

Information Sheet for Principals DoDEA 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 matched to their strengths.
2. New identification procedures will be implemented starting with the third quarter of the 2000-2001 school year.
3. Gifted students are defined as those who exhibit extremely high performance and/or capability (2-4% of population). Students, identified through multiple measures, are provided differentiation in academic and/or artistic areas as well as social and emotional support.
4. Schools must have a standing identification committee (Gifted Review Committee) consisting of at least three members (administrator or designee, educator with expertise in gifted education, counselor).
5. Schools will screen all students annually via an ability test (grade 2), TerraNova (grades 3-11), and professional observations.
6. All students found through the screening process and all others nominated directly by teachers, parents, or through self-referral are referred to the Gifted Review Committee.
7. The identification committee reviews a folder documenting a referred student's strengths. No single score or matrix total may define a student's eligibility. Committee members independently review each student's folder and meet to reach consensus regarding eligibility when necessary.
8. The identification committee finds a student eligible, ineligible, or to be monitored. Monitored students are reviewed after a semester.
9. Eligibility is reviewed every year. Standard appeals procedures are used.
10. A student currently eligible in any DoDEA school is automatically eligible for gifted program services when transferring between DoDEA schools.

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.