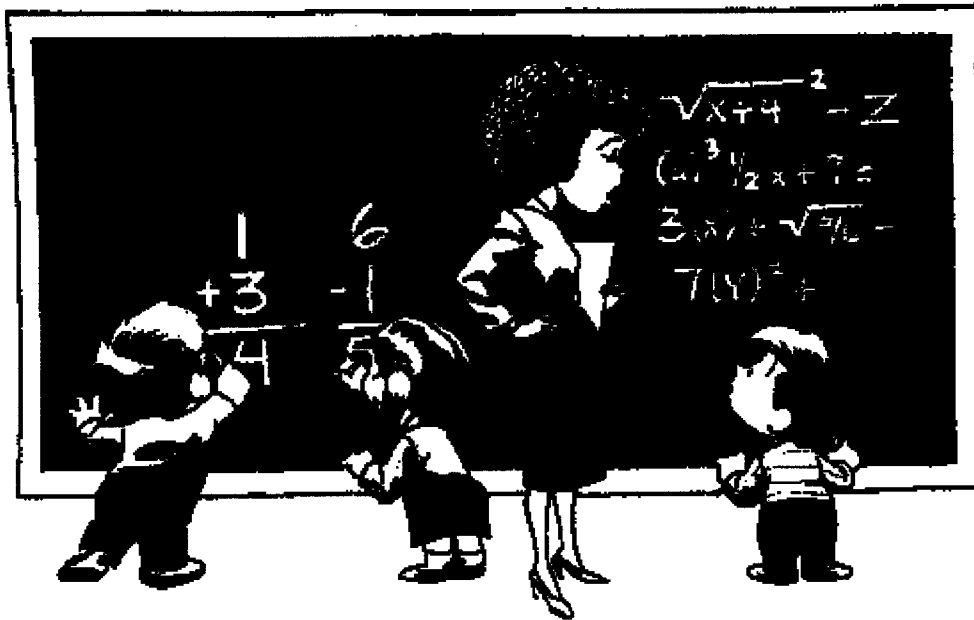


# General Information About the Gifted Program



**"How many times do I have to tell you...  
you're not supposed to read ahead."**

**Duval County Public Schools  
2008-2009**

# Duval County Public Schools Program for the Gifted

## Frequently Asked Questions

### **What is a gifted learner?**

Florida's current definition of giftedness is: *One who has superior intellectual development and is capable of high performance.*

### **Determining eligibility for the gifted program:**

Plan A: A student is eligible for the gifted program if the student: (1) demonstrates a need for a special program, (2) has the majority of characteristics of gifted students according to a standard scale or checklist, and (3) has very superior intellectual development as measured by an individually administered standardized test of intelligence.

Plan B: A student is eligible if the student: (1) is a member of an underrepresented group and (2) meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. Standardized test scores, academic performance and a teacher rating scale determine criteria for eligibility for the gifted program, as well as superior intellectual development as measured by an individually administered standardized test of intelligence.

Under-represented students are defined as:

- a. individuals who are English Language Learners (ELL), or
- b. individuals who are from a low socio-economic status family.

The ELL committee will identify students as English Language Learners based on a Language Assessment Scale (LAS) score of 1, 2, or 3 or referral for services.

Students will be identified as being from a low socio-economic family based on the federal guidelines that identify students who are eligible for free or reduced lunch and/or Florida Department of Children and Families guidelines for families whose income falls below federal poverty levels or who are living in low-income housing.

### **Who can recommend students for gifted screening?**

Gifted screening can be initiated at the request of the parents/guardians or the classroom teacher.

### **How do parents/guardians make their request for screening?**

Referrals for gifted screening are made to the principal's designee, typically the school counselor. The counselor begins the multi-step process by completing appropriate paperwork, conducting a screening, and referring for individual evaluation by a school psychologist, if screening criteria is met.

**How often can a student be screened for the gifted program?**

Once a student has been screened, a minimum of six months must pass before the student can go through the screening process again. The school counselor keeps a log of testing dates.

**How often can a student be evaluated by the school psychologist for the gifted program?**

Under normal circumstances, a student should be evaluated by Duval County school psychologists for gifted services eligibility only once. If new information becomes available or a parent/guardian requests a second psychoeducational evaluation, and it has been more than one calendar year since the first evaluation, the current information should be reviewed by the Multidisciplinary Referral Team (MRT) to determine if a new IQ test will be recommended. The MRT will document their recommendation. A student may be given an individual IQ test by a Duval County school psychologist for consideration of gifted program placement only twice in his entire school career. Private evaluation reports should be given to the school counselor for referral to the MRT as appropriate.

**How long is it between the time that consent is given for testing until the actual testing occurs?**

It varies from school to school and from one time of the school year to another. Each school has an assigned school psychologist; however, each psychologist may be assigned to multiple schools. Students who are recommended for individual testing are placed on a waiting list. When the psychologist arrives at a school, he/she takes the next student on the waiting list to test. Occasionally a student who is in danger of failing, or having emotional problems, is placed ahead of another student waiting to be tested. The testing must be completed within 90 school days that the student is in attendance from the date the referral is received by the school psychologist.

**When will the results of the testing be available?**

This information will not be available until all departmental procedures are completed. At that time the school counselor will contact the parent/guardian.

**Can students be tested privately for the gifted program?**

Yes, parents/guardians may pursue private testing, at their own expense. If parents/guardians are interested in pursuing private testing, they may call the Gifted Specialist for names of psychologists that provide testing. After testing is completed, a copy of the private psychological report, as well as copies of test protocols, should be forwarded to the Supervisor of School Psychology for review.

**Can students who attend private school receive gifted services?**

Yes, but only in the elementary pull-out enrichment program. For private school students, testing to determine eligibility for gifted services may be requested through the Supervisor of Related Services.

Duval County Public Schools does not provide services for gifted students in grades K-5 who are enrolled in a **for-profit** private school. Duval County Public Schools does provide services for gifted students in grades K-5 who are enrolled in a **not-for-profit** private school. These services will be documented on a Service Plan or Educational Plan.

**Can students who are home schooled receive gifted services?**

Duval County Public Schools does not provide services for gifted students who are enrolled in home school.

**Can a student who is eligible for gifted services also have a 504 plan?**

In determining whether a student's mental or physical impairment substantially limits a major life activity, the district compares the student's progress to that of the "average" or typical student. That is, students are not "substantially limited" simply because they are not reaching their potential or achieving A/B grades in a competitive environment or performing well on college entrance examinations. The courts have determined that districts have no duty to maximize student potential under Section 504.

Typically, a gifted student most likely would qualify for a Section 504 plan under medical conditions that impact their participation in the classroom (ex. an extra set of books at home, exemption from physical education as necessary).

**What gifted services are available in Duval County?**

The principal determines the amount of and the type of gifted services at each school. Typically services are provided in the following way:

Elementary: Pull-out/enrichment (resource class one day a week)  
Inclusion (served in the student's regular-education classroom)

Middle School: Content-based curriculum (math, science, social studies and language arts)

High School: Consultative model and/or content-based (offered only at select schools)

**If a student attends a one-day a week resource class, how much makeup work from the regular classroom teacher can he/she be expected to complete?**

In order to provide the most productive experience for the gifted student, it is recommended that the students have no class work to make up on the day they attend their resource class. This is a challenging day and students should not be required to complete their regular class assignments for the entire time they missed in addition to the assignments they have completed in the resource class. Regular homework assignments required by the classroom teacher are acceptable, as well as requirements to make up tests that were missed.

**Does gifted placement guarantee admittance to a magnet school?**

No. Admittance to a magnet school is based on a lottery. For current information regarding magnet programs go to [www.magnetprograms.com](http://www.magnetprograms.com).

**If a student moves from one Duval County Public School to another, will they automatically continue to receive gifted services?**

Yes.

**If a student moves into Duval County and was previously receiving gifted services, will they automatically receive gifted services here?**

Students who transfer from a school district **within the state** are eligible to receive gifted services if there is evidence they were found eligible for the program and received gifted services in their previous school. A new Education Plan (EP) is required. The records for in-state transfers should be referred to the school's Admissions Representative for verification and placement in program.

Students who transfer from a school district **out of state** may temporarily be placed in the gifted program if there is evidence that they were receiving gifted services in their previous state. Because many states have different requirements from Florida, the student may be placed with a temporary EP, but will need to meet Florida requirements to remain in the program. If psychoeducational testing was not required in the previous state, new testing must take place. If consent for new testing is not received from the parent/guardian within a six month time frame, the student will be exited from the program. Transfer students will bypass the screening portion of the evaluation process and go directly to the psychoeducational evaluation.

- Parent/Guardian may provide evidence to the school that the student was previously receiving gifted services. This could be a report card that indicates gifted classes, eligibility/placement documentation, or a gifted education plan.
- The records for out-of-state transfers should be referred to the school's Admissions Representative for verification, eligibility consideration, and placement in the program.

**What happens if a student needs to be exited from the program?**

Students can be exited from the program at a parent/guardian's request. The parent/guardian needs to write a letter to the school principal requesting removal from the program. The counselor will forward a copy of the letter to the District Exceptional Education Department and file the original letter in the student's cumulative folder. If the student is ready to re-enter the program, a letter requesting re-entry is required and should be given to the counselor for forwarding to the EE Department.

## **Curriculum for the Gifted Program**

**Elementary:** The Elementary Program for the Gifted has a curriculum that was developed by teachers of the gifted. It is designed to be an “enrichment” curriculum, providing opportunities for the intellectually superior learners to participate in an educational program of greater depth with a differentiated curriculum. The program encourages independent efforts, convergent and divergent thinking through inquiry, problem solving, and the decision making process. These experiences are intended to simulate creative and critical thinking, goal setting, in-depth research, inductive and deductive reasoning, initiative and originality through group and self-directed activities. The five areas of the curriculum are: Social Processes, Critical Appreciation, Research Methods, Creative Expression and Scientific Approach.

**Middle School:** The Middle School Program for the Gifted has a supplementary guide that enhances the content based classes offered. In the Middle School Program gifted services are provided by the classroom teacher, certified in their subject area as well as endorsed in the field of Gifted Education. The content areas are Math, Science, Social Studies and Language Arts.

**High School:** There are currently two types of gifted services provided at the High School Level. Consultation services are where a gifted endorsed teacher provides assistance to students either individually or in small groups. This teacher may also team-teach with or provide the classroom teacher strategies to better enable the gifted student in the regular classroom. Gifted services may also be provided through the content courses (Science, Math, Language Arts and Social Studies), where the teacher is certified in their subject area and endorsed in Gifted Education.

## **Intelligence Testing**

### **What is intelligence?**

Definitions for intelligence vary among psychologists. Some of the leading people in the field define it as:

- Abstract thinking ability (Terman)
- Judgment, common sense, initiative and adaptation (Binet)
- Purposefulness, rationality and ability to deal effectively with the environment (Weschler)
- Biological adaptive processes of assimilation and accommodation (Piaget)
- Genetically determined basic ability which is modified by expertise (Sattler)

### **How stable is one's intelligence?**

Research has found that the older the child, the more stable the IQ. Measured intelligence may also vary as the length of time between evaluations is increased. Intelligence may be influenced by family life, personality factors and socio-cultural background. The greater changes in the home or family, the greater the possibility of change in the measured IQ.

### **How reliable is an IQ score?**

The IQ is not fixed and unchanging. It is an expression of an individual's ability level at a given point in time in relation to what the majority of people his/her age are able to do successfully. Also, each test has a "precision range"; that is, how much his/her score is likely to fluctuate from one test to another due to a change in factors. In summary, no given IQ score is an absolute but rather is a "best estimate."

<b>IQ Score</b>	<b>Category</b>
180+	Profoundly gifted (about 1 in 1,000,000)
160	Exceptionally gifted (about 1 in 100,000)
145	Highly gifted (about 1 in 1,000)
130	Gifted

## Bright Child or Gifted Learner?

### Bright Child:

Knows the answers  
Is interested  
Is attentive  
Works hard  
Answers the questions  
Top group  
Listens with interest  
Learns with ease  
6-8 repetitions for mastery  
Understands ideas  
Enjoys peers  
Grasps the meaning  
Completes assignments  
Is receptive  
Copies accurately  
Enjoys school  
Absorbs information  
Technician  
Good memorizer  
Is alert  
Is pleased with own learning  
Enjoys straightforward,  
sequential presentation

### Gifted Learner:

Asks the questions  
Is highly curious  
Physically involved  
Plays around, tests well  
Discusses in detail  
Beyond the group  
Shows strong feelings  
Already knows  
1-2 repetitions/mastery  
Constructs abstractions  
Prefers adults  
Draws inferences  
Initiates projects  
Is intense  
Creates a new design  
Enjoys learning  
Manipulates information  
Inventor  
Good guesser  
Is keenly observant  
Is highly self-critical  
Thrives on complexity

# GIFTED CHARACTERISTICS CHECKLIST

(Completed by the Classroom Teacher)

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_  
 Student Number \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Directions: Read each statement carefully and place an X in the appropriate column according to the following scale of values: (2) Frequently Observed, (1) Occasionally Observed, (0) Never Observed. For each area (Learning, Leadership, Motivation, and Creativity) add total points and enter score on the matrix.

<b>LEARNING</b>	2	1	0
1. Learns quickly from limited exposure.			
2. Interest and knowledge beyond age group.			
3. Exceptional mastery and recall of facts.			
4. Has advanced vocabulary for age or grade level.			
5. Proficient use of communication skill(s).			
6. Reads or learns independently.			
7. Shows a preference for specific subjects.			
8. Sees relationships among separate concepts/facts/objects.			
9. Asks many/diverse questions..			
10. Pursues cause-effect relationships.			
<b>LEADERSHIP</b>			
1. Utilizes problem-solving skills.			
2. Relates better to older age groups.			
3. Is assertive about personal beliefs.			
4. Tends to dominate others.			
5. Expresses opinions freely.			
6. Judgmental of people, events, things.			
7. Has attention/respect of others.			
8. Perceived as a leader in the class/group.			

9. Has difficulty in peer relationships.			
10. Seeks positions of responsibility.			
<b>MOTIVATION</b>			
1. Likes to study difficult subjects.			
2. Has an inquisitive mind.			
3. Dislikes rigid time lines/schedules.			
4. Is adventurous; willing to accept challenges.			
5. Strives for perfection.			
6. Is self-critical.			
7. Is self-confident.			
8. Desires to share knowledge.			
9. Unwilling to accept authority without critical examination.			
10. Has strong sensitivity and perception skills.			
<b>CREATIVITY</b>			
1. Has diverse interests.			
2. Exhibits spontaneous ideas/behaviors.			
3. Generates many ideas/solutions.			
4. Offers unique/unusual responses.			
5. Has a high-level of abstract thinking.			
6. Thinks faster than the ability to write/express.			
7. Is annoyed by routine details.			
8. Has a strong sense of imagination/fantasy.			
9. Recognizes and responds to subtle humor.			
10. Behaves as an individual: does not fear to be different.			

**Total Score** \_\_\_\_\_

## ELEMENTARY GIFTED EDUCATION PROGRESS REPORT

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Teacher \_\_\_\_\_ School \_\_\_\_\_

- + means the child has exceeded the standards
- √ means the child has met the standards
- means the child is working to meet the standards
- NYI means not yet introduced

The first column of each nine weeks indicates the student's self-evaluation, which begins in **third grade**. The second column indicates the teacher's evaluation. The students are assessed based on their work in the five areas of the gifted education curriculum: Social Processes, Critical Appreciation, Research Methods, Creative Expression, and Scientific Approach.

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
1. Exhibits appropriate conduct				
2. Works independently				
3. Accepts responsibility for planning and organizing in order to complete projects in a timely manner				
4. Produces quality work by demonstrating thoroughness, neatness and attention to detail				
5. Shows cooperation, enthusiasm, and patience individually or as part of a group				
6. Displays leadership qualities				
7. Follows directions				
8. Demonstrates critical thinking				
9. Locates and uses information from a variety of sources				
10. Presents information in a variety of ways				
11. Demonstrates creative thinking				
12. Utilizes scientific method				

**Attendance: (For pull-out programs only)**  
 1<sup>st</sup> \_\_\_\_\_ out of \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ out of \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ out of \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_ out of \_\_\_\_\_

## Who are the Gifted?

Their contemporaries did not often recognize creative and imaginative people. In fact often their teachers did not recognize them in school either. History is full of illustrations. Consider some of these:

- **Einstein** was four years old before he could speak and seven before he could read.
- **Isaac Newton** did poorly in elementary school.
- **Beethoven's** music teacher once said of him, "As a composer, he is hopeless."
- **F.W. Woolworth** got a job in a dry goods store when he was 21 but his employers would not let him wait on customers because he "didn't have enough sense."
- A newspaper editor fired **Walt Disney** because he had "no good ideas."
- **Caruso's** music teacher told him "You can't sing, you have no voice at all."
- **Leo Tolstoy** flunked out of college.
- **Admiral Richard E. Byrd** had been retired from the Navy as "Unfit for Service" until he flew over both poles.
- **Louis Pasteur** was rated as mediocre in chemistry when he attended the Royal College.
- **Abraham Lincoln** entered the Black Hawk War as a Captain and came out as a Private.
- **Louisa May Alcott** was told by an editor that she could never write anything that had popular appeal.
- **Fred Waring** was once rejected from high school chorus.
- **Winston Churchill** failed the sixth grade.
- **Michael Jordan** was cut from his high school basketball team.
- **Fred Astaire** was told by a drama coach, "Can't sing, can dance a little."

These people were identified as low achievers in school or as misfits on their jobs. Who are you sharing your classroom with?

## **Need More Information?**

### **Great reading:**

The Gifted Kids Survival Guide for Ages 10 and Under

The Gifted Kids Survival Guide for Ages 11-18

J. Galbraith, Free Spirit Publishing

1 800 735-7323 [www.freespirit.com](http://www.freespirit.com)

The Survival Guide for Parents of Gifted Kids: How to Understand, Live

With and Stick Up for your Gifted Child

S. Walker, Free Spirit Publishing

1 800 735-7323 [www.freespirit.com](http://www.freespirit.com)

Smart Boys B. Kerr and S. Cohn Great Potential Press

1 877 954-4200 [www.giftedbooks.com](http://www.giftedbooks.com)

Smart Girls B. Kerr Great Potential Press

1 877 954-4200 [www.giftedbooks.com](http://www.giftedbooks.com)

Perfectionism: What's Bad About Being Too Good?

M. Adderholt-Elliot Free Spirit Publishing

1 800 735-7323 [www.freespirit.com](http://www.freespirit.com)

Distinguishing Characteristics of Gifted Students with Disabilities

T. Fredricks Prufrock Press, Inc.

1800 998-2208 [www.prufrock.com](http://www.prufrock.com)

### **Great websites:**

Florida Association for the Gifted (FLAG) [www.flagifted.org](http://www.flagifted.org)

Florida Gifted Network [www.floridagiftednet.org](http://www.floridagiftednet.org)

National Association for the Gifted (NAGC) [www.nagc.org](http://www.nagc.org)

National Research Center on the Gifted/Talented

[www.gifted.uconn/nrcgt.html](http://www.gifted.uconn/nrcgt.html)

Eric Clearinghouse on Disabilities and Gifted Education [www.ericec.org](http://www.ericec.org)