

## Identification of Students

**"There are valid and systematic procedures including multiple selection criteria for identifying gifted and talented students from the total student population."**

### Iowa Code

#### **257.44 Gifted and talented children defined.**

*"Gifted and talented children"* are those identified as possessing outstanding abilities who are capable of high performance. **Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.**

Gifted and talented children include those children with **demonstrated achievement or potential ability, or both**, in any of the following areas or in combination:

6. General intellectual ability.
7. Creative thinking.
8. Leadership ability.
9. Visual and performing arts ability.
10. Specific ability aptitude.

89 Acts, ch 135, § 44

#### **"... beyond those provided by the regular classroom"**

Regular Classroom Curriculum -

- School district content standards and benchmarks
- School districts grade level promotion expectation

#### **"... appropriate instruction and educational services commensurate with their abilities."**

Considerations -

- Introductory, intermediate, advanced options
- Individualized instruction, common interest groups, mentor

#### **"... demonstrated achievement or potential ability, or both ..."**

Gifted Characteristic Strengths

Characteristics of Underachieving Students

Student - written work, projects, processes

Teacher - questions, responses, class participation and discussion

Assessments - formal, informal, standardized, teacher prepared, chapter tests, quizzes

#### **"... in any of the following areas or in combination: ..."**

General intellectual ability

Creative thinking

Leadership ability

Visual and performing arts ability

Specific ability aptitude

## Identification of Students - continued

**"There are valid and systematic procedures including multiple selection criteria for identifying gifted and talented students from the total student population."**

### Where can I find out about various instruments for identifying G/T students?

#### Resources:

- ◆ The National Research Center on the Gifted and Talented  
The University of Connecticut  
362 Fairfield Road, U-7  
Storrs, CT 06269-2007 [www.ucc.uconn.edu/~wwwglt](http://www.ucc.uconn.edu/~wwwglt)

#### Instruments Used in the Identification of Gifted and Talented Students, research Monograph 95130

- ◆ Data Base Requests - Available from Carolyn M. Callahan - \$15.00/copy??  
The National Research Center on the Gifted and Talented  
Curry School of Education  
University of Virginia  
405 Emmet Street  
Charlottesville, VA 2290

#### Instruments Used in the Identification of Gifted and Talented Students, Callahan, et al. Abstract

- ◆ Identification Models  
ERIC Clearinghouse on Disabilities and Gifted Education  
Sandra L. Berger  
1-800-328-0272 <http://ericec.org>

#### ERIC Abstract: Student Identification for Gifted Programs, Hiatt, Covington.

- ◆ National Association for Gifted Children  
[www.nagc.org](http://www.nagc.org)

## Identification of Students - continued

**"There are valid and systematic procedures including multiple selection criteria for identifying gifted and talented students from the total student population."**

**"... from the total student population."**

High School students  
Alternative High School students  
English Language Learners  
Middle School students  
Special Education students  
Elementary School students  
Under-served students of ability

### Who are the under-served students of ability?

- ◆ Under-represented racial, ethnic or minority groups, culturally different, economically disadvantaged, handicapped
- ◆ Students with "negative" classroom behaviors such as disruptiveness, shyness, anxiety, short attention spans, excessive energy, withdrawn

#### **Resource:**

Ohio State University

Dr. Donna Ford

[www.coe.ohio-state.edu/dyford](http://www.coe.ohio-state.edu/dyford)

Non-verbal Assessment - Raven's Matrices

### Identifying students

#### **Consider:**

- ◆ View each child as unique
- ◆ Each program area chosen needs separate identification criteria and indicators
- ◆ Use separate strategies to identify different abilities
- ◆ No one right way
- ◆ Systematic and uniform identification
- ◆ Use reliable and valid assessments
- ◆ Use multiple measures
- ◆ Select students based on their ability and need
- ◆ For purpose of placing appropriately; not for labeling

## Goals and Performance Measures

"There are goals and performance measures."

### Writing goals

#### **Consider:**

- ◆ Gifted and Talented program goals
- ◆ Measurable goals
- ◆ Goals meet the needs of identified gifted students
- ◆ Goals allow for extended curriculum units - not more work, different work

#### **Resource:**

Examples of Gifted and Talented Programming Goals: Models for Providing a Continuum of Services to: Gifted Students, Ohio State University, Ohio Department of Education