ABC’s of Gifted Education

Quick References and Links

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| **A** |  |
| A Nation Deceived | A national research study done by the Templeton Foundation on acceleration and beliefs about gifted education  <http://www.nationdeceived.org/> |
| Acceleration | A comprehensive list of resources can be found at: <http://www.hoagiesgifted.org/acceleration.htm>  NAGC position paper: <http://www.nagc.org/index.aspx?id=383>  Against Acceleration: NY Times article: <http://parenting.blogs.nytimes.com/2012/10/14/against-accelerating-the-gifted-child/>  Types of Acceleration: Davidson Institute: <http://www.davidsongifted.org/db/Articles_id_10487.aspx>  Acceleration Support Pamphlet  <http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polsuppacc.pdf> |
| Achieve-ment Test | Tests a developed skill or knowledge usually in school they are standardized for a particular grade level and content area. Commonly used assessments include: Kauffman Test of Educational Achievement (KTEA); Stanford Achievement Test; Metropolitan; Scholastic; and others |
| Adaptation | A change in curriculum offerings that uses the same end goal but a different process or product |
| Age  Equivalency | An interpretation of test scores that compare the child to the age of average children who received similar scores *on that level material*.  These scores do **not** mean that a child should jump into a higher age level material since it harder to read. Scores more than one year above the actual age level might mean that the child needs something different in the curriculum |
| AP | Advanced Placement |
| Assessment | * Tests that may be summative (mastery assessments, state tests); benchmarks (evaluate core: DIBELS, Aimsweb, 4Sight); diagnostic (strengths/needs: DRA, WIAT, WISC); or formative (assessments used to measure progress during instruction: quiz, ticket out) * Pre-assessments measure what is known prior to instruction and may allow for students to “test out” or do replacement activities for parts of instruction |
| Asynchron-ous Develop-ment | A condition where aspects of development (mental, physical, emotional and social skills) lag or are advanced from the chronological age  <http://www.sengifted.org/archives/articles/asynchronous-developmen>  <http://www.ctd.northwestern.edu/resources/displayArticle/?id=169> |
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| **B** |  |
| BEC | A Basic Education Circular ( BEC ) provides the Department of Education's guidance on the implementation of law, regulation and policy.  <http://www.portal.state.pa.us/portal/server.pt/community/basic_education_circulars/7497> |
| Bloom’s Taxon-omy | A hierarchy of thinking skills proposed by Bloom in 1956. Information found on SAS site at: <http://static.pdesas.org/Content/Documents/Keystone_Exams_Understanding_Depth_of_Knowledge_and_Cognitive_Complexity.pdf> |
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| **C** |  |
| CBA | Curriculum Based Assessment – an assessment that can identify what in the curriculum the student all ready knows and needs to learn. Consider above grade level CBA’s if the student is achieving above approximately 80% |
| CDT | Pennsylvania Classroom Diagnostic Tools is a set of online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. The CDT reporting system is fully integrated in the Standards Aligned System (SAS). It assists educators in identifying student academic strengths, and areas in need of improvement, by providing links to classroom resources.  <http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/classroom_diagnostic_test/1190539> |
| Center for Talent Develop-ment | Center for Talent Development (CTD), housed at Northwestern University’s is an accredited learning center and research facility that identifies, educates and supports gifted students and their families and serves as a leader in gifted education.  <http://www.ctd.northwestern.edu/about/> |
| Chapter 16 | The part of Pennsylvania Code designated to gifted education <http://www.pde.state.pa.us/portal/server.pt/community/gifted_education/7393/regulations/509487> |
| Chuska Scales | A checklist for rates of acquisition and retention  <http://www.ksde.org/LinkClick.aspx?fileticket=MVKk1qAKxmQ%3D&tabid=4144> |
| Ceiling Effect  (testing) | If a child does not reach the termination (when to stop) criteria for a test, then they have not reached their instructional level and are beyond that assessment. Testing should continue to the next level until termination criteria are met. |
| Compacting Curriculum | Instructional technique that involves pre-assessment of established goals and then teaching only the missing necessary information and/or providing replacement information for parts learned at a higher level.  <http://www.gifted.uconn.edu/sem/semart08.html> |
| Complaint Process | Parents may contact PDE with complaints if they feel their district is out of compliance with Chapter 16. Anonymous complaints will not be accepted for investigation  <http://www.education.state.pa.us/portal/server.pt/community/gifted_education/7393/education_for_gifted_students_in_pa_-_frequently_asked_questions/509501> |
| Creativity | * The ability to think of new, unusual or original ideas. Skills considered part of the creative index include flexibility, fluency, originality, elaboration, resistance to premature closure, and abstractness of titles   <http://education.jhu.edu/PD/newhorizons/Journals/spring2010/therelevanceofcreativityineducation/>   * One of the skills listed in Chapter 16 as an indicator of gifted ability under “multiple criteria.” §16.21. (e) |
| Curricul-um | Course of study – today defined in PA by the state core standards (which differ slightly from the national core standards)  <http://www.portal.state.pa.us/portal/server.pt/community/state_academic_standards/19721> |
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| **D** |  |
| Davidson Institute | A national, nonprofit organization dedicated to supporting profoundly gifted students 18 and under.  http://www.davidsongifted.org/ |
| Depth of Knowledge | Degree or level of complexity of knowledge that the content curriculum standards and expectations require  .<http://static.pdesas.org/Content/Documents/Keystone_Exams_Understanding_Depth_of_Knowledge_and_Cognitive_Complexity.pdf> |
| Differentiation | The changing of curricular goals and objectives, processes, products or environment to meet the academic achievement level of the student |
| DOE | Department of Education |
| DRA | Developmental Reading Assessment – an individualized test to determine the level of instruction in reading (EDL is the Spanish version of the DRA) <http://www.perfectionlearning.com/images/products/pdfs/rlChart.pdf> |
| Due Process | §16.63 (a-q) A formal hearing for disputes between parents and districts with an impartial hearing officer making a determination in how to proceed for the student’s education |
| Dyssyn-chrony | Discrepancies between development of abilities and external expectations  <http://www.davidsongifted.org/db/Articles_id_10172.aspx> |
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| **E** |  |
| Educational Placement | § 16.41 – 16.42 The placement must ensure student is able to benefit meaningfully from the rate, level and manner of instruction. It may provide opportunities to participate in acceleration or enrichment, or both |
| Enrich-ment | Approaches to curriculum that enhance opportunities for learners  <http://www.educationenrichment.org/> |
| Exception-ality | An exceptionality is a term used by the Department of Education to identify patterns of strengths and needs common to groups of students. Students who are exceptional usually are one or more years outside of the grade level material being presented. In PA code refer to Chapters 14 and 16. |
| Evaluation | Assessment given to determine educational achievement, placement, and ability. |
| Executive Functions | An umbrella term for cognitive processes and skills that regulate, control and manage other cognitive processes. (planning, organization, attention (focus), self-regulation, problem solving, reasoning, task switching, inhibition and flexibility)  <http://www.minddisorders.com/Del-Fi/Executive-function.html>  <http://www.davidsongifted.org/db/Articles_id_10523.aspx> |
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| **F** |  |
| FAPE | “free appropriate public education” does not apply to gifted; the equivalent term in Chapter 16 is “meaningful educational benefit” |
| Fordham Institute | The Thomas B. Fordham Institute is a nation's leader in advancing educational excellence for every child through quality research, analysis, and commentary, as well as on-the-ground action and advocacy.  <http://www.edexcellence.net/about-us/fordham-mission.html>  Publications can be found at: <http://www.edexcellence.net/publications/> |
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| **G** |  |
| GAI | General Ability Index – on the WISC IV, a calculation of IQ which looks at Verbal Comprehension and Perceptual Reasoning. See: <http://www.pearsonassessmentsupport.com/support/index.php?View=entry&EntryID=3869> |
| Gifted Character-istics Scale | A checklist developed by the Gifted Development Center  <http://www.gifteddevelopment.com/What_is_Gifted/characgt.htm> |
| Gifted Education, state site | <http://www.portal.state.pa.us/portal/server.pt/community/gifted_education/7393> |
| Gifted Guide-lines | <http://www.pde.state.pa.us/portal/server.pt/community/gifted_education/7393/gifted_guidelines-august_2010/756695> |
| Gifted Identifica-tion | §16.21. (d) Each school district shall establish procedures to determine whether a student is mentally gifted with an IQ of 130 or higher **OR** when multiple criteria. . . indicate gifted ability. Students with IQ lower than 130 can be indentified as gifted when multiple criteria indicate giftedness. Each SD establishes criteria for gifted ID. Gifted ability will not be based on IQ score alone. |
| GIEP | Gifted Individualized Educational Plan §16.31 – 16.33 A written plan describing the education to be provided to a gifted student and developed by the GIEP team. The GIEP contains: present levels of educational performance (PLEP), annual goals, short term learning outcomes, specially designed instruction and support services. |
| GIEP team | §16.32 (b) is composed of one or both parents, the student if the parents wish, LEA who can commit district resources, one or more of the student’s current teachers, teacher of the gifted, others at parent or district request |
| GMDE | §16.22 Gifted Multi-Disciplinary Evaluation – an assessment made when a student is referred for gifted identification or when performance levels exceed the regular classroom by more than one year |
| GMDT Team | LEA, parents, classroom teacher, SD psychologist, and others who interact with the student on a regular basis |
| GMDT | Gifted Multi-Disciplinary Team |
| Gifted Student | A student who is exceptional under section 1371 of the School Code (24 P. S. § 13-1371) because the student meets the definition of “mentally gifted” in this section, **and** needs specially designed instruction beyond that required in Ch. 4. See also “mentally gifted” |
| Grade  Equival-ency | An interpretation of test scores that compare the child to the grade of average children who received similar scores *on that level material*.  These scores do **not** mean that a child should jump into that grade level material since it harder to read. Scores more than one grade above the actual grade level might mean that the child needs something different in the curriculum. |
| GWR | § 16.22. (h) A Gifted Written Report is written by the GMDT team to summarize information concerning student’s educational needs and strengths . The form is found at: <http://www.pde.state.pa.us/portal/server.pt/community/gifted_education_forms/7395> |
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| **H** |  |
| Hoagies Site | A comprehensive site with a broad range of information on topics relating to gifted issues for parents and educators  <http://www.hoagiesgifted.org/> |
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| **I** |  |
| IDEA | Individual with Disabilities Education Act (applies to Chapter 14 students) |
| IEE | Independent Educational Evaluation – an outside evaluation usually done by the parents for additional information to help with identification or placement. This evaluation is paid for by the parent and not the district |
| IQ | Intelligence Quotient = Mental Age divided by the Chronological Age |
| IQ tests | Most frequently used: WISC IV, Stanford Binet, Reynolds, Kaufman Assessment Battery for Children. In Pennsylvania, these must be administered by a registered school psychologist and require parental permission to administer. |
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| **J** |  |
| Jacob K. Javits Gifted and Talented Act | The only federal program for gifted children. It founded the National Research Center on Gifted and Talented. This program has been defunded by Congress.  <http://www.nagc.org/index2.aspx?id=572> |
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| **K** |  |
| Keystone Exams | In Pennsylvania, end of course assessments for high school accountability and high school graduation requirements (starting in 2017).  <http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/keystone_exams/1190529> |
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| **L** |  |
| Leader-ship | One of the skills listed in Chapter 16 as an indicator of gifted ability under “multiple criteria.” §16.21. (e)  Theories on Leadership: <http://psychology.about.com/od/leadership/p/leadtheories.htm>  Leadership goals for gifted:  <http://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/leadership_goals_%20for_%20gifted_%20learners_mitchell%20hutton.pdf> |
| Learning Levels | Independent usually considered to be above 90%  Instructional usually considered to be 75 – 90%  Frustration Level usually considered to be below 75%  Depending on the student’s rate of acquisition, these percentages may vary |
| LEA | Local Educational Authority – the person who attends GIEP meetings and has the ability to designate district resources to provide services. <http://www.nagc.org/index2.aspx?id=548> |
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| **M** |  |
| Marland Report | A 1972 report to Federal Congress that first defined gifted students. States and districts are not required to use the federal definition, although many states base their definitions on the federal definition.  The document with sections for gifted education highlighted:  <http://www.valdosta.edu/colleges/education/psychology-and-counseling/documents/marland-report.pdf> |
| Masking criteria | §16.21. (e) Factors that may make identification of giftedness difficult: English as a second language; disabilities; gender or race bias in assessments; socio-cultural or economic deprivation  Suggested reading: *Misdiagnosis and Dual Diagnosis of Gifted* By James Webb |
| Mediation | §16.64 A voluntary process in which parents and agencies (without attorneys) involved in special education disputes may obtain the assistance of an impartial mediator in attempting to reach a mutually agreeable settlement. Guide to mediation can be found at:  [http://odrpa.org/wordpress/wpcontent/uploads/med guide.pdf](http://odrpa.org/wordpress/wpcontent/uploads/med%20guide.pdf) |
| Mensa | An international society dedicated to members with high IQ scores that provides a forum for intellectual exchange on ideas, discussions, journal articles, research and special interest groups.  <http://www.mensa.org/> |
| Mentally Gifted | Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. §16.1. Definitions |
| Metacog-nition | Developing an awareness of one’s own learning or thinking processes.  Metacognitive skills site with links to thinking skill information: <http://education.purduecal.edu/Vockell/EdPsyBook/Edpsy7/edpsy7_meta.htm> |
| Modifica-tion | A change in curriculum offerings that has a different end goal and content than the rest of the class and may have different processes and products |
| Multiple Criteria | §16.21. (e) demonstrated expertise in one or more academic areas as evidenced by products, portfolio or research and used by SD for identification. They may include but are not limited to: high level thinking skills; academic creativity; leadership skills; intense academic interest areas; communication skills; foreign language aptitude; technology expertise |
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| **N** |  |
| A Nation at Risk | A 1983 national report to promote educational reform.  <http://datacenter.spps.org/uploads/sotw_a_nation_at_risk_1983.pdf>  A Nation at Risk – 30 years later, Fordham Institute videos  <http://www.edexcellence.net/events/a-nation-at-risk-30-years-later.html> |
| NAGC | National Association for Gifted Children  <http://www.nagc.org/> |
| A Nation Deceived | A 2004 national report that highlights disparities between research on the educational benefits of acceleration and educational beliefs/practices that run contrary to the research.  <http://www.accelerationinstitute.org/nation_deceived/> |
| Neag Center | A site based on research for gifted and talent development located at the University of Connecticut  <http://www.gifted.uconn.edu/> |
| NORA | Notice of Recommended Assignment §16.62 (5) The document that gives parental permission to implement the GIEP as developed by the GIEP team |
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| **O** |  |
| ODR | Office of Dispute Resolution <http://odr-pa.org/> |
| OEQII | Over-excitabiltiy Questionaire – a 50 item instrument for evaluating five over-excitabilities: emotional, sensual, intellectual, imagination and psychomotor |
| Over-excitabil-ities | Dabrowski’s theory on components that impact on development to become an authentic and autonomous individual. Highly creative people exhibit significantly higher scores on the Over-excitablilty Questionaire.  <http://www.sengifted.org/archives/articles/overexcitability-and-the-gifted>  <http://www.hoagiesgifted.org/dabrowski.htm> |
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| **P** |  |
| PAGE | Pennsylvania Association for Gifted Education  <http://www.giftedpage.org/> |
| Percentile Score | These scores compare the child to the rest of the norming population of a test.  A  95th percentile score means that the student did better than 95 percent of the norming population (or local students, if it is a local percentile) taking the test.  If 8 percent of the students got a perfect score, their percentile would be 92nd percentile.  That is, they scored better than 92 percent of the students taking the test. |
| Perfection-ism | A personality trait characterized by on-going self-expectations for flawlessness and excessively high performance standards  A list of articles on perfectionism and the Gifted Child  <http://www.hoagiesgifted.org/perfectionism.htm>  Help sites for perfectionism:  <http://www.davidsongifted.org/db/Articles_id_10459.aspx>  <http://files.eric.ed.gov/fulltext/EJ777783.pdf> (An article on reaction styles to perfectionism) Gifted Child Today vol30, no. 4 fall, 2007 |
| PIL | PA Inspired Leadership – A statewide PA training program for leaders in education  <http://www.portal.state.pa.us/portal/server.pt/community/pa_inspired_leaders/8922> |
| PIMS | PA Information Management System – a reporting system to manage longitudinal information and track student data  <http://www.portal.state.pa.us/portal/server.pt/community/pims-pennsylvania_information_management_system/8959> |
| PLEP | Present Levels of Educational Performance |
| PTE | Permission to evaluate (form) that gives parental permission for assessment of the student (usually refers to the IQ test and/or other assessments). When the district receives this signed form, the time line for gifted identification begins. |
| Pro Se | When parents represent themselves at a due process hearing rather than hire an attorney. Watch the ODR site for a new manual coming soon on how to go to gifted due process *pro se.* |
| Procedur-al Safe-guards | §16.61 – 16.65 An explanation of student/parent rights under Chapter 16 and the processes (mediation or due process) for objecting to the GIEP as presented by the district. This document is to be provided at each GIEP/GMDT meeting. |
| PSSA | Pennsylvania System of School Assessment  <http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965> |
| PVASS | Pennsylvania Value-Added Assessment Sysem is a statistical analysis of Pennsylvania (PA) state assessment data, and provides Pennsylvania districts and schools with growth data to add to achievement data. This lens of measuring student learning provides educators with valuable information to ensure they are meeting the academic needs of groups of students, as well as individual students. (growth data)  <http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/pennsylvania_value_added_assessment_system_%28pvaas%29/1426500> |
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| **Q** |  |
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| **R** |  |
| Rate of Acquisi-tion | How fast a learner acquires information or makes progress on a goal  <http://www.aea10.k12.ia.us/curr/idm/docs/Rate_of_Acquisition.doc>  referenced in Chapter 16 guidelines with a checklist on the Chuska scale  <http://www.ksde.org/LinkClick.aspx?fileticket=MVKk1qAKxmQ%3D&tabid=4144> |
| Rate of Retention | An observed or measured rate that students retain new academic skills  <http://www.ksde.org/LinkClick.aspx?fileticket=MVKk1qAKxmQ%3D&tabid=4144> |
| RTII | Response to Instructional Intervention  <http://www.pattan.net/category/Educational%20Initiatives/Response%20to%20Instruction%20and%20Intervention%20%28RtII%29> |
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| S |  |
| SAS | Standards Aligned System for Pennsylvania  <http://www.pdesas.org/> |
| SCAMPER | A list of strategies for incorporating teaching creativity with students  <http://www.mindtools.com/pages/article/newCT_02.htm> |
| School  wide Enrich-ment Model | A model for school wide enrichment used with academically gifted and talented students through use of higher learning standards.  <http://www.gifted.uconn.edu/sem/> |
| Scope & sequence | A planed course of study that outlines the breadth of information covered and the order that skills/topics are covered  <http://activated.act.edu.au/ectl/design/scope_and_sequence.htm> |
| Screening | §16.21 – 16.23 Each school district shall adopt & use a system to locate & identify all students within that district who are thought to be gifted and in need of specially designed instruction. |
| SD | School District |
| SDI | Specially Designed Instruction - Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum §16.1. Definitions |
| SEM | Standard Error of Measure is the confidence interval associated with a specific score. It provides a “range of error” for the score provided. If the SEM is + 5, a score of 130 would be accurate from 125 to 135. |
| SENG | Supporting Emotional Needs of Gifted – an organization devoted to research and support of gifted individuals  <http://www.sengifted.org/> |
| Socratic Method/Questioning | An approach to teaching based on questioning as modeled by Socrates  <http://en.wikipedia.org/wiki/Socratic_method>  <http://www.umich.edu/~elements/probsolv/strategy/cthinking.htm> |
| Standard Score | A Standard Score (SS) represents a comparison of the child to the test population, where the average score is 100 and there is a standard deviation, often 15 points.  This means that the average child scores 100, and that 95% of the population scores between 70 and 130, or within two standard deviations of the norm. |
| State of the States | A report compiled by the National Association for Gifted Children (NAGC) that gathers data from each state about how gifted services are delivered  <http://www.nagc.org/stateofthestatesreport.aspx> |
| STEM | Science, Technology, Engineering, Mathematics  <http://www.nga.org/cms/stem> |
| STLO | Short Term Learning Outcomes |
| Strategic Plan | §16.4 A plan developed by the school district every five years to set strategic areas for improvement of educational services. Gifted services must be included within the plan. |
| § | “Section” specific law sections |
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| Temple-ton Founda-tion | An organization devoted to research on “Big Questions” in life  See the Templeton/Fordham report on gifted education 2004 *“A Nation Deceived”*  <http://www.nationdeceived.org/>  on acceleration: <http://www.accelerationinstitute.org/nation_deceived/nd_v1> |
| Testing  Reports | <http://www.hoagiesgifted.org/why_test.htm> |
| TTCT | Torrance Tests of Creative Thinking by E.P. Torrance. Used to assess creative potential and provide a creativity index for flexibility, fluency, originality, elaboration, resistance to premature closure, and abstractness of titles. |
| Twice-Exceptional (2E) | §16.7 "Children with exceptionalities" shall mean children of school age who have a disability or who are gifted and who, by reason thereof, need specially designed instruction. (PA School Code of 1949 24 P.S. § 13-1371) These students are covered by Chapter 14. A single IEP shall be developed in accordance with both Chapter 14 & 16.  <http://www.greatpotentialpress.com/authors/author-articles/misdiagnosis-and-dual-diagnoses-of-gifted-children-gifted-and-ld-adhd-ocd-oppositional-defiant-disorder> |
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| WOW | Webinars on Wednesday – presented by NAGC on gifted topics  <http://www.nagc.org/WOW.aspx>  archive: <http://nagc.sclivelearningcenter.com/index.aspx?PID=8552> |
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