

DoDEA Information Sheet for Counselors

Gifted Education - Identification

1. DoDEA Regulation 2590.1 (Programs for Gifted Students) establishes a plan to ensure that each school provides gifted students appropriate educational opportunities that match their strengths.
2. New identification procedures outlined in the regulation will be implemented starting with the third quarter of the 2000-2001 school year.
3. Gifted students are those who exhibit extremely high performance and/or capability (2-4% of population). Students, identified through multiple measures, will be provided differentiation in academic and/or artistic areas as well as social and emotional support.
4. All second grade students will be administered an ability test during the spring TerraNova testing period each year.
5. Counselors may be asked to serve on the school's gifted identification committee. Using data from multiple sources, committee members determine whether referred students are eligible, ineligible, or to be monitored for a semester.
6. Students currently eligible in a DoDEA school are automatically eligible when transferring to another DoDEA school.
7. Identified students may be out of sync with their age peers. Emotional maturity will not likely match intellectual ability. Students may need help with social skills, issues of sensitivity, and the establishment of realistic expectations.
8. Many parents of gifted students need support in setting reasonable expectations for their children.
9. Gifted secondary students require academic advising, help with scheduling, and career planning that recognizes their special issues and concerns.
10. A partnership between teachers of the gifted, school counselors, and parents should be established to identify specific needs at each school.

DoDEA Gifted Education Philosophy and Guiding Principles

- Giftedness appears in many different forms in every cultural group at every level of society.
- Schools must provide varied and challenging learning opportunities matched to the needs and talents of students with high potential.
- Student identification should be based on multiple measures.
- Assessment of students should continue over time.
- Gifted students require differentiated learning experiences, K-12.
- Differentiation should occur along a continuum of curricular options, instructional approaches, and resource materials.
- Gifted students have unique patterns of social and emotional development.