



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Advanced Academic Programs & Services – Elementary (Grades K-5) Implementation Guide



COLLEGE AND CAREER READY
A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

Table of Contents

INTRODUCTION	5
GUIDING PRINCIPLES.....	5
CHAPTER 1: PHILOSOPHY	6
THREE KEY SHIFTS	6
RATIONALE	6
PROGRAM GOALS	7
OVERVIEW OF IDENTIFICATION AND PROGRAMMING.....	7
OPERATIONAL DEFINITIONS.....	8
CHAPTER 2: CHARACTERISTICS OF GIFTED AND ADVANCED LEARNERS	11
CHARACTERISTICS OF GIFTEDNESS/ACADEMICALLY ADVANCED LEARNERS	12
CHARACTERISTICS OF GIFTED AND ADVANCED STUDENTS WITH STRENGTHS IN SPECIFIC CONTENT AREAS.....	13
SUPPORT FOR UNDER-REPRESENTED POPULATIONS	15
PSYCHO-SOCIAL NEEDS OF GIFTED STUDENTS.....	21
CHAPTER 3: PROGRAM DESIGN AND SERVICE DELIVERY	23
DODEA ADVANCED ACADEMIC PROGRAMS AND SERVICES DELIVERY GOALS.....	23
LEVELS OF SERVICE (LOS).....	24
INVOLVEMENT INTENSITY OF ADVANCED ACADEMIC PROGRAMS AND SERVICES RESOURCE TEACHER (AAPS-RT).....	33
GUIDANCE FOR COLLABORATION BETWEEN ADVANCED ACADEMIC PROGRAMS AND SERVICES RESOURCE TEACHERS (AAPS-RTs) AND CLASSROOM TEACHERS	34
CHAPTER 4: PUTTING THE PUZZLE PIECES TOGETHER USING DATA TO DETERMINE LEVELS OF SERVICE (LOS).....	35
DATA FOR IDENTIFICATION AND PLACEMENT	35
UNIVERSAL SCREENING.....	37
CRITICAL AND CREATIVE THINKING LESSONS (CCTL)	37
TRAITS, BEHAVIORS, AND APTITUDES (TABS) OBSERVATION FORM	37
PORTFOLIO OF STUDENT WORK	38
STUDENT INTERVIEW.....	41
PARENT PERSPECTIVE.....	41
RECORD OF DIFFERENTIATION (OPTIONAL).....	41
APTITUDE ASSESSMENT	42
ACCEPTABLE SECONDARY APTITUDE ASSESSMENTS.....	43
ACHIEVEMENT TESTING (FOR SAA ONLY).....	44
RECORD OF ADVANCED POTENTIAL & SERVICES (RAPS).....	44
CHAPTER 5: IDENTIFICATION PROCESS	46
PURPOSE	46
GOALS OF IDENTIFICATION	46
IDENTIFICATION PROCESS.....	48
EVIDENCE OF NEEDS FOR DETERMINATION OF SERVICES	49
ADVANCED ACADEMIC REVIEW COMMITTEE (AARC)	53
TRANSFER STUDENTS	56

REVIEW OF SERVICES.....57

NOTIFICATION PROCEDURES.....58

APPEALS PROCEDURES58

CONTINUATION OF SERVICES AND OPT OUT PROCEDURES.....59

CHAPTER 6: ROLES AND RESPONSIBILITIES OF KEY STAFF.....61

 ADVANCED ACADEMIC PROGRAMS AND SERVICES RESOURCE TEACHER (AAPS-RT)61

 ADVANCED ACADEMIC REVIEW COMMITTEE CHAIR (AARCC)62

 CLASSROOM TEACHER.....63

 ADVANCED ACADEMIC REVIEW COMMITTEE (AARC)63

 SCHOOL PRINCIPAL.....63

 SCHOOL COUNSELORS.....64

CHAPTER 7: RECOMMENDED TIMELINE FOR IDENTIFICATION AND SERVICES.....66

 FIRST QUARTER66

APPENDIX68

 RECORD KEEPING69

 COMPLETING THE DODEA AAPS QUARTERLY PROGRESS REPORT70

 DIFFERENTIATION.....71

 CLUSTER GROUPING76

 ACCELERATION AND MENTORSHIP.....78

 TYPES OF ACCELERATION78

 STRATEGY BANK.....82

 GLOSSARY: COMMON TERMS IN GIFTED EDUCATION86

 ACRONYMS.....91

 FORMS.....92

 STUDENT INTERVIEW DOCUMENTS92

 PARENT LETTERS.....92

 ADDITIONAL RESOURCES92

 COLLEGE AND CAREER READY STANDARDS FOR GIFTED EDUCATION (CCRSGE)92

 REFERENCES.....93

Introduction

“...giftedness is a multidimensional construct incorporating a variety of traits, skills, and abilities, and manifesting in manifold ways.”

--- Reis, Sullivan, & Renzulli, 2015

“Gifted programs are not about elitism. We are talking about the essence of quality public education: enable all children to reach their full potential. We seek for gifted children exactly what we seek for other groups of exceptional and special-needs children: an appropriate learning environment.”

--- Bob Chase, Former NEA President

Students with characteristics of giftedness present a vast array of strengths and abilities, as well as unique needs, so it is important to have an inclusive program that recognizes and meets these diverse needs.

Because high ability students consistently demonstrate a need for greater academic rigor, it is important for all teachers to differentiate instruction to meet their students’ needs throughout the instructional day.

Guiding Principles

Guiding principles include the following:

1. Giftedness is evident in students’ abilities and achievements that are clearly at the upper end of the distribution of abilities and achievements of students of the same age.
2. Giftedness is dynamic and constantly developing, requiring not only traditional assessments but a collection of information over time in active learning experiences to inform understanding of students’ abilities and potentialities.
3. Giftedness is nurtured through appropriate educational experiences.
4. Giftedness is exhibited across all gender, racial, ethnic, income level and exceptionality groups, and it is reflective of the demographics of the school.
5. All students have equity of access to the referral process.
6. Giftedness is enabled through development of students’ psycho-social skills (such as motivation, curiosity, persistence, learning to play the game, handling competition, and others) as well as their cognitive skills.
7. Early identification improves the likelihood that gifts will be developed into future potentialities.



For additional information, refer to [Differentiation](#) in the Appendix.

Chapter 1: Philosophy



Gifted students are considered to be those whose advanced abilities differ from their peers to such a degree that differentiated educational opportunities must be provided to further affirm and develop their potential. Through a broad-based curriculum focused on the DoDEA College and Career Ready Standards (CCRS), Advanced Academic Programs and Services (AAPS) addresses the unique needs, potentials, and strengths of each student. DoDEA is committed to providing challenging learning experiences that build on individual strengths and promote

growth for all students. In order to meet the needs of a broad range of advanced learners, DoDEA offers a continuum of advanced academic services available to all elementary grade students beginning in kindergarten. This continuum of services provides increasing levels of challenge and is designed to emphasize the importance of matching services to student needs with flexible entry points. All children have the opportunity to work at a level of challenge that promotes continuous intellectual and social-emotional growth.

Three Key Shifts

- Shared, collaborative responsibility for advanced learning.
- An inclusive Levels of Service (LoS) approach with a continuum of direct and indirect services.
- Emphasis on developing potential, identifying and meeting students' advanced learning and affective needs, and matching them to services, beginning in kindergarten.

Rationale

“Giftedness appears in many different forms in every cultural group at every level of society...Yet, it remains a potentiality until it has been discovered and developed. In coming to grips with more effective approaches to identify giftedness, the promise is that educators will better understand how to identify and nurture the potential of all learners” (Passow & Frasier, 1996).

DoDEA is committed to the belief that advanced academic potential should be identified in all student populations, particularly among underrepresented groups. Therefore, fair and equitable methods are implemented to identify and meet the needs of all qualified students, including those who have had limited opportunities to learn as a result of poverty, race/gender discrimination, English as a Second Language (ESOL), socioeconomic status, cultural barriers, or physical/learning disabilities, including twice/dual exceptionalities; or due to motivational or emotional problems (NAGC, n.d., Definitions of



Giftedness, para. 2). It is imperative that DoDEA document advanced academic potential of students in the early grades in order to appropriately challenge and nurture their abilities.

“The term *advanced academics*...is meant to capture educationally relevant, academically oriented, needs-based programming geared toward students who have already mastered the grade-level curriculum or who have the capability of doing so far faster than their chronological peers” (Peters, Matthews, McBee, & McCoach, 2014, p. 15). This focus is directly and importantly related to providing quality education and multiple opportunities for rigorous instruction, which are based upon the CCRS, for all students to succeed in a rapidly changing world.

All students with advanced academic needs should be challenged in every classroom every day and require experiences beyond, but related to, the core content of the regular classroom. DoDEA will develop all teachers’ understanding of advanced academic education practices. The education of students who need a greater level of challenge is a shared responsibility among the Advanced Academic Programs and Services Resource Teacher (AAPS-RT), classroom teacher, other building staff, and the parents.

Program Goals

- Promote and monitor an increase in the percentage of students from underrepresented groups receiving advanced levels of service (LoS).
- Identification based on best practice.
- Early monitoring and/or identification of potentially advanced primary grade students.
- Continuum of program services to meet both academic and affective needs.
- Standards-based differentiated curriculum and instruction.
- Coherence among the identification processes, curricula, and services to meet the diverse needs of the student population.
- Regular progress monitoring of students receiving advanced LoS.
- Parent and community Involvement.
- Ongoing professional development.
- Continuous program evaluation.

Overview of Identification and Programming

The focus of AAPS is to meet not only the academic needs, but also the social-emotional needs of our advanced students. Therefore, in order to meet the social-emotional needs, students who need a greater challenge require:

- To be grouped with peers of like ability at different points throughout the day
- Empathy and understanding
- Enrichment, mentorship, and open lines of communication among other students, their teachers, and other school personnel
- Emphasis of critical thinking and creative problem solving
- Counseling for development of positive self-esteem
- Challenging flexible and differentiated instruction
- Additional resources when they exhibit other traits associated with disabilities, cultural differences, second language learners, and underachievement

Advanced learners come from a variety of backgrounds. In order to meet the needs of our special population students, the program will include:

- Safe and accepting environment that facilitates the release of creativity
- Unbiased testing based on non-verbal recognition for those who may not be able to display their reasoning skills with verbal analysis
- Variety of sources for the identification process, including parent and teacher comments (a child may display some gifted characteristics at home, but not at school)
- Role models and mentors as appropriate to support the affective needs of the student



Thus, the identification and programming takes the changing needs of the higher-level students into account such that the students will be appropriately challenged, with a focus on academic and affective growth. AAPS will include a continuum of LoS, and students will be placed in various levels depending on their advanced academic needs as determined through the identification process.

Operational Definitions

Students who display characteristics of giftedness may of outstanding General Intellectual Ability (GIA) and/or Specific Academic Aptitude (SAA) when compared with others of their age, experience, or environment and who need services or activities beyond the general education curriculum in order to fully develop those capabilities. “Gifted behavior...reflects an interaction among...human traits... [including] above average (but not necessarily high) general and/or specific ability” (Education of the Gifted and Talented, Renzulli & Reis, 2003, p 21).



General Intellectual Ability (GIA)

GIA refers to “exceptional capability or potential in cognitive processes such as memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, and ability to manipulate abstract ideas and make connections” (Colorado Department of Education, 2016, p. 3).



Students possessing a GIA are often recognized by their parents, teachers, and peers as possessing a wide-ranging wealth of general information, a high level of vocabulary, extensive memory, and abstract word knowledge and reasoning (Sisk, 1990).

Specific Academic Ability (SAA)

SAA refers to exceptional capability or potential in a particular academic discipline, such as math, science, language arts or social science. Students possessing specific academic aptitude are often recognized by their parents, teachers, and peers as possessing advanced comprehension and skill, in-depth interest in an academic discipline, and academic success in one or more specific disciplines. Such students have the ability to ask insightful, pertinent questions within the discipline (Hunsaker, 2012).

The icons below will be used to represent the [Characteristics of Gifted and Advanced Students with Strengths in Specific Content Areas](#) in Chapter 2.

Language Arts



Mathematics



Science



Social Studies



This page is intentionally left blank.

Chapter 2: Characteristics of Gifted and Advanced Learners

Characteristics of giftedness are diverse, and they often manifest differently across age, cultures, and environments. Below is a list of common characteristics¹:

- Displays unusual alertness, even in infancy
- Puts thoughts together quickly; rapid learner
- May not necessarily know all the answers, but often asks many questions
- Has an excellent memory
- Has an unusually large vocabulary and complex sentence structure for age
- Has advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- May have self-taught reading and writing skills as preschooler
- Shows deep, intense feelings and reactions
- Is highly sensitive
- Thinks in abstract, complex, logical, and insightful
- Has an idealistic sense of justice at early age
- May be concerned with social and political issues and injustices
- May prefer older students and adults to same-age peer group
- Has a long attention span and intense concentration
- May be preoccupied with own thoughts—daydreamer
- Learns basic skills quickly and with little practice; may need only 1-2 repetitions for mastery in area of strength
- Asks probing questions
- Has a wide range of interests (or extreme focus in one area)
- Is highly curious
- May enjoy straight-forward, sequential presentations, but thrives on complexity
- Has Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Has a keen and/or unusual sense of humor
- Organizes people/things through games or complex schemas
- Has a vivid imaginations (and imaginary playmates when in preschool)

Not all gifted and advanced learners will exhibit all of these characteristics. In addition, many of these characteristics may be seen at home and not in school. For example, students who are not challenged in the classroom may not display these characteristics when they are bored.

Such students may stop paying attention, distract others, and show a lack of motivation for completing classwork and/or homework. A child who is deeply interested in a specific area or idea may be quite motivated to work on a project for hours without being asked. There is a distinct difference in being motivated to complete basic class work versus working on a challenging project that is of high-level interest to the child.



¹ Adapted from Szabos, 1999; Webb, Gore, Amend, & DeVries, 2007

Characteristics of Giftedness/Academically Advanced Learners

Not all characteristics are considered strengths. It is important to recognize that some characteristics of gifted and advanced learners may manifest in ways that are often overlooked as poor behavior.

Characteristic	Positively Displayed Behaviors	Negatively Displayed Behaviors
Strong desire to learn	Enthusiastically engages with new material, demonstrates impressive persistence	Stubbornly engages with material that may seem “off topic,” resists direction, leaves projects unfinished
Intense interests	Demonstrates unusual or advanced interests in a topic or activity, is a “self-starter”; Often asks many questions	Expresses frustration with lack of time, becomes “too focused” and unaware of surroundings
Advanced communication skills (with words, numbers, and/or symbols)	Leads others in positive ways, expresses ideas in imaginative manners, communicates confidently with older individuals	Sets a negative example, enjoys “showing off,” monopolizes conversations
Advanced problem-solving skills	Identifies problems and solves them in innovative manners	Stubbornly insists on solving problems in his or her own way
Large storehouse of knowledge on various topics	Memorizes and masters basic facts quickly; already knows material taught in academic settings	Gets bored easily, resists drills, disturbs others
Insight and Inquiry	Explores new ideas independently, recognizes advanced relationships	Never stops asking questions, prone to daydreaming or getting others “off-topic”
Advanced logic and reasoning skills	Thinks critically, solves complicated problems in a logical manner	Questions procedures, obsesses over solving problems in a mechanical manner
Imagination and Creativity	Produces new, often silly ideas, entertains his or herself in a creative manner	Seen as “weird,” insists on doing things in a strange manner, focuses on unusual or inappropriate content
Humor	Entertains others and has a keens sense of humor; able to laugh at him or herself	Acts as a “class clown” and distracts others, makes inappropriate jokes

Adapted from *What to Expect When You’re Raising a Gifted Child: A handbook for parents of gifted children*. Published by the Ohio Association for Gifted Children, p. 12.

It is important to recognize that **many** students can manifest the aforementioned characteristics in a variety of ways. Talent development through advanced academics focuses on collaboratively determining **every student's** unique needs, interests, and potentials, and provide them with the opportunities to nurture them further. The characteristics listed in this chapter can be **demonstrative** of a student's need for additional advanced learning opportunities than what is provided in the regular curriculum (Treffinger, Young, Nassab, & Wittig, 2004).

Characteristics of Gifted and Advanced Students with Strengths in Specific Content Areas

Students may not have equal strengths in all content areas. They may be advanced in one or more areas. Below is a list of common characteristics of gifted students who have strengths in specific areas. It is important to note that these variables are not fixed and need to be continually developed. In addition, students may not exhibit all the characteristics on the list in order to be considered for advanced learning opportunities in that area.

Language Arts

- May display a vast gap between qualitative level of written and oral work
- May offer clever, unusual, or "far-out" responses or solutions to problems
- May develop own system for solving problems
- May display poor organizational, planning and sequencing skills
- May be passive or "unmotivated" in school
- May descriptively write or orally communicate a story
- Reads avidly (may have been an early reader)
- Reads for longer periods of time
- Reads fluently and well
- Enjoys a variety of reading materials
- May enjoy talking about literature
- Writes fluently with insight and strong personal voice
- Has a sense of humor; demonstrates an intellectual playfulness with words
- Demonstrates verbal, analytical, persistent, and creative behaviors
- Broaches "adult" issues, asks critical questions, and has a breadth of information in advanced areas
- Displays a strong sense of self and is tenacious in his or her beliefs
- Is intuitive and perceptive
- Make conceptual leaps and handles abstract concepts
- Sees relationships among apparently unrelated ideas
- Possesses a large vocabulary
- Displays curiosity, originality and a sensitivity to beauty
- Is passionately interested in specific topics
- Is capable of using many levels of concentration simultaneously
- Learns at faster rate
- Manipulates abstract ideas and make connections more readily
- Asks penetrating, searching, and provocative questions



Adapted from Montgomery County Public Schools, MD

Mathematics

- Displays mathematical thinking and has a keen awareness for quantitative information
- Thinks logically and symbolically about quantitative, spatial, and abstract relationships
- Perceives, visualizes, and generalizes numeric and non-numeric patterns and relationships
- Reasons analytically, deductively, and inductively
- Utilizes reverse reasoning processes and switch methods in a flexible, yet systematic manner
- Works, communicates, and justifies mathematical concepts in creative and intuitive ways, either verbally and/or in writing
- Transfers learning to novel situations
- Formulates probing mathematical questions that extend or apply concepts
- Persists in their search for solutions to complex, "messy," or "ill-defined" tasks
- Organizes information and data in a variety of ways and to disregard irrelevant data
- Grasps mathematical concepts and strategies quickly, with good retention, and relates mathematical concepts within and across content areas and real-life situations
- Solves problems with multiple and/or alternative solutions
- Uses mathematics with self-assurance
- Takes risks with mathematical concepts and strategies
- Applies a more extensive and in-depth knowledge of a variety of major mathematical topics
- Applies estimation and mental computation strategies



Adapted from Montgomery County Public Schools, MD

Science

- Questions critically--inquiring into the nature and function of things
- Visualizes mentally
- Thinks critically -- demonstrating the powers of abstraction, conceptualization, and synthesis
- Attends to details related to the task at hand
- Is persistent in the pursuit of answers and solutions--long attention span
- Sees alternatives and offers several solutions
- Makes generalizations
- Has ability to use resources with the intent to find answers
- Has a ready grasp of underlying principles and quickly makes valid deductions
- Is a keen and alert observer
- Tries to understand complicated material by separating it into its respective parts
- Reasons things out for him/herself
- Sees logical/common sense answers
- Is easily bored with mundane or routine
- Is a self-starter: intrinsically motivated--exercises responsibilities independently
- Shows an interest in science and/or science hobbies
- Understands and uses the scientific method
- Is able to formulate and test theories



Adapted from Seydal CSD, IA; Little Miami Schools, OH

Social Studies

- Is interested in, and reads about, social and global issues
- Reads a variety of books, magazines or newspapers
- Analyzes topics to find underlying issues or problems
- Tries to discover the how and why of things
- May show interest in other cultures, past and present
- May show interest and knowledge in geography
- Possesses a large storehouse of information about a variety of topics beyond the usual interests of same age children
- Has quick mastery and recall of factual information
- Has rapid insight into cause-effect relationships
- Asks many provocative questions (as distinct from informal or factual questions); wants to know what makes things (or people) tick
- Has a ready grasp of underlying principles and can quickly make a valid generalization about events, people, or things
- Looks for similarities and differences in events, people, and things
- Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others
- Becomes absorbed and truly involved in certain topics or problems
- Is persistent in seeking task completion (it is sometimes difficult to get him or her to move on to another topic)
- Prefers to work independently; requires little direction from teachers
- Is interested in many "adult" problems such as religion, politics, sex, race-- more than usual for age level
- Likes to organize and bring structure to things, people, and situations
- Is quite concerned with right and wrong, good and bad
- Often evaluates and passes judgment on events, people, and things
- Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything
- Generates a large number of ideas or solutions to problems and question; often offers unusual ("way out"), unique clever responses



Adapted from Seydal CSD, IA; Little Miami Schools, OH

Support for Under-represented Populations

DoDEA is responsible for the provision of services designed to meet the special needs of those students with limited English speaking ability, students with disabilities, students with different cultural backgrounds, and underachieving students.

English Language Learners (ELLs)

Gifted and advanced students come from different cultural and linguistic backgrounds (Cohen, 1990). ELLs are a special subgroup within a school population whose home language is not English and whose English language proficiency is limited, according to the U.S. Department of Education. Because of their cultural background and lack of proficiency in English, ELL students with advanced academic strengths and potential are less likely to be recognized and represented in gifted education programs.

Although gifted ELLs may share many common characteristics of all gifted students, they show some additional characteristics that should be considered in identification of their strengths in different areas and to meet their special learning needs. Some additional characteristics of a gifted EL student may include:

- Acquires English language skills rapidly once exposed to the language and given an opportunity to use it expressively
- Manipulates a symbol system
- Thinks logically or reasons by analogy
- Reads two grade levels above in native language
- Has advanced knowledge of idioms and native dialects with ability to translate and explain meanings
- Creates imaginative games and ingenious applications
- Exhibits leadership abilities, although in an unobtrusive manner; often best observed in non-traditional settings, e.g. playground, church, home sports, clubs
- Accepts responsibilities at home normally reserved for older children
- Demonstrates a strong sense of pride in cultural heritage
- Navigates appropriate behaviors within both cultures
- Differs cognitively from other ELLs; thinks more abstractly, more idealistically, and may be more observant of similarities and differences in their multiple worlds

Twice-exceptional Students (2e)

The 2015 twice-exceptional (2e) community of practice, in collaboration with the Individuals with Disabilities Education Act Partnership, developed the following definition: “Twice exceptional (2e) learners evidence exceptional ability and disability, which results in a unique set of circumstances” (Dickson, 2016).

Regardless of the type of disability, twice-exceptional students generally fall within **three** groups:

1. Their exceptional ability may dominate, hiding their disability. This group of students may develop advanced coping strategies that mask their disability.
 - a. We may see them as gifted, but not performing; so we may assume they are lazy or unmotivated.
2. Their disability may dominate, hiding their exceptional ability. The disabilities may mask giftedness and lead to focus on weaknesses instead of students’ strengths.
 - a. We see no evidence of their gifts, only the challenges; therefore, we focus only on their weaknesses.
3. The ability and disability may mask the other so that neither is recognized or addressed. These students may develop some coping strategies for their learning disability and show an academic performance within their grade-level expectations.
 - a. We may see them as average, missing the highs and lows. In reality, they are anything but average.

<i>Strengths may include:</i>	<i>Weaknesses often include:</i>
High abstract reasoning	Written language (including spelling)
Strong vocabulary	Organization & study skills

Strong visual-spatial skills	Reading decoding
High levels of creativity & problem solving	Rote memory (including math computations)
Advanced ideas & opinions	Executive functions (e.g. time management, attention span)
Extremely curious, imaginative, & questioning	Poor social skills
Sophisticated sense of humor	High sensitivity to criticism
Penetrating insights into complex issues	High impulsivity

Strengths may result in exceptional ability in science, arts, and technical areas, including math reasoning. (Dickson, 2016).

Students with Underachievement Behaviors

Not all gifted students are high achievers. Underachievement may start abruptly or develop gradually, with less effort spent on homework, tests, or projects. Some gifted students may not appear to underachieve, because they coast through school with little or no effort as a result of not being challenged. When this happens over time, they do not know how to handle a challenge. They have no study skills because they never needed to study. These gifted students will simply stop trying. They may have a fixed mindset, where they believe being smart equals good grades, as opposed to the growth mindset where one believes their abilities are related to hard work and effort (Dweck, 2006).

In general, the term **underachievement** refers to the discrepancy between students’ potential (determined through the identification and eligibility process) and actual performance (determined by achievement tests or school success) (Reis & McCoach, 2000; Siegle, 2013). Students may display underachievement behaviors in certain content areas or situations. For instance, a student can show outstanding performance in general but may constantly have low grades in a specific school subject or topic. It is also common that students may chronically show low performances in most of the school subjects but have ability or special interest in an extracurricular activity or specific school subject. These students may be unmotivated to achieve because they do not feel challenged. Thus, the term “underachievement” should be used to label behavior, such as “underachieving in science,” rather than an “underachieving gifted student” (Delisle & Berger, 1990).

Different reasons may lead to students showing lower performance than expected. Students may not have a supporting home environment that facilitates their unique characteristics of giftedness and fosters students’ development and learning. Unidentified physical, mental, or social-emotional problems can also be a main cause of underachievement behaviors. It is more complex to identify these problems when displayed with giftedness because they may mask each other.

Below are common characteristics of gifted students with underachieving behaviors:

Positive Attributes	Internal Mediators	Differential thinking skills/styles	Maladaptive behaviors/strategies
Superior comprehension and retention of concepts, <i>when interested</i>	Fear of failure and/or success: Attributes success to luck and failures to lack of ability	Performs poorly on tasks requiring detail-oriented or convergent thinking skills	Poor test performance
Exceptionally large repertoire of factual knowledge	Negative attitude towards school	Scores lower on sequential tasks: repeating digits, sentences, coding, computation, & spelling	Achieving at or below grade-level expectations in one or more area
Creative	Rebellious	Lacks insight and critical ability	Daily work frequently incomplete or poorly done
Shows initiative in pursuing self-selected projects at home	Self-critical or perfectionistic: Feels guilty about not living up to expectations	Dislikes practice work or drill for memorization and mastery	Vast gap between qualitative level of oral and written work
Has a wide range of interests and possibly expertise in a specific area	Low self-esteem – may withdraw or be aggressive in the classroom	Easily distracted; unable to focus attention and concentrate efforts on task	Lacks goal-directed behavior; fails to set realistic goals for themselves
Shows acute sensitivity and perceptions to self, others, and life in general			Poor coping skills
			Low tolerance for frustration; lack of perseverance; lack of self-control

Adapted from: Reis & McCoach (2000); Whitmore (1980)

Students from Diverse Backgrounds

Students who come from minority groups in the U.S., such as low socio-economic, Black or African American, Hispanic or Latino, American Indian and Alaska Native, Native Hawaiian and other Pacific Islander, or Mixed Race (designations from the U.S. Census Bureau, 2014) are under-represented in most gifted education programs. The reasons for under-representation of these populations are long-standing and complicated, but the primary reasons that students from these minority groups are not identified in large numbers for gifted programs may be categorized as (Frasier, García & Passow, 1995; Johnsen, 2012):

1. Test bias: Although there is debate about the degree to which standardized tests are biased against certain populations, it is clear that the exclusive or primary reliance on standardized tests, especially those that are verbal, results in fewer identifications of minority students.
2. Narrow definitions of giftedness: Definitions that focus on a narrow band of abilities tend to limit the identification of students from a broad range of the population.
3. Biases that prevent minority students from being referred: Focus on the deficits of minority and/or low socio-economic students often prevent educators from seeing their strengths. Therefore, they are referred for screening less often than White or Asian students.

Considerations for Identification of Students from Under-represented Groups

Traditional gifted identification methods often fail to recognize students with outstanding gifts from different cultural and linguistic backgrounds, those who have two or more exceptionalities, and those who are underachievers. The following strategies help to ensure an inclusive identification process:

- Collect background data through collaboration with families.
- Create a portfolio of student work.
- Collect teacher and parent forms.
- Seek out teacher, parent, peer, or self-nominations.
- Screen for unusual abilities.
- Use multiple criteria for assessment.
- Use both normed tests and informal assessments (e.g., portfolio).
- Make special adjustments for students with physically disabilities (such as deafness, blindness, etc.).
- Observe how students develop coping strategies or adaptations.
- Examine proportion of under-represented students receiving higher LoS relative to the entire school population, along with possible causes.
- Determine ways to promote awareness of higher LoS to families of under-represented populations at the local school.



Young Gifted Children (Grades K-2)

Early identification and intervention are essential for the growth and development of young gifted children. Characteristics of giftedness in young children relates primarily to their rapid rates of development in one or more areas. It is important to recognize and nurture young students' abilities because if their needs are not met and they are unchallenged, these children are at risk for boredom, frustration, depression, and limited cognitive growth.

Research indicates early identification is necessary to prevent young gifted children from hiding their abilities to fit in socially with their peers (NAGC). The problem is intensified among traditionally underserved populations where these children may have limited enriched home learning experiences. These populations include young gifted children who come from poverty, as well as culturally, linguistically, ethnically diverse families. Thus, it is imperative that DoDEA provide engaging, responsive learning environments in which young students' interests, strengths, and skills are identified, developed, and used to guide beneficial learning experiences.



It is very important to look at what the students *can* do, not what they cannot do or will not do.

Below are common characteristics of a young child who may display giftedness:

- Has precocious reasoning skills
- Learns quickly and remembers with less effort
- Reasons with advanced skills, and makes connections more readily
- Better observers of his/her own thinking than other students of their chronological age
- Has an impressive long-term and short-term memory
- Has a long attention span
- Has an early emerging and extensive vocabulary
- Has a high degree of imagination
- Has an insatiable curiosity
- Prefers older to same-age playmates
- Thinks about abstract concepts
- Asks thoughtful questions
- Solves problems in unique ways
- Discusses and elaborates on ideas
- May want to work independently and take initiative
- Exhibits wit and humor
- May show talent in making up stories and telling them
- May be interested in reading

(Adapted from NAGC; Smutny, 2000)

Psycho-Social Needs of Gifted Students

When students have special abilities in music or athletics, these are typically developed by special teachers and coaches who not only train exceptional students in their area of ability, but also work with them on other skills that help them become accomplished. Subotnik, Olszewski-Kubilius, and Worrell (2011) emphasized the importance of training these psycho-social skills for academically gifted students. Teachers help students learn how to manage time, concentrate, study, compete, bounce back from defeat, work hard, balance work and relaxation, resist stereotypes, and succeed. These are lifetime skills that are important to begin early and continue through adulthood.



Related to these skills are social emotional needs, which refer to a positive self-concept, coping skills, learning to make friends and be a friend, the ability to work with others, independence, etc. Gifted students have additional social-emotional needs related to their giftedness. For example, these may include perfectionism, underachievement, negative self-image, uneven development (intellectual development faster than physical, psychological, social), extreme sensitivity, depression, anxiety, and feelings of being different.

Children of military parents, especially those deployed, may have increased challenges with social-emotional needs that must be met. These additional needs may include dealing with stress and anxiety, working through loneliness, and developing coping mechanisms.

All students should learn psycho-social skills and participate in some activities for social-emotional development in the regular classroom. Specific psycho-social needs related to giftedness may be addressed in small-group enrichment services or referred to a school counselor or a psychologist.

This page is intentionally left blank.

Chapter 3: Program Design and Service Delivery

“Differentiation is not a set of strategies ... It’s a way of thinking about teaching and learning. Strategies are tools to accomplish the goals of differentiation.” (Tomlinson, 2008)

Quality program design and service delivery ensures that students receive challenging content that fits their academic abilities. To assure that the needs of students with diverse advanced learning requirements are met, AAPS offers a continuum of services with multiple levels and methods of service delivery, based upon the needs of the child.



Differentiation in the regular grade-level classroom is the most powerful and comprehensive advanced academic strategy for all students. Differentiation for advanced students in the regular grade-level classroom should be supported through collaboration between the classroom teacher and the AAPS-RT. Differentiated instruction should be engaging, appropriately challenging, and based on student need as demonstrated through pre- and formative assessments.

The continuum of services is based on the Levels of Service Model (Treffinger, Young, Nassab, & Wittig, 2004) and is based on the foundation of differentiation in the regular classroom and students’ demonstration of need beyond what can reasonably be offered by the classroom teacher. All services in the continuum must be based on the DoDEA CCRS.

Students may receive different LoS for different areas of strength for which they were identified (i.e., Level II for math, Level III for English/Language Arts). Students may receive one or more service within a specific level, as determined by the Advanced Academic Review Committee (AARC).

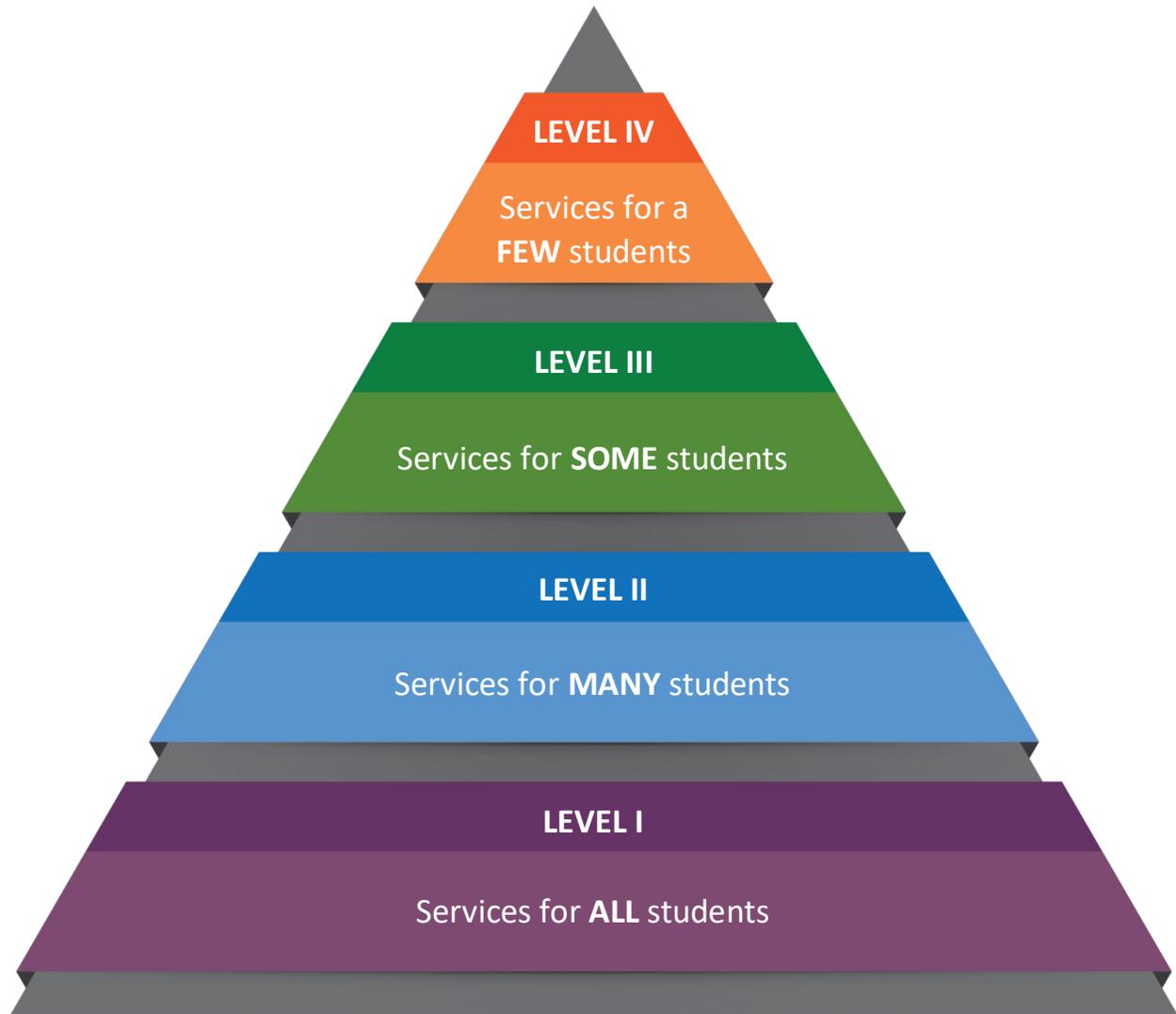
DoDEA Advanced Academic Programs and Services Delivery Goals

1. A continuum of advanced academic education services, matched to the needs of advanced learners, is available at each school [CCRSGE 5.5]
2. Several service delivery options are available at each school to meet the needs of students identified for advanced academic services
3. Differentiated learning experiences for advanced learners are designed to supplement and build upon the DoDEA CCRS
4. Advanced learners are included in flexible grouping arrangements that ensure the availability of intellectual peers [CCRSGE 4.1, 2]
5. Advanced learners have access to social/emotional guidance, psycho-social skills training, and counseling appropriate to their unique development



Levels of Service (LoS)

The evidenced research-based LoS model provides access to more challenging and rigorous services for all students in grades K-5. LoS includes four (4) tiers of services where all students receive appropriately challenging differentiated instruction. The structure for LoS programming impacts the intensity and time allocated for advanced students, and may be delivered via direct and/or indirect services. Regardless of the delivery option, all students must be continually assessed after the initial pre-assessment in order to determine the most effective way to meet their needs.



Levels of Service Structure

<p>Level IV Services – FEW Students</p> <ul style="list-style-type: none"> • Determined by formal AARC evaluation, and if appropriate, Other than Routine Placement Committee evaluation; OR transfer records documenting eligibility for gifted services • Accelerated learning experiences (include shared responsibilities with classroom teachers) <ul style="list-style-type: none"> ○ Content area or grade level acceleration options as indicated ○ Cross-grade grouping ○ Participation in higher level courses • Mentoring opportunities where appropriate • If appropriate, consult with counselor or psychologist to provide additional support • Level I-III services 	<p>Intensity of Need and Intensity of Service Increases with each Level</p> <p>Level of AAPS-RT Involvement is Responsive to Level of Need</p>
<p>Level III Services – SOME Students</p> <ul style="list-style-type: none"> • Determined by formal AARC evaluation OR transfer records documenting eligibility for gifted services • Shared responsibilities among AAPS-RT and classroom teachers: <ul style="list-style-type: none"> ○ Extensions of CCRS (five or more times per year) ○ Curriculum Compacting as needed ○ Independent Studies ○ Quarterly Advanced Academic Units based on students’ grade-level CCRS ○ Interdisciplinary projects and units based on students’ grade-level CCRS ○ Group discussions, activities, and counseling to develop socio-emotional and affective needs of students ○ Services should occur at the same time that the area of strength is taught in the regular classroom ○ Fixed Cluster Grouping within grade level homerooms • Embed psychosocial skills such as: resilience, time management, collaboration, self-esteem • Level I-II services 	
<p>Level II Services – MANY Students</p> <ul style="list-style-type: none"> • Services are fluid, flexible, invitational, and inclusive • Students do not need formal referral; determined by informal recommendation from classroom teacher • In order for the AAPS-RT to collect holistic data, students have access to services: <ul style="list-style-type: none"> ○ during the referral process ○ when a student is placed on monitor status • The AAPS-RT will collaborate with classroom teachers to support differentiated instruction to provide assistance with: <ul style="list-style-type: none"> ○ Extensions of CCRS (four or fewer per year) ○ Learning contracts ○ Optional extended individual or small group research projects with emphasis on advanced themes or topics • Analysis of student data to identify advanced academic and affective needs • Flexible Cluster Grouping within a grade level • Level I services 	
<p>Level I Services – ALL Students</p> <ul style="list-style-type: none"> • Mini critical and creative thinking exercises and lessons provided by AAPS-RT in order to screen all students for advanced potential <ul style="list-style-type: none"> ○ Students will participate in lessons at least once per semester, however this may vary due to the size of the school. ○ Additional lessons are available and can be taught more often • The AAPS-RT serves as a resource for all classroom teachers for developing targeted complex, critical thinking learning experiences, and differentiated lessons 	

Level I Program Services

Services for **all** students. Direct services refer to the DoDEA AAPSRT developing and teaching mini critical and creative thinking lessons at least once per semester to each K-5 classroom.

Services include:

Critical and Creative Thinking Lessons (CCTL)

Each lesson teaches and assesses higher-level skills/creativity and is aligned with CCRS. This ensures all students have equal access to assessment for possible LoS. Students are taught how to think more effectively throughout the curriculum.

- General education teachers observe and take notes about advanced learner characteristics evident in students as they work on critical and creative thinking lessons.
- May be used as student work samples for the student work portfolio.
- In conjunction with [Traits, Aptitudes, and Behaviors \(TABs\) Observation Form](#), student results can be considered for potential need for higher LoS.
- All students will have access to the AAPS-RT.

The Advanced Academic Programs and Services Resource Teacher (AAPS-RT) will:

- Collaborate with the classroom teachers regarding appropriate times to teach lessons
- Collaborate with the classroom teachers to discuss student strengths observed during the lesson
- Collaborate with the classroom teachers to analyze students' work to determine whether students need additional challenge for higher LoS



NOTE: It is highly recommended the classroom teacher be present during the instructional time in support of collaboration with the AAPS-RT.

Differentiated instruction is necessary for *all* students:

- To provide appropriately challenging academic opportunities and experiences for all students who demonstrate a need for advanced learning
- To provide students from diverse backgrounds with opportunities to demonstrate exceptionalities or potentials

- To note children who may need additional services because of advanced general ability or specific aptitude in one or more academic areas, or who need additional social/emotional support
- To ensure that all students have equal access to assessment for higher LoS
- AAPS-RTs serve as a resource for all elementary classroom teachers for developing targeted complex, critical thinking learning experiences



Level II Program Services

Services for *many* students and determined by informal recommendation by the DoDEA classroom teacher. Students do not need a formal referral to receive these services.

- **Indirect services** include regular collaboration as needed between the DoDEA AAPSRT and DoDEA classroom teachers. The DoDEA classroom teachers use the differentiated resources developed in collaboration with the DoDEA AAPS-RT, allowing the students to be challenged throughout the day and in their area(s) of strength.
- **Direct services** refer to the DoDEA AAPS-RT developing and directly teaching the students differentiated content based on the DoDEA CCRS for each grade level.
- **Advanced differentiated work is in lieu of** regular classroom assignments to ensure appropriate challenge and complexity level for the student during core content classroom learning. **DoDEA students are not required to make up work missed in the regular classroom if they have already shown mastery of the content.**



Services include:

Extensions (four or fewer per year)

- AAPS-RTs work with students and classroom teachers to support appropriate learning extensions for those students demonstrating abilities above and beyond the grade-level curriculum
- Offer a more challenging tier of differentiation and provide Level II students with a greater degree of academic rigor than what is normally provided with grade-level instruction
- AAPS-RTs will schedule periodic flexible opportunities to work with students demonstrating significantly advanced academic performance or behaviors of giftedness, and if needed, recommend Level III services
- Social-emotional programs and independent studies may also be included
- These extension opportunities are not meant to be regularly scheduled, but rather to meet the advanced academic needs of students as they arise

Learning Contracts

- A learning contract is a negotiated agreement between the classroom teacher and student that gives the student some freedom in acquiring new knowledge, skills and understandings, which are focused on CCRS
- Many learning contracts and other contract-like strategies also provide opportunities for student choice regarding some of what is to be learned, working conditions, and/or how essential content will be applied or expressed
- The contract should establish criteria for the completion and quality of work and include both teacher and student signatures of agreement to the contract's terms (Adapted from Tomlinson, 2014)



- This could be used in the third stage of [Curriculum Compacting](#)
- The AAPS-RT may provide the classroom teacher with additional support to help with the development of a learning contract

Classroom with Flexible Grouping

- Flexible grouping options occurring within the whole class are facilitated by the classroom teacher and based on specific learner needs
- These may take the form of like-ability groups, paired learning, and/or subject-specific groupings
- Flexible grouping may differ depending upon students' prior knowledge, learning rate, learning style, interests, strengths, and talents, allowing students to move in and out of groups

Access to Level I Services

Level III Program Services

Services for *some* students and determined by a formal DoDEA AARC evaluation or transfer of records documenting eligibility for advanced academic services.

- Indirect services include weekly collaboration between the DoDEA AAPS-RT and DoDEA classroom teachers. The DoDEA classroom teachers use the differentiated resources provided by the DoDEA AAPS-RT, allowing the student to be challenged throughout the day and in their area(s) of strength.

Services include shared responsibility between AAPS-RT and classroom teachers:

Extensions (five or more per year)

- See descriptions in [Level II Services](#)
- Students may participate in five or more fixed, frequent, and intensive extensions
- These may also include Quarterly Advanced Academic Units based on CCRS being taught in the grade level regular classroom
 - Units expand breadth, depth, and complexity of these concepts
 - Units may also be worked on in the regular classroom setting after curriculum has been compacted
 - Instruction may take place in the regular classroom, resource room, and/or other locations as needed

Curriculum Compacting

- Students who do well on the pre-assessment before beginning a unit or development of a skill (getting as much as 75% correct) should not have to continue to work on what they already know
- Compacting includes three stages:
 - 1) Strengths: what students already know and documenting evidence for that;
 - 2) Holes: what the pre-assessment indicates students do not know about the topic or skill and plans for how they will learn those things;
 - 3) Extension/Enrichment: A plan for meaningful and challenging use of the time students will “buy” because they already know a majority of the skill or topic.
- Compacting begins with a focus on student readiness and ends with an emphasis on student interest (Adapted from Tomlinson, 2014)



Independent Studies

- The AAPS-RT works in collaboration with general education teacher to extend individual or small group work and/or research projects incorporating high level critical thinking and advanced themes or topics
- Students must be pre-assessed to determine mastery such that an effective replacement task is more challenging and appropriate
- Allows students to pursue their interests for extensive knowledge and understanding in self-selected areas of study as they relate to the core content
- Differs from interest groups and projects in that the studies are more student-centered, student-directed, open-ended, and can be long term
- The research may culminate in a format to communicate the information to an audience.
- May be used as an option for the 3rd stage of Curriculum Compacting (Adapted from Kingore, 2016)



Classroom with Fixed Cluster Grouping

- Cluster grouping consists of placing a small group of Level III students in a heterogeneous classroom setting, preferably with a classroom teacher who has additional training in gifted education
- Effective cluster grouping allows the Level III students to work together when necessary, focus on more efficient scheduling with the AAPS-RT, counselor, and/or other specialists to best meet their academic and affective needs
- Cluster grouping allows students to engage in more intellectually stimulating tasks and activities with others who are equally capable of learning at advanced levels
- The AAPS-RT will provide the classroom teacher with additional support to help with planning and delivering differentiated instruction and extension activities. Core content is differentiated to meet the needs of the academically advanced students
- Social/emotional needs specific to highly advanced students may be better met when they are grouped with other such students

Access to Levels I-II Services

Level IV Program Services

Services for **few** students and determined by a formal DoDEA AARC evaluation, and if appropriate, DoDEA Other than Routine Placement Committee evaluation in accordance with Section 2 of Enclosure 2 of [DoDEA Regulation 2000.3](#); or transfer records that document eligibility for advanced academic services.



Services include shared responsibility between AAPS-RT and classroom teachers:

Content or Grade Level Acceleration*

- Students who learn at an accelerated pace need services commensurate with their learning pace and content knowledge
- The more advanced a student, the less s/he is like grade-level peers, and the more s/he needs to be with students of similar intellectual development
- Helps with social adjustment, especially in the early grades
- Candidates for acceleration may have gaps in their knowledge and understanding; these gaps do not limit an otherwise qualified candidate's access to acceleration.
- The AARC will work with the Other than Routine Placement Committee to determine whether students will be eligible for grade-level acceleration. This will depend upon their identified strengths, emotional maturity, and physical ability to participate in accelerated classes

*NOTE: Please refer to [DoDEA Regulation 2000.3](#) regarding student grade-level placement.

Classroom with Cross-Grade Grouping

- Cross-grade grouping in different grade levels is a variation of flexible grouping for specific instruction.
- When data indicates a need for acceleration in a specific content area, cross-grade grouping can be effective in meeting needs.
- Effective cross-grade grouping eliminates the ceiling for what students can learn at a particular level.
- For example, a 4th grade student who mastered 4th grade language arts, or specific skills in language arts, may participate in a 5th grade class for that specific content area.
- When placement in content area(s) above the current grade level is not possible, AAPS-RT and classroom teacher may provide highly challenging, complex instruction and/or independent study for that content area.
- Helps with social adjustment, especially in the early grades.

Mentorship

- Schools must carefully vet mentors and monitor the interactions that they have with students.



- A mentorship is the pairing of a student with a more experienced and knowledgeable person, such as a teacher or community member.
- Mentorships can be short or long term, general or specific in scope, and arranged during or outside of school time.

Access to Levels I-III Services

Involvement Intensity of Advanced Academic Programs and Services Resource Teacher (AAPS-RT)



PROGRAM SERVICES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Differentiated lessons	X	X	X	X
Critical and creative thinking exercises and lessons provided by gifted education and/or classroom teachers	X	X	X	X
AAPS-RTs serve as a resource for all elementary classroom teachers for developing targeted complex, critical thinking learning experiences	X	X	X	X
“Just in Time” Extensions		X	X	X
Learning Contracts		X	X	X
Optional extended individual or small group research projects with emphasis on advanced themes or topics		X	X	X
Flexible Cluster Grouping		X	X	X
Curriculum Compacting			X	X
Fixed Cluster Grouping			X	X
AAPS-RT Direct and Collaborative Services			X	X
More frequent and complex extensions			X	X
Content area or grade level acceleration options				X
Cross-grade grouping				X
Mentoring relationships				X

Guidance for Collaboration between Advanced Academic Programs and Services Resource Teachers (AAPS-RTs) and Classroom Teachers

- Collaboration with each grade level should occur on a regular basis to analyze student work from the Critical and Creative Thinking Lessons (CCTL).
- Additional collaboration regarding students receiving Levels of Service (LoS) II, III, and IV should focus on meeting their academic needs in area(s) of strength.
- Planning implementation of services at all levels are a shared responsibility between the AAPS-RT and the classroom teachers. The AAPS-RT supports classroom teachers to ensure that services occurring in the general education classroom (e.g. curriculum compacting, independent studies, learning contracts) are as effective as possible for students with demonstrated advanced academic needs in a particular content area.
- AAPS-RTs should provide indirect and direct services to students in academic area(s) of strength, both within and outside of the regular classroom, corresponding with the grade-level content scope and sequence.
- LoS III and IV students may receive instruction from the AAPS-RT on a regular basis for one or more content area(s).
- Advanced academics should be provided during instruction in the student's area of strength when possible. Advanced work should be *in lieu of* regular classroom assignments to ensure appropriate challenge and complexity level for the student during classroom learning.



Chapter 4: Putting the Puzzle Pieces Together Using Data to Determine Levels of Service (LoS)

Data for Identification and Placement

Data for identification and placement to determine the appropriate LoS should include both quantitative assessments and qualitative information from a variety of sources to allow the Advanced Academic Review Committee (AARC) to evaluate the student's abilities and determine services to meet student needs. Although test scores can provide valid information about a student's abilities and achievements, test scores alone should not be considered sufficient for identification and placement, nor should cut-off scores be used. Rather, test scores can provide some of the information that is important for making educational decisions for referred students. Test scores should always be considered in conjunction with other pieces of information about a student.



Test scores are always estimates rather than exact measures. They represent a range of ability or achievement rather than a specific, unchanging point on a score scale. Confidence bands indicate how sure we are of the scores if a student takes the test again. Thus, a student who may obtain a score of 125 on an aptitude test may actually score between 122 – 128 if the standard error of measurement (SEM) is plus or minus 3 points. Consequently, using cut-off scores would eliminate students from receiving necessary services.

Advanced academic abilities are manifested in a variety of ways; therefore **multiple avenues** for determination of services must be explored through the use of a variety of types and sources of assessment. These sources may include the classroom teacher(s), AAPS-RTs, parents, and the students themselves, as well as any other relevant and knowledgeable individuals. In addition to multiple avenues, there should be multiple times at which children can be considered for higher LoS. A child who may not have exhibited behaviors associated with giftedness in 1st grade may exhibit these behaviors in 4th grade and should be considered for placement on the continuum of services.



Students may be identified in either General Intellectual Ability (GIA) or Specific Academic Aptitude (SAA). SAA areas include mathematics, literacy, science or social studies. LoS are determined based on strengths in the different areas. For example, a student may receive LoS II in math and LoS III in literacy. A student identified in GIA would likely receive consistent LoS across the content areas.

Multiple criteria must be collected as part of the identification process in order to give educators as clear a picture of the student as possible. A student can be seen as a big jigsaw puzzle. One piece of the puzzle does not provide a full picture of the student. The more information we collect about a student, the better we can meet his or her needs. Without all the pieces, we do not see the entire picture.

Determination of Levels of Service through Multiple Criteria

Quantitative	Qualitative
Test Scores	Parent Perspective
Portfolio Assessment	Portfolio Assessment
Student Interview	TABs Observations
	Student Interview
	Record of Differentiation (OPTIONAL)

While some of the data will be used to meet the criteria for identifying the appropriate LoS, other data or information may be used to build a learner profile on the Record of Advanced Potential and Services (RAPS) in the DoDEA Student Information System for the purpose of developing appropriate programming options.

Criteria are not cut-off scores. Typically, cut-off score terminology is used in reference to practices that eliminate students from access to further identification assessment because a single test result or score did not provide evidence at the exceptional level. Since a test score is actually a range of numbers, DoDEA does not adhere to using cut-off scores. As stated in DoDEA’s philosophy of gifted education, the identification process is focused on inclusivity versus exclusivity of students. The AARC should continue to explore additional data to reveal student strengths (Colorado Department of Education, 2016).



Universal Screening

A universal screening assessment occurs when all students at a given grade level are administered the same assessment. The purpose of using a universal screener is to establish a wider net or pool of students who might qualify for services, ensuring that no student falls through the cracks, such as minority students, free/reduced lunch, ELLs, and twice exceptional learners. The intent of a universal screener is to find indicators of exceptionality in all groups of students.

As part of the DoDEA Comprehensive Assessment System (DoDEA-CAS), DoDEA administers the online Cognitive Abilities Test (CogAT) Screening Form to all 2nd grade students. The Screening Form consists of the first subtest from each of the three batteries - Verbal, Quantitative, and Nonverbal – in the complete CogAT. Those subtests are: Picture/Verbal Analogies, Number Analogies, and Figure Matrices. The CogAT Screening Form assesses all three areas, giving educators a picture of each student’s abilities, and provides a single score which estimates students’ general reasoning abilities across all three domains.

Critical and Creative Thinking Lessons (CCTL)

As part of LoS I, all students will have the opportunity to participate in the critical and creative thinking lessons. Each lesson teaches and assesses higher level skills, creativity, and is aligned with CCRS. This ensures all students have equal access to assessment for higher LoS.

- May be used as student work samples for the student work portfolio.
- In conjunction with [TABs](#), student results can be considered for potential need for LoS.
- Students will participate in lessons at least once per semester; however, this may vary due to the size of the school.

Traits, Behaviors, and Aptitudes (TABs) Observation Form

Area of Identification: GIA and/or SAA

Refer to the [TABs Form](#) for a blank fillable TABs form. To see a sample of a completed TABs Form, click the link, [Sample TABs Form](#).



- Both the AAPS-RT and the classroom teacher will use this as the observation tool as part of the referral process. Other significant teachers who know the student may also complete the TABs.
- The AAPS-RT may work collaboratively with the classroom teacher and submit only one TABs which includes both of their observations.
- **Factors to be considered are:**
 - Intensity of both positively and/or negatively displayed traits of giftedness. (Refer to [Positive/Negative Characteristics](#) in Chapter 2.)
 - Characteristics of special populations. (Refer to [Support for Under-represented Populations](#) in Chapter 2.)
- If necessary, TABs may be used over several observation periods in order to provide as complete of a picture as possible of students demonstrating behaviors within each of the ten defined TAB areas.
- If, after several observations, it is inconclusive as to whether or not a specific TAB is evidenced by the student, the teacher should notate N/A and the reason it was not observed (e.g. difficult to display imagination/creativity during direct instruction).
- TABs observations may be recorded for any student at any time by either the AAPS-RT or the classroom teacher. This is similar to a running record. No parent permission is required.
- **Additional notes included on the TABs Form may include:**

- Advanced academic strategies or alternative work provided for the student (refer to optional [Record of Differentiation](#) to provide assistance with this section).
- Anecdotal data helpful in understanding the students' needs.
- The AARC and AAPS-RT will record a summary of information from the TABs form on to the RAPS in Aspen.
- TABs responses should be included in the [Student Data Profile](#).

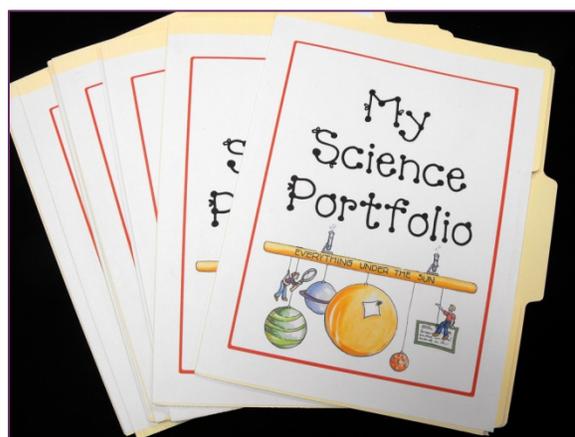


Portfolio of Student Work

Area of Identification: GIA and/or SAA

A portfolio of student work can help AARCs get to know the academic strengths of a student when determining the need for a higher LoS. Portfolios should include, but are not limited to, at least four pieces of student work. If a student is referred for a specific academic area, the documents must focus on that area (i.e. math, science, etc.). Level I and II products may be used as samples to be placed into the portfolio. If a student is referred for services in more than one content area, separate portfolios for each content area may be used.

Prior to the AARC meeting, the AAPS-RT and at least one other AARC member will assess the portfolio using a provided [rubric](#). If they do not agree on the score of the portfolio, a third AARC member may assess and help arrive at consensus.



The AARC and AAPS-RT will record a summary of information from the portfolio of student work on to the RAPS in Aspen. All portfolio work samples should be included in the Student Data Profile.

Teachers submitting student work samples should attach a [Student Work Portfolio Teacher Caption](#) to each sample of work indicating how each piece of work is significant and demonstrates the student's higher level of thinking (Refer to the [DoK Chart](#) in the Appendix). Parents may also complete a Parent Work Sample Caption to accompany the Student Portfolio. Refer to [Student Work Portfolio Parent Captions](#).

Students may also select up to two additional pieces of work to include in the portfolio. They should provide captions with explanations on each sample of work. For example: (from *Portfolios, Enriching and Assessing All Students Identifying the Gifted Grades K-6*) (refer to [Student Work Portfolio Student Captions](#)).

- "I chose this _____ for my portfolio because..."
- "I think this _____ is my best work because..."
- "This product shows..."
- "I want this _____ in my portfolio because..."
- "I think I did better on this _____ by..."
- "This assignment was easy (hard) for me because..."



Examples of what could be included in a Portfolio:

- A piece of work that would be expected from a student at a higher grade level (specify which grade level and elements that display this i.e. quality, complexity, maturity, deep understanding, etc.)
- A final piece of work that is the culmination of many revisions demonstrating a student's perseverance
- A piece of work that demonstrates significant growth when compared to an earlier work sample by that student
- Letter to the reader discussing portfolio items, what they are and why they have chosen to include them in their portfolio
- Reading log
- Quotations the student especially likes with an explanation
- Graphic illustration of information: charts, concept diagrams, webs, timelines, photographs
- Recording, video tapes CDs of readings or performances
- Sample paragraphs showing various mastery of specific writing techniques
- Sample essays of various types: descriptive, narrative, explanatory, expository, persuasive, cause & effect, compare & contrast, defining terms, etc.
- Writing from other classes: reports, speech outlines, essays, projects, etc.

- Research related writing: description of procedures, instruments (i.e. surveys), results and products
- Explanation of literary terms using examples from reading
- Creative writing: stories, poems, songs, scripts
- Artistic products: paintings, drawings, pictures of sculptures or other artwork
- Evidence of outside of school hobby/personal interest/extracurricular self-initiated projects
- Multimedia materials created by the student
- Class work and projects (other than multiple choice or short exams) which exhibit the student's higher order thinking skills
- Original research projects i.e., science project in which the scientific method is followed and documented
- Formal paper (written on an important historical figure or author, current social, political, or economic event/problem, or a work of literature) *Students may communicate the impact of such figure/event and his/her/its contribution to society
- Journal or photo journal (responses to works of literature, quotes, life experiences; may also include math and/or science journals)
- Oral presentation based on a study (recorded on a CD or tape)
- Computer-generated projects can be printed or submitted to the teacher electronically
- Large three-dimensional projects should be submitted electronically with a detailed written explanation; small three-dimensional items which fit in portfolio envelope will be accepted
- Video documentary on a given subject of interest
- Performances (video, audio, images of student)

See **NOTE below**

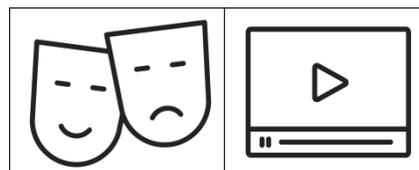


What **NOT** to include:

- Scantron sheets
- Spelling tests
- Multiple-choice tests
- Routine homework assignments
- Reading Counts Tests
- Handwriting samples
- Awards
- Worksheets
- Group Assignments
- Family Albums



NOTE: If the Portfolio of Student Work contains a work sample that includes photographs and/or videos of the student in which a student's face is visible, ensure that a parent or legal guardian of the student has signed the [DoDEA FORM 700 – Consents and Authorizations](#). The box in number 2 under Section I that states, "Authorization to Disclose to Media Certain Directory Information and Student Images" must be marked **Authorize** in order for the student's portfolio to contain videos and/or images of the student.



Student Interview

Area of Identification: GIA and/or SAA

- The AAPS-RT should administer the student interview in a 1:1 setting.
- The AAPS-RT should ask all questions in Part I and select one question from each subsequent section on the [Bank of Interview Questions](#).
- The AAPS-RT scribes student responses to the interview.
- The AAPS-RT should assess the interview responses prior to the AARC meeting. It is acceptable to have another AARC member also assess the interview responses prior to the AARC meeting.
- [Holistic Guidelines for Assessing Student Interview Responses](#) should be used to help evaluate responses. In addition, specific examples should be included on the RAPS in Aspen.
- The interview answers should be included in the Student Data Profile.



Parent Perspective

Area of Identification: GIA and/or SAA

Parents can shed light on characteristics, behaviors, and historical information about a student that may not be evident in the school setting. The collection and consideration of parent information about their child should be given equal weight to all other data pieces.

The [Parent Perspective](#) asks parents to provide examples for each question. A list of positively and negatively displayed characteristics of gifted/academically advanced learners is provided as a guide. Parents are encouraged to elaborate upon responses with as much detail as possible. Characteristics of special populations should be taken into account.

Please be sensitive to the needs of parents (i.e. second language or culture) and support their communication of their child's strengths.

Information collected from parents should be included on the RAPS in Aspen. The Parent Perspective should be included in the Student Data Profile.

Record of Differentiation (OPTIONAL)

Area of Identification: GIA and/or SAA

The [Record of Differentiation](#) may be used as a resource for teachers to collect information regarding differentiated instruction offered to the students. This information may be helpful in completing Part 3 of the [TABs](#).

When differentiated lessons are planned according to student need based on pre- and formative assessments, this information serves as a record of how the student performs when presented with challenging grade-level content to determine need for higher LoS.

Information on the Record of Differentiation includes:

- Date
- Assessment(s)
- Subject(s) differentiated
- Standard(s)/objective(s)
- Strategies used (Refer to the [Strategy Bank](#) in the Appendix)
- Level of Depth of Knowledge (Refer to the [DoK Chart](#) in the Appendix)
- Comments

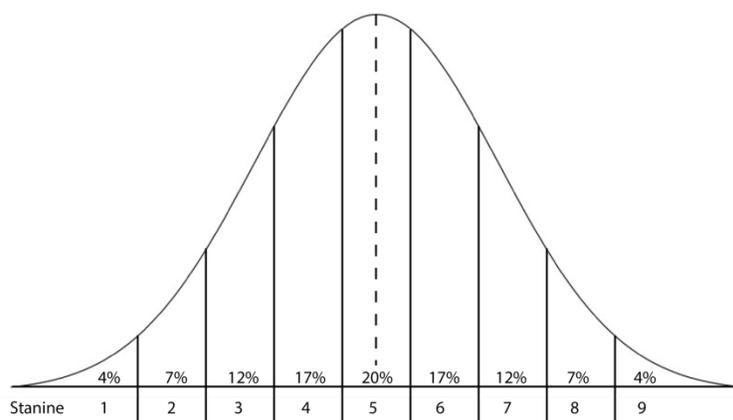
If the optional Record of Differentiation is submitted as part of the data collection for review, the AARC and will record a summary of information on to the RAPS in Aspen. The Record of Differentiation should be included in the Student Data Profile.

Aptitude Assessment

Area of Identification: GIA and/or SAA

The **primary aptitude assessment** that may be used is the **Cognitive Abilities Test (CogAT)**, which consists of three full-length batteries that measure the development of students’ cognitive reasoning abilities using verbal, quantitative, and nonverbal tasks. The three separate batteries are Verbal (V), Quantitative (Q), and Nonverbal (N); each is made up of three subtests.

Scores will be provided in Verbal, Quantitative, Nonverbal, and Composite (VQN). In order to best learn about a student’s strengths, it is best to work with the separate V, Q, and N scores. Score levels are provided in terms of stanines which may be used as **only one criterion** to determine LoS for the student.



The CogAT describes reasoning ability levels in terms of stanine

Median Age Stanine	Reasoning Ability Level
9	Very high
7–8	Above average
4–6	Average
2–3	Below average
1	Very low

In a student's ability profile, the median age stanine indicates a level of reasoning ability. The graph of the student's score for each aptitude test battery includes an **estimate** of the margin of error, displayed as a confidence band around the age percentile rank (APR) score for each of the three batteries. These margins of error vary by battery and student but are no more than between 3-7 points per battery.

The aptitude test can be administered to both ELLs as well as to students who need accommodations.

General guidelines for aptitude testing may be helpful when making initial determinations of service. Guidelines are NOT to be used as the determining factor for service level, nor should they preclude students from gaining access to any LoS.

Please refer to the [Cognitive Abilities Test Interactive Ability Profile Interpretation System](#) to gain a better understanding of the needs of the student based on the results of their assessment.



NOTE: DoDEA does not require an aptitude assessment for an AARC referral, especially if other student data clearly demonstrates a need for a higher level of service

Acceptable Secondary Aptitude Assessments

If the AARC or AAPS-RT believes that more information is necessary after all five pieces of evidence are collected and a determination of services cannot be made based on the collected data, the following secondary aptitude tests are acceptable forms to administer.



NOTE: Any aptitude test administered must be the most current version of the assessment. Any aptitude test administered must be normed within five years of the date of test administration.



In addition, the test should be aligned to the DoDEA Advanced Academic Programs and Services philosophy. Refer to [Philosophy](#) in Chapter 1.

- Naglieri Nonverbal Ability Test, Form 3 (NNAT3)
 - Measures general ability only
- Test of Nonverbal Intelligence, Fourth Edition (TONI-4)
 - Measures general ability only

Test results alone will not determine evidence of needs for LoS.

Intelligence Quotient (IQ) Tests

IQ tests such as the K-BIT and WISC are NOT administered by DoDEA schools for the purpose of determining higher levels of advanced academic services.

- When IQ tests administered for special education (SPED) purposes indicate a possible need for higher LoS, the student should be referred to the AAPS-RT for consideration for referral.
- If IQ scores are included in a student's records, the AAPS-RT should consult with the school psychologist to interpret the results.

Achievement Testing (for SAA ONLY)

The AAPS-RT should record student data from the DoDEA-CAS that highlights his or her specific academic strengths for each content area. While a student may show outstanding achievement in one or more component areas, a student who shows strength in two or more areas will count for only one criterion.

Test results alone will not determine evidence of needs for LoS.

Record of Advanced Potential & Services (RAPS)

Prior to the AARC meeting, the AAPS-RT and/or AARC Chair (AARCC) summarizes the data collected on the RAPS in Aspen. This summary will help the AARC note strengths in different areas, as well as degree of strength(s) in order to determine the best LoS for students.



This page is intentionally left blank.

Chapter 5: Identification Process

Purpose

The purpose of identification for higher levels of advanced academic services is to meet the needs of students whose potential and/or performance is so extraordinary that they require differentiation and more intense services than is provided in their regular classroom. Because giftedness is fluid and developmental, this can be especially challenging with young children whose abilities may be evolving at different rates and may be masked by emotional immaturity and language limitations. At the same time, it is very important to recognize and nurture budding abilities so that they receive the appropriate guidance and challenges needed to optimally flourish.



Children with gifted traits need stimulating, challenging curricula in the company of their intellectual peers for their academic, social, and emotional well-being (Subotnik, Olszewski-Kubilius, & Worrell, 2011; Webb & Kleine, 1993).

DoDEA's commitment to ensure equity for all students requires a shift in perspective away from processes that primarily focus on identification of students through standardized test scores. While standardized test scores can be useful in providing information about a student's abilities, according to best practice, they should not be the dominant or only means by which these are measured. Therefore, DoDEA's identification procedures represent a more comprehensive and holistic approach to identification of our diverse population of students.

Goals of Identification

- All students have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors associated with giftedness [CCRSGE 2.1].
- Each student should have the opportunity to reveal exceptionalities or potential through assessment evidence so that appropriate instructional accommodations, and modifications can be provided to meet both cognitive and affective needs [CCRSGE 2.2].

Students identified as having gifted potential should represent diverse backgrounds and reflect the total population of the school [CCRSGE 2.3].



Identification Process



Tools and Letters Used in the Identification Process: At-A-Glance

Referral	Parent Permission	Assessment Phase	Evaluation Phase	Notification	Appeals
<ul style="list-style-type: none"> ▪ Referral for AAPS - Elementary 	<ul style="list-style-type: none"> ▪ AAPS - Permission for Assessment: Elementary 	<ul style="list-style-type: none"> ▪ TABs ▪ TABs Sample ▪ Portfolio Rubric ▪ Student Work Portfolio Student Captions ▪ Student Work Portfolio: Teacher Captions ▪ Student Work Portfolio: Parent Captions ▪ Bank of Interview Questions ▪ Holistic Guidelines for Assessing Student Interview Responses ▪ Parent Perspective ▪ Record of Differentiation-Optional 	<ul style="list-style-type: none"> ▪ Record of Advanced Potential and Services (RAPS) (Sample) 	<ul style="list-style-type: none"> ▪ Parent Letter LoS I ▪ Parent Letter LoS II ▪ Parent Letter LoS III ▪ Parent Letter LoS IV ▪ Monitor Status ▪ Transfer Letter LoS III ▪ Transfer Letter LoS IV 	<ul style="list-style-type: none"> ▪ NA

Evidence of Needs for Determination of Services

A minimum of **FIVE** different types of data **MUST** be collected. **THREE** should meet the following criteria to determine an appropriate LoS (LoS II or III). Level IV requires a minimum of **FOUR** criteria.

Directions: From the **FIVE** data collected and recorded on the RAPS in Aspen, indicate the data used to determine the appropriate LoS. Use the following **guidelines** to help consider the appropriate challenge level for the student; **additional factors such as ESOL and twice-exceptional status should also be considered.**

Determination of LoS	Evidence of Needs
<p>Level IV</p> 	<p>FOUR pieces of data meet Level IV indicators.</p> <p>** Student needs acceleration in one or more content areas, or grade-level acceleration. Student has demonstrated clear mastery in one or more content area.</p>
<p>Level III</p> 	<p>THREE pieces of data meet the following:</p> <p>Any combination of Level IV or III indicators; OR all Level III indicators.</p> <p>** Student needs greater complexity, depth, and consistency in services than those provided in Level II as indicated by strength in overall GIA, or one or more SAA.</p>
<p>Level II</p> 	<p>THREE pieces of data meet the following:</p> <p><i>Any combination of Level III or II indicators; OR all Level II indicators.</i></p> <p>** Student needs more intensive services beyond the Level I services prescribed for all students in the homeroom in either overall GIA or one or more SAA. These students may be:</p> <ul style="list-style-type: none"> • excelling at differentiated activities for advanced learners, AND/OR • excelling in class work and need more challenge, AND/OR • evidence of high aptitude or achievement

1. Referral

- All [referral requests](#) need to be made in writing to the AAPS-RT
- Student may be referred by a teacher, parent, or self; OR
- Through the collection of screening data
 - i. CogAT Screening Assessment (grade 2 only)
 1. **Who:** All second grade students take the CogAT Screening Assessment in the designated window of that school year.
 2. **Purpose:** Universal screening increases the likelihood of finding special populations of academically advanced students who may have been otherwise overlooked.
 3. **What is it:** The CogAT Screening Form is a short form of the CogAT that provides a highly effective way to reduce the amount of testing when the results will be used primarily to help identify academically talented students who will be evaluated further for appropriate LoS.
 4. **What else does it tell us?** The CogAT Screening Form also identifies students who are at the low end of the score scale and therefore may benefit from instructional intervention.
 5. **What happens next?** Students who receive a score within the 7th stanine or higher **may** be further reviewed for higher LoS. This is a guideline and **does not constitute an automatic referral to the AARC**. Students who score below the 7th stanine, however, are **not excluded** from consideration for higher LoS. These students should be observed with the [TABs](#) observation form, and their work on the critical and creative thinking lessons in order for the AAPS-RT to develop an understanding of potential needs.
 - ii. Critical and Creative Thinking Lessons (CCTL)
- 2. **Parent permission** is obtained (Refer to [Parent Permission Form](#))
- 3. **Assessment Phase:** AAPS-RT prepares Student Data Profile:
 - Data collected should include at least FIVE (5) of the following:
 - A. [TABs](#)
 - B. Portfolio of Student Work (Refer to [Portfolio Rubric](#))
 - This may also include CCTLs and products from Level II lessons
 - C. [Student interview](#)
 - D. [Parent Perspective](#)
 - E. Aptitude Test (CogAT)
 - Screening Assessment - second grade only
 - Full Battery
 - a) All K-5 students who are referred **may** be administered the full battery (if necessary).
 - b) K-2 students who are referred **prior to** the testing window of the CogAT Screening Form, may be administered the full battery of the CogAT instead (if necessary). They will **NOT** be required to take the CogAT Screening Form during second grade.
 - F. Standardized Achievement Test (DoDEA-CAS) (For SAA only)
 - G. Other DoDEA-CAS data and/or local assessment data
 - H. [Record of Differentiation](#)
- 4. **Evaluation Phase:** AARC determines LoS (Refer to [Advanced Academic Review Committee](#))
 - LoS can only be increased, not decreased
- 5. **Notification:** [Parent letters](#) are sent out regarding the AARC's decision for appropriate LoS
- 6. **Appeals:** If necessary, a parent or guardian may appeal the decision in writing to the school's principal (refer to [Appeals Procedures](#))

Data Collection and Analysis Guidelines

Data Collected	Level IV <i>Exceptionally Advanced Students</i>	Level III <i>Highly Advanced Students</i>	Level II <i>High Academic Achievement/High Ability Students</i>	Level I <i>All Students</i>
Parent Questionnaire	<ul style="list-style-type: none"> Overall, child consistently demonstrates exceptional behaviors and characteristics as compared to same age-level peers 	<ul style="list-style-type: none"> Child frequently demonstrates highly advanced behaviors and characteristics as compared to same age-level peers 	<ul style="list-style-type: none"> Child occasionally demonstrates highly advanced behaviors and characteristics as compared to same age-level peers 	<ul style="list-style-type: none"> Child rarely demonstrates highly advanced behaviors and characteristics as compared to same age-level peers
Student Interview (Refer to Guidelines)	<ul style="list-style-type: none"> Score of 4 	<ul style="list-style-type: none"> Score of 3 	<ul style="list-style-type: none"> Score of 2 	<ul style="list-style-type: none"> Score of 1
TABs – Classroom Observations	<ul style="list-style-type: none"> Overall, student consistently demonstrates exceptional behaviors and characteristics as indicated on the TABs as compared to same age-level peers 	<ul style="list-style-type: none"> Student demonstrates strong behaviors and characteristics as indicated on the TABs as compared to same age-level peers 	<ul style="list-style-type: none"> Student demonstrates moderate behaviors and characteristics as indicated on the TABs as compared to same age-level peers 	<ul style="list-style-type: none"> Student demonstrates weak to moderate characteristics and behaviors as indicated on the TABs as compared to same age-level peers
Student Work Portfolio (Refer to Rubric)	<ul style="list-style-type: none"> Score of 4's in two of the three categories AND 3 in one category i.e., Content:4; Originality:3; Process: 4 	<ul style="list-style-type: none"> Score of 3's in each category; OR Score of at least one 4 and one 3 in two of the three categories i.e., Content:4; Originality:3; Process: 2 	<ul style="list-style-type: none"> Score of 2's in each category; OR Score of at least one 3 in any of the three categories, and at least 2's in the other two categories 	<ul style="list-style-type: none"> Score of a combination of 1's and 2's
Aptitude Test scores: Cognitive Abilities Test	<ul style="list-style-type: none"> GIA: 9th stanine in all three batteries SAA: 9th stanine in at least one battery 	<ul style="list-style-type: none"> SAA: 8th or 9th stanine in at least one battery 	<ul style="list-style-type: none"> SAA: 7th stanine in at least one battery 	<ul style="list-style-type: none"> 6th Stanine or below in all batteries
Achievement Test scores (SAA Only)	<p>Norm referenced test:</p> <ul style="list-style-type: none"> ELA/SS: 9th Stanine (or equivalent) in one or more battery measuring ELA and/or SS Math/Science: 9th Stanine (or equivalent) in one or more battery measuring math and/or science <p>DoDEA Summative Assessment or equivalent: ELA and/or Math: Level 5</p>	<p>Norm referenced test:</p> <ul style="list-style-type: none"> ELA/SS: 8th OR 9th Stanine (or equivalent) in one or more battery measuring ELA and/or SS Math/Science: 8th OR 9th Stanine (or equivalent) in one or more battery measuring math and/or science <p>DoDEA Summative Assessment or equivalent: ELA and/or Math: Level 5</p>	<p>Norm referenced test:</p> <ul style="list-style-type: none"> ELA/SS: 7th Stanine (or equivalent) in one or more battery measuring ELA and/or SS Math/Science: 7th Stanine (or equivalent) in one or more battery measuring math and/or science <p>DoDEA Summative Assessment or equivalent: ELA and/or Math: Level 4</p>	<p>Norm referenced test:</p> <ul style="list-style-type: none"> ELA/SS: 6th Stanine or lower (or equivalent) in one or more battery measuring ELA and/or SS Math/Science: 6th Stanine or lower (or equivalent) in one or more battery measuring math and/or science <p>DoDEA Summative Assessment or equivalent: ELA and/or Math: Level 3 or lower</p>
Record of Differentiation	<ul style="list-style-type: none"> Student consistently demonstrates need for challenge and acceleration as indicated by DoK Level 4 and mastery of content 	<ul style="list-style-type: none"> Student frequently demonstrates need for greater complexity, depth, and challenge as indicated by DoK Levels 3 and 4 	<ul style="list-style-type: none"> Student occasionally demonstrates need for challenge as indicated by DoK Level 3 	<ul style="list-style-type: none"> Student challenge level is appropriate at DoK Levels 1 or 2
Local Assessment Data	<i>Any additional school-based data should be reviewed and considered.</i>			

***Data referenced should be current within TWO years.**

Twice-exceptional students may show a particular weakness in one area of the CogAT.



NOTE: If one battery is relatively lower than the other two, this student may be exhibiting a disability and should be further investigated. This student will still need a specific LoS in his or her area(s) of strength, but the student may also need services to work with his or her weakness.

Consider a student with the following scores:

	SAS	PR	Stanine
Verbal	111	75	6
Quantitative	138	99	9
Nonverbal	143	99	9

SAS: Standard Age Score

PR: Percentile Rank

A much lower verbal score sometimes reflects a learning disability. However, her scores are very high in quantitative and nonverbal reasoning, indicating she may benefit from a greater challenge in math and science that do not depend critically on verbal skills.

ELLs may show lower scores and weaknesses on verbal tasks. If English is not the student’s first language, a lower verbal score or tasks in verbal areas may not be an impediment, especially in math and science. This student would need to continue ESOL services while also receiving the appropriate specific LoS to continue his or her growth in other areas.

Students with Underachievement Behaviors may exhibit higher aptitude test scores than expected, as based on their performance in the regular classroom. These students may be particularly good at solving novel problems. A discrepancy between students’ levels of cognitive abilities and their effectiveness in using them must be taken into consideration when interpreting data and planning instruction. In this case, scores on the CogAT Verbal Battery and/or Quantitative Battery are likely to be higher than scores on the Nonverbal Battery. Explanations for the discrepancy can vary from a student not applying herself due to boredom or other issues, or a student who may not have had the opportunity to develop the types of knowledge and skills common to classroom instruction (i.e., students who come from impoverished backgrounds). These students most likely need further challenge to allow them to grow in their area(s) of strength within the appropriate LoS.

Advanced Academic Review Committee (AARC)

Purpose

The purpose of the AARC is to determine what LoS is most appropriate to meet the needs of the students. The AARC should also re-evaluate student need for LoS at the end of each school year. The DoDEA AARC also re-evaluates DoDEA students whose LoS need to be changed from LoS III to IV.

AARC Members

In order to facilitate the identification process, the principal (in cooperation with the AAPS-RT) at each school appoints a standing DoDEA AARC that is dedicated to identifying students with needs for advanced academic services.

This DoDEA ARCC members include:

- AARC Chair (AARCC) (may be the same person as the AAPS-RT)
- AAPS-RT
- School Administrator or designee
- School counselor
- Classroom teacher (preferably with experience and/or training in the area of gifted education)
- Additional members may include the student's classroom teacher and/or other specialists (e.g., psychologist, content or grade level teachers, literacy specialist, math specialist, SPED teachers, or ESOL teachers) when students under review are receiving special services from these individuals. Teachers and administrators from diverse backgrounds should also be invited to serve as members of the AARC.



NOTE: Typically, the AAPS-RT serves as chairperson; however, the administrator may appoint a different member of the AARC to be the chairperson.

Although additional classroom teachers may be asked to provide information about a particular student, all decisions will be made by the AARC after data has been gathered, discussed, and recorded.

AARC Process

1. The AARC will meet **at least quarterly** during the school year to determine students' LoS.
2. The committee may meet at any time during the school year to re-evaluate students receiving LoS III if there is documentation provided to show the student needs LoS IV.
3. The AARC should make a LoS decision by the end of the following quarter after the receipt of the referral request.
4. All written requests for referrals received by start of fourth quarter should be completed before the end of the academic year. Referrals requested after the start of fourth quarter may be initiated, but final determination **may** be delayed until the beginning of the following year. The school principal should approve any additional time needed beyond this window.

5. Members must take into consideration **characteristics of under-represented students** (i.e., twice exceptional, ELL, underachievers) as they review the Student Data Profile (Refer to the [Characteristics of Gifted/Academically Advanced Learners](#) in Chapter 2).
6. All collected data and documentation for each student will be shared with the committee members. Committee members will discuss each child’s information and come to consensus to determine the appropriate Los. Refer to the [Determination of Levels of Service through Multiple Criteria Table](#) in Chapter 4. Consensus means all members of the AARC must agree on a decision without significant reservations.
7. Results of the AARC meeting are documented in the Student Data Profile and recorded in Aspen for every referred student. The AARC should reference the notification procedures. Refer to [Notification Procedures](#) in this chapter.
8. A parent letter will be sent home within five school days of the AARC meeting, notifying the parent of the services decision. Parents must provide signed permission in order for Level III and IV services to commence.
9. The student’s teacher(s) should be informed of the decision. The AAPS-RT will collaborate with the classroom teacher to determine specifics for effective implementation of services.
10. If the AARC recommends grade level acceleration as a Level IV service for the student, the AARC must submit a formal recommendation to the school principal and the Other than Routine Placement Committee in accordance with Section 2 of Enclosure 2 of DoDEA Regulation 2000.03. It is highly recommended that the AAPS-RT serve on this committee as well.
11. The AARC follows transfer student guidelines to determine appropriate LoS. Refer to [Transfer Students](#) in this chapter.
12. AARC may convene at any point during the school year if they believe a student’s LoS needs to change from LoS III to IV.

Steps to guide the Determination of Services Referral

1. A minimum of five independent multiple criteria should be collected for both GIA and SAA.
2. Prior to the AARC meeting, each member of the AARC should have the **option** to independently view all data presented in the Student Data Profile. To facilitate independent viewing of the data, the AARCC should make Student Data Profiles available to the AARC five school days in advance of the review. AARC members can view the data via hard copy or electronically. If viewed as a hard copy, they should view the data in a secure space. If viewed electronically, they should work with the ET/AT to develop a secure/private location for AARC members only.
3. The hard copy of the data included in the Student Data Profile should be returned to the AARCC at least one school day prior to the AARC meeting.
4. Prior to the meeting, the AAPS-RT summarizes the data on the RAPS in Aspen to present to the AARC.
5. During the AARC meeting, members determine the area of academic strength: GIA or SAA. SAA includes aptitude in math, science, literacy, and/or social studies.

6. During the AARC meeting, the members will discuss the data based on the indicators and come to consensus on which LoS best meets the needs of the student. Determinations should be based on all available evidence of student strengths. Evidence from student data listed in the RAPS will help determine appropriate LoS. For example, the AARC may determine that a student needs Level II for literacy and Level III for math.
7. As stated in the philosophy, DoDEA is focused on a more inclusive and holistic view of determining LoS. Therefore, both quantitative and qualitative data will be looked at for specific strengths.
 - a) **By reviewing the data on the RAPS, determination of services will be defined by a clear and consistent pattern of strength in one or more academic areas. Refer to the [Data Collection and Analysis Guidelines](#) and [Evidence of Needs for Determination of Services](#) in this chapter.**
 - b) **Monitor Status:** In the rare situation when the AARC is unable to make a determination of LoS at the first meeting, they may choose to place a student on a **MONITOR** status for up to two quarters during which the student will continue to participate in Level II services in order to collect additional data on the student's academic performance. The AARC will make a final determination of service by the end of the two quarters.
8. **Consultation requests:** The AARC may be unsure about a specific LoS, perhaps because of an inconsistent profile or evidence that other factors may be impacting the student's functioning. In this situation, a consultation request can be made to the school psychologist, who might be able to provide support in understanding the student's strengths and weaknesses.
9. The AARCC will document the decision on the RAPS in Aspen along with the services the student will receive.

NOTE:

- Any data collected should be relevant and current within two years.
- Upon documentation of criteria, a detailed record of all data will be maintained by the AARC.
- The committee should recognize that a student's strengths may not be evidenced in a traditional manner. Twice-exceptional, linguistic and cultural differences may mask individual student strengths.
- It is important that the AARC members look at all available data in determining a student's LoS.
- IQ tests are **NOT** administered by DoDEA schools for the purpose of determining LoS.
- When IQ tests administered for SPED purposes indicate a possible need for a higher LoS, the student should be referred to the AAPS-RT.
- If IQ scores are included in a student's records, the AAPS-RT should consult with the school psychologist to interpret the results.
- A student who is approved for acceleration by the Other than Routine Placement Committee is automatically included in Level IV services.
- Students who were not found eligible for services at Levels III or IV may be re-evaluated one calendar year after initial evaluation. All students placed in Level I or II will continue to receive Level I or II services.



- A new referral may be made by parents or teachers within the calendar year ONLY IF there is clear evidence of significant academic growth OR if additional information is presented indicating strengths which was not part of the initial evaluation
- Parents/guardians may elect to discontinue their child's participation in advanced LoS at any time. However, this will not exclude the child from participating in higher LoS in the future. Refer to [Continuation of Services and Opt Out Procedures](#) at the end of this chapter.
- Student behavior has no bearing on determination of higher levels of academic service. Behavior issues should be addressed separately. Change in the academic program may have a positive impact on student behavior. Refer to the [Positively and Negatively Displayed Characteristics of Gifted Students](#) in Chapter 2.

Transfer Students

Within DoDEA Schools

A student's **identification** in one or more areas of giftedness transfers to any DoDEA school. Gifted identification is a part of the student's permanent record.

Within 10 school days of enrolling in the new school, students transferring from one DoDEA school to another will receive the same LoS they received at their prior school.

A student's LoS does not change unless a student who was receiving LoS III needs LoS IV.

No further assessment is required.

From outside to DoDEA

DoDEA complies with procedures as stated in the [Military Interstate Compact Agreement](#) (MIC3, Section 5.102) for identified gifted students moving into a DoDEA school as a result of a permanent change of station (PCS).

While Section 2(b), of Enclosure 4 of DoD Instruction 1342.29 applies only to children of military families, DoDEA applies the components of DoD Instruction 1342.29 to all eligible DoDEA students.

Students transferring into DoDEA from a non-DoDEA public or private school who provide documentation of eligibility for and/or participation in a gifted program receive the same LoS they received at their prior school *within 10 school days of enrolling in the DoDEA school*. A student's **identification** in one or more areas of giftedness transfers to any DoDEA school, and it is a part of the student's permanent record.

At the next scheduled meeting (or quarterly), the AARC may review transfer students with documented need of higher LoS if services should be adjusted from LoS III to LoS IV.

Students receiving LoS III or IV at the prior school do not require formal reassessment by the receiving to continue to receive the same LoS. Documentation should be included on the RAPS in Aspen.



If a student is new to a school, has no record of gifted services from another school, and is referred for services by the parent, the receiving school conducts the referral process after enrollment and finalizes the decision by the end of the second quarter of enrollment. During the initial quarter, the new student will have access to Levels I or II services. Students do not need a formal referral to receive LoS I or II.

The graphic below illustrates the steps for reviewing records of transfer of all students who were identified as receiving gifted education services at the previous school:



Additional Considerations

- If a student's needs are not being met at the current LoS, the classroom teacher and/or AAPS-RT should begin documentation to adjust services as needed.
- Documentation is to be reviewed by the AAPS-RT and the AARC. The AAPS-RT and AARC will use their professional judgment in the determination of services and document it on the Record of Advanced Services chart on the RAPS in Aspen.
- All data collected will be kept in the Student Data Profile.

Review of Services

Students receiving services at Levels III may be reviewed **only if** services need to be changed to Level IV. This may take place at the end of the academic year, before a student begins a PCS move, or at another point in the year. It is important for the AAPS-RT to collaborate with respective classroom teachers and parents to obtain feedback on how the LoS has impacted the student academically, and what changes, if any, should be made. Services for the next school year should be documented on the Record of Advanced Services chart on the RAPS in Aspen.



If the LoS is changed, parents will receive a letter from the AAPS-RT notifying them of the results of the AARC review, and the services for the following school year. If it is found that a student has a decline in performance, the reasons need to be explored, explained, and addressed by the AARC in collaboration with all relevant teachers. Services may be modified for any Level III or IV student; however, a student's LoS does not change unless a more intense LoS is needed.

Notification Procedures

Permission for Evaluation

Permission of the parent or guardian **must** be obtained before gathering additional information and completing assessments of each referred student. Refer to the [DoDEA Advanced Academic Program and Services Permission for Assessment \(Document # 1308-2\)](#) for gaining consent from parent/guardians of students being referred.

Permission for Placement

A letter to the parent or guardian must be sent **within five days** after the AARC makes a decision about the student's LoS. All letters must include information about the appeals procedure. Upon determination of LoS, the parent/guardian will be notified of the AARC's decision, and provision of services will begin once parent/guardian approval has been granted. Refer to the [Parent Letters in the Appendix](#) to be used for communicating with parents about the service level determination made by the committee. Prior to sending home the letter, the AAPS-RT may consider communication with the parent or guardian via phone to provide encouragement, support, and further ideas to help the family support the child.

Appeals Procedures

A parent, legal guardian, or sponsor who disagrees with the LoS recommendation of the AARC may appeal the decision in writing to the school's principal within 30 business days of date of the notification letter.

Members

The AAPS-RT will convene an Appeals Committee consisting of a minimum of three members who have expertise in the area being assessed and in gifted characteristics and behaviors, as well as knowledge of the child being reviewed, but who are different from the AARC. The members should include:

- AAPS-RT will act as facilitator
- Regional Gifted Education instructional systems specialist (ISS) via teleconference or virtual communication
- Administrator or designee (who was not on AARC for this student)
- Other members as necessary who were not on the original AARC (counselor, specialists, etc.)

Process/Timeline

- Meeting should occur within 10 instructional days of receipt of appeal request.
- Principal notifies the parent, legal guardian, or sponsor notified of the meeting date.
- Parent, legal guardian, or sponsor is invited to attend the meeting and is encouraged to provide additional evidence of the student's work indicating why his or her needs are either currently not being met or would not be met through the LoS decision.
- Once the parent, legal guardian, or sponsor presents additional evidence to the AAPS Appeals Committee, they are dismissed and the Appeals Committee will come to consensus and then make a recommendation to the principal for a decision.
- The principal notifies the parent, legal guardian, or sponsor, in writing, within 10 business days of the Appeals Committee meeting.
- A further final appeal may be made by the parent, legal guardian, or sponsor to the DoDEA Community and/or District Superintendent. The Superintendent makes a decision after discussion with the Regional Gifted Education ISS. Final decisions rests solely with the Community and/or District Superintendent.

- The Community and/or District Superintendent notifies the parent, legal guardian, or sponsor of the final decision, in writing, within 10 business days of the decision.

Continuation of Services and Opt Out Procedures

Continuation of Services

Students who are formally identified for services at Levels III and IV remain eligible for available advanced academic services until high school graduation. It is the philosophy of DoDEA schools that students need challenging learning experiences that build on individual strengths. Because a continuum of services and varied delivery models are offered, advanced academic services are dynamic and fluid.

Opt Out Procedures

1. The parent, legal guardian, or sponsor can request the student opt out of the offered advanced academic services, and may do so while maintaining eligibility for LoS for the student in subsequent year.
2. Only a parent, legal guardian, or sponsor can request to have the student to opt out of the program. Students are required to obtain adult permission for a change in status.
3. When this occurs, the parent/guardian must write a letter to the principal requesting the change in service. This letter is then placed in the student's cumulative file.
4. The principal must inform the Regional Gifted Education ISS of the change when notification is sent to the parent, legal guardian, or sponsor.
5. The effective date of the change will be the same date as the written acknowledgement from the principal and annotated in the RAPS in Aspen.



NOTE: The parent, legal guardian, or sponsor may request reinstatement of LoS through the AAPS-RT.

This page is intentionally left blank.

Chapter 6: Roles and Responsibilities of Key Staff

Advanced Academic Programs and Services Resource Teacher (AAPS-RT)

Professional Learning

The AAPS-RT facilitates professional learning activities to school staff, parents, and the community on diverse characteristics of advanced learners (twice-exceptional, ELL/gifted, low socioeconomic status, culturally different and minority), along with best practices in identification, differentiation, and LoS.



Identification

- Collaborate with all educators to refer students with advanced academic potential.
- Collaborate with teachers to analyze student work on critical and creative thinking lessons to determine whether students need additional challenge.
- Collaborate with teachers to gather accurate data on referred students.
- Collaborate with principal to review data from second grade CogAT Screening Form, along with any relevant DoDEA-CAS data.
- Review student transfer records for documentation of eligibility for gifted education services at a prior school.
- Collect additional data for students on a monitored status to facilitate an appropriate determination of LoS.
- Participate in appeals process.

Services

- Create a flexible schedule to include blocks of times for:
 - providing LoS I, II, III, and IV;
 - lunch;
 - planning;
 - collaboration with grade-level teams; and
 - referral data collection and analysis.
- Collaborate with classroom teachers to schedule Critical and Creative Thinking Lessons and model effective differentiation strategies. (Refer to [Advanced Academic Programs and Services Resource Teachers and Classroom Teachers](#) in Chapter 3.)
- Establish a true continuum of LoS I, II, III, and IV that support CCRS, and provide activities and projects that incorporate higher levels of thinking. (See [DoK Chart](#)).
- Collaborate with general education, SPED, and/or ESOL teachers to support all LoS to provide an appropriate level of challenge.
- Maintain Student Data Profile folders for students receiving Levels III and IV services, with quarterly evidence of student progress. Data may include work samples, project rubrics, etc.
- Facilitate content acceleration by providing above grade-level resources and/or scheduling Level IV students to attend a class period in another grade level.
- Whenever possible, serve on Other than Routine Placement Committee to advocate for students the AARC recommends for grade-level acceleration (grade skipping).

- Collaborate with school counselor to facilitate mentorship assignments by connecting Level IV students with an educator or community stakeholder to support student in area of advanced academic and/or affective need
- Send home quarterly progress reports on each student receiving LoS III and IV.
- Send final progress report with RAPS in student cumulative folder when transferring to a different school
- Attend to all record-keeping tasks. (Refer to [Record Keeping](#) in the Appendix.)
- Maintain a current school list of students receiving Los II, III, and IV, including area(s) of strength.
- Maintain regular communication with parents, teachers, and school administrators about the gifted education program.

Transition between AAPS-RTs

- Prepare a brief transition guide for the replacement AAPS-RT, to include:
 - List of students receiving LoS II, III, or IV, including area(s) of strength
 - Location of updated Student Data Profile folders in a secure location
 - Points of contact (POCs) for the AARC
 - Bulleted list of direct and indirect services at Levels I through IV that the current AAPS-RT has historically provided at the school
 - List of any gifted education resources not housed in the school professional library
 - POCs for Parent-Teacher Organization and community members that provide additional opportunities, mentorships, and affective support for students

Advanced Academic Review Committee Chair (AARCC)

The AARCC is assigned by the principal and conducts the activities listed below.

- Adheres to guidance about providing services to transfer students.
- Prepares referrals on all students found through screening and nomination.
- Requests parent or guardian permission for referral and assessment.
- Receives written requests for referrals from parents, educators, and students.
- Collaborates with teachers to gather accurate data on referred students
- Prepares **Student Data Profile** folders for each referred student (minimum of five pieces of evidence):
 - Work samples from teachers for student work portfolio;
 - Student interview responses;
 - Completed observation of students;
 - Parent Perspective;
 - Traits, Aptitudes, and Behaviors (TABs) Observation Forms from teacher(s);
 - Optional Record of Differentiation from teacher(s);
 - Cognitive Abilities Test data;
 - Local assessment data (e.g., BAS, SRI, Writing Assessment Scores, CEPA's, BOY, EOY Assessments); and
 - Academic areas of strength, as indicated by DoDEA-CAS data.
- Makes Student Data Profiles available to the AARC (5) days in advance of the review.
- Records all data and LoS decisions on RAPS in Aspen during AARC meeting.
- Coordinates and facilitates AARC meetings on at least a quarterly basis.

- Mails parents letter detailing the LoS decision for the referred students, and requesting permission to provide services at Levels III or IV.
- Documents parental permission for services from Parent Letter.
- Shares RAPS data in person with parents, if requested, following AARC decision.
- Enters LoS decision into ASPEN, and places hard copies in student cumulative file (901) for all referred students prior to a student's PCS.

Classroom Teacher

- Differentiates instruction for students at all academic levels, with support from the AAPS-RT and other specialists.
- Coordinates with the AAPS-RT to ensure students are receiving appropriate Levels II, III, or IV services while in the general education classroom. (Refer to [Guidance for Collaboration between Advanced Academic Programs and Services Resource Teachers and Classroom Teachers](#) in Chapter 3.)
- Coordinates with AAPS-RT to schedule Level I critical and creative thinking lessons.
- Collaborates with AAPS-RT to analyze observations and student work from critical and creative thinking lessons to determine whether students need additional challenge.
- Refers students in need of higher LoS to the AAPS-RT and/or AARC.
- Completes the TABs form for referred students.
- Contributes at least FOUR work samples to student portfolio in his or her academic area(s) of strength.
- Submits optional, additional narratives on noted academic areas of strength and indicators for AARC use.

Advanced Academic Review Committee (AARC)

- Participates in all scheduled AARC meetings.
- Considers characteristics of underrepresented and twice exceptional students.
- Evaluates records of transfer students with documentation of eligibility for gifted services to determine appropriate services in LoS III or IV.
- Maintains focused discussion on area(s) of academic strength, not deficiencies, when each student's data is analyzed, in order to determine GIA or SAA.
- Comes to consensus on the most appropriate LoS for referred student, based upon his or her demonstrated academic needs.
- Determines any additional services to support the student's affective needs.
- Makes formal recommendation, in writing, to building principal and Other than Routine Placement Committee when AARC recommends grade acceleration for a Level IV student (Refer to [DoDEA Regulation 2000.3](#) regarding student grade-level placement).
- Participates in the review of students receiving services at Levels III and IV, if a change of services is warranted.
- Maintains confidentiality regarding student information and committee proceedings.

School Principal

- Ensures school compliance with DoDEA AAPS Implementation Guide.
- Collaborates with the AAPS-RT to develop a schedule that provides support for all Los.
- Ensures students receiving Levels III and IV services are cluster grouped (see [Cluster Grouping](#))
- Ensures students in Levels III and IV are receiving differentiated instruction in their area(s) of strength

- Collaborates with AAPS-RT to review data from second grade *Cognitive Abilities Test Screening Form*, along with any relevant DoDEA-CAS data.
- Articulates procedures for receiving referrals from students, parents, and teachers
- Articulates identification procedures to stakeholders (e.g. via school handbook).
- Appoints AARC Chair (typically filled by AAPS-RT, but may be administrator or designee) who should have knowledge and experience in gifted education.
- Collaborates with the AAPS-RT to appoint members of AARC: Administrator or designee, school counselor, regular classroom teacher (preferably with experience and/or training in the area of gifted education), additional members (e.g., psychologist, content or grade level teachers, literacy specialist, math specialist, SPED teacher, or ESOL teacher) when students under review are receiving special services from those teachers.
- Ensures that at least five criteria/data points have been collected at least five school days prior to AARC meeting.
- Collaborates with the AAPS-RT to ensure that AARC meetings occur on a regular basis (at least quarterly).
- Participates in AARC meetings, or appoint a designee.
- Ensures that the [Military Interstate Compact](#) is followed.
- Collaborates with the AARC to ensure that transfer students with documentation of prior gifted education eligibility receive Level III or IV services.
- Ensures that the RAPS information is completed and updated in Aspen and cumulative file
- Participates in appeals meeting (or assigned designee).
- Notifies parents of appeals decision within 10 instructional days.
- Monitors record keeping for each student reviewed by the AARC.

School Counselors

- Understands the needs of learners exemplifying gifted traits from diverse populations
- Intentional placement of Levels III and IV students into fixed cluster group classrooms
- Participates in AARC meetings
- Ensures discussion of affective needs during AARC meetings
- Provides small group and/or one-on-one discussion groups as needed
- Collaborates with AAPS-RT to facilitate mentorships when needed

This page is intentionally left blank.

Chapter 7: Recommended Timeline for Identification and Services



NOTE: The school principal, in collaboration with the AAPS-RT, may modify the timeline, according to student needs.

First Quarter

Weeks 1-2 of Instructional Year

- The first two weeks of school are designated for schedule design, records review, and grade-level collaboration. Students will not yet receive services at this time.
- Review records of any students who remain in monitored status from the previous year in order to determine what additional evidence is needed for the AARC to make a final decision by the end of the first quarter.
- Review records of transfer students. Communicate with counselor, registrar, and CSC Chair to obtain records containing information about prior gifted education identification and services.
- Data analysis to facilitate the AARC's determination of Levels III and/or IV services for transfer students with prior documentation of gifted education eligibility.



Week 3

- AAPS-RT schedule should be in full implementation with all LoS supported.
- Students who transfer from a non-DoDEA school are placed in appropriate level. Services begin within 10 days of enrollment. Refer to [Transfer Students](#) in Chapter 5.
- Communicate to teachers that the referral process may begin at any time beyond this point.

Week 4

- Initial training session with the members of the AARC.
- Begin to review any referred students, after receipt of parent/guardian permission and necessary documentation.

Week 5-9

- Review status of monitored students from fourth quarter of prior school year, to be determined at AARC meeting at the end of the quarter.

Quarters 1-4

- Begin referrals for quarter
- Complete collection of data needed for the AARC. See appendix for list of items.
- Hold AARC meeting to determine the LoS for referred students on at least a quarterly basis.
- Review status of monitored students from previous quarter, to be determined at AARC meeting.
- Enter RAPS data and LoS decision into ASPEN for all students reviewed by the AARC.
 - Print copy of Aspen record and place in cumulative file (901) for all referred students.
- At end of each quarter:
 - Send LoS III and IV quarterly progress reports to parents.

- Update Aspen for students receiving Level II services
 - Include subject area(s) of strength
 - Include frequency of services throughout quarter per subject area
- If needed, facilitate professional learning for educators on characteristics of advanced learners and underrepresented populations, identification practices, and/or LoS overview, no later than midyear.

Cognitive Abilities Test

- Monthly full battery windows (test events) for grades K-5 students referred for services
- Fall window: Screening for all grade 2 students
 - Post-screening for grade 2 students who are referred for services based on the fall screening
- Spring window: Screening for grade 2 students who were absent or PCS'd after the fall window closed
 - Post-screening for grade 2 students who are referred for services based on the spring screening



NOTE: During screening windows, there may be an interruption in direct services

End of School Year

- Complete all written requests for referrals received by start of fourth quarter before the end of the academic year. Referrals requested after the start of fourth quarter may be initiated, but final determination may be delayed until the beginning of the following year.
- End services two weeks before the end of the school year to prepare for and convene final AARC and review of services, as well as transition meetings (if necessary).
- Complete End-of-Year Annual Review only for students whose LoS may need to be changed from LoS III to IV. Enter information on RAPS Education Plan in Aspen.
- Notify parents of LoS III and IV for the following school year by listing the specific services and next steps on the fourth quarter progress report.
- Complete DoDEA AAPS End-of-Year (EOY) Report (or Checklist) to verify completion of record-keeping tasks, and review with principal prior to the last day of school.
 - Submit EOY Report to the regional Gifted Education ISS.

Appendix



Record Keeping

Student Records Storage

Work with the SPED team at your school and adopt their procedures for storage and purging.

Student Data Profile: Kept in a secure location until the end of the following school year

- Contains all information gathered for AARC LoS referral
- Copies of letters sent to parents after annual review or any other AARC meeting about the student
- Any other pertinent information about the student regarding LoS



NOTE: Work from the Student work portfolios should be returned to the parents once the LoS decision has been made.

Cumulative Folder: The following records should be stored in the cumulative folder:

- Copy of RAPS
- Copy of CogAT Screening and/or Full Battery Student Narrative Report (if applicable)
- Copy of **most recent** quarterly progress report (only when a student transfers out of the school or moves to the next level school (i.e., middle, grade 3-5 school, etc))

Updating RAPS

- Each time that the RAPS is updated (only when the LoS is changed), print and place copy in the student's cumulative folder.
- Do not **replace** the RAPS in the cumulative folder, but instead add the new one to the old ones. This guarantees that there is a paper historical record of all RAPS.

Students Transferring Out of Current School

Copies of the **RAPS** should already be in the student's cumulative folder.

- **Move from current elementary school to a local DoDEA middle school:**
 - Set up a time with the local middle/high school AAPS-RT/coordinator and/or counselor to provide students' records (including most recent progress report) and discuss students' strengths/needs
- **PCS to a NON DoDEA school (elementary or middle):**
 - **DO** send in cumulative folder:
 - RAPS and any DoDEA-CAS Assessment results/summaries
 - Copy of CogAT Screening and/or Full Battery Student Narrative Report (if applicable)
 - Most recent quarterly progress report
 - **Do NOT** send:
 - Student Data Profile.

Request for Records

- The CogAT Student Narrative Report and/or copy of the RAPS may be released to parents when requested.

Completing the DoDEA AAPS Quarterly Progress Report

Services Provided, Impact of Services, Next Steps, and Additional Comments:

- All students receiving LoS III and/or IV should receive a quarterly progress report. It is recommended that the AAPS-RT gather input from the classroom teacher when completing the progress reports.
- List specific services provided within the LoS structure, the impact of those services, and next steps.
- For “Additional Comments” the AAPS-RT may:
 - Add specific feedback regarding the skills assessed on the progress report rubric **AND/OR**
 - Add specific feedback about the student’s performance in other elements of the program

Key Skills:

- Utilize work samples, observations, and other anecdotal data to determine where to best place the student on the continuum of key skills.
- Evaluate students only for key skills incorporated into his/her Level III and/or IV services for the quarter just completed. Skills not incorporated should be marked **N/A**.
- For each skill assessed, place a checkmark in the row for the corresponding quarter underneath the description that most closely matches the student’s performance.
- If any narrative feedback for the key skills are needed, they may be placed into the “Additional Comments” section above.

Record Keeping:

- Progress reports should be completed in conjunction with the classroom teacher.
- Once completed, the school should send home the quarterly progress report as an insert within the DoDEA elementary report card.
- When the student PCSs to a different school, the most recent quarterly progress report should be sent with the RAPS in the student’s cumulative folder.

Differentiation

What is Differentiation?

Differentiation is a method of altering instruction to meet a variety of student ability levels, interests, and strengths so that curriculum best meets the unique needs of the individual. In a classroom with students of differing ability levels (mixed-ability), teachers provide a variety of instructional approaches and learning activities so that advanced learners receive an appropriate level of instruction related to the daily learning in the classroom.



Guiding Principles of Differentiation

There exist a variety of abilities and curricular needs among gifted students, and differentiation of instruction allows teachers to adjust the curriculum to ensure an instructional methods optimal learning experience. Differentiation will be qualitative in nature, meaning that differentiation in the classroom will be focused on “doing different kinds of things, not more of the same things” (Riley, 2005, p. 580). While content must be appropriately challenging for gifted students, the content must also be delivered in a manner that is appropriate for and sensitive to unique developmental needs (Cukierkorn, Karnes, Manning, Houston, & Besnoy, 2007) [CCRSGE 3.1].

Flexible grouping in a mixed-ability classroom allows the teacher to group students based on abilities, interests, or expertise. There are a variety of ways a classroom teacher can provide flexible grouping including, but not limited to, small groups led by students, partners and groups of three, individual study, one-on-one mentoring with an adult or older student, and learning centers/stations. Grouping within the classroom should be fluid as some gifted students may learn best through individual study, group interactions, or whole class instruction (Wormeli, 2007). By providing a variety of grouping strategies within the classroom, teachers can provide differentiated instruction to best fit the needs of gifted students.

Differentiating instruction requires a continued monitoring of student progress, performance, and development. As curriculum changes and/or progresses, student needs may differ across time. Planning for differentiation should be long-range, since differentiation in one content area and/or grade level is likely to affect other areas.

Additional Considerations

Not all gifted students are the same, and it is important for educators to consider the unique characteristics of gifted students who come from diverse backgrounds, who are ELLs, or who may be twice-exceptional. These unique characteristics will guide the type and level of differentiation in the regular classroom. When constructing differentiated learning experiences, teachers must consider type and level of student ability as well as student interests. Gifted students present a vast array of abilities, interests, and needs, and it would be a disservice to provide them with one-size-fits-all strategies. Differentiation should also consider the affective, psycho-social, and developmental needs of the student, thus strategies may be more appropriate than others.

For example, some methods that do not require grouping include curriculum compacting or telescoping (methods for replacing known content and skills with new content and skills), centers with different levels of activities, self-instructional programs, learning packets or learning contracts, and advanced materials (Swicord, n.d.; Winebrenner & Brulles, 2012). DoDEA schools vary in size, personnel, and resources, and therefore consideration should be made to maximize available resources to provide the most effective methods of differentiation.

Differentiation in the Classroom

Differentiated classrooms are organized to provide active learning experiences that are engaging, relevant, and interesting. Teachers who are dedicated to creating such learning experiences carefully plan and implement differentiated approaches to: (a) Content - *What* students learn; (b) Process - *How* students make sense of what is learned; and (c) Product - How students *demonstrate* what has been learned.

Content Differentiation

Differentiation for content is accomplished by adapting the course material itself or modifying how students are granted access to the material (Tomlinson, 2001). For example, an English teacher can adapt course materials by providing vocabulary lists that target various levels of ability or interest, or modify how students access this material by asking students to read a selection of short stories and construct their own lists of vocabulary terms. Differentiation for content is best understood qualitatively (different kinds of things), rather than quantitatively (more of the same things). Gifted students should not simply be exposed to *more* content, but rather *different* and *more challenging* content that effectively addresses their unique abilities, interests, and needs.

Process Differentiation

Differentiating for process provides multiple paths for students to “make-sense” of class material. Students are more likely to engage in meaningful learning when they approach class content in a manner that both challenges and interests them. Learning processes may differ in terms of time span, degree of teacher or peer support, and/or requirement of critical and creative thinking skills. Differentiation for process allows students to approach class content from multiple angles, resulting in more meaningful and impactful learning experiences.

Product Differentiation

Differentiation of products provides students with multiple methods to accurately demonstrate their knowledge and understanding of class content. Well-designed products require students to think about, apply, and expand on content knowledge in a manner that both intrigues and challenges them. For example, students may choose to demonstrate their understanding of the Vietnam War by writing an essay, conducting an ancestry analysis, creating a photo-journal, or interviewing war veterans. Allowing for choice encourages students to “own” their work and demonstrate what they know in a unique manner. While students who are gifted may see traditional forms of assessment as boring and unchallenging, demonstrating knowledge through various products is likely to enhance motivation and encourage hard work.

Differentiated classrooms are both organic and student-centered. Teachers should not focus on one facet of differentiation, but rather create flexible learning environments that provide a blend of multiple strategies that address content, process, and product. While a student may be extraordinarily talented and require highly differentiated services in one content area, he or she may require quite different services in another. Thus, differentiation must be seen as a flexible process that adapts to and provides for various levels of student needs, abilities, and interests.

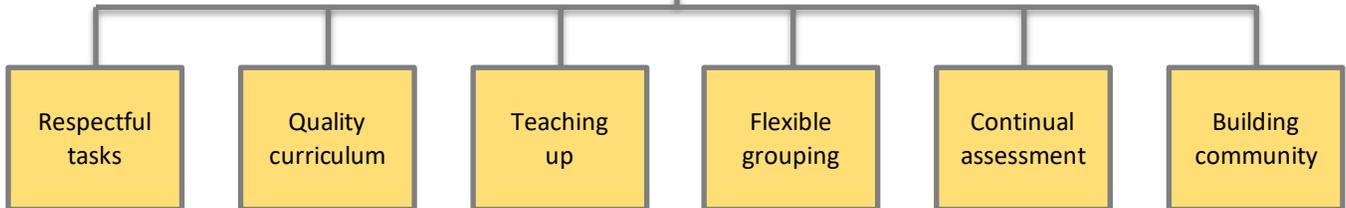
When thinking about differentiating a lesson, consider the grid below. Select one box in the grid with which to consider selecting a strategy to use to differentiate. Refer to [Strategy Bank](#) in the Appendix.

	CONTENT	PROCESS	PRODUCT
Interest			
Readiness Level			
Learning Style			

DIFFERENTIATION

Is a teacher's response to learners' needs

Guided by mindset and general principles of differentiation



Teachers can differentiate through



According to students'



Using instructional strategies such as:

RAFTS, Graphic Organizers, Scaffolded Reading, Cubing, Think-TAC-Toe, Learning Contracts, Tiering, Learning/Interest Centers, Independent Studies, Intelligent Preferences, Orbitals, Complex Instruction, 4MAT, Web Quest & Inquiry, ETC.

Adapted from Tomlinson, 2010.
Refer to [Strategy Bank](#) in the Appendix for additional strategies.

Depth of Knowledge and Cognitive Rigor Matrix

Cognitive rigor is marked and measured by the depth and extent students are challenged and engaged to demonstrate and communicate their knowledge and thinking (ASCD blogpost).

This instructional model integrates both Bloom’s Revised Taxonomy and Webb’s Depth of Knowledge (DoK) Model. Bloom’s model focuses on *what type of thinking* (verbs) is needed to complete a task, while Webb’s model focuses on *how deeply* one has to understand the content to successfully interact with it. Thus, DoK is about depth and complexity, not difficulty. Using DoK with CCRS allows teachers to differentiate for all learners. Below is a description of levels and categories for the Depth of Knowledge Levels.

DoK: Descriptions of Levels & Categories



Level	Category	Description of Level	Notes on Items Written for These Levels
1	Recall	Recall of a fact, information, definition, term or performance of a process or procedure.	<i>Items typically specify</i> what the student is to do, which is often to carry out some procedure that can be performed mechanically.
2	Skill/Concept	Includes the engagement of some mental processing beyond recalling or reproducing a response.	<i>Items require</i> students to make some decisions as to how to approach the question or problem. These actions imply more than one mental or cognitive process/step.
3	Strategic Thinking	Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands are complex and abstract.	<i>Items require</i> students to justify the responses they give and may have more than one possible answer.
4	Extended Thinking	Requires high cognitive demand and is very complex. Students are expected to make connections and relate ideas within the content or among areas—and have to select or devise one approach among many alternatives on how the situation can be solved.	<i>Items require</i> students to bring together skill and knowledge from various domains. Due to the complexity of cognitive demand, this level often requires an extended period to answer. A DoK 4 is first a DoK 3 with added connections.

Additional Information

For additional information, please see:

Title	File Type
Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's DoK Levels to Bloom's Cognitive Process Dimensions – ELA	
Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's DoK Levels to Bloom's Cognitive Process Dimensions - Math	
Cognitive Rigor Matrix: Bloom's Taxonomy and Webb's Depth of Knowledge	
Dr. Karin Hess: Educational Research in Action: Cognitive Rigor and Depth of Knowledge	

Cluster Grouping

Cluster grouping places purposeful groups of students (generally five to eight students) with similar learning needs in an otherwise mixed-ability classroom (Gentry & Mann, 2008; Gregory & Chapman, 2007; Tomlinson & Allan, 2000). Students can be cluster grouped by strengths in any content area. For example, students who are strong in math and science may be cluster grouped in one class, and students who are strong in language arts and social studies may be cluster grouped in another class. If there are 10 students who demonstrate strengths in math and science, these advanced students may be split in half and cluster grouped into two homeroom classes.

The benefits of cluster grouping include improved academic achievement, realistic perception of abilities when compared to peers, appropriate levels of challenge, ability for teachers to address unique socio-emotional needs of advanced learners, and a more focused range of ability levels so that teachers can more effectively differentiate and meet the needs of *all* learners. When grouped in this manner, students are challenged and are interested in the work rather than being bored by information they already have learned (Gregory & Chapman, 2007).

Teachers who work with advanced learners should be willing and able to differentiate and appropriately challenge these students. This allows the AAPS-RT to work with the teachers to support the needs of the students.

Cluster grouping can also be viewed as a total school program. When student placement and grouping is flexible and integrated with the regular school structure, cluster grouping offers a means for improving curriculum instruction, and student achievement throughout the school (Gentry & Mann, 2008).

Cluster grouping is sometimes confused with “tracking.” Tracking students does not allow for flexibility, thus students are “stuck” in tracks throughout their schooling. On the other hand, cluster grouping is a fluid and flexible process. Placement into cluster groups is ongoing. It occurs at least annually and often much more frequently throughout the school year (Peters, Matthews, McBee, & McCoach, 2014).

One size does not fit all even with cluster grouping. See table below for terminology and definitions for a variety of types of cluster grouping.

Cluster Grouping Terminology

Term	Definition
Fixed Cluster Grouping	The placement of several advanced learners in a regular classroom with other students and a teacher who has received training or has a desire to differentiate curriculum and instruction for these “target” students.
Total School Cluster Grouping	Cluster grouping model that takes into account the achievement levels of all students and places students in classrooms yearly in order to reduce the number of achievement levels in each classroom and facilitate teachers’ differentiation

	of curriculum and instruction for all students and thus increase student achievement.
Between-class Cluster Grouping	Students are regrouped for a subject area (usually within an elementary grade level) based on ability or achievement. Teachers instruct students working at similar levels with appropriately challenging curricula, at an appropriate pace, and with methods most suited to facilitate academic gain.
Within-class Cluster Grouping	These groups are different arrangements teachers used within their classes. Groups may be created by interest, skill, achievement, job, ability, self-selection – either heterogeneous or homogeneous – and can include various forms of cooperative learning grouping arrangements. Groups are intended to be flexible.
Flexible Cluster Grouping	The use of various forms of grouping for instruction, pacing, and curriculum in such a manner to allow for movement of students between and among groups based on their progress and needs. A pre-assessment is given to determine what the students know at the beginning of the study. This allows each group to be given tasks that involve a variety of opportunities for novices as well as experienced students.

Adapted from: Gentry & Mann (2008)

Acceleration and Mentorship

“A strong body of research evidence exists supporting the use of advanced curricula in core areas of learning at an accelerated rate for high-ability learners” (VanTassel-Baska & Brown, 2015, p. 128).

The evidence in support of acceleration of content is quite clear (Plucker & Callahan, 2014). Overall, when gifted students participate in accelerated programs with substantial curricular adjustment, they demonstrate nearly one-year greater achievement than gifted students of equal ability who were not accelerated. Acceleration can easily be used with students of diverse ability and developmental levels and across diverse content areas [CCRSGE 5.6].

Types of Acceleration

Type	Definition	Evidence of Effectiveness
Early entrance to school	Beginning kindergarten or first grade at least a year earlier than “normal.”	Consistently high achievement on pace with grade level peers, good social adjustment, stable self-esteem.
Subject acceleration	Exposing the gifted learner to content in their area of giftedness that is one or more years in advance of the learner’s actual grade placement.	Achievement gains for gifted elementary students and secondary students (especially in science and mathematics).
University-based programs	Residential, Saturday, summer, or commuter courses for middle and high school gifted learners held on college campuses.	Social and self-esteem gains for gifted secondary students. Academic and affective gains for elementary students.
Distance or online learning	Courses offered via television or Internet that offer advanced content set at an individualized pace and complexity.	Academic effects when used in mathematics or science.
Cross-graded classes	Students cross grade lines within a school in a content area taught at the same time in all grade levels, to work at the level of curriculum they are currently in the process of mastering.	Academic gains in mathematics and reading.

Type	Definition	Evidence of Effectiveness
Dual enrollment	Allowing a student coursework at the next higher building level in his or her area of giftedness.	Consistently positive academic gains in the specific areas in which the dual enrollment occurs.
Mentorships (Formal and informal)	Connecting the gifted learner with a content expert who structures the learning experiences over a specific period of time.	Gains in social adjustment and self-esteem gains. Academic gains in the specific area in which the mentorship takes place.
Grade-based academic acceleration	A shortening or compression of the actual number of years spent in the K-12 school system. Examples include: grade skipping, grade telescoping, non-graded or multi-grade classes, credit by examination, and early admission to college.	Refer to evidence below in “Grade-Based Accelerative Options” section.

For further reading, see the following article:

Plucker, J. & Callahan, C. (2014). Research on giftedness and gifted education: Status of the field and considerations for the future. *Exceptional Children, 80*(4), 390-406.

Grade Based Acceleration

Grade-based acceleration, commonly known as grade skipping, involves taking classes a full year (or years) ahead of peers of the same age. This requires little change to the actual curriculum, as gifted students participate in the regular curriculum for students in higher grade levels. (See the table below for types of grade-based academic acceleration.)

Type	Definition	Evidence of Effectiveness
Grade skipping	Double promotion of students to a higher grade.	One full year’s additional growth in academics.
Grade telescoping	Gifted student completion of three or four years of curriculum in two or three years.	Some evidence of academic gains.
Non-graded or multi-grade classes	Flexible progression of gifted students through two or more years of curriculum within a single classroom.	High ability learners seem to like school more, to be more advanced in their social interactions, and to have access to advanced content more frequently than do high ability students in “straight” classes.
Credit by examination	Allowing students to bypass curriculum when testing in that content area demonstrates mastery.	Some evidence of academic gains.

Subject-Based Accelerative Options

When students demonstrate advanced knowledge and performance in specific subjects, such as mathematics or science, it is essential to provide them with academic experiences compatible with their abilities. Subject acceleration is often easy to apply. Students are simply placed at the next grade level in the subject area or participate in dual enrollment courses. While subject-based acceleration is quite effective (see Plucker & Callahan, 2011), it is important to consider long-term plans for students who participate in subject-based acceleration. It would be unwise, for example, to accelerate a fifth grader into middle school science content if there is no middle school close by or if the middle school he or she would attend does not give credit for the advanced work and place the student accordingly when he or she arrives.

Distinction between Acceleration and Enrichment

Although enrichment and acceleration are considered to be different, in reality it is often hard to separate one from the other. The child who participates in a summer science program for gifted students is probably learning things that are both at a higher-grade level and extend beyond the traditional curriculum. Therefore, acceleration and enrichment are often combined to serve gifted students with more depth and breadth.

A defining difference between the two types is whether or not the experience results in advanced placement. If the child is placed in advanced courses then he or she is participating in an acceleration program. Whether enrichment or acceleration is preferable may depend in part on the developmental level of the child and the degree of giftedness. Students with moderately high abilities might be served through enrichment in regular classrooms along with appropriate pacing of the instruction. As students' abilities get higher on the continuum, the pace increases and acceleration of particular subjects becomes more focused (Cox, Kelly, & Brinson, 1988).

Extracurricular Opportunities and Mentorship

Involvement in extracurricular activities is quite beneficial for gifted students, so gifted services should provide several outlets for these gifted children to become involved in new activities. Involvement in clubs or activities nurtures confidence and allows gifted students to interact with others who have similar drive and passion (Calvert & Cleveland, 2006). Multiple opportunities to become involved in extracurricular activities challenges students to try new things and to consider and explore goals beyond academic achievement.

Many gifted students discover significant mentors through participation in extracurricular activities, and these mentors often play a critical role in the career development of gifted children. Sometimes the best way to meet a student's needs is through a mentorship, and these should be provided when indicated and possible. A mentorship is the pairing of a student with a more experienced and knowledgeable adult. Such mentorships can be short or long term, general or specific in scope, and arranged during or outside of school time. Mentors need to be vetted and interactions monitored, but mentorships can be very valuable to both mentors and protégés and provide specialized services that the school cannot [CCRSGE 5.7].

Additional Resources:

Assouline, S. G., Colangelo, N. & VanTassel-Baska (2015). *A nation empowered: Evidence trumps the excuses holding back America's brightest students, Volume 1*. Iowa City, IA: The Belin-Blank Center.

Colangelo, N., Assouline, S. G. & Gross, M.U.M (2004). *A nation deceived: How schools hold back America's brightest students, Volume I*. Iowa City, IA: The Belin-Blank Center.

Strategy Bank

4MAT

This strategy addresses ways to differentiate for different learning styles.

Anchor Assignments

This strategy is designed for students to work on at the beginning of class or after they complete their class work. The focus is to extend learning, not to be busy work. Activities may be designed as independent or small group work.

Complex Instruction

This strategy provides students the ability to analyze content/concepts based on specific criteria. Students use high order thinking to determine how to manipulate content/concepts to fit a certain criteria. This allows for greater levels of creativity, and viewing content from a different perspective. Each student contributes equally as they critique information and develop a rationale.

Concept Attainment

This strategy allows students to define a concept by examining attributes that apply to the meaning of the concept and attributes that do not, with the teacher providing examples and non-examples. This strategy requires students to use higher order thinking skills to develop their own ideas.

Cubing and Think Dots

This strategy asks students to consider a concept from a variety of different perspectives. The cube can be differentiated with different levels of questions.

Curriculum Compacting

This strategy condenses modifies, or streamlines the regular curriculum to reduce repetition of previously mastered material. “Compacting” what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know. Curriculum Compacting includes three stages:

- 1) Strengths: what students already know and documenting evidence for that;
- 2) Holes: what the pre-assessment indicates students do not know about the topic or skill, and plans for how they will learn those things;
- 3) Extension/Enrichment: A plan for meaningful and challenging use of the time students will “buy” because they already know a majority of the skill or topic.

DeBono’s Six Thinking Hats

This strategy allows students to explore different perspectives towards a complex situation or challenge.

Extension Menus

This strategy offers choices to students in how they demonstrate understanding, provides students with a relevant, ‘go-to’ assignment when they have independent time, and works well with Compacting.

Flexible Grouping

This strategy involves temporary grouping based on ability, interest, and/or learning style. In order to promote maximum learning, students need to move frequently among groups according to their specific needs. Flexible grouping allows students to work in groups with different peers. Teachers must continually administer assessments throughout the school year and move students among the groups as they master skills.

Graphic Organizer

This strategy provides a visual display that demonstrates relationships between facts, concepts or ideas. It is very useful for visual learners.

Jigsaw

This strategy allows students to learn from each other in a group activity. The purpose is to allow students to be responsible for learning and to ensure that their classmates learn the content as well.

Independent Study

This strategy allows for the match between content, process, and product to meet the unique needs of gifted students. Students will study the same concepts and topics as their peers, but at a more in-depth and advanced level. Independent study integrates choice, in-depth investigations, and real-world tasks. AAPS-RT should conduct an interest survey prior to developing the independent study, and ensure that students have the skills needed to complete the tasks to stay on track.

Lateral Thinking

This strategy helps with idea generation and problem-solving technique in which new concepts are created by looking at things in unique ways. Fun and quick brain teasers that can be used as warm-up activities. Teachers read the puzzle and students ask yes or no questions to try to figure out the answer.

Learning Contracts

This strategy involves a negotiated agreement (contract) between the classroom teacher and the student. A learning contract gives the student freedom in acquiring new knowledge, skills, and understandings, which are focused on CCRS. Many learning contracts and other contract-like strategies also provide opportunities for student choice regarding some of what is to be learned, working conditions, and/or how essential content will be applied or expressed. The contract should establish criteria for the completion and quality of work and include both teacher and student signatures of agreement to the contract's terms (Adapted from Tomlinson, 2014). This could be used in the third stage of [Curriculum Compacting](#). The AAPS-RT may provide the regular classroom teacher with additional support to help with the development of a learning contract.

Learning/Interest Centers & Stations

This strategy involves learning/interest stations that contain a variety of materials where students can explore topics or practice skills on their own. These centers can be created with different levels of complexity and for different subject areas.

Literature Circles

This strategy engages students in rich conversations about shared readings. Students can express their opinions, predictions, and questions about a text in a productive, structured way. Literature Circles enhance the student's understanding of the piece of literature and develops skills in the areas of comprehension, text analysis, and oral expression. Sample student roles in Literature Circles include: discussion facilitator, summarizer, connector, vocabulary builder, and text finder. The roles rotate within a circle over a period of time (Tomlinson, 2014).

Morphological Matrix

This strategy is used as a way to generate ideas through guided creativity. A Morphological Matrix can be used with any content area to generate up to 10,000 ideas when using 4 columns headings and 10 options for each column.

Orbital Study

This strategy provides independent investigations which generally last from three to six weeks. Students “orbit,” or revolve, around some facet of the curriculum. Students select their own topics for orbitals, with guidance from the teacher to develop more expertise both on the topic and on the process of becoming an independent researcher. Orbital studies are effective for students who have already mastered the concepts the class will be learning. They work well with [Curriculum Compacting](#).

Most Difficult First (MDF)

This strategy is an initial step towards more formal [Curriculum Compacting](#). With a new assignment, decide which items represent the most difficult examples of the entire task. Students who attempt and correctly answer at least four of the five MDF items do not have to complete the rest of the assignment. This strategy allows more capable students to demonstrate mastery more quickly and allows them to move on to more challenging activities which are different from the rest of the class.

Problem-based Learning

This strategy focuses on inquiry. It starts with an ill-structured, or open-ended, problem that is designed to lead students to specific content in the curriculum. The goal is to facilitate students becoming increasingly self-directed learners. Students discuss together the advantages and limitations of the view point through which they are addressing the problem. Collaboration among students is essential.

Project-based Learning

This strategy is used to promote students’ critical thinking by farming projects around a driving question. Students work for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Students meet required standards, but this work is integrated into the project, not separate from it.

RAFT

This strategy integrates reading and writing in a nontraditional way. The acronym stands for:

- R: Role of the Writer
- A: Audience
- F: Format
- T: Topic + strong Verb

SCAMPER

This strategy is used to represent seven thinking techniques to help students develop unusual solutions to problems and supports creative, divergent thinking. The acronym stands for:

- S = Substitute
- C = Combine
- A = Adapt
- M = Magnify/ Modify
- P = Put to other uses
- E = Eliminate (Minify)
- R = Rearrange

Simulations

This strategy involves a teacher designing a situation where students make decisions as a result of a character they are given. Thus, by using this strategy, students acquire new knowledge through experience. Simulations should be designed so they feel real to students and provide meaningful interaction. This strategy engages students in “deep learning” that promotes deep understanding.

Socratic Seminar

This strategy involves formal discussions, based on text, in which the teacher and/or students ask open-ended questions. Students listen closely to the comments of others, think critically, and articulate their own thoughts and responses to the thoughts of others.

Structured Academic Controversy (SAC)

This strategy encourages students to take on and argue for BOTH sides of a controversial issue and present a balanced opinion based on evidence about the issue.

Synecotics

This strategy is a method of creative thinking that creates connections/analogies. Synectics can be used to make the strange familiar, make the familiar strange, and to create something new.

Think-Tac-Toe

This strategy allows students to choose who they will show what they are learning by giving them a variety of activities to choose from. Students are given a 3x3 grid, just like tic-tac-toe with the exception that each spot is filled with an activity. This strategy addresses multiple learning styles, and provides different grids to different levels of learning.

Tiered Instruction

This strategy allows all students to focus on essential knowledge, understandings, and skills, but at different levels of complexity, abstractness, open-endedness, and independence. Tiered instruction provides an appropriate challenge level for every student.

WebQuest

This strategy provides a well-structured and scaffolded activity that promotes higher order thinking skills. WebQuests present students with an authentic situation and a task, promoting self-directed learning. They engage students in higher-level critical thinking and problem-solving through a structured process where students answer higher-level questions that require original thought instead of simply gathering information.

Glossary: Common Terms in Gifted Education

(Adapted from NAGC Glossary of Terms)



Ability Grouping: When students of a similar ability or achievement level are placed in a class or group based on observed behavior or performance. Ability grouping is not the same as tracking, and is flexible based on students' differing needs.

Acceleration: A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math).

Accountability: Holds students, teachers, administrators, and other school personnel responsible for instructional outcomes.

Achievement Tests: Tests designed to measure what students have already learned, mostly in specific content areas. An example of an achievement test is the PARCC or Terra Nova.

Advanced Academic Programs and Services Resource Teacher (AAPS-RT): The teacher with training in gifted education assigned to work with the total school population using levels of service.

Advanced Academic Review Committee (AARC): The committee, composed of the gifted resource teacher, an administrator, a guidance counselor, and a teacher (preferably with experience and/or training in the area of gifted education), is dedicated to identifying students with gifts, selecting services that are commensurate with unique needs and potentials, and ensuring that such services are appropriately provided.

Advanced Placement (AP): A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas (as this credit varies between colleges and universities, it is suggested that questions about this process be forwarded to the college or university of the student's choice). The Pre-AP program is offered to younger students as preparation for the upper-level courses. Offering AP courses is not equivalent to offering a gifted program.

Affective Curriculum: Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self. It is sometimes referred to as social-emotional curriculum.

Aptitude: An inclination to excel in the performance of a certain skill.

Aptitude Test: A test predicting a student's future performance in a particular domain. One such test is the Cognitive Abilities Test.

Asynchrony: A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.

At-Risk: A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.

Authentic Assessment: Evaluating student learning through the use of student portfolios, performance, or observations in place of or in conjunction with more traditional measures of performance such as

tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real-world tasks.

Bloom’s Taxonomy: Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. The original levels included knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy was later updated to reflect 21st century skills, with the levels changing to remembering, understanding, applying, analyzing, evaluating, and creating.

Brainstorming: Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.

Classroom Teacher: The teacher or teachers to whom students are assigned for the majority of their instruction in the regular classroom.

Cluster Grouping: A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

Cognitive Abilities Test (CogAT): A multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions.

Concurrent or Dual Enrollment: Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit toward graduation.

Creativity: The process of developing new, uncommon, or unique ideas. The Federal definition of giftedness identifies creativity as a specific component of giftedness.

Cross-Graded Classes: Grouping students across grades by their progress or academic readiness for content.

Criterion-Referenced Testing: An assessment that compares a student’s test performance to his or her mastery of a body of knowledge or specific skill rather than relating scores to the performance of other students.

Culturally and Linguistically Diverse Students (CLD): Students from diverse backgrounds, including those of black, Hispanic, and Asian descent, those learning ESOL, and those from low socioeconomic backgrounds. Often, these students are considered as being underrepresented in gifted programming. Can sometimes be referred to as culturally, linguistically, and economically diverse (CLED) students.

Curriculum Compacting: An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student’s time.

Differentiation: Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Direct Services: The AAPS-RT works directly with students within to meet their academic and affective needs.

English Language Learners: Students who are learning English as an additional language. Special consideration should be taken to identify these students properly for gifted programming.

Enrichment: Activities that add or go beyond the existing curriculum. They may occur in the classroom or in a separate setting such as a pull-out program.

Flexible Grouping: An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

General Intellectual Ability (GIA): Exceptional capability or potential in cognitive processes such as memory, reasoning, rate of learning, spatial reasoning, ability to find and solve problems, and ability to manipulate abstract ideas and make connections.

Heterogeneous Grouping: Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels. Also referred to as inclusion or inclusive classrooms.

Homogeneous Grouping: Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.

Identification: The process of determining students qualified for gifted or advanced programming, identification most commonly occurs through the use of intelligence or other testing. Many researchers place emphasis on using multiple pathways for identification, adding teacher, parent, or peer nominations or authentic assessments such as portfolios of student work to the process.

Indirect Services: The AAPS-RT provides differentiated resources to the general education teacher, allowing the students to be challenged throughout the school day and in their area(s) of strength.

Intelligence: The ability to learn, reason, and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.

Intelligence Quotient (IQ): A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.

International Baccalaureate (IB) Program: A demanding pre-university program that students can complete to earn college credit. IB emphasizes critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB program, which allows graduates access to universities worldwide. The IB program now includes Middle Years and Primary Years programs.

Learning Styles/Learning Preferences: Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of educational objectives: cognitive (knowledge), psychomotor (skills), and affective (attitude). An individual’s learning preference/learning style is how he or she learns best.

Mentor: A community member who shares his or her expertise with a student of similar career or field of study aspirations.

Mixed-Ability Grouping: Grouping students in an ability diverse classroom.

Next Generation Science Standards: A set of academic standards in science proposed in 2013 that outlines what a student should know and be able to do at the end of each grade. The standards place emphasis on helping students obtain skills and knowledge necessary to succeed in college and careers.

Norm-Referenced Testing: An assessment that compares an individual’s results with a large group of individuals who have taken the same assessment (who are referred to as the “norming group”). Examples include the SAT and Iowa Tests of Basic Skills.

Cross-Grade Grouping: Students with similar abilities or interests from different grade levels are grouped for differentiated learning experience.

Over-excitability: A theory proposed by Kazimierz Dąbrowski, a Polish psychologist, psychiatrist, and physician, that suggests that some individuals have heightened sensitivities, awareness, and intensity in one or more of five areas: psychomotor, sensual, intellectual, imaginal, and emotional.

Portfolios: An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.

Problem-Based Learning (PBL): A curriculum and instruction model that asks students to solve real-world, complex, or open-ended problems by using research, decision-making, creative and critical thinking, and other 21st century skills.

Psycho-social Services: For the purpose of this document, we are including psycho-social skills and social-emotional services under this umbrella term.

Psycho-social Skills: Those skills that enable an individual to compete and be successful in the world. They include skills such as time management, concentration, effective study, resilience, diligence, balancing work and relaxation, and resisting stereotypes.

Specific Academic Ability (SAA): Exceptional capability or potential in a particular academic discipline, such as math, science, language arts or social science.

Socio-Emotional Needs: Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Teachers and counselors working in this area may address issues such as perfectionism, depression, low self-concept, bullying, or underachievement.

Student Data Profile: The file all the information and documentation about identification and services are stored.

Student Portfolio: Collection of students' work representing a selection of performance.

TABs Form: The Trait, Aptitudes, and Behaviors (TABs) is a tool that helps evaluators to specifically identify advanced potential through observable behaviors.

Telescope: To teach the same amount of materials or activities in less time, thereby allowing more time for extension and/or enrichment activities and projects that better suit the interests, needs, and readiness levels of gifted students.

Twice-Exceptional (2e): A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism.

Underachieving/Underachievement: A term used to describe the discrepancy between a student's performance and his or her potential or ability to perform at a much higher level.

Work Skills: Specific skills, such as time management, resilience, task commitment, and collaboration that help students perform at a certain level of task.

Acronyms

2e: Twice-exceptional

AAPS-RT: Advanced Academic Programs and Services Resource Teacher

AARC: Advanced Academic Review Committee

APR: Age Percentile Rank

CCRS: College and Career Ready Standards

CCRSGE: College and Career Ready Standards for Gifted Education

CogAT: Cognitive Abilities Test

DoDEA-CAS: DoDEA Comprehensive Assessment System

DoDEA: Department of Defense Education Activity

DoK: Depth of Knowledge

ELA: English/Language Arts

ELLs: English Language Learners

ESOL: English as a Second Language

GIA: General Intellectual Ability

ISS: Instructional Systems Specialist

LoS: Level of Service

NAGC: National Association for Gifted Children

NNAT: Naglieri Nonverbal Ability Test

PCS: Permanent Change of Station

RAPS: Record of Advanced Potential and Services

SAA: Specific Academic Ability

SES: Socio-economic Status

SST: Student Support Team

TABs: Traits, Aptitudes, and Behaviors form

TONI: Test of Nonverbal Intelligence

Tools



Title of Fillable Document
Parent/Guardian Perspective
Permission for Assessment – Elementary (Document 1308-2) (includes Parent Perspective)
Portfolio Rubric
RAPS: Record of Advanced Potential and Services (sample)
Record of Differentiation
Referral Form (Document 1308-1)
Student Work Portfolio Parent Captions
Student Work Portfolio Student Captions
Student Work Portfolio Teacher Captions
TABs: Frasier's Traits, Aptitudes, and Behaviors
TABs: Frasier's Traits, Aptitudes, and Behaviors (Sample) (PDF)

Student Interview Documents



Title of Student Interview Document
Bank of Interview Questions
Holistic Guidelines for Assessing Student Interview Responses

Parent Letters



Title of Fillable Letter
Parent Letter: Level of Service I
Parent Letter: Level of Service II
Parent Letter: Level of Service III
Parent Letter: Level of Service IV
Parent Letter: Monitor Status
Parent Letter: Transfer LoS III
Parent Letter: Transfer LoS IV

Additional Resources



Title of Resource
DoDEA Administrative Instruction (AI) 1308.01: Advanced Academic Programs and Services – Elementary (Kindergarten – Grade 5)

College and Career Ready Standards for Gifted Education (CCRSGE)

DoDEA adopted the National Association of Gifted Education Programming Standards as the [College and Career Ready Standards for Gifted Education \(CCRSGE\)](#).

References

- Assouline, S. G., Colangelo, N., Lupkowski-Shoplik, A., & Lipscomb, J. (2003). *Iowa acceleration scale: A guide for whole grade acceleration* (2nd ed.). Scottsdale, AZ: Gifted Psychology Press.
- Assouline, S. G., Colangelo, N. & VanTassel-Baska (2015). *A nation empowered: Evidence trumps The excuses holding back America's brightest students, Volume 1*. Iowa City, IA: The Belin-Blank Center.
- Calvert, E. & Cleveland, E. (2006). Extracurricular activities. In F. A. Dixon & S. M. Moon (Eds). *The handbook of secondary gifted education*. (pp. 527-246). Waco, TX: Prufrock Press.
- Cohen, L. M. (1990). *Meeting the needs of gifted and talented minority language students*. (ERIC Document Reproduction Service No. ED 321485) <http://www.hoagiesgifted.org/eric/e480.html>
- Colangelo, N., Assouline, S. G. & Gross, M.U.M (2004). *A nation deceived: How schools hold Back America's brightest students, Volume I*. Iowa City, IA: The Belin-Blank Center.
- Colorado Department of Education (2016). *Gifted Identification, Chapter 3--Revised*. Retrieved from <http://www.cde.state.co.us/gt/identification2016with-yellow-highlights>.
- Cox, J. R., Kelly, J., & Brisson, P. (1988). The Pyramid project: Implementing the Richardson study recommendations. *Roeper Review*, 11 (1), 37-43.
- Cukierkorn, J., R., Karnes, F.A., Manning, S.J., Houston, H., & Besnoy, K. (2007). Serving the preschool gifted child: Programming and resources. *Roeper Review*, 29(4), 271-276.
- Delisle, J., & Berger, S. L. (1990). *Underachieving gifted students*. (The ERIC Clearinghouse on Disabilities and Gifted Education EC Digest #E478). <http://www.hoagiesgifted.org/eric/archived/e478.html>
- Department of Defense Education Activity (2018). *Blueprint for continuous improvement*. Alexandria, VA: DoDEA.
- Dickson, K. (2016). Twice-exceptional learners: A new definition. Presentation at the National Association for Gifted Children conference, Orlando, FL.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
- Eckert, R. & Robins, J. H. (2017). *Designing services and programs for high-ability learners. A guidebook for gifted education* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Frasier, M.M. (1991). Disadvantaged and culturally diverse gifted students. *Journal for the Education of the Gifted*, 14 (3), 234-245.
- Frasier, M.M., Martin, D., García, J., Finley, V.S., Frank, E., Krisel, S. King, L.L. (1995) *A new window for looking at gifted children*. Storrs, CT: National Research Center on the Gifted and Talented. Office of Educational Research and Improvement (ED), Washington, DC.RM-95222. Downloaded from <http://eric.ed.gov/?id=ED402710>

- Gentry, M. & Mann, R. L. (2008). *Total school cluster grouping & differentiation: A comprehensive, research-based plan for raising student achievement & improving teacher practices*. Mansfield Center, CT: Creative Learning Press.
- Gregory, G. H. & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all, 2nd ed.* Thousand Oaks, CA: Corwin Press.
- Gross, M. U. M. (1999). Small poppies: Highly gifted children in the early years. *Roeper Review*, 21(3), 207-214. doi:10.1080/02783199909553963
- Hébert, T. P. (2012). Creating environments for social and emotional development. In S. K. Johnsen (Ed.), *Gifted education programming standards: A guide to planning and implementing high-quality services* (pp. 27-44). Waco, TX: Prufrock Press.
- Hunsaker, S. L. (Ed.) (2012). *Identification the Theory and Practice of Identifying Students for Gifted and Talented Education Services*. Mansfield Center, CT: Creative Learning Press.
- Hunsaker, S. L. Odoardi, R. H. & Smith, E. V. (2012). Stages of gifted identification. In S. L. Hunsaker (Ed.) *Identification the Theory and Practice of Identifying Students for Gifted and Talented Education Services*. (pp. 197-218). Mansfield Center, CT: Creative Learning Press.
- Johnsen, S.K. (2012). Best practices in the identification of gifted and talented students. *Gifted Education Communicator*, 43 (2), 9-14.
- Kingore, B. (2016). *The observation inventory: Equitable practices to recognize and differentiate for high ability, 3rd ed.* Austin, TX: P A Publishing.
- Landrum, M. S. (2002). *Consultation in gifted education: Teachers working together to serve students*. Mansfield Center, CT: Creative Learning Press.
- Lohman, D. F. (2012). Decision strategies. In S. L. Hunsaker (Ed.), *Identification: The theory and practice of identifying students for gifted and talented education services* (pp. 219-250). Mansfield Center, CT: Creative Learning Press.
- National Association for Gifted Children (NAGC, 2010). Pre-K-Grade 12 gifted programming standards. Washington, DC: Author.
- National Association for Gifted Children (NAGC, n.d.). *Definitions of giftedness*. Retrieved from: <http://www.nagc.org/resources-publications/resources/definitions-giftedness>.
- Neihart, M. (2007). The socioaffective impact of acceleration and ability grouping. *Gifted Child Quarterly*, 5, 330–341.
- Ohio Association for Gifted Children (2007). *What to expect when you're parenting a gifted child*. Downloaded from <http://www.oagc.com/files/Parent%20Handbook%20Updated%2011.27.07.pdf>

- Passow, A. H. & Frasier, M. M. (1996). Toward improving identification of talent potential among minority and disadvantaged students. *Roeper Review*, 18, 198-202.
- Peters, S., Matthews, M., McBee, M., & McCoach, D.B. (2014). *Beyond gifted education: Designing and implementing advanced academic programs*. Waco, TX: Prufrock Press.
- Plucker, J. & Callahan, C. (2014). Research on giftedness and gifted education: Status of the field and considerations for the future. *Exceptional Children*, 80(4), 390-406.
- Reis, S. M., & McCoach, D. B. (2000). The underachievement of gifted students: What do we know and where do we go? *Gifted Child Quarterly*, 44 (3), 152-170.
- Reis, S. M., & Renzulli, J. S. (1992). Using curriculum compacting to challenge the above-average. *Educational Leadership*, 50 (2), 51-57.
- Reis, S.M., Sullivan, E.E., & Renzulli, S.J. (2015). Characteristics of gifted learners. In F.A. Karnes & S. M. Bean (Eds.) *Methods and materials for teaching the gifted* (4th ed., pp 69-96). Waco, TX: Prufrock Press.
- Reis, S. M., Westberg, K. L., Kulikowich, J., Caillard, F., Hébert, T. P., Plucker, J., & Smist, J. M. (1993). *Why not let high ability students start school in January? The curriculum compacting study* (Research Monograph 93106). Retrieved from <http://www.gifted.uconn.edu/nrcgt/reports/rm93106/rm93106.pdf>
- Reis, S. M., Westberg, K. L., Kulikowich, J. M., & Purcell, J. H. (2016). Curriculum compacting and achievement test scores: What does the research say? In S. M. Reis, S. M. Reis (Eds.), *Reflections on gifted education: Critical works by Joseph S. Renzulli and colleagues* (pp. 271-284). Waco, TX: Prufrock Press.
- Renzulli, J. S., & Reis, S. M. (2012). Defensible and doable: A practical multiple-criteria gifted program identification system. In S. L. Hunsaker (Ed.), *Identification: The theory and practice of identifying students for gifted and talented education services* (pp. 25-56). Mansfield Center, CT: Creative Learning Press.
- Riley, T. L. (2005). Teaching gifted and talented students in regular classrooms. In F. A. Karnes & S. M. Bean (Eds.) *Methods and materials for teaching the gifted* (2nd ed.) (577-614). Waco, TX: Prufrock Press.
- Rogers, K. (2002). Grouping the gifted and talented. *Roeper Review*, 24 (4), 103–107.
- Siegle, D. (2013). *The underachieving gifted child. Recognizing, understanding, and reversing underachievement*. Prufrock Press. Waco, TX.
- Sisk, D. A. (1990). The state of gifted education: Toward a bright future. *Music Educators Journal*, 76 (7), 35-39.

- Smutny, J. F. (2000). Teaching young gifted children in the regular classroom. (The ERIC Clearinghouse on Disabilities and Gifted Education EC Digest #E595).
<https://files.eric.ed.gov/fulltext/ED445422.pdf>
- Steenbergen-Hu, S., & Moon, S. M. (2011). The Effects of acceleration on high-ability learners: A meta-analysis. *Gifted Child Quarterly*, 55 (1), 39-53.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F.C. (2011). Rethinking giftedness and gifted education: A proposed direction forward based on psychological science. *Psychological Science in the Public Interest*, 12(1), 3-54. doi: 10.1177/1529100611418056
- Swicord, B. (n.d.) *The puzzle of differentiating learning for gifted students*. National Society for the Gifted & Talented (NSGT) Website. Retrieved from: <http://www.nsgt.org/differentiating-learning-for-gifted-students/>
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2008). Differentiation power point. Retrieved from:
http://www.caroltomlinson.com/2010SpringASCD/Rex_SAstrategies.pdf
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners, 2nd ed.* Alexandria, VA: ASCD.
- Tomlinson, C. A. & Allan, S. D. (2000). Leadership for differentiating schools & classrooms. Alexandria, VA: ASCD.
- Tomlinson, C. A., & Eidson, C. C. (2003). *Differentiation in practice: A resource guide for differentiating curriculum, grades K-5*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Treffinger, D. J., Young, G. C., Nassab, C. A. & Wittig, C. V. (2004). *Enhancing & expanding gifted programs: The levels of service approach*. Waco, TX: Prufrock Press.
- VanTassel-Baska, J. (2012). The curriculum planning and instruction standard in gifted education: from idea to reality. In S. Johnsen (Ed.), *Gifted education programming standards: A guide to planning and implementing high-quality services* (pp. 97-116). Waco, TX: Prufrock Press.
- VanTassel-Baska, J., & Campbell, M. (1988). Developing scope and sequence in curriculum for the gifted learner: A comprehensive approach. *Gifted Child Today*, 11(6), 56-61.
- Webb, J. T., Gore, J. L., Amend, E. R., & DeBries, A. R. (2007). *A parent's guide to gifted children*. Scottsdale, AZ: Great Potential Press.
- Webb, J.T., & Kleine, P.A. (1993). Assessing gifted and talented children. In J. Culbertson & D. Willis (Eds.), *Testing young children* (pp. 383-407). Austin, TX: PRO-ED.

Winebrenner S. & Brulles, D. (2012). *Teaching gifted kids in today's classroom: Strategies and techniques every teacher can use, 3rd ed.* Minneapolis, MN: Free Spirit Publishing.

Wormeli, R. (2007). *Differentiation: From planning to practice: Grades 6-12.* Portland, ME: Stenhouse Publishers.



dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

The appearance of hyperlinks does not constitute endorsement by the Department of Defense Education Activity (DoDEA) of non-U.S. Government sites or the information, products, or services contained therein. Although DoDEA may or may not use these sites as additional distribution channels for Department of Defense information, it does not exercise editorial control over all of the information that you may find at these locations. Such links are provided consistent with the stated purpose of this document.

**Responsible Office:
Office of Communications Chief
Department of Defense Education Activity
4800 Mark Center Drive, Suite 04F09-02
Alexandria, VA 22350
Comm Tel: (571) 372-0613
DSN: 372-0613**

webmaster@hq.dodea.edu
<http://www.dodea.edu/>