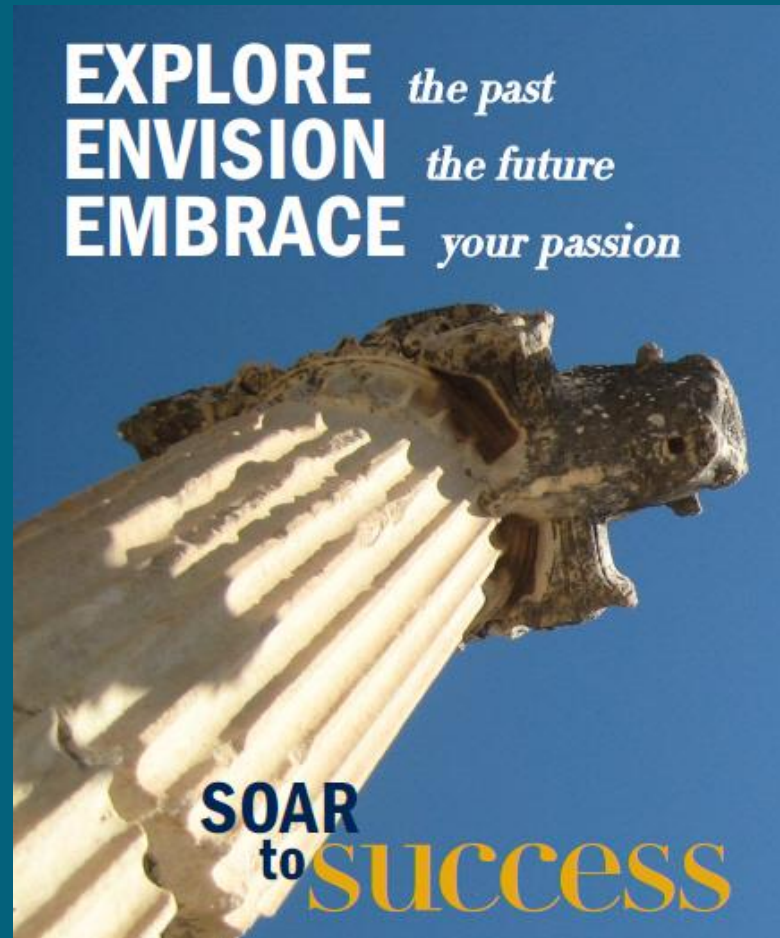




Gifted Education in Pinellas County



Pinellas County's Website has detailed information about Pinellas' Gifted Program.



https://www.pcsb.org/index.php?option=com_content&view=article&id=1776:gifted&catid=89

6A-6.03019 Special Instructional Program for Students who are Gifted.

The student demonstrates:



1. **Need** for a special program.
2. A **majority of characteristics of gifted** students according to a standard scale or checklist, and
3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more (**IQ 130 +**) above the mean on an individually administered standardized test of intelligence.

Pinellas County Schools offer gifted program services to all eligible students grades K-12.



**Pinellas Elementary School
students have two options
for Gifted services.**



- 1) They can stay at their home elementary school and receive pull-out services.... or
- 2) They can make an application to the Center for Gifted Studies at Ridgecrest Elementary during the Countywide Application Period.

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits opinions - multiple perspectives.	Shares bizarre, onflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects & extends assignments.	Initiates many projects
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.

Gifted students exhibit high **cognitive abilities** and need **special learning experiences** that allow them to make **progress that reflects those abilities.**

There are many clues that can suggest the student may be gifted.

For example, the child may:

- be highly motivated
- be very curious
- have a good memory
- use advanced vocabulary
- be a good problem-solver
- be creative and imaginative
- have many hobbies and interests
- have clear learning goals
- have a highly developed sense of humor. (Frasier, 1997)

How are Gifted Students Identified?

Step 1 - Initiation of Checklist:

- 1A. Teacher has a conference with the parent.
- 1B. Teacher notifies Guidance Counselor (or Tier 3 coordinator) of the need to start a gifted folder . (checks for prior Gifted Referral Data)
- 1C. Guidance initiates the checklist ESE Gifted Checklist (PCS 2-3118)

Step 2 - Nomination:

- 2A. A nomination may be made by a parent/guardian using:
 - * Gifted Nomination by Parent/Guardian (PCS 2-3121) or...
- 2B. May be nominated by the teacher or school personnel.
Either way, guidance will give the teacher a folder to complete.

Teacher's folder includes:

- * ESE Gifted Nomination Alert Form (PCS 2-3120)
 - * ESE Gifted Checklist for Eligibility Determination (PCS 2-3118)
(Guidance may keep this or may place the paper in this folder...)
 - * ESE Gifted Characteristics and Needs Justification K-2 (PCS 2-2592) or 3-5 (PCS 2-2593)
- 2C. The parent will be sent the following:
 - * ESE Gifted Screening Parent Notification (PCS 2-3122)
(A parent signature is NOT needed.)



Step 3 - Screening (Completed by the Gifted Teacher)

3A The Gifted teacher administers one screening instrument:

- * KBIT-2 Kaufman Brief Intelligence Test or
- * NNAT Naglieri Nonverbal Abilities Test

3B. Gifted Screening Results Parent Notification (PCS 2-3123)

If child is eligible for further testing,
this form will be sent with a referral packet listed in Step 4.



Step 4 - Referral:

4A. If eligible, parent is sent the following documents:

- * Gifted Referral Packet (PCS 2-3117)
- * Procedural Safeguards for Exceptional Students who are Gifted. (6A-6.03313)
- * Gifted Consideration Parent/Guardian Questionnaire (PCS 2-3126)
- * ESE Informed Notice and Consent for Evaluation (PCS 2-105)

4B. Guidance or Tier 3 coordinator completes a Request for Service



Step 5 - Evaluation

5A. Evaluation must contain all three components:

1. The individually administered test of intelligence
2. The gifted characteristics checklist
3. The documentation of need for a special program.

*** The time frame for testing is 90 school days from the date the Informed Notice and Consent for Evaluation is returned from parent.

5B: Psychologist administers an intelligence test.

* **RIAS** Reynolds Intellectual Assessment Scale ... or ...

* **WISC-IV** Wechsler Intelligence Scale for Children (4th Edition)

Student must earn 130 or above on the RIAS

100 = average, or the mean

115 = one standard deviation above the mean

130 = two standard deviations above the mean



5C: Two copies of the testing results will be sent to the Tier 3 coordinator. Tier 3 Coordinator mails the test report to parent along with the **ESE Parent Copies of Evaluation Reports** [\(PCS 2-2786\)](#)

Step 6 - Preparation for Eligibility Determination Meeting

- 6A. Gifted Checklist for Eligibility Determination (PCS 2-3118) is used as a guide for preparing for the eligibility meeting.
- 6B. Submits student folder to the Compliance Education Diagnostician (CED)

Step 7 - Eligibility Determination Meeting

- 7A. Eligibility determination is made by a district team of 3 professionals: CED, School psychologist, and a district gifted teacher.
- 7B. Team notifies parent by mail of the meeting results using the Gifted Eligibility Determination Notice (PCS 2-3119)
- 7C. Gifted teacher schedules the initial Educational Plan meeting within 20 days of the eligibility meeting. Prior Written Notice (PCS 2-107-P)
 - * Possible goals for EP are developed... to be discussed during EP meeting
 - ** Required meeting participants: 1) parent, 2) gifted teacher
3) LEA (Local Education Agency rep. appointed by the principal, and
4) General education teacher
- 7D. Gifted teacher makes and distributes copies of EP, Prior Written Notice (PCS 2-107-P), and Portal Information (PCS 2-2208)
- 7E. After parent signs consent, student begins gifted services.

3 Types of Gifted People

- Strivers = High testers and teacher pleasers. Like structure (I.Q. 115-130) These are our "talented" children who do not qualify for gifted services at the "snapshot" level of 130.
- Superstars = Great at everything. Stereo-typical Gifted (I.Q. 130+)
- Independent = Creative, "Intellectual", only interested in their own pursuits. Can become inventors, "serial employees" or dropouts. These children can be shining stars or become our "underachieving" gifted learners if they are bored or frustrated.

Common Myths about Gifted Education



Myth:

Gifted students don't need help; they'll do fine on their own.

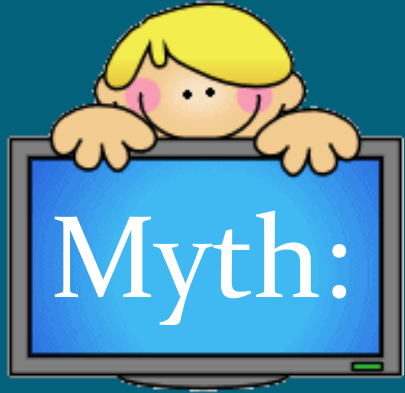
*Would you send a star athlete to train for the Olympics without a coach?

Truth:

- Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities.
- Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins.
- Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits.
- The role of the teacher is crucial for spotting and nurturing talents in school.



Common Myths about Gifted Education



Teachers challenge all the students, so gifted kids will be fine in the regular classroom .

Truth:

- Although teachers try to challenge all students they are frequently unfamiliar with the needs of gifted children and do not know how to best serve them in the classroom.

- The National Research Center on Gifted and Talented (NRC/GT) found that 61% of classroom teachers had no training in teaching highly able students, limiting the challenging educational opportunities offered to advanced learners.

- A more recent national study conducted by the Fordham Institute found that 58% of teachers have received no professional development focused on teaching academically advanced students in the past few years.



Common Myths about Gifted Education



**That student can't be gifted;
he's receiving poor grades**

Truth:

- Underachievement describes a discrepancy between a student's performance and his actual ability.
- The roots of this problem differ, based on each child's experiences.
- Gifted students may become bored or frustrated in an unchallenging classroom situation causing them to lose interest, learn bad study habits, or distrust the school environment.
- Other students may mask their abilities to try to fit in socially with their same-age peers.
- No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.



Gifted Education

- **What it is:**
 - *Teacher as coach
 - *Expresses creativity
 - *Project-based learning
 - *Research to determine both questions and answers surrounding an issue
 - *Enrichment in core subjects – math, reading, science, social studies
- **What it is not:**
 - Repetition
 - Working through curriculum faster with no differentiation
 - Using the gifted learner as a tutor for the other students



For Additional Information, check out these two websites.

Pinellas County School's Gifted Education

https://www.pcsb.org/index.php?option=com_content&view=article&id=1776:gifted&catid=89

Florida Department of Education

http://www.fldoe.org/bii/Gifted_Ed/

