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Introduction

Handbooks are meant to be readily available, accessed when you need a quick reference, and consulted as a guide for common use. Parents of gifted and talented children are often handicapped by a lack of information and sense of direction on how to become effective advocates not only for their own children, but for excellence in education as a whole. This publication is intended to offer easy access to critical information as well as a friendly approach to common sense support for home, school, and community. This publication is not intended to be an all-inclusive guide to all of your student's needs. Please consult the resources listed in the appendix for further information.

Defining Giftedness

Common Characteristics

In preschool years, giftedness can be demonstrated by early physical development, early language development, and/or exceptional powers of observation and curiosity.

While it is rare for a gifted child to exhibit all of the following characteristics, it is common for a gifted child to manifest many of them:

- good problem-solving abilities
- rapid pace of learning
- extensive vocabulary
- good memory
- longer attention span
- compassion for others
- perfectionism
- high degree of energy
- preference for older companions
- wide range of interests (or narrow ones)
- interest in experimenting and doing things differently
- unusual sense of humor
- early or avid reader with greater comprehension
- ability with puzzles, mazes or numbers
- at times seems mature for age

- insatiable curiosity and persistence
- intense concentration
- perseverance in areas of interest
- may question authority
- advanced sense of conscience
- perceives abstract ideas, understands complex concepts
- sees relationships
- may demonstrate intense emotional and/or physical sensitivity
- exhibits creativity

Definitions of Giftedness

Colorado Definition: (from Colorado Revised Statutes, 22-20-103-3.7.)

Gifted children means those persons between the ages of 5 and 21 whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs.

Section 22-20-103, C.R.S.; Section 22-26-101 et seq., C.R.S.; Section 8.01, ICCR 301-8 (Administration of the Exceptional Children's Educational Act)

BVSD Definition:

File: IGBB-R Adopted: September 27, 2006

Revised: June 9, 2008

Gifted and talented students are defined as those whose demonstrated or potential abilities are so outstanding that it becomes essential to provide them with qualitatively different educational programming. In the BVSD, these students are identified using multiple criteria. Programming for gifted and talented students will be designed to meet students' cognitive and affective needs through opportunities for acceleration, complexity of thinking and in-depth learning.

District policies and regulations are available on the BVSD website at www.bvsd.org or at your neighborhood school.

Colorado Definition of Twice Exceptional Students

Twice exceptional students are:

- Students who are identified as gifted and talented in one or more areas of exceptional-ity (specific academics, general intel- lectual ability, creativity, leadership, visual spatial, or performing arts);

And also identified with:

- A disability defined by federal/State eligibility criteria: perceptual communica- tive disability (learning disability), signifi- cant identifiable emotional disability, physical disabilities, sensory disabilities, autism, or ADHD.
- The disability qualifies the student for an individual education plan (IEP) or a 504 Plan.

Bright Child

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
In the top group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys straightforward, sequential
presentation
Is alert
Is pleased with own learning

Gifted Learner

Asks the questions
Is highly curious
Is mentally and physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings and opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity
Is keenly observant
Is self-critical

By Janice Szabos

Myths/Facts

Gifted education and the “gifted” label are “elitist” because schools with gifted programs offer “special” treatment for smart kids that already have it all. **Gifted education is, in fact, about meeting the academic and affective needs of students whose abilities and knowledge exceed what is being taught in the regular classroom.**

Gifted kids have “pushy” parents. **In fact, parents of gifted children are often less inclined to make an issue of their children for fear of drawing attention and harming their child’s school experience. Often, parents of gifted children may be reliving their own negative experiences in school and simply want their children to be intellectually challenged each day in school.**

Gifted kids tend to be physically weak and unhealthy. **Gifted children are a very diverse population. Many gifted children are stronger and have fewer illnesses, and many are outstanding athletes. Some may have health issues, but there is no evidence that health and fitness are linked to intelligence in any way.**

Gifted kids are emotionally unstable and social misfits. **The opposite is generally true. Many children fail to be identified by teachers because their outward behavior seems so normal. They are often very outgoing and can be outstanding leaders. Like any diverse population of children, gifted children fall in the full range of personality types and social abilities.**

Gifted kids are enthusiastic about school and academic work. **Gifted children may opt for “alternative” ways to demonstrate their intelligence and creativity, including creating discipline problems, if not encouraged to do so in acceptable ways in the school environment. Gifted students will often choose the easiest path to an “A” because the “A” comes so easily to them. An appropriate educational experience that takes their giftedness into account can ensure enthusiasm and a love of learning.**

Gifted kids are smart enough to learn by themselves. **Gifted children require the same professional educational and emotional support as other children, but that support must be appropriate to their needs.**

Gifted kids are usually from upper-middle class, professional families. **Gifted children are found in all socio-economic groups in proportionate numbers.**

Gifted kids with the same level of intelligence have the same abilities and interests. **Gifted children, like all children, are unique individuals and differ in their abilities, talents, interests and personalities. They are a highly diverse group.**

All children are gifted. **All individuals are unique with their own relative strengths and weaknesses, but giftedness refers to extraordinary, exceptional, beyond-the-norm abilities and talents when compared to others of the same age and experiences.**

Other Considerations

Learning Styles

Learning styles are a means of describing ways in which the human mind processes information. Learning styles vary in degrees of intensity and variety with each individual. Barring a disability, people use all learning styles to access information and perform tasks. Some people do have a strong preference for a specific learning style, however. Following are some examples of frequently-used terminology to describe these characteristics:

Sequential Learners:

- step-by-step learners
- adept at computation, spelling, rote memorization, timed tests
- neat, well organized
- adept at biology, foreign languages
- adept at following oral directions
- academically talented

Spatial Learners:

- conceptual, complex systems thinking
- adept at mathematical reasoning, developing own methods of problem solving
- poor at spelling, rote memorization, timed tests, handwriting
- disorganized
- adept at geometry and physics

- able to arrive at correct solutions without taking steps
- adept at following visual instructions

Left-Brained Learners:

- analytical
- verbal
- able to process information one step at a time

Right-Brained Learners:

- very creative
- comprehend easily
- visual learners, must “see” it to understand it
- able to hold images in their minds
- often artistically able
- able to do calculations better in their heads than on paper
- poor spellers
- successful with untimed tests and homework that is not repetitive
- successful when matched with teachers who offer similar teaching styles and an understanding of students' unique needs

Multiple Intelligences

Based on Howard Gardner's *Theory of Multiple Intelligences*, there are at least eight primary factors of intelligence within the human brain. These intelligences vary in relative strength within each individual and include:

Linguistics:

very verbal, sensitive to semantics, syntax, pronunciation; likes to read and write; enjoys learning new vocabulary.

Musical:

listens to, expresses, composes, performs music in variety of ways; senses music in contexts not associated with music.

Logical Mathematical:

able to perceive patterns, relationships, abstractions; likes puzzles, manipulatives, collections; experiments in controlled, orderly ways.

Spatial:

recreates the visual without the physical reference; likes to build things, to draw; able to solve the problem by visualizing the product.

Bodily-Kinesthetic:

expresses through conscious use of body; physically adept both with large and small motor control; able to make complex sequence of moves; likes to "clown around."

Interpersonal:

instinctive capacity to sense emotional states of others; highly interactive, influential, and able to manipulate others; often takes leadership roles.

Intrapersonal:

able to discriminate one's own feelings; individualistic, independent, usually self-assured; introspective.

Naturalist:

fascination with the immense variety of the world's animal and plant species and has the talent to assign them to new or established taxa.

Multicultural Considerations

Giftedness comes in all colors and languages, both genders, and all economic and social groups. Children of color, representing different ethnic, cultural and economic backgrounds, and English language learners have traditionally been under-identified for participation in gifted and talented programs for a variety of reasons:

- inadequate identification practices due to poor performance in standardized tests, poor test-taking skills, difference in learning styles;
- internal bias in test content and procedure;
- social factors such as racism, discrimination, lowered teacher expectations, high rates of poverty;
- psychological issues such as cultural identity and self-concept;
- belief that giftedness doesn't need to be addressed until after the student becomes English proficient; and
- lack of parental involvement in the educational system due to misunderstanding of the purpose of the program, negative perceptions of the program, and viewing the program as exclusionary.

Boulder Valley School District continues to work toward ensuring that gifted and talented programming serves the needs of all gifted and talented students, regardless of race, ethnicity, primary language, gender, sexual orientation, age, disability, socio-economic status, or religion.

The Twice Exceptional (or Multi-exceptional) Child

Twice Exceptional students have both the characteristics of students with disabilities and of students with outstanding potential. The discrepancy between the superior abilities and the learning difficulties results in feelings of frustration and heightened sense of inefficacy.

Beverly Trail, M.A. 1999

See the Colorado definition that BVSD uses on page 7.

Characteristics include:

Common Areas of High Potential:

- measured intellectual aptitude
- exceptional verbal skills
- creative or productive thinking abilities
- leadership abilities
- visual and performing arts
- psychomotor skills

Inconsistent Levels of Achievement with Respect to Potential:

- process deficits in listening, reading, writing, or speaking
- deficits in selected areas of study
- slow processing speed
- rigid thinking or need for excessive structure
- difficulty adapting to new procedures or situations
- frequent failure with regular classroom programming
- easily frustrated
- off-task or disruptive behaviors

Strategies for Use with Twice Exceptional Students:

Special programming that could include:

- individual education plans (IEP)
- advanced learning plan (ALP)
- early intervention, response to intervention (RtI)
- enrichment
- activities to circumvent the deficits
- consideration of learning styles
- compacting in skills areas (using less time by only covering those skills not already mastered)
- alternative modes of expression
- alternative sources of information
- counseling to learn how to cope with frustrations, emotions and to increase self-concept
- setting realistic goals

Enrichment opportunities:

- active inquiry and discovery
- open-ended challenges
- interest-based activities
- encourage student responsibility and leadership
- pair activities (less desirable task precedes preferred task)
- limit choices

Compensation for weaknesses:

- pair students with complementary strengths
- find sources of information appropriate for students needs
- encourage students to choose tasks that rely on their strengths rather than their weaknesses
- provide appropriate escape routes for students to drop away from frustrations while maintaining integrity
- teach that limited skill is not equal to limited thought
- provide clear information about student expectations
- use environmental settings as cues for desired behavior (round table for discussion, private worktable for independent work)
- behavior management
- teach coping and goal-setting skills

For more information about twice exceptionalities, visit the BVSD TAG website at www.bvsd.org/tag .

Underachieving Gifted

Students who demonstrate a discrepancy between ability or potential and achievement or productivity are considered to be underachievers.

Contributing factors may include:

Family Considerations

- level and value of education in the family
- models for achievement within the family
- overprotection
- parental expectations
- perfectionism of parents
- "adultizing" the child
- emotional or physical turmoil

Personal characteristics

- need for control or attention
- response to competition
- attitude for failure
- level of creativity
- learning style
- deficit skills
- coping strategies
- self-esteem, self-concept
- response to authority
-

School considerations

- demand for conformity
- frequency of "rerun" or repeated lessons
- intolerance for divergent behavior or thinking

- match of teaching and learning styles
- attitude and atmosphere with respect to failure
- degree of emphasis on strengths, interests

Factors attributed to reversing under-achievement:

- out-of-school interests
- consistent parenting that encourages a positive attitude, responsibility
- goal-setting that attaches meaning to success in school
- opportunities for advanced study, independent study
- relevant assignments
- evaluation of process as well as product
- flexible teaching styles
- competent, passionate teaching
- realistically high expectations
- student retaining internal locus of control
- student reflection on patterns of under achievement
- student acceptance of responsibility for actions and behaviors

Indicators of progress may include:

- attitude change (happier, enjoys learning, improved self concept)
- completed assignments
- quality of work
- increased concentration and productivity
- improved ability to deal with emotional conflict

BVSD Gifted and Talented Education Policies and Purpose Statements

Policies

Programs for Gifted Students
File: IGBB-R Adopted: September 27, 2006
Revised: June 9, 2008

Gifted and talented students are defined as those whose demonstrated or potential abilities are so outstanding that it becomes essential to provide them with qualitatively different educational programming. In the BVSD, these students are identified using multiple criteria. Programming for gifted and talented students will be designed to meet students' cognitive and affective needs through opportunities for acceleration, complexity of thinking and in-depth learning.

Promotion, Nonpromotion and Acceleration of Students

BVSD Policy IKE (revised November 9, 2004) (Only sections regarding acceleration are included here. Full policy available at www.bvsvd.org.)

ELEMENTARY SCHOOL

A student who is accelerated will be one whose needs cannot be met in his or her present placement. A student may be accelerated in grade placement when his or her levels of academic achievement and social, emotional, physical, and cognitive development would indicate that a higher grade placement, either full or part time, would be more appropriate in order for the student to be adequately challenged educationally. The decision is made as a result of a process that

involves the collection and consideration of information regarding academic, cognitive, social/emotional, and physical development of the student. The process involves the principal, teacher(s), parent(s), and other school personnel as appropriate. Assessment information shall include teacher-made or standardized assessments; an observation period; input from the school psychologist; and/or interview(s) with the student and parent(s). Results of this assessment should indicate that the student will be able to perform tasks at or near the top of the class. The Talented and Gifted office may be a resource in assisting with appropriate assessments. Required assessments for compliance with the Colorado Basic Literacy Act will be considered as part of the assessment for acceleration. A student may be accelerated in grade placement at any time during the elementary years, and may be accelerated part time into classes in a middle school.

MIDDLE LEVEL

Middle level students may be accelerated in grade placement so that some or all classes are taken at a higher grade level or at the high school.

HIGH SCHOOL

High school students may be accelerated in grade placement so that classes are taken at a higher grade level or at the university level.

Post Secondary Enrollment Options

Policy IGCD (Revised September 24, 1998)

The Board of Education believes that high school students need to be continually challenged in order to maintain their academic interests. To provide such challenge, students, parents, counselors, teachers, and administrators need to have the opportunity to explore

different options. One of the options is the opportunity to enroll in college-level courses while still attending high school. In appropriate circumstances course credit toward the fulfillment of high school graduation requirements will be awarded for successful completion of approved courses offered by institutions of higher education.

Students in the 11th or 12th grades who are not more than 21 years of age are eligible to apply for enrollment in courses offered by institutions of higher education. Each student considering an application for enrollment in postsecondary courses shall meet with the school principal or counselor to discuss whether such enrollment would be in the best interest of the student's educational career. A student must give notice of his or her intent to apply at least 60 days prior to the anticipated enrollment on forms provided at each high school.

Academic credit granted for postsecondary course work successfully completed by a student may qualify as credit toward high school graduation or as credit toward a degree or certificate at the institution of higher education, or both. Advance approval must be sought from the school principal for the receipt of high school credit. Such approval will not be given for courses which are replicative of District courses offered for college credit or for courses that do not meet or exceed the District's graduation requirements in subject content or grade. Students who have satisfied District graduation requirements prior to enrollment in a postsecondary course may not receive high school credit for such course work. An appeal procedure shall be established for those situations in which high school credit is not approved.

Students who enroll in and satisfactorily complete postsecondary courses pursuant to this policy shall be entitled to the reimbursement of tuition for up to two courses per semester approved in advance for credit toward high school graduation. Students are responsible for all other expenses related to enrollment in the courses, and the District shall not provide or pay for any related transportation. Students enrolled in such postsecondary courses shall continue to be considered as enrolled in the District and eligible for high school activities. The District shall enter into written cooperative agreements with institutions of higher education at which District students intend to enroll. Enrollment pursuant to this policy is not available for summer sessions. Information about postsecondary options for which District students are eligible pursuant to this policy, and the process for appealing the denial of high school credit for postsecondary course work, shall be distributed annually to all students in grades 9 through 12 and their parents.

Early Access

JEC-R E1 (Adopted January 26, 2009)

The Colorado Education of Exceptional Children Act (C.R.S. § 22.20-104.5) as amended in July, 2008

provides early access to educational services for kindergarten and first grade students to meet the unique needs of the highly advanced gifted child. It does not permit early access to all gifted 4- or 5-year- olds. Quality preschool programs will meet the needs of most gifted children.

Mission Statement

Adopted April 13, 1999

Our mission is to support the education of gifted and talented students through policies, personnel, and programming that meet their academic, affective, and guidance needs in a consistent manner.

Beliefs Statements

Adopted April 13, 1999

We Believe:

- All children deserve to have their educational needs met.
- Gifted and talented children have significant specific academic, social, and emotional needs that evolve, change, and require flexible services from staff trained in meeting those needs.
- Gifted and talented individuals are present in all populations, and may be at risk if their educational, social, and emotional needs are unidentified and/or unmet.
- In creating an environment that supports and enhances the development of gifted and talented students while respecting the uniqueness of each school community.
- In consistent criteria with flexible methods for identification, and programming options of gifted and talented students.

- That meeting the needs of gifted and talented students requires collaboration and communication among parents, teachers, staff, students, and the community.
- In providing parents and the community with educational opportunities to become aware of, understand, and participate in meeting the unique needs of gifted and talented individuals.

Vision Statement

Adopted September, 2004

In the Boulder Valley School District:

- Gifted and talented students are identified K-12 using unbiased multiple criteria.
- Gifted and talented students, including traditionally underrepresented populations, have their educational needs identified and assessed in order to ascertain appropriate programming.
- Gifted and talented students utilize a variety of strategies and options to meet academic, affective, and guidance needs.
- Gifted and talented students thrive in a supportive educational environment where cognitive, affective and cultural diversity are accepted and nurtured.

- Underrepresented/underserved populations have equal access to the district's TAG program.
- Gifted and talented students acquire strategies for self-advocacy and goal-setting as they explore areas of interest and passion.
- Administrators, teachers, and support staff engage in inquiry as part of their on-going professional development and learn new skills and strategies to stay current with best practices in meeting the needs of gifted and talented students.
- Parents, gifted and talented students, educators and the community are informed partners in developing and providing educational experiences.
- Parents utilize educational opportunities to enhance their knowledge of the nature and needs of gifted and talented children.

The BVSD Gifted and Talented Education Identification Process

Identification Procedures

A student may be nominated to go through the TAG identification process by a teacher, parent, peer, self, or other adult with knowledge of the student's abilities. A student may also be nominated through grade level screening.

Following nomination, multiple criteria will be gathered and considered to determine if TAG identification is appropriate for the student. Every effort will be made to select and use for determination those criteria that have the highest likelihood to show the student's greatest strengths and abilities.

At least six pieces of evidence will be gathered. Included in these six must be one from column A or B (see next page, the *Parent Inventory* and input from a teacher who is knowledgeable regarding the student's area(s) of greatest strength.

A	B	C
Aptitude / Ability Data	Achievement Data	Other Data
<p>For example, test scores for:</p> <p>CogAT</p> <p>Psychologist administered individual IQ Test</p> <p>Raven's Progressive Matrices</p> <p>Naglieri Non-verbal Ability Test</p> <p>Bilingual Verbal Ability Test</p>	<p>For example, test scores for:</p> <ul style="list-style-type: none"> • CSAP • CTBS • SAT • ACT • QRI • Woodcock-Munoz Language Survey • DRA-2 (language) • AVMR (math) 	<p>For example:</p> <p>Teacher, Parent, or Specialist Inventory</p> <p>Product and Performance Review</p> <p>Characteristic Inventory (Kingore Observation Inventory, Slocumb-Payne Teacher Perception Inventory, Slocumb-Payne Environmental Opportunities Profile)</p> <p>HbGSI</p> <p>Additional Input</p>

TAG identified students will have scores in the 95th percentile or the gifted range in at least three of the criteria above. One of these criteria must come from column A or B above. There is an appeals process to TAG identify students even if one piece of evidence is not from column A or B as long as at least three, and preferably more other criteria indicate high ability. No single piece of evidence will either identify or eliminate a student for consideration as gifted and talented.

TAG Identification Timeline

TAG identification may be initiated at any time in the school year. Parents/guardians will receive written notification of the status of their child's TAG identification within 10 weeks of the initial nomination.

School Based Services for Talented and Gifted Students

Schools in the Boulder Valley School District provide opportunities for advanced students to excel. The following list, although not comprehensive, suggests some of the many ways in which schools may serve gifted students. Contact your local school to discuss its interventions on behalf of its gifted and academically advanced students.

- Recognition of individual differences and strengths
- Advanced Learning Plans (K-8)
- Differentiated curriculum and instruction
- Cluster grouping
- Acceleration by grade level or subject

- Curriculum compacting or telescoping
- After school, summer and Saturday programs
- Mentorships and internships
- Multi-age grouping
- Independent studies
- Enrichment
- Pull out for specific classes
- Counseling and career counseling
- Schools of choice
- Advanced middle school and high school courses
- International Baccalaureate Program and Pre-IB
- Advanced Placement
- AVID program
- Affective needs workshops and classes
- Attendance at the next level of schooling for certain classes
- Support groups addressing general and specific concerns of gifted and talented students
- College classes for high school students (PSO)
- Fast-track option with post-secondary networking
- Clubs and interest-based activities

The BVSD Areas of Focus Talented and Gifted Education

BVSD has a plan for putting in place comprehensive gifted education throughout the district. While standardized it also honors the uniqueness of each school community. The areas of focus are:

- **Identification** of gifted and talented students
- **Professional Development** for teachers, administrators, TAG Educational Advisors, and others working with gifted students
- **Programming Strategies** for meeting the needs of gifted students through a variety of educational options
- **Affective Education** supporting the social and emotional needs of gifted students
- **Communication** fostering understanding and collaboration between parents, students, educators, and the community.

Supporting Your Child's Needs

Build Personal Awareness

- Learn about the unique cognitive, social, and emotional issues of the gifted
- Attend public forums/panels that focus on the needs of gifted/talented students
- Get involved in school and/or district decision-making committees
- Attend conferences sponsored by local, state, and national organizations
- Plan informal gatherings to meet with other parents of gifted children
- Familiarize yourself with books, newsletters, websites, etc. See Appendix.

At Home

- Set an example; model life-long learning
- Collect examples of your child's work and creativity in a portfolio
- Encourage and model good communication with your children
- Create an accepting environment and encourage your child to share his/her feelings, questions, comments
- Be a good listener
- Be a facilitator and a guide - share in the adventure of learning new things

- Allow childhood to be a part of your gifted one's life; do not expect him/her to feel and act like a miniature adult
- Avoid comparing your child with others or you may lose sight of his/her individuality
- Make free time a regular pastime - don't over schedule your child
- Set clear and consistent expectations and consequences; involve your child in the process
- Help your child believe in himself/herself
- Emphasize your child's strengths; be positive
- Supplement your child's learning at home; nurture your child's passions, interests, and creativity
- Model general respect for educators and their important service to society
- Value risk taking, hard work, and the satisfaction of achievement
- Discuss effective problem solving techniques and strategies to cope with failure
- Encourage independence by giving your children responsibility
- Provide opportunities for your child to interact with other gifted children, older children, and stimulating adults
- Encourage self-awareness
- Remember the value of humor
- Above all, enjoy them

At School

- Participate in creating your child's Advanced Learning Plan (ALP)
- Ask your child's teacher for suggestions to encourage and nurture this talent, interest or particular ability
- Be a volunteer in the school, apply your talents
In these and other areas:
 - Classrooms
 - Nurse's office
 - Tutoring
 - Art, music
 - Mentoring
 - Enrichment activities
 - Field trips
 - School Improvement Team
 - PTO/PTA
 - Gifted program
 - Fund raisers
- Keep written documentation of meetings with school staff (e.g. teachers, specialists, principals)
- Agree on a timeline for setting student, parent, and teacher goals in ALP

Advocacy

Effective Advocacy for Your Child

- Know the facts; be informed
- Educate yourself on educational terminology, especially the vocabulary related to gifted education (see Glossary of Educational Terms in the Appendix)
- It is helpful to become familiar with district policy, state guidelines, and accreditation rules as a framework for discussion
- Be willing to give your time and talents – not just your criticism
- Make an appointment and tell the teacher what you wish to discuss. In the hallway right after school is never the best time and place for serious conversation. Make sure the teacher can give you her/his full attention
- Network with other interested parents, teachers, and community members
- Be willing to listen to other perspectives
- Bring your sense of humor
- Be respectful of the professionals
- Avoid becoming a hovering parent – even gifted children need to develop their own sense of independence and ability to speak for themselves in a tactful manner
- Take time to say thank you to your child's teachers for their efforts
- Don't forget to ask your child what s/he thinks or wants. Separate your issues from your child's

- Be a good listener
- Focus on your main issue and be willing to collaborate and compromise
- Establish timelines in your discussions with teachers for both short and long-term goals
- Follow up meetings with letters reiterating plans of action and important points so all involved can see what has been agreed upon
- Plan for a check-up meeting in the future to evaluate progress if appropriate
- Discover and follow the "chain of command" at your child's school beginning with the class-room teacher in nearly all cases
- Focus on student need, not the "Gifted" label
- Be assertive, not adversarial
- Join gifted organizations, attend gifted education conferences, and subscribe to gifted education resources (see Appendices)

Regulations and Laws

These laws and regulations exist and it can be beneficial to use them in building a base of support for effective advocacy.

In Colorado gifted and talented children are included in the legal definition of exceptional children.

The Colorado State Board of Education has adopted State Guidelines for Gifted and Talented Student Education.

The Exceptional Children's Educational Act (C.R.S. 22-20-101 et seq) defines both "students with disabilities" and "gifted students" as exceptional students.

Since 1993, the General Assembly of Colorado has allocated funds to support gifted and talented education. The amount for schools in Colorado has increased from \$1,000,000 to a current level of just over \$6,000,000. To qualify to receive state funding, districts are required to submit plans which include the district definition of gifted and talented, the identification procedure, programming strategies/options, an evaluation, accountability plan, and a description of personnel who directly or indirectly serve gifted and talented students, and a program budget. School districts must provide matching monies equal to or greater than the amount requested from the state in order to receive state funds.

Rules for the administration of the Accreditation of School Districts (adopted 10/7/99) include the following segments pertaining to or affecting the education of gifted students:

The basic purpose of the Colorado Accreditation Program is to promote high standards, equal access, and educational opportunities for all students' academic growth. "All students" means every student regardless of gender; socio-economic level; at-risk status; racial, ethnic, or cultural background; exceptional ability; disability; or limited English proficiency. [1.01(9)] The contract must specify the following elements: goals

and strategies to improve all student academic achievement, and to identify and reduce consistent patterns of low academic achievement and discrepancies in academic achievement related to race/ethnicity, gender, exceptional ability, disability, and limited English proficiency. [2.02(4)(f)] The academic achievement report card shall contain the following indicators: The number of students taking one or more advanced placement classes, the percentage of those students obtaining a passing grade on an advanced placement examination as defined in the accreditation contract, and/or equivalent indicators of high academic performance as defined in the local district/ State Board of Education accreditation contract.

House Bill 94-1198 amended the Standards-Based Education statute (H.B. 93-1313) to take into consideration necessary accommodations and adaptations for all exceptional students, including gifted and talented students, so that these students could be maximally successful in a standards-based education system.

The Postsecondary Enrollment Options Act (C.R.S. 22-35-101 et seq) last amended June, 1992, provides the opportunity for high school juniors and seniors to enroll in college courses, to earn both high school and college credit, and requires school districts to pay for high school students' tuition for up to two courses per academic term.

BVSD is slated to receive approximately \$270,000 for TAG from CDE for the 2009-2010 school year which the district must meet or exceed with district funding. The district spends approximately \$80,000 annually on postsecondary education.

Resources

Organizations:

Boulder Valley Gifted and Talented (BVGT)
<http://www.bvgt.org> An organization advocating for gifted children in the greater Boulder Valley area.

Colorado Association for Gifted and Talented, (CAGT). <http://www.coloradogifted.org> P.O. Box 100845, Denver, CO 80250. Supports gifted education in the state and puts on the annual fall conference. Members receive the quarterly newsletter, *Kaleidoscope*.

National Association for Gifted Children, (NAGC). 1707 L Street NW, Suite 550, Washington, D.C. 20036; Phone: 202/785-4268. <http://www.nagc.org/index.html> Parent members receive the quarterly newsletter, *Parenting for High Potential*. Educator members receive *Gifted Child Quarterly*.

Open Space Communications, P. O. Box 18268, Boulder, CO 80308-8268. Publisher of *Understanding Our Gifted* and puts on the annual Beyond Giftedness Conference. <http://www.openspacecomm.com>

Suggested Reading:

- *Best Practices in Gifted Education.* By Ann Robinson, et al. Prufrock Press, 2007.
- *College Comes Sooner than You Think: The Essential College Planning Guide for High School Students and Their Families.* By Bonnie D. Featherstone and Jill M. Reilly, Ohio Psychology Press, 1990.
- *College Planning for Gifted Students.* By Sandra Berger, CEC ERIC, 1998.
- *Counseling the Gifted and Talented.* Edited by Linda K. Silverman, Love Publishing, 1993.
- *Cradles of Eminence.* By Victor and Mildred Goertzel, Little, Brown and Co., 1962.
- *Exciting Writing, Successful Speaking – Activities to Make Language Come Alive.* By Martin Kimeldorf, Free Spirit Publishing, 1994.
- *The Faces of Gifted.* By Nancy L. Johnson, Pieces of Learning, Division of Creative Learning Consultants, Inc., 1989.
- *Fighting Invisible Tigers.* By Earl Hipp, Free Spirit Publishing, 1985.
- *Freeing Our Families from Perfectionism.* By Thomas Greenspon, Free Spirit, 2003.
- *Frames of Mind.* By Howard Gardner, Basic Books, 1983.
- *The Gift of Dyslexia.* By Ronald Davis, Perigee Books, 1997.
- *Gifted Kids Speak Out.* By James R. Delisle, Free Spirit Publishing Co, 1987.
- *Gifted Kids Survival Guide for Ages 10 and Under.* By Judith Galbraith, Free Spirit Publishing Co. 1998.

- *The Gifted Kids Survival Guide Teen Handbook.* By James Delisle and Judy Galbraith, Free Spirit Publishing Co., 1996.
- *Giftedness, Conflict, and Underachievement.* By J.R. Whitmore, Allyn and Bacon, 1980.
- *Girls and Young Women Leading the Way – 20 True Stories About Leadership.* By Frances Karnes and Suzanne Bean, Free Spirit Publishing, 1993.
- *Growing Up Gifted.* By Barbara Clark, Charles E. Merrill Publishing Co., 1988.
- *Guiding the Gifted Child.* By James Webb, Elizabeth Meckstroth, and Stephanie Tolan, Ohio Psychological Publishing Co., 1982.
- *Handbook of Gifted Education.* By Nicholas Colangelo and Gary A. Davis, Allyn and Bacon, 1991.
- *How to Parent So Children Will Listen.* By Sylvia B. Rimm, Apple Publishing Co., 1990.
- *Investigating Creativity in Youth.* By Fishkin, Cramond and Olszewski-Kubilius, Hampton Press, 1999.
- *Mentorship – The Essential Guide for School and Business.* By Jill Reilly, Ohio Psychology Press, 1992.
- *Misdiagnosis and Dual Diagnosis of Gifted Children and Adults.* By James Webb, et al. Great Potential Press, 2005.
- *Motivating Underachievers: 172 Strategies for Success.* By Carolyn Coil, Pieces of Learning, 1992.
- *A Nation Deceived: How Schools Hold Back America's Brightest Students.* The Templeton National Report on Acceleration, 2004.
- *National Excellence: A Case for Developing America's Talent.* Office of Educational Research and Improvement, U.S. Department of Education, October, 1993.

- *Parent Education: Parents as Partners.* By Dorothy Knopper, Open Space Communications, Inc., 1994. Also available in Spanish.
- *Parent's Guide to Raising a Gifted Child: Recognizing and Developing Your Child's Potential.* Edited by James Alvino and the editors of Gifted Child Monthly, Little, Brown, and Co., 1985.
- *Patterns of Influence on Gifted Learners: The Home, the Self; and the School.* By Joyce VanTassel-Baska, Teachers College Press, 1989.
- *Profiles of the Gifted and Talented.* By George Betts and Maureen Neihart, *Gifted Child Quarterly*, vol. 32, no. 2, Spring, 1988. Updated 2007.
- *See Jane Win and See Jane Win for Girls.* By Sylvia Rimm. Free Spirit Publishing, 1999, 2003.
- *State Guidelines for Gifted and Talented Student Education.* The Colorado Department of Education and The State Advisory Committee for Gifted and Talented Student Education, March, 1995.
- *The School Survival Guide for Kids With LD, and Survival Guide for Kids With LD.* By Gary Fisher, Free Spirit Publishing Co. 1991.
- *Smart Boys.* By Barbara Kerr and Sandford Cohn, Great Potential Press, 2001.
- *Smart Girls, Gifted Women and Smart Girls II (Revised).* By Barbara Kerr, Ohio Psychology Publishing, 1985, 1997.
- *Survival Guide for Parents of Gifted Kids.* By Sally Walker. Free Spirit Publishing Co., 1991.
- *Survival Guide for Teachers of Gifted Kids.* By Jim Delisle and Barbara Lewis, Free Spirit Publishing, 2003.

- *Survival Guide for Teenagers With LD.* By Rhoda Woods, Free Spirit Publishing Co., 1993
- *Teaching Gifted Kids in the Regular Classroom.* By Susan Winebrenner, Free Spirit Publishing, 1992.
- *The Unschooled Mind.* By Howard Gardner, Basic Books, 1991.
- *To Be Gifted and Learning Disabled: From Definitions to Practical Intervention Strategies.* By Susan M. Baum, Steven V. Owen, and John Dixon, Creative Learning Press, 1991.
- *Underachievement Syndrome: Causes and Cures.* By Sylvia B. Rimm, Apple Publishing Co., 1986.
- *Understanding Creativity.* By Jane Pirto, Great Potential Press, 2004.
- *Up From Underachievement.* By Diane Heacox, Free Spirit Publishing, 1991.
- *Upside-Down Brilliance: The Visual-Spatial Learner.* By Linda Kreger Silverman, DeLeon Publishing, 2002.
- *When Gifted Kids Don't Have All the Answers.* By James Delisle and Judy Galbraith, Free Spirit Publishing, 2002.
- *When Nothing Matters Anymore: A Survival Guide for Depressed Teens.* By Bev Cobain, Free Spirit Publishing Co., 1998.
- *Work Left Undone.* By Sally Reis, Creative Learning Press, 1998.
- *Your Gifted Child and You.* By Felice Kaufman, Council for Exceptional Children, 1976.

Journals and Magazines:

- *Gray Matters*, The newsletter of the BVSD Office of Advanced Academic Services. <http://bvsd.org/tag/>
- *Gifted Child Quarterly*, National Association for Gifted Children, <http://www.nagc.org>
- *Parenting for High Potential*, Parent newsletter of the NAGC. <http://www.nagc.org>
- *The Roeper Review*, A Journal on Gifted Education. The Roeper School, P.O. Box 329, Bloomfield Hills, MI 48303-0329.
- *Edutopia*: Reshaping the Future of Education. The George Lucas Educational Foundation. <http://www.edutopia.org>
- *Imagine*. Magazine for gifted adolescence from Johns Hopkins University. <http://www.jhu.edu/gifted/imagine>
- *Gifted Child Today*. <http://www.prufrock.com>
- *Creative Kids 8-14*. <http://www.prufrock.com>
- *Gifted Education Review*. Peak Educational Resources, Inc., P.O. Box 2278, Evergreen, CO 80437-2278. (available on CD-ROM)
- *Journal for the Education of the Gifted*. The University of North Carolina Press, P.O. Box 2288, Chapel Hill NC 27515-2288.
- *Think: The Magazine on Critical and Creative Thinking*. ESC Learning Systems, Inc., P.O. Box 791437, San Antonio, TX 78279-1437.
- *Understanding Our Gifted*. Open Space Communications, Inc. <http://www.openspacecomm.com>
- *2e Newsletter*, an electronic newsletter about twice exceptional children. <http://www.2eNewsletter.com>

See also:

TAG Professional Resource Library

BVSD TAG Library Resources

BVSD TAG Bibliography Website

<http://www.bvsd.org/C16/Gifted/default.aspx>

Internet Resources:

BVSD TAG Website

<http://www.bvsd.org/tag>

Hoagies' Gifted Education Page

<http://www.hoagiesgifted.org>

College Board Website

<http://www.collegeboard.org>

GT World Website

<http://www.gtworld.org/>

Colorado Department of Education – Gifted

<http://www.cde.state.co.us/gt/index.htm>

These sites include links to many other valuable resources and websites.

TAG Professional Resource Library

Each school has been provided with a collection of gifted education resource materials. These materials are for use by students, administrators, teachers, support staff, and parents. Contact your local school to access these materials.

Elementary:

Gifted Kids Survival Guide for 10 and under
Galbraith

Various children's books for the KOI planned activities

Secondary:

Educating Gifted Students in Middle School
Rakow

Exemplars Math Modules – High School
Brewer

Gifted Kids Survival Guide Teen Handbook
Galbraith and Delisle

Smart in the Middle Grades
NAGC

Survival Guide for Teenagers with LD
Cummings, Fisher, Espeland, and Hanson

All Levels:

Active Questioning
Johnson

*Behavior Survival Guide for Kids: How to Make Good
Choices and Stay Out of Trouble*
McIntyre

Best Practices in Gifted Education
Robinson

Bringing Out the Best
Saunders

Counseling the Gifted and Talented
Silverman

Curriculum Compacting
Reis

The Differentiated Classroom
Tomlinson

Differentiating Instruction for Students with Learning Disabilities Bender

Differentiation: Simplified, Realistic and Effective
Kingore

Fulfilling the Promise of the Differentiated Classroom
Tomlinson

Gifted Kids Speak Out
Delisle

Growing Up Gifted
Clark

Handbook of Gifted Education
Colangelo & Davis

Kingore Observation Inventory
Kingore

Recognizing Gifted Potential
Kingore

Managing the Social/Emotional Needs of the Gifted
Schmitz/Galbraith

Misdiagnosis and Dual Diagnosis of Children and Adults
Webb, Amend, Webb, Goerss, Beljan, and Olenchak

The Parallel Curriculum Model
NAGC

Perfectionism – What’s Bad About Being Too Good?
Adderholdt

Planning Effective Curriculum for Gifted Learners
Van Tassel-Baska

Questioning Makes the Difference
Johnson

Removing the Mask: Giftedness in Poverty
 Payne, Slocumb
Smart Boys
 Kerr and Cohn
Smart Girls (Revised)
 Kerr
Some of My Best Friends are Books Hal-
 sted
Special Populations in Gifted Education
 Castellano
School Survival Guide for Kids with LD
 Cummings, Fisher and Espeland
Survival Guide for Kids with LD
 Fisher, Cummings and Urbanovic
Survival Guide for Parents of Gifted Kids
 Walker
Teaching Gifted Kids in the Regular Classroom
 Winebrenner
Teaching Young Gifted Children in the Regular Classroom
 Smutny
Thinking is the Key
 Johnson
Upside Down Brilliance
 Silverman
The Young Gifted Child
 Smutny
Survival Guide for Kids with ADD/ADHD
 Taylor

Other Resources:

2e Newsletter

Exemplars K-8 Math Activities

Brewer

Exemplars K-8 Science Activities

Brewer

The Best of Exemplars Math Activities

Inspiration Software

At Work in the Differentiated Classroom Video
Series

ASCD

What the Silenced Say Video and support
materials

Jonathan Mooney

*Accessing the General Curriculum: Including
Students with Disabilities in Standards-based Reform*

Video and materials

Nolet and McLaughlin

Frequently Asked Questions

How do I know if my child is gifted?

Look over the characteristics of gifted children found on pages 5-10. Although no child exhibits all of these characteristics, if you feel that your child has a significant number of these, talk with her/his teacher and your school's TAG Educational Advisor about having her/him evaluated. Your school has materials and personnel available to conduct the identification process with input from parents, teachers, student, and assessments of aptitude, achievement, products and any other relevant data. Generally speaking, the designation of gifted is for those students intellectually in the upper 5%.

I have concerns about my child's education. To whom should I speak?

It is important to begin with the person most directly responsible for your child's education – the classroom teacher. If you cannot get a satisfactory response from the teacher, it is then appropriate to go to the principal. Most concerns are resolved at the school level. If resolution at the school level is not forthcoming, the parent may decide to go to the district Coordinator for Advanced Academic Services or Resource Specialist. As a last resort, there is an appeals process included in district policy. District policies are available on the BVSD website at <http://www.bvsvd.org> or your local school.

Which school or curriculum is best for my gifted child? To what school should I send my child?

All children are different. All gifted children are different, too. There is no single strategy, school or curriculum that best meets the educational needs of all children. Consider your child's learning characteristics and style, his or her personality, and the methods of learning that are most effective with your child. Weigh these carefully against the benefits of what your neighborhood school offers educationally, socially and logistically when making a decision about open enrollment.

How can I decide if acceleration or grade level advancement is best for my child?

Acceleration is a strategy for meeting the needs of some gifted children. Luckily, it has been extensively researched and there is a great deal of information about it. Acceleration is a cooperative decision made at the school level with input from parents, teachers, student as appropriate, and principal all working together to make the best decision for the child. You may want to visit the BVSD website at <http://www.bvdsd.org> and search for Board Policy IKE which includes a survey of questions (also included in Board Regulations IKE-R-E-2) to ask oneself that complements the gathering of aptitude and achievement assessments when making this decision.

How do I know if my child's curriculum is being differentiated to accommodate her advanced abilities?

Teachers of gifted students can apply Passow's Test of Appropriate Curriculum to help determine if a curriculum is differentiated for gifted learners. The following three criteria by Passow best describe how to evaluate the suitability of any curriculum or program for gifted learners:

- Would all students want to be involved in such a learning experience?
- Could all students participate in such a learning experience?
- Should all students be expected to succeed in such a learning experience? If the answer to these questions is *yes*, then the curriculum is *not* differentiated for the gifted. It is important not to confuse what is good education for all students, including the gifted, with that which is only appropriate for gifted students.

Gifted learners who already know, understand and are able to do what is being taught, need to have their educational experiences differentiated by one or more of the following: depth, pace and/or complexity. One of the characteristics of gifted learners is that they learn with less repetition and practice, moving at a faster pace than other children. They are interested and motivated to take a subject into more depth than other children. They can think through more complex and abstract concepts than others, manipulate more pieces of information at the same time and find patterns and relationships that other children miss.

I am interested in working for the betterment of gifted education in the BVSD beyond just my child. How can I act on this?

This is great! The district is always looking for assistance and involvement from those who have a more global perspective. At the school level, you may wish to join the site-based decision-making team, School Improvement Team, Parent-Teacher

Organization, or building TAG Committee to insure that gifted education concerns are infused into every area of decision making at the school level. At the district level, you may want to join the TAG District Advisory Committee. You can also join the Colorado Association for Gifted and Talented and the National Association for Gifted Children and work through involvement with those organizations. Colorado also has a very active legislative involvement group. Contact the district Office of Advanced Academic Services for more information on how to contact or join these groups.

Appendix

Glossary of Educational Terms

Ability grouping – the flexible regrouping of students based on individual instructional needs

Acceleration – moving at a faster pace through academic content

Accreditation – means by which schools are acknowledged as providing adequate education to students while fulfilling all mandates and laws governing education

Achievement test – assessment which determines what a student knows within a specific unit or curriculum

Advanced Academic Services – BVSD office overseeing gifted education

Advanced Learning Plans (ALP) – created collaboratively with teachers, parents, TAG Ed Advisors and students to identify a student's strengths, educational and personal goals, indicators of academic growth, programming strategies, specialized curricula and options both in and out of school

Affective needs – the social and emotional needs of students

Aptitude test – measures how capable and able a student is to learn – May be in a curricular area or general reasoning

Benchmarks – measurable achievements of students leading toward mastery of each standard

Charter school – a public school, operating independent of district rules and policies, designed and implemented to meet needs of a specific student population

Cluster grouping – the intentional placement of a group of similar ability students in an otherwise heterogeneous (mixed ability) classroom

Concurrent enrollment – a provision that allows students to be enrolled in college classes while still in high school (see Post Secondary Option)

Cooperative grouping – and instructional strategy in which small, usually heterogeneous groups of students work collaboratively to learn

CSAP – Colorado Student Assessment Program state achievement test

Curriculum – the course of study, i.e., math, English, history

Curriculum compacting – an instructional strategy in which a student's grasp of a subject area is frequently reassessed by the instructor, and following demonstration of mastery of the subject, the student is allowed to progress to the next level or is given core in-depth work in the same subject area

Diagnostic test – assessment which determines what a student knows within a specific unit or curriculum

Differentiation – the modification of programming and instruction based on a student's readiness, interest level, learning and affective profiles

Early Access—a process that allows highly advanced gifted children who do not meet the age cut-offs to enroll in kindergarten or first grade

Enrichment – the enhancement of the curricular program with additional opportunities for learning

Exceptional Children's Educational Act – a Colorado law that groups students with disabilities, students for whom English is not the primary language, and gifted and talented students as those who have different educational needs based on their identified exceptionally. Law requires that schools make special efforts to meet those needs

Feeder schools – those schools that, because of location, generally accept and send students to one another – elementary to middle to high

Focus school – a specialized curricular or instructional strand in a school. BVSD has several focus schools including a Gifted and Talented Focus School at Lafayette Elementary

Gifted and Talented – refers to children of exceptional ability. The term does not divide students into those who are talented (as in art) and those who are gifted (as in intellect)

Heterogeneous grouping – students are taught in mixed ability groups

Home school – a parent provides all or some of a child’s education privately in the home. Parent requires no certification but child is tested with a standardized test to demonstrate achievement. May also refer to one’s neighborhood school.

Homogeneous grouping – students are taught in similar ability groups

Mandate – a law that compels a specific method of addressing a particular educational need. Gifted Education has a legislated, unfunded mandate in Colorado

Mentorship – a cooperative arrangement between a student and a professional adult for the purpose of sharing common interests in a particular skill, knowledge or career orientation

Out-of-level (or off-level) testing – testing typically given to a particular grade or age of students and used to assess abilities of younger students at a higher level than their developmental peers

PLP – See Advanced Learning Plan

PSO (Post Secondary Option) – a provision that allows high school juniors and seniors to take classes at a college or university

Private school – a school which is funded by private sources and/or tuition

Proficiencies – Boulder Valley School District and Colorado’s recognized standards of achievement that students must meet in order to advance academically

Pull-out program – classes and activities that are held during the school day but outside the regular classroom

Site-based management – school management that is controlled at the school level (instead of central office) and involves shared decision-making by representative members of the school community – In BVSD, school improvement teams (SIT) generally serve as site-based management teams

management teams

Standards-based education – a state-mandated mechanism for which students demonstrate what they know, understand and are able to do with regard to particular content areas such as reading, writing, mathematics, science, history, geography, and foreign language. For gifted students this system of establishing identifiable and assessable skills and knowledge offers a framework for flexibility and instruction based on need

TAG Educational Advisor – the person assigned to a specific school to insure identification of Gifted and Talented students, support staff in provision of appropriate educational experiences, and be an advocate for Gifted and Talented students.

Tracking – a rigid, inflexible system in which students are selected for semi-permanent grouping based on a single factor such as an ability test

Transition process – the process of student articulation between grades and levels

Twice exceptional students (also called Multi exceptional or 2X) – those who have both the characteristics of students with disabilities and of students with outstanding potential.

Acronyms and Abbreviations

AAGC – American Association for Gifted Children
AAUW – American Association of University Women
ACT, SAT – College Board Exams
AEGUS – Association for the Education of Gifted Underachieving Students
ALP – Advanced Learning Plan
ALPS – Autonomous Learning Publications and Specialists
AP – Advanced Placement
ASCD – Association for Supervision and Curriculum Development
BOCES – Boards of Cooperative Educational Services
BOE – Board of Education, Body of Evidence
BVAT – Bilingual Verbal Ability Test
BVEA – Boulder Valley Education Association
BVGT – Boulder Valley Gifted and Talented
BVSD – Boulder Valley School District
www.bvsd.org or @bvsd.org – BVSD Internet and e-mail account address beginnings
CAG/T – Colorado Association for Gifted and Talented
CASE – Colorado Association of School Executives
C & I – Curriculum and Instruction
CCIRA – Colorado Council of the International Reading Association
CCR – Colorado Code of Regulations
CDE – Colorado Department of Education
CEC – Council for Exceptional Children
CPM – Raven's Colored Progressive Matrices nonverbal ability test

CSAP – Colorado Student Assessment Program
CSEF (ISEF) – Colorado (International) Science and Engineering Fair
CogAT – Cognitive Abilities Test
DAC—District Accountability Committee
DI – Destination Imagination

EOP – Environmental Opportunity Profile
ERIC – Clearinghouse on Handicapped and Gifted Children
GERC – Gifted Education Regional Consultant
GCQ – Gifted Child Quarterly
HbGSI – Hispanic Bilingual Gifted Screening Instrument
IB – International Baccalaureate
IC – Infinite Campus
IEP – Individual Education Plan (Special Education)
IMC –Instructional Media Center
KOI – Kingore Observation Inventory
MEAC – Multi-Ethnic Advisory Committee
NAGC – National Association of Gifted Children
NCT (M,E) – National Council of Teachers of (Mathematics, English, etc.)
NEA – National Education Association
NNAT – Naglieri Nonverbal Abilities Test
NRCG/T – National Research Center for Gifted and Talented
OCR – Office of Civil Rights
PERA – Public Employees Retirement Association
PLP – See ALP
PSAT/NMSQT – Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test
PSO – Post-Secondary Option
PTA – Parent Teacher Association

PTO – Parent Teacher Organization
RMTS – Rocky Mountain Talent Search (located at the University of Denver)
RtI – Response to Intervention
SAPP – Substance Abuse Prevention Program
SEM – Schoolwide Enrichment Model
SEP – Summer Enrichment Program (located at the University of Northern Colorado)
SIT – School Improvement Team
SPM – Raven's Standard Progressive Matrices nonverbal ability test
Student Success – The division in BVSD that oversees interventions and special populations including gifted students
TAG – Talented and Gifted
TAG DAC – Talented and Gifted Education District Advisory Committee
TEA – TAG Educational Advisor
TIES – Tools of Inquiry for Equitable Schools

Some Notable Names in Gifted and Talented Education

National

Camilla Benbow – Researcher in aspects of gifted education.

Sandra Berger – ERIC and CEC, Internet/technology specialist

George Betts – University of Northern Colorado professor of Special Ed-G/T, director of SEP, owner ALPS

Jaime Castellano – Specialist in gifted Hispanic/Latino and students who have limited English proficiency

Carolyn Coil – Pieces of Learning, specializes in underachievement and differentiation

Mary Ruth Coleman – University professor and author of “Middle School Survey Report,” and the “Exploring Options” feature in *Gifted Child Today*, among others

James Delisle – Professor, Kent State University, social/emotional specialist, (co)author of some of the *Gifted Kids Survival Guides*

Donna Ford – Specialist, researcher, and presenter on gifted children of color

Jeffrey Freed – Consultant in the area of visual/spatial and LD students

Julie Gonzales – CO G/T state advisory member, parent representative of NAGC, works with the Colorado legislature advocating for gifted and talented children

Nancy Green – Executive Director, NAGC

Nancy Johnson – President of Creative Learning Consultants, Inc. and speaker emphasizing cooperation between parents and teachers

Bertie Kingore – Creator of the Kingore Observation Inventory who specializes in identification of young children and classroom differentiation

Dorothy Knopper – Owner of Open Space Communications, organizes the annual G/T conference, “Beyond Giftedness”

Ginger Maloney – Dean, School of Education, Denver University

Maureen Neihart – Specialist in adolescents, emotionally disturbed students, and twice exceptional students

Ruby Payne – Expert in issues regarding gifted children who live in poverty

Joseph Renzulli – Director of NRCG/T. Created the Schoolwide Enrichment Model

Sally Reis – Specializes in research of gifted girls, underachievement, and other topics

Sylvia Rimm – Author of *Underachievement Syndrome*. Researcher on the girls and emotional responses after 9/11

Ken Seeley – Focuses on at-risk populations, currently with Colorado Foundation for Families and Children

Del Siegle – President of NAGC

Margaret Spellings – U.S. Secretary of Education

Linda Silverman – Owner, Gifted Development Center, author of varied works about gifted children and adults

Paul Slocumb – Expert in issues of gifted children who live in poverty

Carol Ann Tomlinson – Author of several works on differentiating curriculum for gifted learners

Joyce Van Tassel-Baska – President of NAGC, College of William and Mary, curriculum specialist

Reg Weaver – President, NEA

Susan Winebrenner – Author of *Teaching Gifted Kids in the Regular Classroom*, specialist in the area of serving gifted children in regular classrooms

State and Local

Kim Bane – BVSD Director, interventions,
Special Education

Jennifer Barr - BVSD Coordinator, Advanced Academic Services, 720-561-5087,
jennifer.barr@bvsd.org, member of the State
Advisory Board for Gifted Education

Terry Bradley – Boulder area specialist in social/
emotional issues of gifted children, member of the
State Advisory Board for Gifted Education, SENG fa-
cilitator trainer, President BVGT

Karen Daly – BVSD Executive Director for
Student Success

Norma Lou Eitemiller – BVSD Assistant Director for
Student Success (Interventions), Elementary

Cheryl Franklin-Rohr — President Elect CAGT

Jorge García – BVSD Director for Literacy and Lan-
guage Support Services

Dwight Jones – Colorado Commissioner of
Education

Chris King – BVSD Superintendent of Schools

David Krassowski – BVSD Assistant Director for Stu-
dent Success, Secondary

André Lanier – BVSD Executive Director for
Institutional Equity, oversees Advanced Academic Ser-
vices

Marlys Lietz — Administrative assistant for
Advanced Academic Services

Catalina Martis – BVSD Assistant Director for Fam-
ily Engagement and Title 1 Services

Kathy McBride – BVSD Communications –
Division for Student Success

Jacquelin Medina – Colorado State Consultant on G/T
Education

Ellen Miller-Brown—BVSD Deputy Superintendent
of Schools

Samantha Messier—BVSD Director of Science Cur-
riculum

Kathy Mitze –BVSD Open Enrollment Specialist

Deirdre Pilch – BVSD Assistant Superintendent for
School Leadership, Secondary

Sandy Ripplinger – BVSD Assistant Superintendent
for School Leadership, Elementary

Susan Scheibel – President of CAGT

Von Sheppard – BVSD Assistant Superintendent for
School Leadership, Elementary

Anna Stewart –BVSD Parent Professional
Partnership

Angel Stobaugh – BVSD Director of Literacy Curricu-
lum

Becky Whittenburg – BVSD Gifted Education Re-
source Specialist, 303/447-5067

becky.whittenburg@bvsd.org