

## **GIFTED EDUCATION SERVICES**

### **2.1**

DoDEA Gifted Education Standards guide the decisions to be made for identified students. A provision for the delivery of services is the first step in the decision process. More important is the differentiation of curriculum and instruction that occurs within the service setting. Educators should guide students in learning and provide educational activities that keep students well connected to the DoDEA curriculum standards while offering differentiation that moves students into greater depth of content, advanced inquiry, and more challenging explorations of issues and themes. Differentiation should be understood to mean different kinds of work, not just a greater quantity of the same type of work. Daily activities should be carefully planned with these extensions in mind.

### **PROGRAM STANDARDS FOR SERVICE DELIVERY**

1. A continuum of gifted education services, matched to the needs of gifted learners, is available at each school.
2. Different instructional arrangements are considered in determining each school's options for services.
3. Several service delivery options are available at each school to meet the needs of students identified for gifted education services.
4. Differentiated learning experiences for gifted students are designed to supplement and build upon the DoDEA curriculum content standards.
5. Gifted learners are included in flexible grouping arrangements that ensure the availability of intellectual peers.
6. Gifted learners have access to social/emotional guidance and counseling appropriate to their unique development.

### **SELECTION OF SERVICES FOR IDENTIFIED STUDENTS**

Students identified for gifted education services should be provided with services that appropriately match their areas of strength and needs. The local school Gifted Review Committee makes recommendations for services for each eligible student. Each school provides several service delivery options. The range of program services available is defined by the options selected for each school.

Students may participate in more than one service option, depending on their individual needs. When the Gifted Review Committee has completed recommendations for an eligible student, the recommendations are presented for the approval of the principal. With principal approval, the parents/guardians of the student receive a letter indicating which services are available to the student. With parent permission, the services are begun for the eligible student. Services are provided on an ongoing basis unless the parent withdraws permission or the Gifted Review Committee seeks a reevaluation. A notation of the services provided is made on the student's Eligibility Status Record and data entry in the student information system is completed.

The following is a summary of the steps in the process of determining services for a particular student:

1. Gifted Review Committee makes service recommendations, selecting from the school's available program options.
2. The school principal reviews the recommendations of the Gifted Review Committee.
3. Parents are informed of available services and are requested to give permission for services.
4. With parent permission, services begin for an eligible student.
5. Services are documented on the student's Profile of Strengths and Eligibility Status Record.
6. Data entry of services is completed in the DoDEA student information system.

## **Identification Procedures and Support for Middle and High School Students**

Students in secondary grades present areas of strength that are more content specific. Thus, the emphasis on the use of the identification procedures at the secondary level becomes lessened. Educators use the tools of the identification process to facilitate discussion of individual students for whom services are less evident. For most students, the match to services is within content area offerings (honors courses, AP courses) and is automatic upon course enrollment. When students seem to require more or different services, the Gifted Review Committee should use the Identification Procedures to guide discussion and recommendations for services for individual students as well as for the gifted program.

At the high school level, the Gifted Review Committee serves students more effectively when members of the committee represent different content areas and have an awareness of opportunities in the community. Discussions of a specific student should also focus on effectively matching student strengths to opportunities that may include interning, job shadowing, mentoring, participation in academic contests, competitions, and serving as school representative in community events and opportunities.