

## **Key Issues to Discuss with Administrators**

- Students are not being identified until the end of first or second grade.
- Very little is being done with diagnostic testing in reading and math (spelling and grammar, also) in order to make appropriate instructional placements.
- Very little acceleration is being done in math. Some say they have "top groups" but these students are still being instructed at their chronological grade level.
- There is very little enrichment in social studies and science. In fact, science in grades 1 and 2, and in some cases social studies, are only taught "if there is time in the day or week."
- There is still too much "teacher talk" in the content areas, thus reducing thinking opportunities, as well as keeping students passive and dependent.
- There are still too many schools without advanced classes or AP opportunities in the basic academic areas - science, math, social studies and English.
- There are too few districts across the state that have an articulated, comprehensive plan for the gifted.
- Many school districts continue to use an IQ score as the only criteria for placement in a gifted program.
- Special education classrooms for the gifted are not in compliance according to state Standards and Regulations in many school districts.
- School districts have made little effort in committing a portion of their inservice training for administrators as well as regular education teachers. As a result, their knowledge about gifted education and instructional practices is greatly lacking.
- Many school districts are using "cooperative learning" and "heterogeneous grouping" as a panacea and rationale for not instructing grouping when evidence exists to the contrary, particularly in the skill areas.
- The majority of the IEP's presented to parents do not include modifications to the regular classroom instruction.

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### **Publication Contributors:**

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