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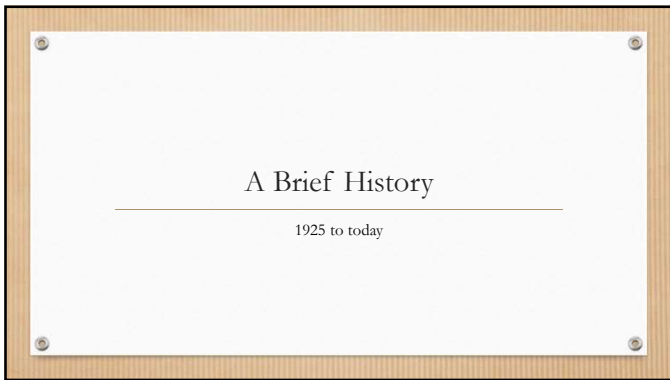
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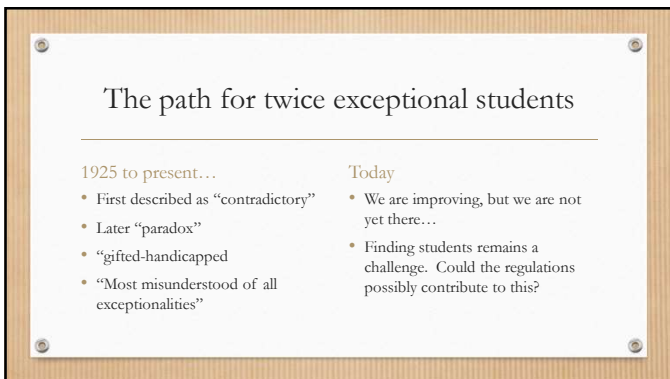
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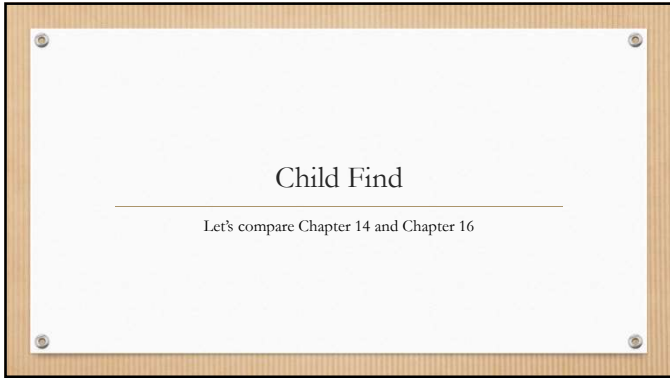
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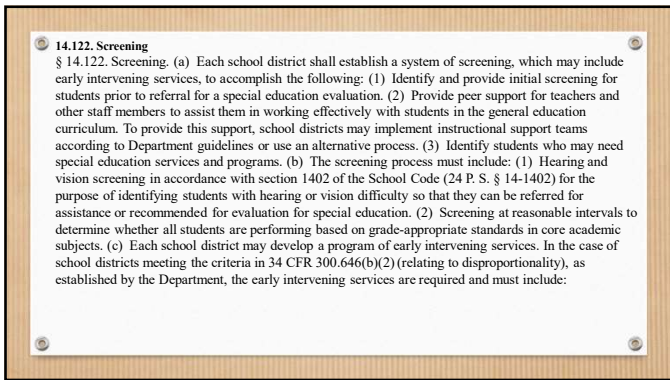
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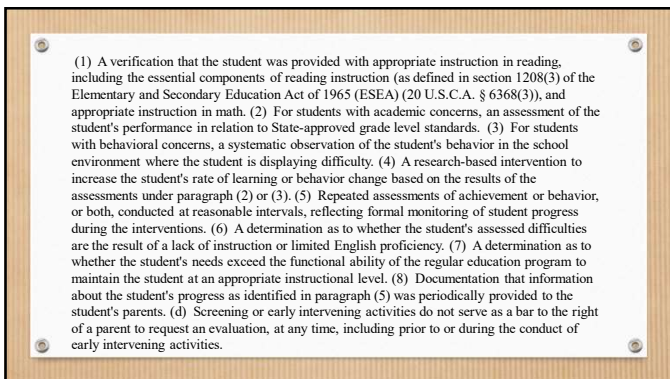
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**§ 16.21. General.**

(a) Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.

(b) Each school district shall conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and the parents of school age children not enrolled in the public schools. Awareness activities shall be conducted annually and include providing information in local newspapers, other media, student handbooks and on the school district web site.

(c) Each school district shall determine the student's needs through a screening and evaluation process which meets the requirements of this chapter.

(d) Each school district shall establish procedures to determine whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in this chapter and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone.

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Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.

(e) Multiple criteria indicating gifted ability include:

(1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.

(2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

(3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.

(4) Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.

(5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

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Is there a conflict?

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**Considerations**

- Language Development
- On-going Assessment Data
- Screenings
- MTSS
- Core Standards
- LRE

Everyone is a genius.  
 But if you judge a fish  
 on its ability to climb a tree,  
 it will live its whole life believing it is stupid.  
 ~ Albert Einstein

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**Profiles of a Twice Exceptional Student**

- Susan Baum identifies Profiles
  - Bright but not trying hard enough
  - Learning Disabled with no high or superior abilities
  - Average
- Commonly seen by the teacher:
  - Advanced vocabulary with poor organization
  - Artistic but illegible handwriting
  - Working hard does not pay off
  - Frustrated
  - Anxious / Depressed

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**Some common characteristics of twice-exceptional children[17]**

•Superior vocabulary	•Poor social skills
•Advanced ideas and opinions	•High sensitivity to criticism
•High levels of creativity and problem-solving ability	•Lack of organizational and study skills
•Extremely curious, imaginative, and inquisitive	•Discrepant verbal and performance skills
•Penetrating insight into complex issues	•Difficulty with written expression
•Specific talent or consuming interest area	•Stubborn, opinionated demeanor
•Sophisticated sense of humor	•High impulsivity

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How many students might have needs?

- Up to 30% of students identified as gifted may have learning difficulties, differences or disabilities.

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### Pro-active Measures

What schools can do

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### What students need: Address instruction and Social/Emotional Learning

- Programming for 2e students must include strategies to:
  - Nurture the student's strengths and interests
  - Foster their social/emotional development
  - Enhance their capacity to cope with mixed abilities
  - Identify learning gaps and provide explicit, remedial instruction
  - Support the development of compensatory strategies (Reis & McCoach, 2000, and Smalley, 2001).
- They value individual differences and learning styles.
- Student readiness, interests, and learning profile shape instruction.
- Instruction includes activities for multiple intelligences.
- Flexible grouping is used for instruction.
- The development of student potential is encouraged.
- Students are assessed in accordance with their abilities.
- Excellence is defined by individual growth.

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### Be Pro-Active

- Provide Professional Development
- Consider needs at grade level team meetings
- Create framework for MTSS
- Interest Inventories
- Recommendations from multiple sources
- Watch for common strengths:
  - Creativity
  - Sophisticated sense of humor
  - Wide range of interest
  - Advanced ideas
  - Excellent vocabulary
  - Consuming talents/interests

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### Utilize

- Compacting
- Cluster Grouping
- Leadership Opportunities
- Alternate Assessments
- Enrichment and Acceleration
  - Robust SDI



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### Create...

- A Strength based model for instruction
- Be flexible
- Provide rigor and accommodations
- Utilize technology
- Provide guidance and other supports as needed

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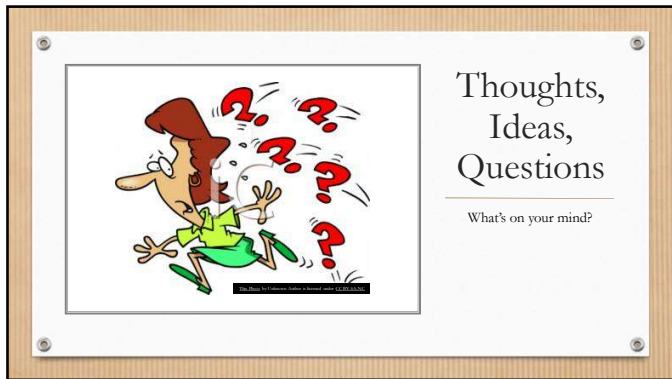
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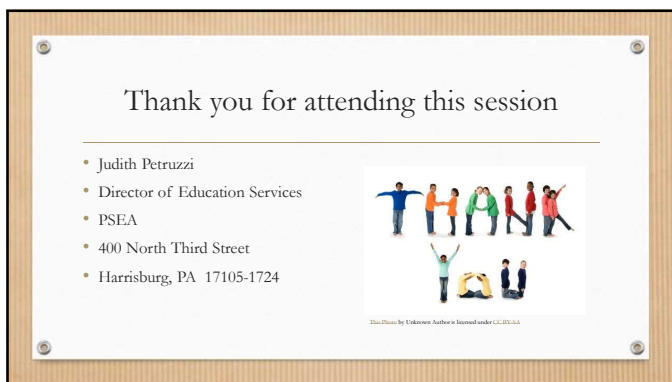
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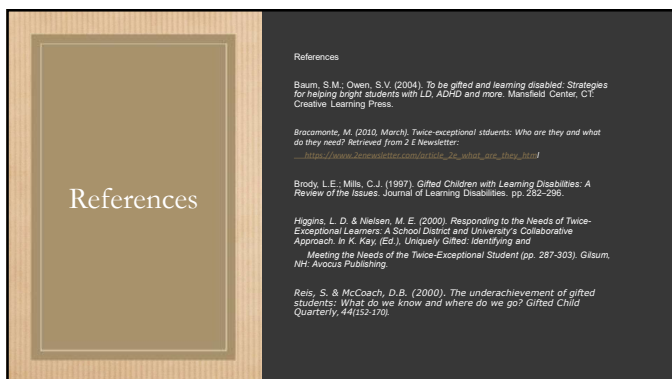
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