

# Gifted Education: A National Perspective



NATIONAL ASSOCIATION FOR  
**Gifted Children**

Shining a light on gifted children



Change  
**Minds**



Change  
**Policies**



Change  
**Practices**



@NAGCGifted

#GiftedMinds



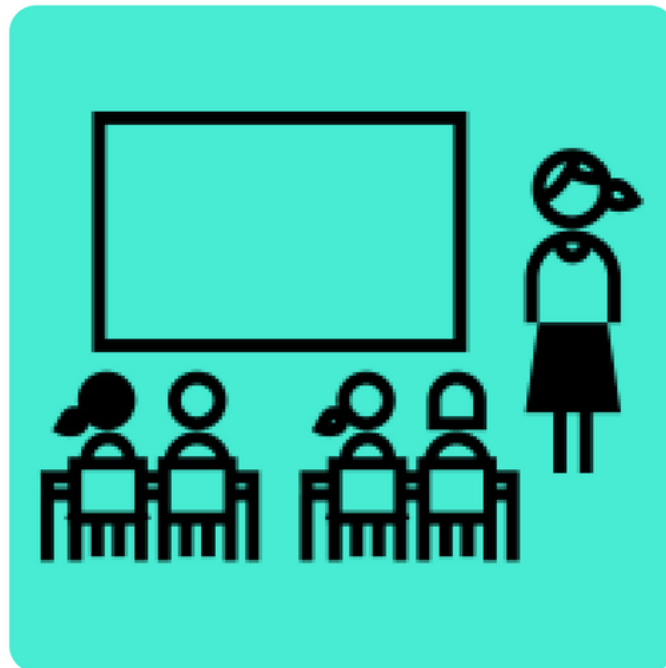
# Vision

Giftedness and high potential are FULLY RECOGNIZED, UNIVERSALLY VALUED, and ACTIVELY NURTURED to support children from all backgrounds in reaching for their personal best and contributing to their communities.

NAGC supports those who help gifted children reach for their personal best.



**Parents**



**Teachers**



**Academics**

# Education

Advocacy



A graphic illustration featuring silhouettes of people in a professional setting, with two men shaking hands in the foreground. The background is filled with numerous colorful speech bubbles in various shapes and sizes. A semi-transparent teal horizontal band is overlaid across the middle of the image, containing the text 'Community Building' in a white, sans-serif font.

# Community Building

# Research





# Minds

Increase the public's urgency to support the needs of gifted and talented children.



# Policies



Advocate for the adoption of policies that promote programs and services in which gifted and talented children will thrive.

# Practices



Empower supporters to implement effective practices for all gifted and talented children in homes, schools, and communities.

A woman in a military uniform is shown from the chest up. She is wearing a dark uniform with a circular emblem on the collar. Her right arm is raised in a fist, and her left hand is partially visible. The background is a solid light brown color. The text is overlaid on the image.

**CREATE A SUPPORTIVE ENVIRONMENT**

# **CHANGE POLICIES**

**FOR GIFTED LEARNERS**



# SEE ME!

Addressing  
disproportionality  
through  
equitable identification.



## Equitable Identification

Ensures school districts have policies and procedures in place to:

- allow for the appropriate identification, referral, and placement of gifted children,
- benchmarked against local norms,
- to increase fairness and inclusion while keeping standards high.

# What it Does -

- Ensures school districts have policies and procedures to allow for the appropriate identification, referral, and placement of children who are gifted and talented.
- Requires that school district identification, referral, and placement practices are clearly stated and uniformly implemented to ensure –
- Decisions are based on multiple criteria benchmarked on local norms with no single criteria eliminating a student; and
- Procedures used are nondiscriminatory.

## Requires the State Department of Ed to -

- Provide training to teachers and school leaders to learn evidence-based practices to appropriately identify, refer, and place children who are gifted and talented;
- Disseminate guidance on identification, referral, and placement best practices to support local communities;
- Monitor school districts for compliance;
- Collect, disaggregate, and publically report the number of students identified and referred; and
- Provide technical assistance to school districts to support the implementation of this bill.



# TEACH ME!

Measuring learning  
through  
accountability systems  
that **monitor progress.**



# Accountability

Ensures that schools and school districts are held accountable for children who are gifted and talented.

WHO IS  
ACCOUNTABLE



## What it does -

- Requires the State educational agency to treat students who are gifted and talented as an enumerated, specific, and stand-alone subgroup subject to the same requirements as other subgroups that are enumerated under Federal education law to ensure accountability for all students.
- Aligns the definition of “gifted and talented” with the Elementary and Secondary Education Act of 1965.



## Comprehensive State Support

Creates a comprehensive system of supports for school districts to support children who are gifted and talented.

## What it does -

- Establishes an Office of Gifted and Talented Programs within the State Department of Education.
- Ensures that each school district has policies and procedures to ensure –
- Universal screening;
- Identification, referral, and placement procedures;

## What it does...continued -

- Development of a Gifted and Talented Individualized Education Program Plan;
- A range of service options are available;
- Educators, school leaders, and specialized instructional support personnel of students who are gifted and talented receive quality professional development aligned to the requirements of Federal law.

## Requires the State Department of Ed to -

- Establish monitoring, enforcement, and procedural safeguard protocols to support the rights of children who are gifted and talented.
- Monitor school districts for compliance;
- Collect, disaggregate, and publically report the number of students identified, referred and placed; and
- Provide technical assistance to school districts to support the implementation of this bill.



# CHALLENGE ME!

Stimulating learning and development through **acceleration.**

# Acceleration

Ensures that school districts have policies in place to allow for students to access content and grade-based acceleration with advanced content, skills, or understanding before a student's expected age or grade level.





## What it does -

Ensures that school districts have policies and procedures to allow students to access content and grade-based acceleration to –

- Provide students with advanced content, skills, or understanding before a student's expected age or grade level; and
- Allow students to shorten the number of years spent in the school system.

## Requires the State Department of Ed to -

- Ensure that school districts provide professional development on acceleration strategies;
- Disseminate guidance on acceleration best practices to support local communities;
- Monitor school districts for compliance; and
- Provide technical assistance to school districts to support the implementation of this bill.



# UNDERSTAND ME!

Helping educators understand the nature and learning needs of gifted learners through effective **professional learning** and **preparation**.

# Professional Development

Ensures that school districts have policies and procedures to allow for professional development that is evidence-based, comprehensive, sustained, and intensive to support gifted and talented students.



## What it does -

- Ensures school districts have policies and procedures for professional development that are evidence-based, comprehensive, sustained, and intensive.
- Requires that general education teachers, who work with students who are gifted and talented, receive professional development in gifted education covering a range of competencies such as-
- Differentiating instruction based on a student's readiness, knowledge, and skill level;

## What it does...continued -

- Selecting, adapting, or creating a variety of differentiated curricula;
- Providing an extension or replacement of the general education curricula, to modify the learning process through strategies including enrichment, acceleration, curriculum compacting, telescoping, grouping, and to select alternative assignments and projects based on individual student needs;
- Understanding the social and emotional needs of gifted students; and
- Recognizing and responding to the characteristics and needs of gifted students from traditionally underrepresented populations.

## Requires the State Department of Ed to -

- Disseminate guidance on gifted professional development best practices;
- Monitor school districts for compliance; and
- Provide technical assistance to school districts to support the implementation of this bill.



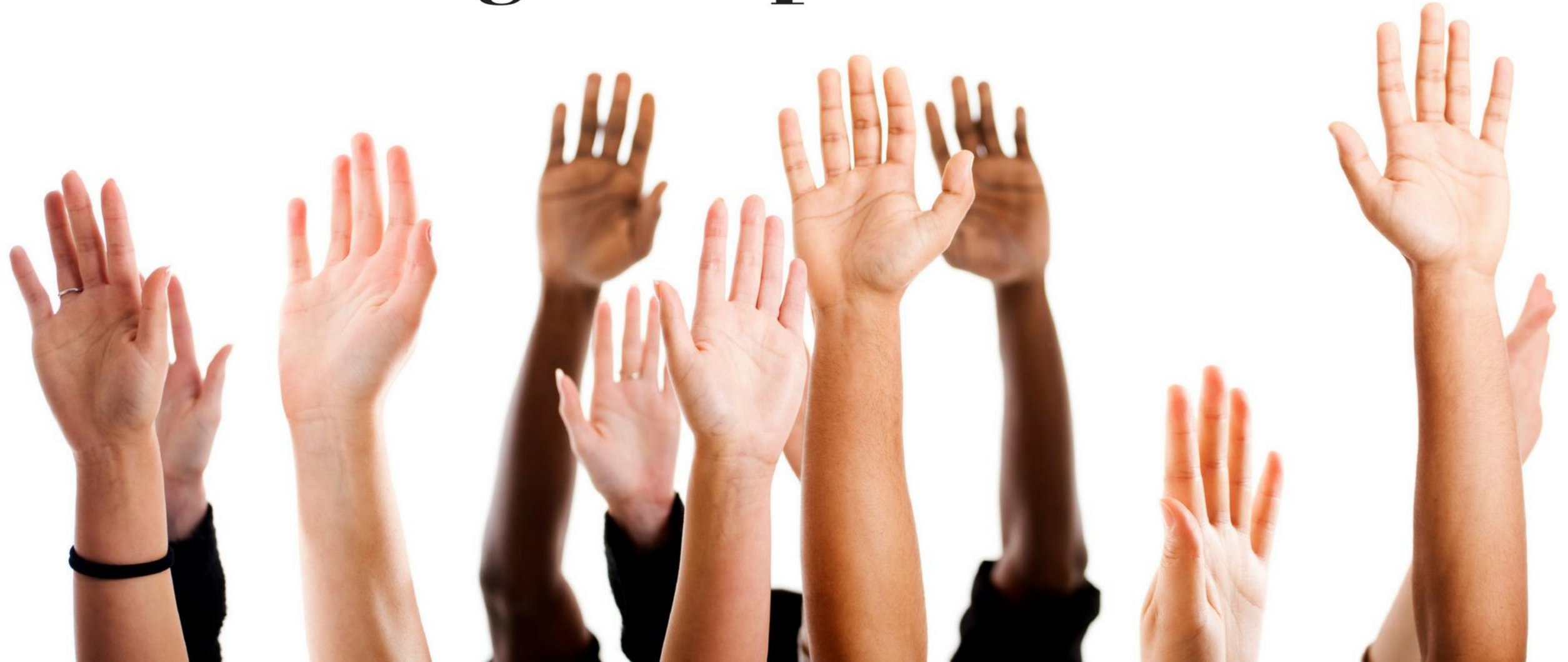
iDEA



OUR STRATEGY



# **Building A Corps Of Advocates**

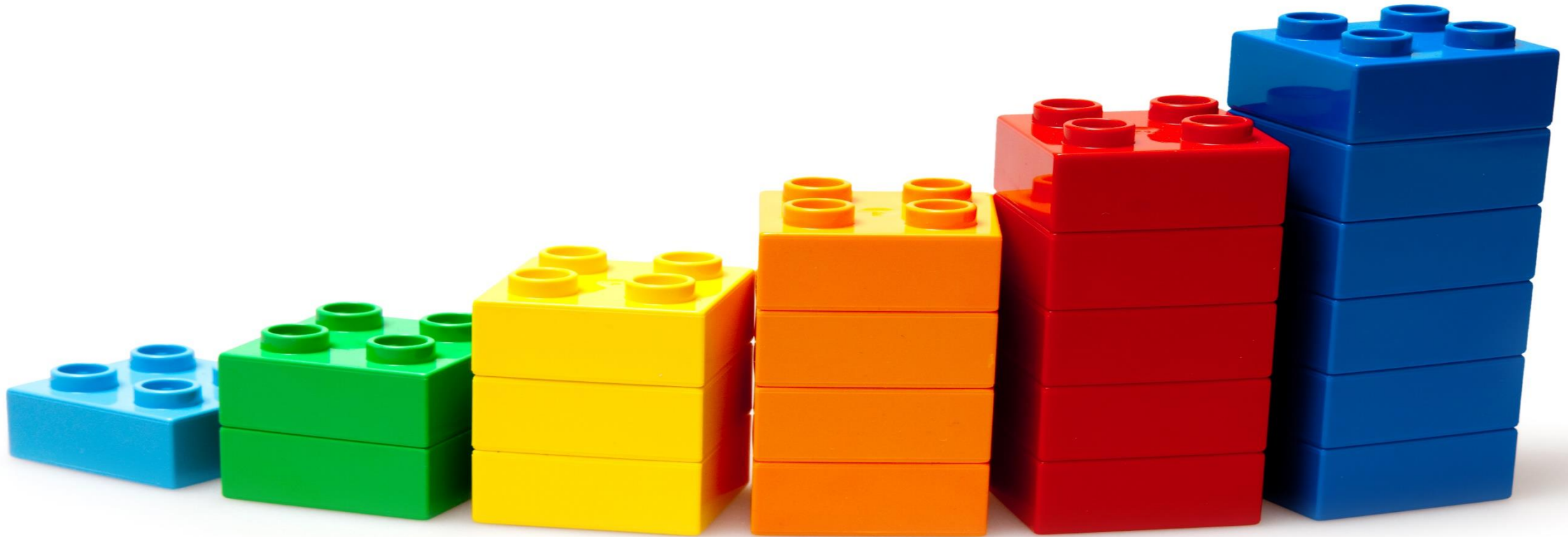




### **November 2016 - Orlando Convention**

NAGC Board of Directors charged the office to create a strategy to “*advocate for the adoption of policies that promote programs and services in which gifted and talented children will thrive*” through the strategic framework adopted in September, 2016.

# *Scaling Advocacy*





## *Targeting*

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Similar to building a grassroots Presidential campaign, it is necessary to either have strong leaders in the most influential states first or be able to leverage contacts to make inroads in the states that are most influential

***Building on past work, we will serve as a platform for building political organizational capacity for advocacy through -***



***Empowering and nurturing the traits of political  
organizing and policy professionals***



# *Self-efficacy*



***Meaning (e.g., this is about the kids, a cause greater than ourselves to keep the proverbial advocacy fire in the belly lit)***

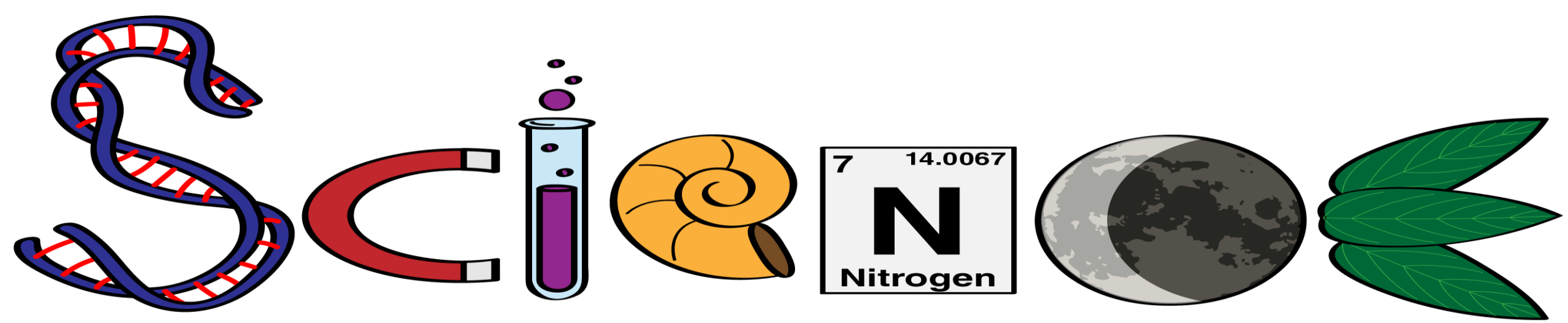




Demonstrating impact across our movement

Know your  
impact





Similar to the concept in physics, we have a lot of potential energy.  
We just need to tap it and harness it the right way to have the  
biggest impact to support our kids, teachers, parents, and  
communities

Empower supporters to implement effective practices for  
all gifted and talented children.



Homes

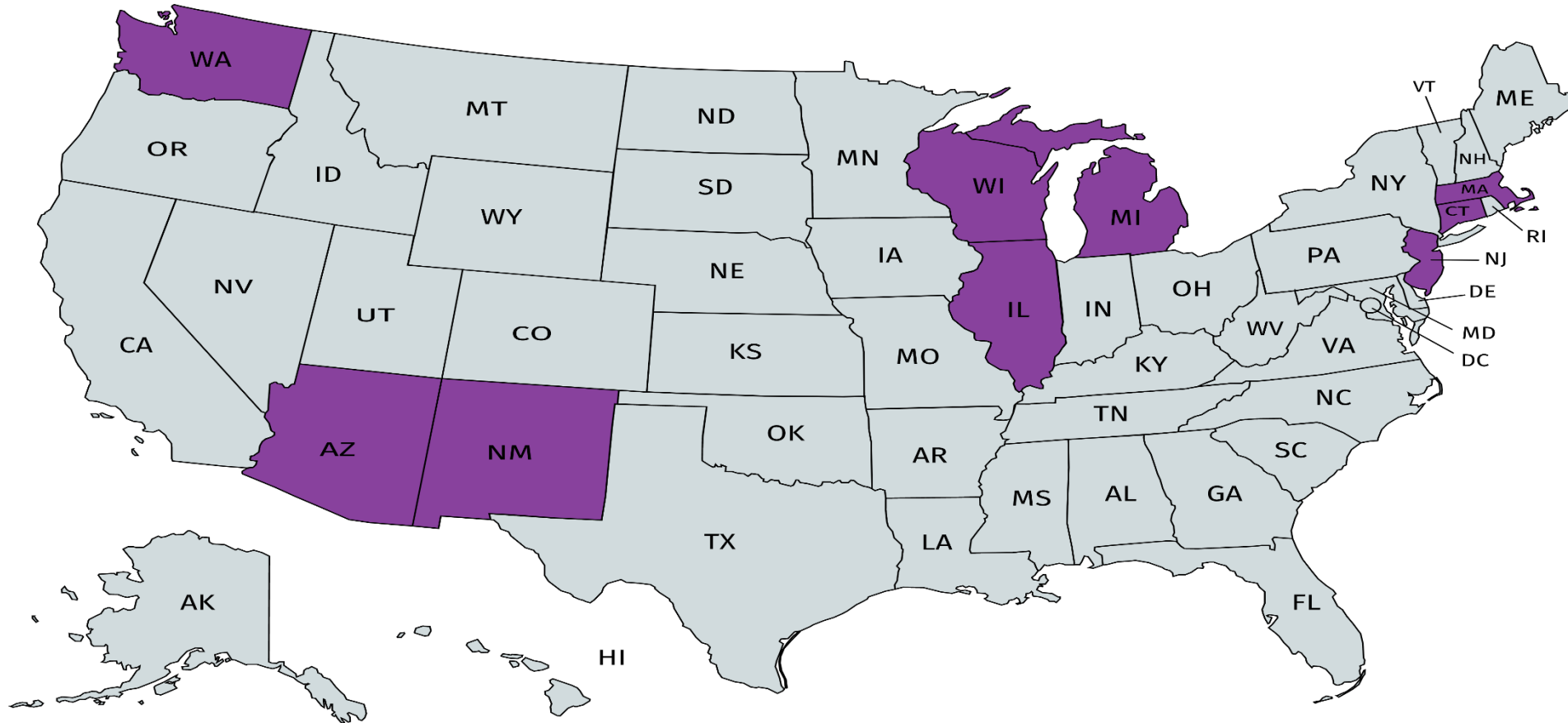



Schools



Communities

# Examples of State Momentum: 2019



A basketball hoop and ball are shown against a blue background. The hoop is in the upper left, and the ball is in the lower center. The text is overlaid on the image.

“Talent wins games, but teamwork and intelligence wins championships.”

- Michael Jordan

# Thank You for All Your Work to Support Gifted Education!



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