on parenting gifted children and the social and emotional needs of gifted children are available on-line.
- <http://www.gifted.uconn.edu/nrcgt> National Research Center for Gifted and Talented.
- www.prufrock.com for a blog, articles, books and other materials for parents and kids.
- <http://giftedhomeschoolers.org> Gifted Home-schoolers Forum While the title implies it is for those who home-school, there are many interesting articles and resources at this site.
- <https://www.testingmom.com/tests/cogat-test/> Information on the CogAT assessment given in STO at grades K, 2nd and 5th.
- <https://www.nwea.org/parent-toolkit/> Parent resources to help understand NWEA's MAP Growth assessment.
- <https://www.prufrock.com/SIGS-Complete-Kit-Scales-for-Identifying-Gifted-Students-P123.aspx> Information on the Scales for Identifying Gifted Students (SIGS)
- [10 Social & Emotional Needs of the Gifted - Byrdseed](http://www.byrdseed.com/10-facts-about-social-emotional-needs-of-the-gifted/) <http://www.byrdseed.com/10-facts-about-social-emotional-needs-of-the-gifted/>
- [Supporting the Emotional Needs of the Gifted - SENG](http://sengifted.org/) <http://sengifted.org/>

- [The Social-Emotional Needs of Gifted Learners - Great Potential Press](http://www.greatpotentialpress.com/authors/author-articles/the-social-emotional-needs-of-gifted-learners)
<http://www.greatpotentialpress.com/authors/author-articles/the-social-emotional-needs-of-gifted-learners>



Commonly Asked Questions

1. **What is giftedness?** There is no one definition of "gifted" or "talented" that is universally accepted. Sometimes gifted refers to those students who have strong intellectual or academic abilities, while talented may refer to those students who excel in the arts or in sports. Giftedness should be seen as a continuum, with some students who barely meet the school district criteria as well as some students who are at the high extreme.
2. **How do I know if differentiation is happening in my child's classroom?** When differentiation is embedded into daily classroom practices, these strategies may not always be evident to parents. When teachers differentiate instruction, all students can be working on the same key concept with tasks at multiple levels, so that some learners are working on simpler, more concrete tasks while other learners are working on more open-ended, abstract tasks. In many cases, students themselves may not be aware of the different levels of activities offered to classmates.
3. **My child complains of being "bored" at school. What should I do?** "Bored" seems to be one of those words that may mean different things to different people. Sometimes, bored to a child really means, "I don't want to do the work." The work may be in an area that is difficult for the child, is somewhat repetitive, or may be required prior to other activities or instruction. Getting clear information is essential to understanding the situation. Try asking your child follow up questions and *really listening* to the answers: "What do you mean by bored? What does being bored feel like to you? What times of day do you feel bored? In what subject areas are you bored?" Once you feel that you truly understand what your child means, you can bring that information to a scheduled meeting with his/her teacher. Keep in mind that at times, the teacher may have a different perspective on your child's performance. Bored to a parent might sound like lack of challenging assignments or stimulating environment, where bored to a teacher may mean a student will have incomplete assignments and lack quality in his or her produced work. Working together with a common understanding is usually a very effective way to assure that your child is satisfied with his or her class work.
4. **Aren't gifted children gifted in everything they do?** Not necessarily. Some children have greater interests and/or abilities in a few content areas. Some children may have a learning disability in one area and be gifted in another. These children are often termed "twice exceptional" or "dual exceptional." Often gifted children are very mature intellectually, but have the social and emotional needs of their age mates. Although some gifted children seem to be very good at all they do, it is not fair to expect a child to be gifted in all areas of performance at all times. No one, even parents and teachers, is always at the top of their game.
5. **Won't gifted children make it on their own?** No. Current research overwhelmingly indicates that special programming is needed for talented learners to achieve their optimal levels of learning. Parents and teachers must work in tandem for the best opportunities for these special children.

Indiana Code for High Ability Students

IC 20-36-1

Article 36. High Ability

Students Chapter 1. Definitions

Sec. 1. The definitions in this chapter apply throughout this article.

Sec. 2. "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

Sec. 3. "High ability student" means a student who:

- (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

Sec. 4. "Satisfactory score" means a score of 3, 4, or 5 on an advanced placement exam sponsored by the College Board's Advanced Placement Program.

IC 20-36-2

Chapter 2. Programs for High Ability Students

State resources program; grants for high ability programs

Sec. 1. (a) The department shall establish a state resources program using designated state resources that:

- (1) supports school corporations in the development of local programs for high ability students;
- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:
 - (A) Information and materials resource centers.
 - (B) Professional development plan and programs.
 - (C) Research and development services.
 - (D) Technical assistance that includes the following:
 - (i) Student assessment.
 - (ii) Program assessment.
 - (iii) Program development and implementation.
 - (E) Support for educators pursuing professional development leading to endorsement or licensure in high ability education.

(b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for expenditures beyond those for regular educational programs and specific to programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set

minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:

- (1) The programs for which the grant is used.
- (2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

School corporation high ability programs; criteria

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12.

The plan must include the following components:

- (1) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.
- (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.
- (3) Professional development.
- (4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.
- (5) Evaluation of the local program for high ability students.
- (6) Best practices to increase the number of participants in high ability student programs who are from racial and ethnic groups that have been underrepresented in those programs.

Nondiscriminatory - Section 504 Policy

Educational services, programs, instruction, and facilities will not be denied to anyone as the result of his or her race, color, English language proficiency, national origin, gender, religion, or handicapping condition. Claims of sexual harassment are governed by Board Policy 7253. Claims shall be made in writing to the next higher supervisor or administrator.

For any clarification or complaint on the above, or for a Section 504 violation, please contact in writing:

Dr. Sherri L. Mitchell, Director of Curriculum, Instruction & Student Services
School Town of Highland
9145 Kennedy Avenue
Highland, IN 46322

GLOSSARY OF TERMS

Abilities Tests – These tests replace the old IQ tests. These tests measure the ability level of each child – separate from “Achievement Tests” which measure learned skills & knowledge. Examples of Abilities Tests are the Naglieri Nonverbal Abilities Test (NNAT) and Cognitive Abilities Test (CogAT).

Ability grouping – Grouping students by ability or readiness level. Groups can be formed and reformed to meet varied instructional purposes. Ability grouping is not synonymous with “tracking.”

Academic Excellence – Expecting each student to work at maximum level toward a set of external standards as defined by state, corporation, and/or local school. Learning and performing for each student is at a challenge level commensurate with each student's skills and developed abilities.

Accelerated Learning – Pacing students through the curriculum at a rate commensurate with their advanced ability. Students may or may not be formally identified as high ability to participate in some forms of accelerated learning.

Acceleration – A strategy which is used when a student demonstrates competencies, knowledge, abilities, and/or skills which exceed that which is outlined in the planned course or text for his/her chronological or grade placement level. This can be determined by advanced work demonstrated in the classroom and pre-tests or diagnostic tests in a skill area.

Achievement Test – A test that measures the extent to which a student has mastered the skills and knowledge of a particular area.

Advanced Placement – Any of 33 classes endorsed by the College Board in which a secondary student can earn college credit or placement beyond introductory courses by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. Students also earn high school credit upon successful completion of the course(s).

Affective Learning – Incorporating into the curriculum opportunities for students to address socio-emotional issues, attitudes, and appreciations of self and others.

Anchoring – An instructional strategy that provides meaningful and important independent activities with challenge levels ranging from remediated to accelerated in content and/or enrichment areas. This is a type of differentiation.

At-Risk – Students who may underachieve or who may drop out of school. Unmet economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

Alternative Assessment – Procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for students with high ability. Also referred to as *other forms of assessment*.

Authentic Assessment – Process of evaluating student learning using student products or performance instead of traditional standardized tests. It allows students to be evaluated with regard to their individuality and creativity.

Behavioral Rating Scale/Checklist – A checklist or scale that reports the frequency or extent to which an individual demonstrates specific actions or characteristics.

Broad-Based Planning Committee – In Indiana Administrative Code, “Broad-based planning committee” means a diverse group with representation from educators, parents, students, community members, and other stakeholders; organized for the purposes of planning and development of programs for students with high ability.

Cluster Grouping – A method for organizing a heterogeneous classroom by purposefully assigning students with similar high abilities to the same classroom. Clustering gifted students in the regular classroom allows the teacher to differentiate learning activities for a group of identified students rather than one or two students.

The Cognitive Abilities Test (CogAT) - A multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. Schools commonly administer the CogAT for admissions into high ability programs.

Collaborative Learning – A teaching strategy whereby students are expected to share expertise and effort in order to create a common project/product. This is effectively used with students with high abilities when they have already been grouped with others of similar abilities.

Compacted Courses – Students complete courses in a content area in an abbreviated time.

Concurrent or Dual Enrollment – Students at any grade level take classes at the next school level. For example, high school students take college courses and receive college and high school credit.

Convergent Thinking – Focusing on one particular answer, convergent thinking or production is one of the elements found in Dr. J.P. Guilford’s research model of the structure of intelligence. Divergent thinking focuses on many answers. Convergent thinking focuses on a single answer. Most intelligence tests require convergent thinking.

Cooperative Learning – The practice of assigning a common task and/or project to a group of students with varying ability levels often reflecting the full range of student achievement and aptitude. The purpose of such learning is to prepare students to live in a democratic society, to help them understand group membership and group dynamics, and to allow them to practice both leadership and follower skills. It has not been proven to be effective with high ability learners. It is okay as an infrequent option.

Compliance – This term is used when the Indiana Department of Education evaluates school corporation applications for grants for high ability programs. It indicates agreement between the school corporation and State for the program components outlined in the Indiana Code and Administrative Rule 511 (Section 1 511 IAC 6-9.1). All 61 items must be adhered to for compliance.

Content/ Process /Product – The elements of curriculum. Content is the subject matter. Process is the skill development included in the curriculum. Product is the output of learning or form of communication such as writing, illustrating, performing, debating, and so forth.

Core Curriculum – The common knowledge and skills to be learned by all students of a particular grade: reading, writing, mathematics, history-social studies, and science make up core curriculum.

Creativity – The human attribute of constructive originality. It is the process of combining what exists into something new. The something new could be procedure, idea, or product relative to the individual. Creativity needs to be nurtured in students to develop the abilities necessary to affect our society with new ideas and solutions to problems.

Critical Thinking – The development of analytical thinking for purposes of decision making. This includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, and reaching sound conclusions.

Cross-Grade Grouping – Students from two or more grade levels with similar readiness levels, interests, and/or learning styles are placed together in a classroom.

Curriculum Compacting – A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to “buy time” which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.

Curriculum & Instructional Strategies Plan – One of the five written levels of service program plans required for corporations participating in the State G/T Grant Program. The plan details how the curriculum and instruction are differentiated in breadth or depth to meet the needs of one or more students with high ability within the corporation through activities such as compacting, acceleration, enrichment, and problem solving. It also indicates how the curriculum for students with high ability is differentiated from the general education curriculum to promote such things as higher order thinking, decision making, creative problem solving, and effective researching.

Differentiated Curriculum – A set of activities, a program, or a plan of instruction that is designed to meet the unique needs of special children. Gifted children may not deserve more than other children in our public schools, but they do deserve different. Different for gifted children means curriculum that allows for acceleration, stimulation of high-level thinking, divergent thinking, and convergent thinking.

Differentiation – Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing. It may include selecting, rather than covering all the curriculum areas depending on the individual needs of students. In Indiana Administrative Code, “Differentiated” means providing tiered levels of services for all educational needs.

Divergent Thinking - Another element of J.P. Guilford’s research model for the structure of intelligence. A gifted child is doing divergent thinking when he/she comes up with new and unique ideas about things. The ideas may not always be practical. In many ways, divergent thinking is the opposite of convergent thinking.

Domain – As used in Indiana Code, "domain" includes the following areas of aptitude and talent: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, interpersonal.

Dual/Concurrent Enrollment – Students earn credit at two levels while enrolled in one course. While this is usually college credit and high school credit while enrolled in a course of study, it could also apply to receiving high school credit for a course taken while in an earlier grade.

Enrichment – Activities that supplement the core curriculum. Such activities are generally not specified in the curriculum and are selected by the teacher and/or students in a given classroom.

Equity – Fair and impartial learning opportunities and access to good teaching for all students. In order to meet educational needs at all levels of development, these opportunities encourage and enable all students to develop to their fullest potential. To be equitable, opportunities will be different for individual students according to their differing abilities and readiness levels.

Exceptional – Refers to those persons evaluated and found to be either hearing impaired, mentally gifted, mentally retarded, physically handicapped, learning disabled, brain damaged, speech and language impaired, socially and emotionally disturbed, visually impaired, or severely multi-handicapped.

Flexible Pacing – Any provision that places students at an appropriate instructional level, creating the best possible match between students' achievement and instruction, and allows them to move forward in the curriculum as they achieve mastery of content and skills. Flexible pacing may be achieved by a variety of methods.

General Creative – One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, "General creative" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to activities such as problem finding, divergent thinking, flexibility, elaboration, and originality.

General Intellectual – One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

Governing Body – Local Education Agency or board of education (school board).

Gifted and Talented – There is no single definition of "gifted" or "talented." In Indiana, each school corporation may determine the identification criteria used to determine who will participate in services or programs it designs to meet the needs of students of high ability.

Grade Skipping – Students progress through grade level instruction skipping one or more grades.

Grading – The evaluation of student work by teachers; usually recorded in letter grades or in percentages.

Grouping – Assigning students to a class or teacher within a school.

Guidance & Counseling Plan – One of the five written levels of service program plans required for corporations participating in the State G/T Grant Program. The plan outlines the services within the corporation to meet the affective needs and educational career plans of the students with high ability. It may include topics such as: academic program planning, career and life planning, organization and management skills, the meaning of giftedness, stress management, and individual-, small-, or large-group counseling sessions.

Heterogeneous/Homogeneous Grouping – Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students, their learning styles, or their interests. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

High Ability Student – In Indiana Code "high ability student" means a student who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.

Higher Level Thinking – Emphasizes tasks and activities that involve:

- 1) analysis, synthesis, and evaluation,
- 2) viewing situations from various perspectives,
- 3) finding several “layers of meaning” by using metaphors, analogies, paradoxes, and
- 4) generating different possible solutions by showing fluency, flexibility, originality, and elaboration of thought.

Honors Class – Classes at the middle school or high school level in which content, pace or depth of instruction is accelerated and/or enriched. Traditionally, students who meet prerequisite criteria are accepted into these courses. These courses are usually planned to motivate the intellectually gifted learner. The content is broader, the curriculum accelerated, and the instructor carefully selected.

Independent Study or Self-Directed Study – Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans. Close monitoring by teachers is an essential component of independent study.

Individualization – Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her educational experience. It does not mean, however, that every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

Instructional Scaffolding – An apprenticeship approach to instruction which places the teacher in a collaborative, interactive role with students by providing carefully structured and sequenced support as they undertake new and more difficult tasks. Emphasis is on teacher modeling, extension, rephrasing, questioning, praise, and correction rather than on the teacher as evaluator.

Intelligence Quotient (I.Q.) – A measure of ability or aptitude at a given point in time, comparing children of the same chronological age. It is a test designed to measure one's potential for learning including abstract thinking and reasoning, knowledge acquisition, and problem-solving abilities.

Interdisciplinary Curriculum – A curriculum that is structured to study a topic or concept by gathering and relating information and ideas from multiple disciplines.

International Baccalaureate (IB) – A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics curriculum that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization.

Indiana Administrative Code (IAC) – The rules developed by the State Board of Education which are most frequently contained in Indiana Administrative Code 511. They are the State School Board’s interpretation of the statutes passed by the Indiana General Assembly. (Also known as Rule 511)

Indiana Association for the Gifted (IAG) – IAG is a united body of parents, educators, and concerned citizens committed to the advocacy and advancement of educational practices and resources which will meet the unique learning needs of gifted/talented students.

Indiana Code (IC) – The state statutes created by the Indiana General Assembly. After passing a statute, the legislature may delegate authority to a state agency (such as the DOE) or board to develop further rules (regulations) to carry out and implement the law.

Interpersonal – One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “Interpersonal” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to areas such as leadership, mediation, counseling, and communication.

Learning Styles – A student's preference for a mode of learning and/or a type of learning environment. For example, a student could favor auditory learning in an independent learning environment.

Levels of Services Program Plan – The plans developed outlining the educational programming differentiated in depth and breadth to meet the needs of one or more high ability student through activities such as compacting, acceleration, enrichment, problem solving, and creative thinking.

Magnet School or Magnet Program – Many school corporations, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as highly gifted or gifted students with high ability. Since space is usually limited, special entrance requirements may apply.

Mandated Program – A legally required program or action authorized by law.

MAP Growth (NWEA) – A computer adaptive assessment that begin with a question appropriate for the student’s grade level, then dynamically adapt throughout the test in response to student performance. This progressive refinement allows MAP Growth to challenge top performers without overwhelming students whose skills are below grade level.

Multifaceted Assessment – According to Indiana Administrative Code, “Multifaceted assessment” means collecting and analyzing data to identify the educational needs of students with high ability through the following:

- 1) Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as rating scales, observation or interviews, portfolios, structured observations or interviews.
- 2) Potential-based assessment, which includes evaluating the potential performance of students with high ability through the use of instruments, such as standardized intelligence tests, standardized achievement tests, or behavior rating scales.

- 3) Other forms of assessment, which include using procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for students with high ability.

Multifaceted Assessment Plan – One of the five written levels of service program plans required for corporations participating in the State G/T Grant Program. It outlines the instruments used to identify the needs of students with high ability and measure their progress and must include at least one performance-based measure, one potential-based measure, and one other form of assessment.

Multiple Intelligences – The theory that intelligence can be expressed in a variety of ways and is not limited to the rational linear mode. The theory proposed by Howard Gardner identifies at least seven intelligences: linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, interpersonal, and intrapersonal.

National Association for the Gifted (NAGC) – An organization of parents, teachers, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. They support and develop policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. NAGC supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies who strive to improve the quality of education for all students.

Nomination – A referral process for consideration of a student into a specialized program.

Nontraditional Identification – An alternative means of identification using instruments and procedures that provide an assessment of students that is not norm-referenced or standardized.

Norm-Referenced or Standardized Test – A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

Off-Grade Level Tests – A test that is one or more grade or age level(s) above the student's actual grade placement or age used to assess a student's ability or achievement.

Open-Ended Question – Provides opportunities for more than one "right" solution or answer. Student response is judged by the logic by which the response is explained or defended. Students must be able to recognize tasks without a label, draw upon prior knowledge, generate relevant approaches on their own, and articulate their reasoning.

Overachiever – The overachiever is a figment of someone's imagination. If a child performs at a higher level than we would normally have expected, then our estimates were wrong, not the child's performance. The performance cannot exceed the capacity. (Ehrlich, 1985)

Peer Grouping – A practice which indicates voluntary or assigned matching of students by shared characteristics such as age, ability, need, and/or interest in order to affect teaching and learning.

Performance-Based Assessment – Evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as rating scales, observation or interviews, portfolios, or structured observations or interviews.

Portfolio Assessment – A collection of student products used to measure student progress and achievement. A collection of student products is often used to evaluate abilities to determine the appropriateness of placement in a program such as visual and performing arts. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected. (See also Authentic Assessment.)

Potential-Based Assessment – Evaluating the potential performance of students with high ability through the use of instruments such as standardized intelligence tests, standardized achievement tests, behavior rating scales.

Problem-Based Curriculum – Problem-based curriculum is a model that enables the learner to solve a problem using knowledge and skills across the disciplines. It enables gifted students to practice critical and creative thinking while researching information and organizing ideas to solve a real-world problem.

Productive Thinking – The set of skills and/or processes that make up higher order thinking such as creative problem solving and critical thinking.

Professional Development Plan – One of the five written levels of service program plans required for corporations participating in the State G/T Grant Program. The plan describes the opportunities provided by the corporation to promote professional growth in all areas of high ability services. This plan may include:

- 1) corporation in-services for teachers, administrators, paraprofessionals, volunteers;
- 2) staff release time for attending workshops, seminars, conferences, etc.;
- 3) resources within the corporation;
- 4) study groups within the corporation.

Program for Students with high ability – According to Indiana Administrative Code, “Program” means educational services differentiated in depth and breadth designed to meet the needs of one (1) or more students with high ability through activities, such as compacting, acceleration, enrichment, problem solving, and creative thinking.

Pull-Out Program – Students with similar readiness levels, interests, and/or learning styles are pulled from their classrooms on a regular basis to work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences.

Qualitative Assessments - May have a narrative description and evaluate performance or behavior; enable us to collect observations of student behaviors and often rely upon judgments by professionals, parents, peers and/or self.

Quantitative Assessments - Usually have a score and measure ability or achievement; often described as objective or norm-referenced measures.

Reliability – The consistency of an instrument/test over time; the accuracy and repeatability of a measurement.

Rubric – A rubric or scoring guide is an assessment scale. Each interval along the scale represents a specific level of learning from the novice to expert. The levels of learning are accompanied by specific descriptors of the type and quality of work.

School Improvement Plans – According to Indiana P.L.221, all schools have a School Improvement Team which develops a School Improvement Plan. This plan, reviewed and revised annually, establishes achievement objectives of the school for a three-year period. These achievement objectives must be consistent with academic standards and include improvement in (at least) attendance, percentage of students meeting academic standards under the ISTEP program, and for a secondary school, graduation rate.

Scales for Identifying Gifted Students (SIGS) – A standardized, norm-referenced instrument for identifying gifted children. *SIGS* consists of two rating scales that can be used together or independently (a Home Rating Scale and a School Rating Scale).

Self-Contained Classroom – A programmatic term defining a homogeneous setting of students with common needs and/or abilities (e.g., all students with high abilities). The class can include multiple grades or ages.

Self-Esteem – A feeling about one’s self-worth or self-concept. A positive self-image is the key to success for most people, children included. When a gifted child lacks confidence in his/her own abilities, no amount of outside motivation will turn him/her into a high achiever. Students with high self-esteem believe in themselves. High achievement and high self-esteem go hand in hand.

Site-Based Management – A current school restructuring model by which local autonomy is given to schools for planning and decision making. Also known as school-based management. A team of educators and community members assume responsibility and accountability for all education programs in a school, striving to assist all students to reach their fullest potential. (See School Improvement Plans.)

Socio-emotional – The social and emotional needs of the student; affective domain.

Specific Academic – One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “Specific academic” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as English language arts, social studies, foreign languages, mathematics, and sciences.

Stakeholders – Persons with interest in the programming for students with high ability (e.g., administrators, school board members, community members).

Standards – Content standards means the specific academic knowledge, skills, and abilities that all public schools in this state are expected to teach and all pupils are expected to learn in each of the core curriculum areas, at each grade level. Performance standards are standards that define various levels of competence at each grade level in each of the curriculum areas for which content standards are established. Performance standards gauge the degree to which a student has met the content standards and the degree to which a school or school corporation has met the content standards.

State Gifted/Talented Grant Program – The state resources program established by the IDOE (IC 20-10.1-5.1-3 Sec. 3) to award grants to school corporations and others to:

- 1) support school corporations in the development of local programs for students with high ability;
- 2) enable educational opportunities that encourage students with high ability to reach the highest possible level at every stage of the students' development;
- 3) provide state integrated services that include, but are not limited to:
 - a) Information and materials resource centers,
 - b) Professional development plan and programs,
 - c) Research and development services,
 - d) Technical assistance that includes the following:
 - i) Student assessment,
 - ii) Program assessment,
 - iii) Program development and implementation.

Systematic Program Assessment Plan – One of the five written levels of service program plans required for corporations participating in the State G/T Grant Program. The plan shows the procedures for assessing the effectiveness of the corporation's program for high ability services. It may include topics such as:

- 1) schedule for reviewing and updating the current program,
- 2) instruments and methods for evaluating program effectiveness,
- 3) procedures for data collection,
- 4) plans for action research.

Technical and Practical Arts – One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “Technical and practical arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines such as vocational-technical education, business technology education, family and consumer sciences, and technology education.

Twice-Exceptional – Students with needs and characteristics of more than one special population (e.g., gifted and learning disabled).

Thematic Curriculum – A curriculum which focuses on the study of a topic or concept that is specific, such as "animals," or global, such as "change." The theme serves as an organizing element to provide continuity and "connectedness" for learning.

Tiering – Providing assignments varying in level of complexity/challenge while focusing on the same basic concept or learning experience. This is a type of differentiation.

Tracking – Fixed groups that are rigidly maintained over time. This word is NOT synonymous with grouping and does not preclude opportunities for special needs groups for any learner at some time.

Underachiever – A child whose school work is not consistent with the teacher’s estimate of his or her ability to learn. (Ehrlich, 1985)

Underachieving – A discrepancy between recognized potential and actual academic performance. The causes of underachievement may be social, emotional, physical, and/or academic.

Validity – The degree to which a test/assessment measures what it purports to measure.

Visual and Performing Arts – One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “Visual and performing arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines such as art, dance, music, and theater arts.