

BELIN-BLANK

21st Century Gifted Education: What Should It Be?

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- Challenges to gifted and talented education are nothing new; we live in a nation that has been characterized by expressions of anti-intellectualism since the colonial period. Programs for advanced learners struggled during years of neglect throughout the No Child Left Behind era; currently, advocates for gifted programs are responding to questions about whether or not Common Core State Standards meet the needs of high-ability learners ‘because they provide greater challenge for all.’ **This session provides an opportunity to discuss Iowa mandates as well as research related to essential components for programs, and how participants envision gifted education in Iowa.**

Iowa Mandates

- **Iowa Code section 256.11** notes that every school must have a gifted and talented program.
- **Iowa Code section 257.42** states as part of their school improvement plan, school boards must annually submit program plans for gifted and talented children programs and budget costs to the Department.

257.44 Gifted and talented children defined.

1. “*Gifted and talented children*” are those children who are identified as possessing outstanding abilities and 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.
2. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:
 - a. General intellectual ability.
 - b. Creative thinking.
 - c. Leadership ability.
 - d. Visual and performing arts ability.
 - e. Specific ability aptitude.

Funding

- **Iowa Code section 257.46** and **Iowa Code section 257.8** describes gifted and talented funding.
- www.educateiowa.gov/pk-12/advanced-learning-opportunities/gifted-talented

| Budget Year | 75% of funding included in DCPP | 25% local match from RPDC* | Total Per Budget Enrollment |
|-------------|---------------------------------|----------------------------|-----------------------------|
| 2014-2015 | 59 | 19.66 | 78.66 |

12.5(12) Provisions* for gifted and talented students [CSIP 257.43].

The comprehensive school improvement plan shall include:

- **valid and systematic procedures**,
- including multiple selection criteria for identifying gifted and talented students from the **total student population**;
- **goals and performance measures**;
- **a qualitatively differentiated program to meet the students' cognitive and affective needs**;
- **staffing provisions**;
- **an in-service design**;
- **a budget**;
- and qualifications of personnel administering the program.
- Each school district shall **review and evaluate its gifted and talented programming**.
- *does not apply to accredited nonpublic schools

Chapter 59

- Scope and general principles
- (Handout available online)
- This chapter is the comprehensive overview of definitions, specifics of program planning and responsibilities
- Everyone involved in gifted education in Iowa would be interested in Chapter 59

What SHOULD Gifted Education Be?

- Beyond mandates (NAGC handout available online: Redefining Giftedness)
- Comprehensive gifted services are the key (but what does that mean to your district?)
- Teachers of the gifted should collaborate to establish a vision, mission, and goals for the program (but who will collaborate with you?)



- Once the vision/mission/goals are defined, then the district (building) is able to articulate the philosophy of your program, the types of services that will be provided, and how students will be identified **(programming and identification should match)**
- A comprehensive program: not just services provided by the TAG teacher but rather, a comprehensive plan about how students have access to opportunities **that meet their learning needs**

EdCamp style....

- How do we identify our students? Which multiple measures should we use, and how do we use them effectively? (a student misses a cut-off by a point....)
- How **do** we develop talent in students who come from traditionally underserved populations (so that they'll be able to join the "gifted program")? Will a "diversity toolkit" from NAGC be helpful?
- How big should our programs be?

- What about standards? Which standards? Do you look at NAGC standards, both for your personal professional development in gifted education **and** Pre-K through Grade 12 Programming Standards in gifted education?



- Is “competency-based education” making it easier to use one of the forms of acceleration?

Are these still relevant today?

Passow's Test of Appropriate Curriculum:

- *Would all students want to be involved in such learning experiences?*
- *Could all students (authentically) participate in such learning experiences?*
- *Should all students be expected to succeed in such learning experiences?*

(Passow, 1988; in CEO Gifted Education K–12 Position Paper, 2007)



- How can we maintain a well-prepared cohort of teachers/coordinators who are able to advocate for and teach gifted kids, utilizing best practices
- (or should “gifted” teachers co-teach or do demonstration lessons in general education classrooms?)

Your Questions?

