



EAB

# Primary (K-2) Gifted and Talented Programs

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District Leadership Forum

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# 1) Executive Summary

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## Key Observations

**Create a more equitable identification process by offering all students enrichment opportunities to demonstrate their abilities over time.** Research shows a strong relationship exists between cognitive development and Dr. Howard Gardner’s Multiple Intelligences (MI) theory. The theory suggests individuals possess the ability to process information in multiple ways. Dr. Gardner’s theory provides categories of behavior-based indicators as distinct alternatives for thinking and problem-solving.<sup>1</sup> The gifted and talented team at **District B** references Dr. Howard Gardner’s MI theory to design schoolwide enrichment sessions for all students to further develop their creative abilities and preferred learning styles.

**Train teachers in nontraditional demonstrations of giftedness to mitigate potential bias from teacher referrals.** Research shows “teachers are more likely to recommend Asian and White students than African American and Hispanic students for gifted identification.”<sup>2</sup> Therefore, teachers must learn how to identify various forms of giftedness (e.g., displays of creativity) aside from the traditional identification components (e.g., intelligence tests). This proves especially important to promote equity in gifted and talented programs, because teachers may be unaware of how culturally diverse students demonstrate giftedness. Contacts at **District C** report using Dr. Mary Frasier’s Traits, Aptitudes, and Behaviors Scale ([TABS](#)) as an identification tool to ensure their gifted and talented program’s student population reflects the district’s diversity.

**Adopt social emotional learning (SEL) curriculum that targets the social and emotional needs of gifted and talented students.** Contacts at **District D** and **District C** report their gifted and talented programs place a particular emphasis on supporting the unique social and emotional needs of their identified primary students. Gifted and talented teachers at both districts enforce SEL competencies in their lessons using a specially designed curriculum that focuses on inquiry-based learning.<sup>3</sup> In this past year specifically, gifted and talented teachers at **District D** focused more on strengthening SEL and executive function skills (e.g., following directions, organization, using checklists) in first and second grade students.

**Implement professional learning communities (PLCs) to encourage communication and collaboration among gifted and talented teachers, as well as educate general education teachers.** Contacts at **District D**, **District A**, and **District B** recommend implementing professional learning communities to provide ongoing professional development opportunities for gifted and talented teachers districtwide. During this time, gifted and talented teachers can discuss student progress, receive professional development, and do an internal share of projects students have finished at this time. Further, general education teachers and interested staff at **District B** can attend these meetings to encourage larger discussions around gifted and talented strategies.

1) Shearer, B.C. (2020). “Multiple Intelligences in Gifted and Talented Education: Lessons Learned from Neuroscience After 35 Years.” *Roeper Review*. Retrieved from [https://miresearch.org/content/uploads/2020/01/MI\\_Gifted\\_35\\_Roeper\\_PROOF.pdf](https://miresearch.org/content/uploads/2020/01/MI_Gifted_35_Roeper_PROOF.pdf).  
2) Luckey Goudebeck, J. D. (2019). “Parenting High-Ability African American Children: Navigating the Two-Edged Sword of Giftedness.” *Parenting for High Potential*. Retrieved from <https://www.nagc.org/sites/default/files/Parenting%20for%20High%20Potential%20June%202019.pdf>.  
3) District D and District C use [Affective Jacob’s Ladder Reading Comprehension Program](#).

## 2) Primary Identification Process

### Defining Giftedness

#### Educate Teachers, Parents, and Community Members on the Differences between Bright and Gifted Children to Effectively Define Giftedness in Primary (K-2) Students

While state definitions may vary, gifted and talented leadership must provide all stakeholders (e.g., students, parents/guardians, teachers) the resources to understand the district’s approach to giftedness. **District D**, **District A**, and **District B** all offer state-mandated definitions of giftedness on their district websites to offer stakeholders relevant and accessible information about their gifted and talented programs.

In addition to the state-mandated definition of giftedness, **District B’s** gifted and talented website illustrates the differences between a *strong* learner and a *gifted* learner. The program’s website also outlines the various ways the district meets the gifted and talented requirements (e.g., measures of identification, professional development) and supports the needs and levels of giftedness identified in their students from kindergarten until 12<sup>th</sup> grade. Similarly, **District D’s** gifted and talented program’s handbook includes a table that highlights the differences between *bright* children and *gifted* children. The gifted and talented team provides this additional information to help teachers and families better recognize and understand giftedness in their students.

#### Characteristics of Gifted Children from *District D*<sup>4</sup>

Bright Child	VS	Gifted Child
Knows the answers		Asks the questions
Copies accurately		Creates new design
Grasps the meaning		Draws inferences
Listens with interest		Shows strong feelings and emotions

Further, **District D’s** handbook shares four core beliefs about gifted and talented children, with several supporting claims for each. For example, one belief is “gifted students learn differently and require special educational experiences to grow academically and achieve their highest potential.” This claim is supported by examples of how gifted and talented students need to explore multiple fields of study and have opportunities to use and develop their creativity to feel engaged in the classroom.<sup>5</sup> In addition to formal definitions of giftedness, presenting examples and distinguishable characteristics of giftedness equips teachers and families with the same knowledge and criteria gifted and talented teachers use in their classrooms to support potential students.

4) District D’s Gifted and Talented Program Handbook. *District D*. Accessed July 21, 2021.

5) *Ibid.*



### Address the District’s Approach to Gifted and Talented Programming during Back-to-School Night

Gifted and talented leadership at **District B** create slideshow presentations for elementary school principals to present during back-to-school night. Contacts report these slides answer any questions parents and family members have about giftedness and discuss the structure and services of the district’s gifted and talented program. Moreover, contacts report the principals present the information to encourage these stakeholders to build their knowledge of gifted and talented education and, in turn, increase parent and family trust and understanding about the district’s process.

## Identification Process

### Create a More Equitable Identification Process by Offering All Students Enrichment Opportunities to Demonstrate their Abilities Over Time

Research shows a strong relationship exists between cognitive development and Dr. Howard Gardner’s Multiple Intelligences (MI) theory. The theory suggests individuals possess the ability to process information in multiple ways, and this notion sits at the center of various debates in gifted and talented education regarding the relationship between creativity and intelligence. Dr. Gardner’s theory provides categories of behavior-based indicators as distinct alternatives for thinking and problem-solving.<sup>6</sup> Researchers discuss how gifted and talented educators can use this theory to enhance instructional practices and lessons to meet the unique, cognitive qualities of all gifted and talented students. The gifted and talented leadership team at **District B** references Dr. Howard Gardner’s MI theory to design schoolwide enrichment sessions and activities starting in kindergarten that cater to a variety of preferred learning styles.

### Dr. Howard Gardener’s Eight Forms of Intelligence<sup>7</sup>



Interpersonal



Intrapersonal



Logical-Mathematical



Linguistic



Spatial



Musical



Kinesthetic



Naturalist

**District B** developed a primary Multiple Intelligences survey and key to use for primary students, (except for advanced first and second graders). Contacts deliver individual assessments to kindergartners and provide support during the survey-taking process.

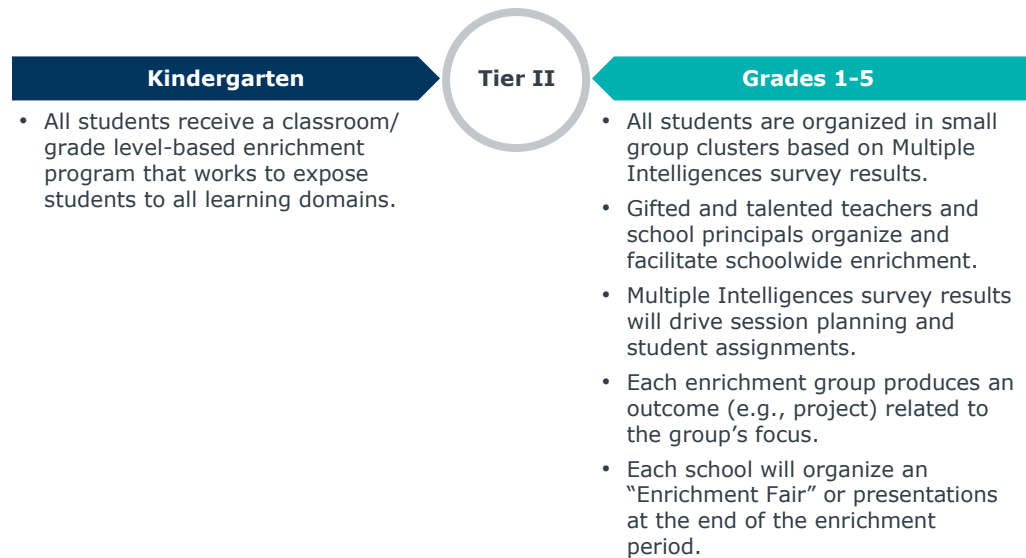
6) Shearer, B.C. (2020). "Multiple Intelligences in Gifted and Talented Education: Lessons Learned from Neuroscience After 35 Years." *Roeper Review*. Retrieved from [https://miresearch.org/content/uploads/2020/01/MI\\_Gifted\\_35\\_Roeper\\_PROOF.pdf](https://miresearch.org/content/uploads/2020/01/MI_Gifted_35_Roeper_PROOF.pdf).

7) Ibid.

Contacts at **District B** report using a multi-tiered approach to provide gifted and talented support beyond sole academic strengths and include all students at the district. This approach ensures all students receive equal opportunities to develop and demonstrate skills over time before formal identification for Tier III services (the full-time, gifted and talented program) in fourth grade.

Therefore, primary gifted and talented teachers at **District B** rely heavily on schoolwide enrichment (Tier II services) to identify and support early signs of giftedness among all K-2<sup>nd</sup> grade students. At the beginning of each school year, homeroom teachers administer adapted versions of the Multiple Intelligences survey to their students, which the gifted and talented leadership team tailors based on grade-level. The leadership team then organizes student responses to design enrichment sessions to best meet and foster students’ preferred learning styles. This schoolwide enrichment occurs twice a year and each session runs for four to six weeks. During this time frame, K-5<sup>th</sup> grade students also attend weekly enrichment sessions of their own choosing.

### **Tier II of *District B’s* Multi-Tiered Approach to Gifted and Talented Support for all Students<sup>8</sup>**



### **Collect a Body of Qualitative and Quantitative Measures to Determine If a Student Meets the Criteria for Gifted and Talented Placement**

Gifted and talented programs at profiled school districts initially use teacher referrals, parent conferences, teacher and/or parent evaluations, universal screenings, classroom grades, or a combination of these methods to identify potentially gifted and talented primary students. Gifted and talented staff depend on a variety of measures to accurately assess potential students and determine whether to admit them into the program.

8) District B’s Gifted and Talented Program 2019-2020 Logistics/ Timelines Handout. *District B*. Accessed July 21, 2021.

## Examples of Primary Identification Methods

Contacts at **District B** report using parent, student, and teacher nominations as one of the identification measures for the full-time, gifted and talented program. Parent and teacher nominations must include a completed **District B** Behavioral Checklist (see **Appendix A**).

### 1) Referrals

Gifted and talented leadership at **District C** accepts numerous referrals from a variety of references, such as teachers, counselors, parents, grandparents, and even the students themselves.



### 2) Parent-Gifted and Talented Coordinator Conferences

At **District D**, gifted and talented teachers host parent teacher conferences for families of identified kindergarten students. Teachers use student work, pre-assessments, and any other strong assessment scores at that point to navigate their discussion.



### 3) Universal Screening for Second Grade Students

Gifted and talented teachers at **District A** administer the Cognitive Abilities Test (CogAT 7) in the fall to all second-grade students to establish a pool of students who may qualify for gifted and talented services. Students who score in the 95<sup>th</sup> percentile or higher will receive a recommendation for a gifted review.<sup>9</sup>

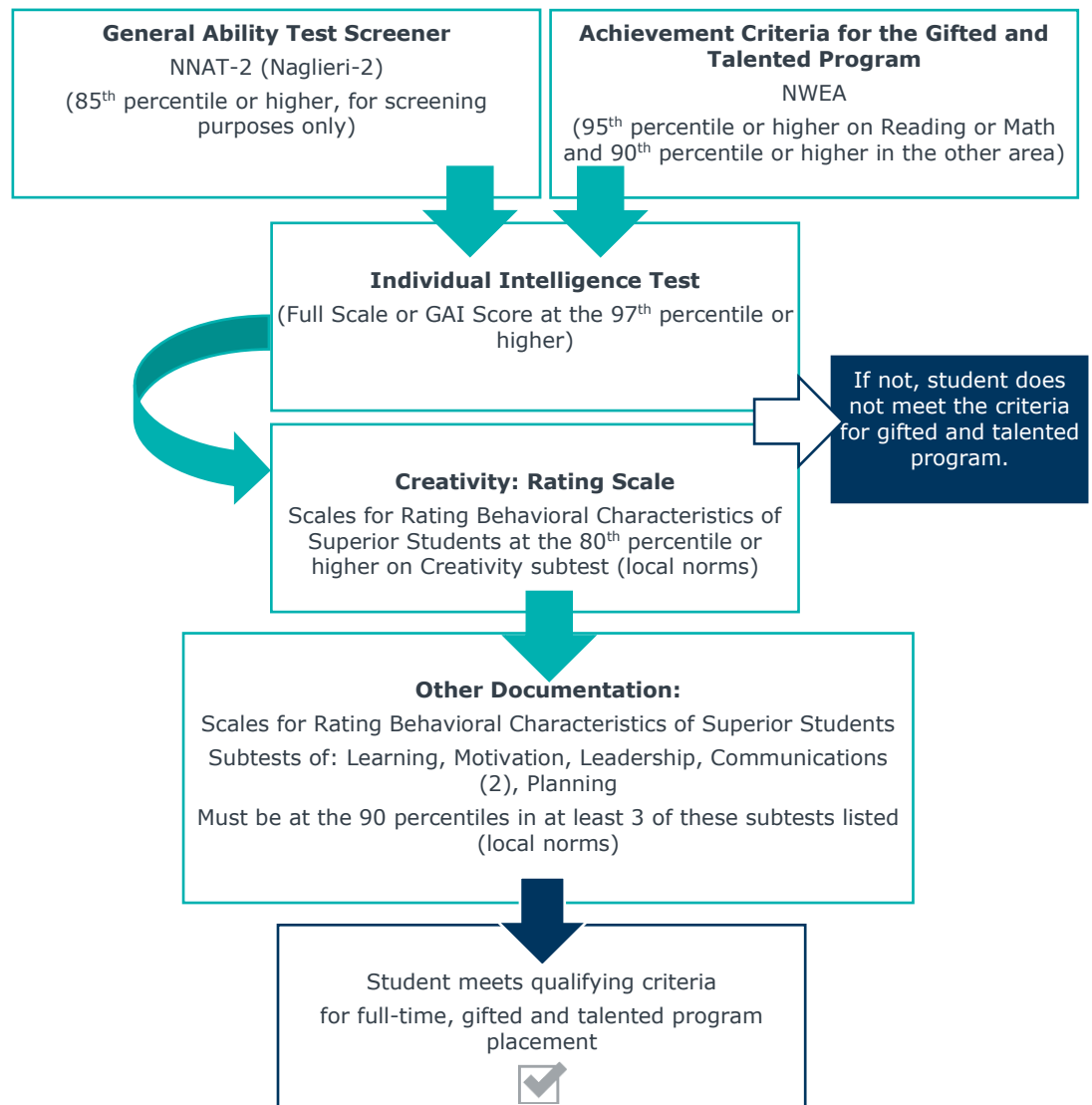


9) Research shows universal screening increases representation of diverse students in gifted and talented programs. For more information, see this [article](#).



Moreover, gifted and talented leadership across profiled districts use two or more assessments in their identification process to increase the probability of accurate student placement into the program. Gifted and talented teachers rely on assessment scores as the quantitative portion to determine a student’s overall potential giftedness. Contacts at **District D** report student assessments begin in the spring of their kindergarten year in three specific areas—*academic, IQ, and behavioral*—to determine full-time, gifted and talented program placement for fall of first grade.

**Adapted Screening Flowchart for Incoming First Graders at District D<sup>10</sup>**



10) District D's Assessment Screening Flowchart for Incoming First Graders. *District D*. Accessed July 21, 2021.

### Administer a Nonverbal Screener to All Kindergarten Students to Ensure an Equitable Identification Process

Contacts at **District C**, **District D**, and **District B** report using the Naglieri Nonverbal Ability Test (NNAT) as a component of their identification process to increase inclusion of underserved populations (e.g., English language learners). Contact districts recommend the NNAT as the assessment utilizes shapes and figures to evaluate a student's problem-solving and reasoning abilities without relying on their language skills. Administrators use NNAT scores as a measure for more formal identification opportunities after the official second grade screening process, however, any K-5<sup>th</sup> grade student at **District B** is eligible to take the assessment. Contacts report the use of a nonverbal screener provides a more inclusive identification process that allows for the gifted and talented program to reflect the demographic of the school district more accurately. In contrast, only kindergartners at **District D** take the NNAT. Assistant elementary school principals administer this assessment in late April through early May each year to offer all kindergarten students a more equitable opportunity to demonstrate early signs of giftedness.

### Train Teachers in Nontraditional Demonstrations of Giftedness to Mitigate Potential Bias from Teacher Referrals

Research shows "teachers are more likely to recommend Asian and White students than African American and Hispanic students for gifted identification."<sup>11</sup> Therefore, teachers must learn how to identify various forms of giftedness (e.g., displays of creativity) aside from the traditional identification components (e.g., intelligence tests). This proves especially important in promoting equity in gifted and talented programs, because teachers may be unaware of how culturally diverse students demonstrate giftedness. Contacts at **District C** report using Dr. Mary Frasier's Traits, Aptitudes, and Behaviors Scale (**TABS**) as an identification tool to ensure their gifted and talented program's student population reflects the district's diversity.

With regards to determining a fair grade-level entry into full-time, gifted and talented programming, researchers have examined the effects of multiple factors related to both the child (e.g., ethnicity, gender, language) and the school (e.g., public school pre-K, family childcare). Understanding the intersection of these factors and their effect on a child's placement into a gifted and talented program may help educators create more equitable identification processes and practices to support early signs of giftedness in all students, especially at a young age.<sup>12</sup>

11) Luckey Goudebeck, J. D. (2019). "Parenting High-Ability African American Children: Navigating the Two-Edged Sword of Giftedness." *Parenting for High Potential*. Retrieved from <https://www.nagc.org/sites/default/files/Parenting%20for%20High%20Potential%20June%202019.pdf>.

12) Riccardi, C., Haag-Wolk, A. & Winsler, A. (2020). "Factors Associated with Gifted Identification for Ethnically Diverse Children in Poverty." *Gifted Child Quarterly*, 64(4), 243-258. Retrieved from [https://journals.sagepub.com/doi/pdf/10.1177/0016986220937685?casa\\_token=1\\_8C2f2IQkAAAAA: SX8icV8JXGt\\_TiIjVEUnPvtXgwJNK8MJdvr4VVj3wjl-dQ8RU60o04PTUEXU7sD6JspgsZnhasUjw](https://journals.sagepub.com/doi/pdf/10.1177/0016986220937685?casa_token=1_8C2f2IQkAAAAA: SX8icV8JXGt_TiIjVEUnPvtXgwJNK8MJdvr4VVj3wjl-dQ8RU60o04PTUEXU7sD6JspgsZnhasUjw)

## Traits, Aptitudes, and Behaviors Scale (TABS)<sup>13</sup>



### Interests

Does the child have an interest, passion, concern, or curiosity about something?



### Motivation

Does the child express an interest or enthusiasm for learning?



### Inquiry

Does the child question, experiment, and explore?



### Insight

Does the child grasp new concepts, make connections, and sense deeper meanings?



### Humor

Does the child bring unrelated ideas together in a recognizable relationship?



### Communication Skills

Is the child highly expressive and effective in use of words, numbers and/or symbols?



### Memory

Does the child bring unrelated ideas together in a recognizable relationship?



### Reasoning

Does the child grasp new concepts, make connections, and sense deeper meanings?



### Problem-Solving Ability

Does the child use effective and inventive strategies to recognize and solve problems?



### Imaginative Creativity

Does the child produce many and/or highly original ideas?

In this past year, gifted and talented leadership piloted TABS as part of the identification process for kindergarteners and first grade students in addition to a teacher evaluation. Gifted and talented leadership targeted the district's underserved populations and adapted the TABS referral form to delve into specific characteristics and attributes that traditional teacher evaluations and referrals do not capture. Then, the teachers observe K-2<sup>nd</sup> grade classrooms, meet with school counselors, and discuss with the K-2<sup>nd</sup> grade general education teachers to ensure all stakeholders understand what giftedness characteristics look like for culturally diverse children.<sup>14</sup>

13) Luckey Goudeock, J. D. (2019). "Parenting High-Ability African American Children: Navigating the Two-Edged Sword of Giftedness." *Parenting for High Potential*. Retrieved from <https://www.nagc.org/sites/default/files/Parenting%20for%20High%20Potential%20June%202019.pdf>.

14) For more information on establishing equitable identification processes, see this [article](#).

**Collect Identified Kindergarten Students' Referrals, Observational Notes, and Classwork into a Portfolio to Reference when Considering Entry into Gifted and Talented Programs**

The gifted and talented coordinator at **District D** collects students' work examples, marks collaboration and critical thinking skills, and logs assessment scores in "student folders." During parent-teacher conferences, the gifted and talented teacher uses the information to discuss potential signs of giftedness. These portfolios allow teachers to gather multiple measures of giftedness, which improves the identification process by encouraging various observations of nontraditional factors.<sup>15</sup>

## Addressing Identification Errors

### Reduce the Likelihood of Identification Errors by Using Multiple Measures of Identification to Capture a Holistic Picture of Student Abilities

Although formal identification for participation in **District B's** full-time, gifted and talented program typically begins in fourth grade, gifted and talented coordinators use multiple measures of potential identification placement for younger students (K-3<sup>rd</sup> grade). The district refers to their gifted and talented program as Tier III services in their multi-tiered approach. Contacts report this approach decreases the likelihood of misidentification due to the high assessment scores and rigorous evaluation process required to receive entry into the full-time, gifted and talented program.

#### Multiple Measures of Identification at *District B*<sup>16</sup>



#### Technical Assessment

- Naglieri Nonverbal Abilities Assessment results
- Most recent i-Ready Diagnostic Assessment Scores for Reading and Mathematics
- Benchmark Assessments from prior school year:
  - Math Performance Based Assessment
  - ELA Research Simulation Task

\* Standardized Tests will be considered as needed for entry into the full-time, gifted and talented program



#### Formal Evaluation

- Grit Scale for Student Self-Evaluation and/or Interest Checklist Information
- District B's Behavioral Checklist (Teacher)
- Student Self-Nomination (If applicable)
- District B's Behavioral Checklist (Parent)

15) District A uses portfolios for a state-funded initiative. Information retrieved from the State-Funded Initiative's Website. Accessed July 21, 2021.

16) District B's Multiple Measures for identification. *District B*. Accessed July 21, 2021.

The students who receive early Tier III services typically demonstrate giftedness characteristics in both large and small group enrichment activities. Therefore, they require extensive enrichment beyond the standard curriculum and instructional practices they receive in their general education classrooms. By offering schoolwide enrichment sessions, **District B** provides all students the opportunity to demonstrate different areas of intelligence, which also reduces the likelihood of identification errors occurring when students enter fourth grade.

### **Implement an Academic Review Process to Provide Struggling Students with an Opportunity to Withdraw from the Program**

The gifted and talented team at **District C** uses an academic review process to support struggling students in the gifted and talented program to identify their challenges and form solutions. Leadership offers this process to all K-12<sup>th</sup> grade gifted and talented students to ensure they receive the academic and emotional support needed for continued success. A gifted and talented teacher will meet with the parents/guardians, subject-specific teachers, and student to discuss the struggles occurring in the classroom. Potential reasons for students requiring an academic review often range from difficulty comprehending certain material to problems occurring inside or outside of school. By developing a process to support students throughout gifted and talented programming, gifted and talented coordinators can also identify potential patterns leading to recurring identification errors, as well as create additional services to address possible challenges early on.

# 3) Delivery of Services and Instruction

## Classroom Models to Identify Giftedness

### Combine Different Instructional Models to Deliver Services Effectively to All Gifted and Talented Students and Provide Enrichment Opportunities

At all profiled districts, gifted and talented teachers use a combination of models (e.g., cluster grouping, pull-out classes, differentiated lessons, multi-age classrooms, schoolwide enrichment) to deliver services to all gifted and talented students. Gifted and talented teachers tailor services based on the number of students identified as gifted in a school or class as well as the needs of specific students. Gifted and talented programs at **District A** and **District B** also include tiered services to address the needs of students who may not fully qualify for the program but would still benefit from additional supports and lessons.

### Models of Gifted and Talented Instruction at Profiled Districts

#### District A

*\*Full-time, gifted and talented program begins in third grade.<sup>17</sup>*

#### K-2

This district uses multi-age combination classes (i.e., kindergarten, first, and second grade) to expose high ability students to likeminded peers.

Differentiation of core curriculum in the classroom for students who demonstrate high-level, intellectual abilities. Classroom teachers may provide cluster grouping as a strategy to support these students.<sup>18</sup>

#### District B

*\*Full-time, gifted and talented program begins in fourth grade.*

#### K-2

In-class support on a rotation by gifted and talented teachers who will work with teachers and all students—identified and nonidentified.

Pull-out small group enrichment or one-to-one enrichment instruction with gifted and talented teacher for identified first and second grade students.<sup>19</sup>

During this enrichment time, the gifted and talented teacher at **District D** takes observational notes based on how each kindergarten student performs in a specific lesson and listens to how they interact during an activity/ game. Then, the teacher gathers this information in the student's folder for conferences.

#### District D

*\*Full-time, gifted and talented program begins in first grade.*

#### K-2

Weekly 30-minute pull-out enrichment groups for kindergarten students the teachers feel could benefit from enrichment.

Full-day pull-out program for all identified first and second graders once a week.

#### District C

*\*Primary gifted and talented sessions for identified K-2<sup>nd</sup> grade students; full-time, gifted and talented program begins in third grade.*

#### K-2

All identified students participate in a daily pull-out program for 45-50 minutes of enrichment instruction.

17) District A's Gifted and Talented Program Placement Process. *District A*. Accessed on July 21, 2021.  
18) District A's Tiers of Gifted and Talented Programming. *District A*. Accessed on July 21, 2021.  
19) District B's Gifted and Talented Program 2019-2020 Logistics/ Timelines Handout. *District B*. Accessed July 21, 2021.

## Organize Cluster Groups to Provide Enrichment Opportunities for Identified Gifted and Talented Students and to Support Skill Development for Nonidentified Students

Gifted and talented teachers at **District D** and **District A** also use cluster groups as a strategy to instruct gifted and talented students, as well as offer nonidentified students additional skill development. As a smaller district, **District D's** gifted and talented teachers meet with identified, first and second grade students weekly for full-day pull-out sessions. For each grade level, the gifted and talented teacher arranges cluster groups of three to four students throughout their assigned day (e.g., first grade receives gifted and talented instruction on Wednesdays). For classes with a small number of identified students, homeroom teachers suggest nonidentified students participate in the cluster groups to receive additional enrichment.

As a larger district, contacts at **District A** report using cluster groups to provide all students with opportunities to engage with others who demonstrate mastery in specific skills (e.g., spatial reasoning, analytical thinking). To identify the cluster group participants, all first and second grade students take a short pre- and post-assessment based on the curriculum to evaluate their understanding of the material. Students' performances on these assessments will determine which skills to target within the cluster groups. Then, those who demonstrate mastery in the assessed skill will receive cluster group enrichment for two weeks during a two-hour, weekly intervention block. The cluster group model at this district allows for flexibility by continuously assessing students' mastery of new skills and, therefore, offers all students further enrichment opportunities.

## Curriculum for Talent and Skill Development

### Design Lessons that Encourage Student Creativity and Leadership to Provide All Students with Opportunities to Demonstrate Non-Cognitive Giftedness Abilities

**District B's** gifted and talented program aims to expose all students to activities that will cultivate their primary learning style at a young age. To do this, teachers use curriculum based on design theory with a focus on introducing students to research and project-design. Research into identification of primary-age gifted students finds enrichment activities and project making allows minority students, especially African Americans, to demonstrate leadership and creativity.<sup>20</sup> As a result, **District B's** gifted and talented program implemented two new tools to enhance gifted and talented instruction and create a more inclusive identification process.

First, gifted and talented teachers and general education teachers use a project-based learning external platform in their classrooms to encourage students to collaborate and solve problems with the given tools.<sup>21</sup> By creating inventive situations in the classroom, extraordinary learners can demonstrate their unique thinking abilities and potential giftedness qualities. Second, the gifted and talented team created makerspaces, investigation centers where students serve as the "makers" of their learning, to encourage students to gather to create, explore, and learn together.<sup>22</sup>

20) Zhanova, K.S., Rule, A.C. & Stichter, M.K. (2015). "Identification of Gifted African American Primary Grade Students through Leadership, Creativity, and Academic Performance in Curriculum Material Making and Peer-Teaching: A Case Study." *Early Childhood Education Journal* (43), 143-156. <https://doi.org/10.1007/s10643-013-0628-z>.

21) District B uses [Defined Learning](#) as their learning platform.

22) District B's 2019 Gifted and Talented Presentation. *District B*. Accessed July 21, 2021.

Gifted and talented teachers take a group of students to a makerspace and provide enrichment activities in different subjects, such as science and literature. For example, during a reading unit, the gifted and talented teacher may ask students to build the bridge used by the goats in the tale *Three Billy Goats Gruff*. These two tools make up part of the schoolwide enrichment model and offer opportunities for both identified and nonidentified students to develop critical and creative thinking skills at a young age.

**Adapt External Resources to Create Classroom Lessons that Meet Grade-Level Objectives**

Contacts at **District A** and **District C** report using resources from the College of William and Mary's [Center for Gifted Education](#) to build the curriculum for their gifted and talented program. Gifted and talented teachers can tailor the instructional material offered for language arts, mathematics, science, and social studies lessons to any grade-level.

### Explore Curriculum and Activities that Strengthen Technical Skills, Critical Thinking, and Innovation, in Addition to Academic Abilities

Contacts at **District D** use a variety of resources and tools for their teachers (e.g., [Gifted Guide](#)). This resource hub offers over 50 free slideshows and units created to support K-8<sup>th</sup> grade gifted and talented teachers in designing curriculum.

All profiled district contacts report their primary gifted and talented programs provide opportunities for their students to build and show skills beyond intellectual strengths. Given their young age, their gifted and talented teachers place strong emphasis on talent development, promoting early creative and critical thinking skills, and assessing giftedness abilities over time before formal identification processes at their respective grade-levels.<sup>23</sup> At **District D**, gifted and talented teachers provide differentiated lessons in core subjects (e.g., mathematics, language arts, science) to identified students, but they also target collaboration, technological skills, and critical thinking through enrichment sessions.

### Supplementary Curriculum Suggestions for Identified Gifted and Talented Students at *District D*<sup>24</sup>



#### Computer Programming

Teach students technical skills to boost their computer skills (e.g., navigating Google classroom) before entering upper elementary grades. **District D** uses [Techno Kids Curriculum](#).



#### Creativity and Critical Thinking

Use games to encourage creative thinking. **District D** uses [BrainSpin](#).



#### STEM

Develop early robotics and coding skills to cultivate early STEM interest. Contacts at **District D** report using [Botley](#) and [Scratch Jr.](#) with first and second grade students.

Gifted and talented teachers at **District D** maximize instructional time with their identified students by creating a schedule with enrichment sessions in multiple areas.

23) For more information on the relationship of early talent develop programs and supporting diverse students, see this [2017 case study](#).  
 24) Please note EAB does not vet or endorse third-party vendors.



For example, creativity time may include a lesson from the Primary Education Thinking Skills (**PETS**) curriculum and a game (e.g., Genius Square) intended for students to practice their newly learned skills. By incorporating games and activities into classroom lessons, younger students can demonstrate their cognitive abilities without needing strong literacy skills.

### Adaptation of Class Schedule for an Identified Gifted and Talented First Grade Student at *District D*<sup>25</sup>

**District D's** gifted and talented teachers designed these one-on-one sessions to provide students with a space to discuss any additional academic or social emotional needs and build a relationship with the teacher.

First Grade- First Semester	
9:50 AM-10:00 AM	Morning Routine
10:00 AM-10:30 AM	Executive Function
10:30 AM-11:00 AM	Jacob's Ladder (Social Emotional Curriculum)
11:00 AM-11:30 AM	Recess
11:30 AM-11:45 AM	30 Days of Calm
11:45 AM-12:20 PM	Creativity
12:24 PM-12:49 PM	Lunch
1:00 PM-1:45 PM	Tech Integration
1:45 PM-2:30 PM	STEM-Collaborative
2:30 PM-3:00 PM	One-on-One Conferences with Students
3:15 PM	Dismissal

## Strategies to Meet Social Emotional Needs

### Adopt Social Emotional Learning (SEL) Curriculum that Targets the Social and Emotional Needs of Gifted and Talented Students

Contacts at **District D** and **District C** report their gifted and talented programs place a particular emphasis on supporting the unique social and emotional needs of their identified primary students. Gifted and talented teachers at both districts enforce SEL competencies in their lessons using a specially designed curriculum that focuses on inquiry-based learning.<sup>26</sup>

### Objectives of SEL Reading Comprehension Programs at Profiled Districts<sup>27</sup>

- Focuses specifically on supporting advanced students' social emotional needs.
- Moves students from lower to higher level skills of self-awareness, metacognition, and goal setting.
- Integrates reading comprehension and analysis skills with affective and social emotional needs.
- Asks students to apply themes, characters, or real-life experiences, and lessons from texts to their own lives.

Gifted and talented leadership at **District D** use the program to scaffold student learning and promote analytical discussions of different texts (i.e., short stories and media, poetry, and biographies). In this past year specifically, gifted and talented

<sup>25</sup>) Adaption retrieved from information provided by contacts at District D June 2021.  
<sup>26</sup>) District D and District C use [Affective Jacob's Ladder Reading Comprehension Program](#).  
<sup>27</sup>) Ibid.

teachers at **District D** focused more on strengthening SEL and executive function skills in first and second grade students, such as following directions, organization, and using checklists. Additionally, teachers implemented 15-to-20-minute, weekly mindfulness lessons to increase young students’ focus and self-management skills.<sup>28</sup>

## Educate Teachers on the Social and Emotional Needs of Gifted and Talented Students and Provide Opportunities for Students to Openly Express their Emotions

Gifted and talented coordinators at **District D** train teachers in ways to support gifted and talented students socially and emotionally. Using resources from the Davidson Institute, they describe the six types of gifted individuals: *successful, challenging, underground, dropouts, double-labeled, and autonomous* (see **Appendix B** for an adapted chart of six types of gifted and talented students). In addition, throughout the training presentation, gifted and talented coordinators at **District D** offer teachers “Brain Benders” to encourage discussions around giftedness characteristics and how to interpret them as strengths and/or possible problems in the classrooms. The ability to distinguish between the two helps general education teachers understand how to best support their gifted and talented students and engage them effectively in classroom lessons and activities.

### Examples Given to Teachers of Strengths and Possible Problems of Gifted and Talented Children from *District D*<sup>29</sup>

Strengths	Possible Problems
<ul style="list-style-type: none"> <li>Ability to conceptualize, abstract, and synthesize; enjoys problem solving and intellectual activity</li> <li>Sensitivity; empathy for others; desire to be accepted by others</li> <li>Creative and inventive; likes new ways of doing things</li> <li>Diverse interests and abilities; versatility</li> </ul>	VS
	<ul style="list-style-type: none"> <li>Rejects or omits details; resists practice or drill; questions teaching procedures</li> <li>Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated</li> <li>May disrupt plans or reject what is already known; seen by others as different or out of step</li> <li>May appear scattered and disorganized; frustrations over lack of time; others may expect continual competence</li> </ul>

The gifted and talented program at **District C** focuses on creativity and encourages students to express their individual thoughts and feelings. For example, the primary gifted and talented teacher encourages students to share their “glows and grows” for the week using different mediums (e.g., video recordings, arts projects, digital interactive whiteboards). The teacher infuses SEL aspects in these lessons to expose students early on how to build relationships and communicate effectively. By exploring different mediums, students discover new ways to express their emotions and feel more comfortable talking about them with others.

<sup>28)</sup> District D uses [30-days of Calm](#) for this programming.  
<sup>29)</sup> District D’s Gifted and Talented Program Handbook. *District D*. Accessed July 21, 2021.



### **Partner with School Counselors to Provide Gifted and Talented Students with the Social and Emotional Support They Need to Feel Secure in their Environment**

Contacts at **District C** report collaborating with the school counseling department, health services department, and mental health department to create SEL modules for the students and teachers to easily access through the district's learning management system. Gifted and talented teachers follow up with their students to create a space to delve into any of the topics.

## 4) Staffing and Professional Development

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### Program Staffing

#### **Place One Trained Gifted and Talented Teacher in Every Elementary Building to Provide Weekly Instruction to Students and Support General Education Teachers**

While the number of gifted and talented staff varies based on program and district sizes, all profiled districts have at least one trained gifted and talented teacher in every elementary building to support identified gifted and talented students and general education teachers. At **District B**, the gifted and talented teachers have two roles in their specific elementary school buildings—gifted and talented teacher and specials teacher (e.g., media specialist, art teacher, STEM instructor). Therefore, these staff members dedicate half of their schedule to teaching gifted and talented students and the other half to their specialized course. These specific staff members attend conferences, receive gifted and talented training in methodology and practice, and collaborate with homeroom teachers to help address the needs of the gifted and talented students in their classrooms and ensure effective tiered support.

#### **▶ Leverage Gifted and Talented Teachers to Offer Staff Development and Coaching to General Education Teachers**

Contacts at **District A** use their gifted and talented teachers to train general education teachers about the characteristics of gifted and talented students and offers instructional strategies for effective classroom engagement. This model ensures every gifted and talented child maximizes benefits from general education teaching and helps general education teachers better understand gifted and talented programming.

### Professional Development

#### **Lead Professional Development Sessions in the Summer to Support Both Gifted and Talented and General Education Teachers with Instructional Strategies to Meet Gifted and Talented Students Needs**

To ensure both general education and gifted and talented teachers receive effective classroom training to effectively engage gifted and talented students, gifted and talented leadership at **District D** and **District C** hold professional development summer sessions. Contacts at both districts report creating presentations that expose teachers to various instructional practices (e.g., differentiated lessons in math and writing), identification strategies, and ways to support gifted and talented students' unique social emotional (SEL) needs. At **District D**, gifted and talented teachers host one day of professional development in the summer to help general education teachers learn how to best support their identified gifted and talented learners.

Similarly, gifted and talented leadership at **District C** organizes a training session at the beginning of the summer, as well as the end of the summer to include both new current and new teachers. Members of gifted and talented leadership work with

several local gifted and talented coordinators to create training modules for gifted and talented teachers in their area. To deliver a more effective training session, the leadership team adapts the modules to highlight the specific needs of students in this area.

### Training Modules at *District C*



Introduction to Giftedness



SEL Needs



Curriculum



Differentiated Instruction



Twice Exceptional



Critical and Creative Thinking

**\* Gifted and talented coordinators weave instructional practices to support underserved populations in each module.**

After each individual training module, gifted and talented leadership provides case studies and follow-up readings for teachers to further expand their knowledge on the topics discussed in each training module. This supplemental instruction accounts for the professional development component teachers need to earn points towards their gifted education endorsement for their teaching licensure in the state. The gifted and talented coordinator(s) leading these sessions encourages all interested stakeholders to attend—administrators, school counselors, psychologists, and both general education and gifted and talented teachers—to build communal understanding of the district’s approach to gifted education.



#### **Explore Both National and Local Opportunities for Gifted and Talented Teachers to Receive Professional Development and Build Community**

Contacts at all four profiled districts report exploring both national and local gifted and talented conferences and encouraging their teachers to attend. Gifted and talented teachers at **District B** present turnkey strategies to other teachers and staff (e.g., principals, school counselors) during school-building Monday meetings. This process creates a professional development loop that increases school leadership knowledge and fosters community to support gifted education.

## Implement Professional Learning Communities (PLCs) to Encourage Communication and Collaboration among Gifted and Talented Teachers, as well as Educate General Education Teachers

To learn more about implementing professional learning communities, see [EAB's report](#) on this topic.

Contacts at **District D**, **District A**, and **District B** recommend implementing professional learning communities to provide ongoing professional development opportunities to gifted and talented teachers districtwide. At **District D**, gifted and talented teachers meet every Wednesday for 50 minutes, whereas at **District B** gifted and talented teachers meet three times a month.

By contract, all teachers at **District B** must attend three Monday meetings per month, and contacts report leveraging one of these Monday meetings as PLC time for gifted and talented teachers. During this time, gifted and talented teachers can discuss student progress, receive professional development, and provide an internal share of completed student projects. For example, the gifted and talented team may use a PLC session to examine different identification tools and processes while discussing students on teachers' rosters. Further, general education teachers and interested staff can also attend these meetings to encourage larger discussions around gifted and talented strategies.

As a larger district, gifted and talented leadership at **District A** partners with the teachers of at least three school buildings per semester for PLC time. During this period, the facilitator leads a four-part workshop adapted from Dr. Sandra Kaplan's [Depth and Complexity](#) framework, which focuses on increasing critical thinking abilities in gifted and talented students in the general education classroom. In this workshop, teachers learn how to use the Depth and Complexity framework, develop their own lessons, and brainstorm strategies for implementation into their classrooms.

Dr. Sandra Kaplan developed ten depth and complexity icons, which serve as critical thinking tools to help students go beyond the surface-level understanding of a concept and enhance their ability to think critically.

### Ten Depth and Complexity Icons<sup>30</sup>

- |   |   |    |  |
|---|---|----|--|
| 1 | <b>Language of the Disciplines:</b> The technological terms associated with a specific area of study.                                       | 2  | <b>Details:</b> Specific characteristics that describe a concept, theory, or fact.   |
| 3 | <b>Patterns:</b> Recurring events represented by details.   | 4  | <b>Trends:</b> Refers to factors that influence events.  |
| 5 | <b>Unanswered Questions:</b> The ambiguities and gaps of information recognized within an area or discipline under study.                   | 6  | <b>Rules:</b> The natural or person-made structure of things that explains the subject in study.   |
| 7 | <b>Ethics:</b> The controversial issues that plague an area of study.   | 8  | <b>Big Ideas:</b> The generalizations, principles, and theories that distinguish themselves from the facts and concepts of the area of discipline under study. |
| 9 | <b>Over Time:</b> The understanding of time as an agent of change and recognition that the passage of time changes our knowledge of things. | 10 | <b>Perspective:</b> The concept that different points of view alter the way ideas and objects are viewed and valued.   |

30) "Understanding the Depth and Complexity Model." (2016). *J Taylor Education*. Retrieved from <https://gifted.tki.org.nz/assets/Uploads/files/Understanding-the-Depth-and-Complexity-model.pdf>.

Contacts at **District A** report teaching this framework to both general education and gifted and talented teachers to increase all students critical thinking abilities. Moreover, once teachers complete the workshop, gifted and talented leadership encourages them to lead colleagues at their individual schools in this training. While a growing area of study, data shows use of the depth and complexity visuals positively affected both gifted and nongifted students' understanding across several subject matters.<sup>31</sup>

## Objectives for Depth and Complexity Workshop at *District A*



### Part I

- Introduce Depth and Complexity framework
- Define and discuss three of the ten icons
- Ask teachers reflexive questions about implementation strategies to consider over the next two weeks



### Part II

- Expand upon Depth and Complexity framework for full understanding
- Ask teachers to practice a specific skill in their classroom for the next two weeks



### Part III

- Show teachers different tools for using the icons with both identified and non-identified students
- Encourage teachers to practice in their classrooms again for two weeks



### Part IV

- Offer teachers a final strategy to close the workshop
- Show and tell portion where teachers share ideas and discuss their experiences

31) Voss, M. "What is Depth and Complexity?" (2014). *TEMPO: Journal of the Texas Association for the Gifted and Talented*. Retrieved from <https://www.txgifted.org/files/Tempo/2014/2014-1.pdf>.

## 5) Primary Program Evaluation

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### Feedback and Review Process

#### Involve Multiple Stakeholders in the Evaluation Process to Holistically Assess the Primary Program's Identification Processes, Curriculum, and Services

Contacts at **District B** and **District C** report they apply feedback from multiple stakeholders (i.e., teachers, principals, administrators, parents, and students) to refine components of the primary gifted and talented program. General education teachers at **District B** communicate their perceptions on the intensity of the curriculum, program components, and service modules (e.g., teacher trainings to support gifted students) with gifted and talented leadership to evaluate the effectiveness of the overall gifted and talented program. Moreover, gifted and talented leadership implements new instructional practices their teachers discover from professional development opportunities to further encourage program growth.

#### Hold a Longitudinal Review of the Gifted and Talented Program to Assess the Success of the Program Over Time

Both **District B** and **District C** undergo a formal program review every five years. At **District B**, this review process provides an opportunity to revise the curriculum, if needed, and consider the implementation of new strategies and trends.

At **District C**, the district prepares a local plan every five years, which includes survey responses from different stakeholders, a discussion on the effectiveness of various gifted and talented program components, service modules, and identification assessments. For example, based on evaluations from this past review cycle, **District C's** gifted and talented program chose to eliminate the achievement portion of their assessment process for 2<sup>nd</sup> through 12<sup>th</sup> graders and use two aptitude tests instead. The Local Plan for the Gifted then informs the school board and overall community about the expectations and goals for the education of gifted and talented students. **District C's** goals for the remainder of this cycle include increasing knowledge of the characteristics of gifted and talented learners from culturally, linguistically, and economically diverse backgrounds for all K-12 staff; training teachers in referral and identification processes for Visual and Performing Arts and Career and Technical Aptitude Programs; and evaluating and expanding services and support for culturally, linguistically, and economically diverse identified gifted students.<sup>32</sup>

**District C** holds three to four community sessions for gifted and talented teachers, school principals, parents, students, and other stakeholders to sit in and review drafts of their local plan.

<sup>32</sup>) District C's Local Plan. *District C*. Accessed July 21, 2021.



## 6) Research Methodology

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### Project Challenges

Leadership at a partner district approached the Forum with the following questions:

- How do contact districts identify students for its K-2 gifted and talented program (e.g., screener, teacher referral)?
- How do contact districts promote equity in its K-2 gifted and talented program—especially regarding identification?
  - At what grade level does gifted identification measure ‘giftedness’ as opposed to privilege and experience?
- Do contact districts have systems in place to ensure it does not overidentify or misidentify giftedness?
- How do contact districts structure their K-2 gifted and talented program service delivery (e.g., pull-out, cluster grouping in general education classroom, differentiated instruction)?
- What curriculum do contact districts use for their K-2 gifted and talented program?
- What social-emotional support services do students in contact districts’ K-2 gifted and talented programs receive?
- How do contact districts measure students’ talent development throughout K-2 gifted and talented programs (e.g., student portfolios)?
- How do contact districts support general education teachers in teaching gifted students in the normal classroom (e.g., regular professional development)?
- How do contact districts staff its K-2 gifted and talented program?
  - How many staff does the program employ?
- How do contact districts review and assess its K-2 gifted and talented programs?

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## Research Parameters

The Forum interviewed district administrators at districts with primary (K-2) gifted and talented programs.

### A Guide to Institutions Profiled in this Brief

<b>Institution</b>	<b>Location</b>	<b>Approximate Enrollment</b>
<b>District A</b>	Mountain West	26,300
<b>District B</b>	Mid-Atlantic	5,200
<b>District C</b>	Mid-Atlantic	28,600
<b>District D</b>	Midwest	2,600

## 7) Appendix A: Behavioral Characteristics Checklist

See below for an adapted version of **District B's** behavioral characteristics checklist for kindergarten through 8<sup>th</sup> grade students.

### **District B's Behavioral Characteristics Checklist for Kindergarten through 8<sup>th</sup> Grade Students**

"Read the description of each characteristic. Mark a check in the appropriate column. Calculate the totals at the bottom."	Always	Frequently	Occasionally	Rarely	Never
<b>The student...</b>					
<b>Advanced Communication Skills:</b> organizes and expresses ideas with details and abstractions					
<b>Creative:</b> can find various ways of expressing self (adapt, improve, or modify objects/ ideas)					
<b>Humor:</b> understands and uses sarcasm, puns, jokes, clever, and unique ideas					
<b>Insight:</b> uses keen observations of the environments to make inferences, empathy, and sensitivity					
<b>Interest(s):</b> passionate about and has in-depth knowledge if topic(s)					
<b>Inquiry:</b> seeks information/ answers, inquisitive, and curious					
<b>Memory:</b> possesses advanced vocabulary; recall of vast amounts of information					
<b>Motivation:</b> a self-starter and has intrinsic and independent task commitment					
<b>Problem Solving Ability:</b> provides alternate or multiple solutions to questions					
<b>Reasoning:</b> understands cause and effects and sees patterns/ relationships					
<b>Add Column Total:</b>					
<b>Multiply by Weight:</b>					
<b>Add Weighted Column Totals:</b>					

## 8) Appendix B: Typology of Gifted Individuals

See below for an adaption of the six different types of gifted individuals as outlined by the Davidson Institute and referenced by **District D** for professional development purposes.

### Adaption of Six Different Types of Gifted and Talented Individuals by the *Davidson Institute*<sup>33</sup>

Feelings and Attitudes	Behaviors	Needs	Identification
<b>Type 1: The Successful</b>			
<ul style="list-style-type: none"> <li>• Boredom</li> <li>• Dependent</li> <li>• Positive self-concept</li> <li>• Anxious</li> <li>• Guilty about failure</li> <li>• Extrinsic motivation</li> <li>• Responsible for others</li> <li>• Diminish feelings of self and rights to their emotion</li> <li>• Self-critical</li> </ul>	<ul style="list-style-type: none"> <li>• Perfectionist</li> <li>• High Achiever</li> <li>• Seeks teacher approval and structure</li> <li>• Non-risk taking</li> <li>• Does well academically</li> <li>• Accepts &amp; conforms</li> <li>• Dependent</li> </ul>	<ul style="list-style-type: none"> <li>• To see deficiencies</li> <li>• To be challenged</li> <li>• Assertiveness skills</li> <li>• Autonomy</li> <li>• Help with boredom</li> <li>• Appropriate curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Grade point average</li> <li>• IQ tests</li> <li>• Teacher nominations</li> </ul>
<b>Type 2: The Challenging</b>			
<ul style="list-style-type: none"> <li>• Boredom</li> <li>• Frustration</li> <li>• Low self-esteem</li> <li>• Impatient</li> <li>• Defensive</li> <li>• Heightened sensitivity</li> <li>• Uncertain about social roles</li> </ul>	<ul style="list-style-type: none"> <li>• Corrects teacher</li> <li>• Questions rules, policies</li> <li>• Is honest, direct</li> <li>• Has mood swings</li> <li>• Demonstrates inconsistent work habits</li> <li>• Has poor self-control</li> <li>• Is creative</li> <li>• Prefers highly active &amp; questioning approach</li> <li>• Stands up for convictions</li> <li>• Is competitive</li> </ul>	<ul style="list-style-type: none"> <li>• To relate to others</li> <li>• To learn tact, flexibility, self-awareness, self-control, acceptance</li> <li>• Support for creativity</li> <li>• Contractual systems</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Recommendations</li> <li>• Parent nomination</li> <li>• Interviews</li> <li>• Performance</li> <li>• Recommendation from a significant, non-related adult</li> <li>• Creativity Testing</li> <li>• Teacher advocate</li> </ul>
<b>Type 3: The Underground</b>			
<ul style="list-style-type: none"> <li>• Unsure</li> <li>• Pressured</li> <li>• Confused</li> <li>• Guilty</li> <li>• Insecure</li> <li>• Diminished feelings of self and</li> </ul>	<ul style="list-style-type: none"> <li>• Denies talent</li> <li>• Drops out of G/T and advanced classes</li> <li>• Resists challenges</li> <li>• Wants to belong socially</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to make choices</li> <li>• To be aware of conflicts</li> <li>• Awareness of feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Gifted peer nomination</li> <li>• Home nomination</li> <li>• Community nomination</li> <li>• Achievement testing</li> <li>• IQ Tests</li> </ul>

33) Betts, G. & Neihart, M. (2020). "Profiles of the gifted and talented." *Davidson Institute*. Retrieved from <https://www.davidsongifted.org/gifted-blog/profiles-of-the-gifted-and-talented/>.

right to their emotion	<ul style="list-style-type: none"> <li>Changes friends</li> </ul>	<ul style="list-style-type: none"> <li>Support for abilities</li> <li>Involvement with gifted peers</li> <li>Career/college info</li> <li>Self-acceptance</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Teacher advocate</li> </ul>
<b>Type 4: The Dropouts</b>			
<ul style="list-style-type: none"> <li>Resentment</li> <li>Angry</li> <li>Depressed</li> <li>Explosive</li> <li>Poor self-concept</li> <li>Defensive</li> <li>Burn-out</li> </ul>	<ul style="list-style-type: none"> <li>Has intermittent attendance</li> <li>Does not complete tasks</li> <li>Pursues outside interests</li> <li>"Spaced out" in class</li> <li>Is self-abusive</li> <li>Self isolates</li> <li>Is creative</li> <li>Criticizes self &amp; others</li> <li>Does inconsistent work</li> <li>Is disruptive, acts out</li> <li>Seems average or below</li> <li>Is defensive</li> </ul>	<ul style="list-style-type: none"> <li>An individualized program</li> <li>Intense support</li> <li>Alternatives (separate, new opportunities)</li> <li>Counseling (individual, group, and family)</li> <li>Remedial help with skills</li> </ul>	<ul style="list-style-type: none"> <li>Review cumulative folder</li> <li>Interview earlier teachers</li> <li>Discrepancy between IQ and demonstrated achievement incongruities and inconsistencies in performance</li> <li>Creativity testing</li> <li>Gifted peer recommendation</li> <li>Demonstrated performance in non-school areas</li> </ul>
<b>Type 5: The Double-Labeled</b>			
<ul style="list-style-type: none"> <li>Powerless</li> <li>Frustrated</li> <li>Low self-esteem</li> <li>Unaware</li> <li>Angry</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates inconsistent work</li> <li>Seems average or below</li> <li>May be disruptive or acts out</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on strengths</li> <li>Coping skills</li> <li>G/T support group</li> <li>Counseling</li> <li>Skill development</li> </ul>	<ul style="list-style-type: none"> <li>Scatter of 11 points or more on WISC or WAIS</li> <li>Recommendation of significant others</li> <li>Recommendation from informed special ed. teacher</li> <li>Interview</li> <li>Performance</li> <li>Teacher Advocate</li> </ul>
<b>Type 6: The Autonomous Learner</b>			
<ul style="list-style-type: none"> <li>Self-confident</li> <li>Self-accepting</li> <li>Enthusiastic</li> <li>Accepted by others</li> <li>Supported</li> <li>Desire to know &amp; learn</li> <li>Accepts failure</li> <li>Intrinsic motivation</li> <li>Personal power</li> <li>Accepts others</li> </ul>	<ul style="list-style-type: none"> <li>Has appropriate social skill</li> <li>Works independently</li> <li>Develops own goals</li> <li>Follows through</li> <li>Works without approval</li> <li>Follows strong areas of passion</li> <li>Is creative</li> <li>Stands up for convictions</li> <li>Takes risks</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy</li> <li>Feedback</li> <li>Facilitation</li> <li>Support for risks</li> <li>Appropriate opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Grade point average</li> <li>Demonstrated performance</li> <li>Products</li> <li>Achievement Testing</li> <li>Interviews</li> <li>Teacher/Peer/Parent self-nominations</li> <li>IQ tests</li> <li>Creativity Testing</li> </ul>