



Program Handbook

Denton Independent School District

www.DentonISD.org/EXPO

Grace Anne McKay, Director of Advanced Academics

(940) 369-0678

gmckay2@dentonisd.org

Denton ISD Mission Statement

Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

Philosophy

The Denton Independent School District is dedicated to developing the unique personal, social, and intellectual abilities of its gifted and talented students. A commitment has been made to provide appropriate and stimulating materials, activities, and instruction for these students of varying abilities, interests, needs, and environmental backgrounds so they may experience success in the development of their potential.

EXPO's Mission Statement

DISD Gifted and Talented program provides students who possess exceptional gifts and talents the direction, time, encouragement, and resources to maximize their potential through a quality environment of advanced and complex curriculum above and beyond the regular classroom while ensuring intellectual integrity and dedication to community, family and learning.

Position Statement

In all realms of humanity, excellence is recognized, applauded, and rewarded. Professions, industries, and arts have acknowledged eminence in their respective fields through multiple and varied channels. Education makes a significant contribution by recognizing the potential for excellence among students, by nurturing its expansion and growth, and by removing impediments to the development of all students to the maximum potential.

Educators in the Denton School District are aware that there are students in the district that have the potential for excellence and that more could be done to foster its development. The Texas State Legislature, the Texas State Board of Education, and the Texas Education Agency have emphasized the need for providing appropriate instructional programs for these students.

Goals and Objectives

There are certain lifelong learning skills that should be a part of every gifted student's school program. Gifted students should develop advanced research and study skills. They should be able to think critically and creatively about problems that are presented to them. They should possess the poise and understanding of group dynamics that will make them effective leaders in the future, and they should recognize the similarities and differences between themselves and others.

This does not mean that research and personal study skills, critical and creative thinking ability, and leadership skills are the exclusive domain of gifted students. Gifted students, however, tend to master the essential knowledge and skills more quickly than most students. Because of this, they should be permitted to extend their education as far and as completely as possible in areas of importance to their development.

Denton ISD has adopted the following goals for its EXPO Program: The EXPO Program will provide space, time, encouragement, and opportunities for gifted students to explore areas of their own interest and ability. Specifically, these students will:

1. utilize higher, more complex-level thinking skills to develop intellectual curiosity in critical, creative, and productive thinking.
2. develop the research skills and personal study skills necessary for self-directed learning. They will conduct independent studies and research projects that extend the regular curriculum and result in the synthesis of elaborate products.
3. understand and apply the problem-solving process in a cooperative group setting through analysis and evaluation of real life situations.
4. use listening, speaking, and written communication through scholarly behaviors in order to integrate and extend skills in their regular classrooms.
5. gain an understanding and respect of individual abilities and effective leadership skills with peers, recognizing the likenesses and differences between themselves and others, while developing their own unique abilities.

Definitions

Gifted and Talented Student

"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area, possesses an unusual capacity for leadership, or excels in a specific academic field. (Education Code 29.121)

Gifted students require educational experiences beyond those normally provided by the regular school program. Students shall be identified through the use of multiple criteria as specified by the Denton Independent School District. The district recognizes that students identified as gifted and talented can come from all races, socioeconomic groups, geographical locales, and environments.

EXPO

EXPO is an acronym that represents Exceptional Potential.

GT

GT is an acronym that represents Gifted and Talented.

Program Design

The EXPO Program at Denton Independent School District offers instruction and opportunities for students identified by their general intellectual ability. EXPO students at every level have the opportunity to work together as a group, with other students, and to work independently. Services are available during the school day and throughout the school year. Out of school options are also available to EXPO students. Some of these extracurricular activities include: Duke Talent Search, University Interscholastic League Academic Contests, Junior National Honor Society, National Honor Society, Destination Imagination, and various specialized organizations.

All EXPO Specialists are trained to provide instruction that will lead to completion of projects that require complex thinking, problem solving, and advanced learning. The use of a variety of organizational patterns will effectively lead to maximizing the potential of gifted and talented students.

Elementary Grades

Identified students in grades kindergarten – five will be served through a pull-out class by a trained gifted specialist at their campus. After being identified, Kindergarten EXPO students will be served for a minimum of 45 minutes per week and EXPO students in grades one – five will be served for a minimum of 2 ½ hours per week. The Denton ISD Gifted and Talented Curriculum Scope and Sequence, as well as the Texas Essential Knowledge and Skills, will be followed. Students may receive gifted services in either a grade specific class or in a multi-age class, whichever will allow for the most appropriate instruction and schedule. Elementary EXPO classes will be cancelled very seldomly during the school year. This is so that the EXPO Specialists will be able to test students for placement into the EXPO program.

When assigning students to homeroom classes, it is recommended that gifted students be clustered in groups of 3 – 5 to allow for these students to serve as a resource to each other. Students who have been placed in the EXPO program are expected to attend EXPO classes. Attendance in EXPO is not optional. If a classroom assignment is missed in the regular class while the student is attending EXPO, that student should not be expected to make it up or do it as homework. For more specific guidelines, please see the Elementary Classroom Teacher's Guide to EXPO. The student's grades should be averaged without penalty for missing assignments while in EXPO. EXPO students will receive an EXPO progress report every 12 weeks. The EXPO Specialist will be available to assist any classroom teacher with enrichment activities.

Middle School

Identified sixth-, seventh-, and eighth-grade EXPO students will meet in a daily EXPO class in which they will receive an academic grade. The Denton ISD Gifted and Talented Curriculum Scope and Sequence, as well as the Texas Essential Knowledge and Skills, will be followed. Additionally, the EXPO Specialists will focus on creative and critical thinking skills as well as research assignments leading to advanced products. Enhanced classes in the four core academic areas are also available to these students. The EXPO Specialist will be available to assist any classroom teacher with enrichment activities.

High School

The high school EXPO students in grade 9th – 12th will have the opportunity to enroll in Pre-AP or Advanced Placement courses taught by qualified G/T teachers. These teachers will complete the state required training and/or The College Board Advanced Placement training as well as training in the nature and needs and identification and assessment of gifted students. In order to remain active in EXPO, high school students should enroll in at least one Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), or International Baccalaureate (IB) course each year. The high school guidance office is available to assist gifted students with preparation for the Distinguished Achievement Program, Dual Credit enrollment, college and scholarship applications, and any special situation that may arise.

EXPO Committee

A Campus Screening Committee, comprised of a campus administrator, counselor, classroom teacher, and EXPO specialist, will meet to look at the results of each testing session. They will make recommendations, including advocacy concerns, to the District EXPO Selection Committee. All members will have training in the nature and needs of gifted children.

There will be a District EXPO Selection Committee to review all referrals and transfers tested for placement into the program. The committee will convene after receiving recommendations from the Campus EXPO Screening Committee. All members will have training in the nature and needs of gifted children.

The EXPO Advisory Committee will meet as needed to provide support and assistance to the EXPO Program regarding program planning and improvement. Membership shall include, but not be limited to, the EXPO Coordinator, EXPO Specialists, parents of EXPO students, administrators, classroom teachers, counselors, and community members.

Referrals

Identification of students is conducted, not to label students as gifted, but rather to locate students who have specific needs which can be more effectively met through differentiated instruction in the EXPO program. Students may test only once in a twelve-month testing period.

The identification and selection of students for participation in the program is determined by a three-step process: (1) referral, (2) assessment, and (3) selection. The final placement decision is made by the District EXPO Selection Committee.

Referrals may come from faculty/staff, parents, community members, or at the secondary level, by self-referral. Please refer to the EXPO website for the referral form and testing windows. Go to www.dentonisd.org/expo.

Persons referring students must complete a general Referral Form and submit it to the school office. This will begin the process of data collection from various sources regarding the child's ability and potential. After the referral is received at the campus, a packet of information will be sent to the parent. Concerns or inquiries regarding EXPO should be addressed to the campus EXPO Specialists in grades kindergarten - eight and with the designated GT Contact Person on the high school campuses.

Elementary

At the elementary level, testing is available twice a year, once in the fall and once in the spring. Please refer to the district website for exact dates and deadlines. The campus EXPO Specialist will accept referrals at anytime. In grades one through five, testing will be done throughout the year as time permits. Students identified as gifted from a school district in which they are transferring will test during the first six-week period. Students in grades one through five will test throughout the year as time permits. EXPO specialists will test approximately 20 to 30 students per session. If there are more than 30 referrals, they will be tested the following session in the order received.

All kindergarten students and first grade students are considered for assessment with a universal screener by the EXPO program. Kindergarten students will be involved in assessment activities conducted by the EXPO Specialist and assisted by the regular classroom teacher. At the end of the general assessment period, a pool of referred kindergarten students will be further assessed during December and January.

Secondary

Testing will be available twice each year for middle and high school students, once in the fall and once in the spring. Students identified as gifted from a school district in which they are transferring will test during the first six-week period. Please refer to the webpage for exact dates and deadlines.

Screening

The following qualitative and quantitative instruments may be used in the screening process for referred students in kindergarten:

- Teacher Survey
- Parent Survey
- Portfolio
- Abilities Test

The following qualitative instruments may be used in the screening process for referred students in grades one through twelve:

- Teacher Survey
- Parent Survey

The following quantitative instruments may be used in the screening process for referred students in grades one through twelve:

- Abilities Test
- Achievement Test
- Creativity Test

All students are assessed in languages they understand or with non-verbal based tests. All populations of the district have access to assessment, and if identified, services offered as part of the program for gifted students. Students may only be tested once per calendar year.

Selection

After the above instruments have been administered and scored, each student's scores will be recorded on an EXPO Program Student Identification Profile.

Kindergarten

The criteria for placement for students in Kindergarten is an ability score, a portfolio score, and at least one other score at or above the District Line:

	District Line
1. Parent Survey	Moderate to Strong Evidence
2. Teacher Survey	Moderate to Strong Evidence
3. Portfolio	9 or Higher
4. Abilities Test	125 or Higher

1st – 12th Grades

The criteria for placement for students in grades 1st – 12th is at least one score at or above the District Line on the qualitative assessments (#1-2 below), and at least two scores at or above the District Line on the quantitative assessments (#3-5 below).

	District Line
1. Parent Survey	Moderate to Strong Evidence
2. Teacher Survey	Moderate to Strong Evidence
3. Abilities Test	125 or Higher
4. Achievement Test	95% or Higher
5. Creativity Test	95% or Higher

The EXPO District Selection Committee will have the option of reviewing any student's profile for special consideration for program placement. Parents will then be informed by the EXPO Coordinator. Please see the district website/EXPO Forms for deadlines.

Appeal Procedure

The following steps are to be followed in filing an appeal regarding a decision of the District EXPO Selection Committee:

Step 1

- A parent may request a conference with student's building principal within ten business days of receiving selection decision. (See district website/EXPO Forms for the ten business days deadlines.) A conference where the EXPO specialist and principal go over the student profile and answer any questions must be scheduled within ten business days of the parent request.

Step 2

- If the parent is not satisfied, the parent will complete the District EXPO Appeal form and return it to the Denton ISD EXPO Coordinator within 10 business days. The appeal form may be obtained from the campus EXPO specialist or at www.dentonisd.org/expo.
- The appeal is presented to the District EXPO Selection Committee by the EXPO Coordinator at the next committee meeting. The committee will meet periodically throughout the school year. Written records of the results of the meeting will be placed in the student's EXPO folder and will be emailed to the parent immediately following the meeting.

Step 3 – Grievance

- If the parent is still not satisfied, the parent may initiate a grievance through the office of the Superintendent. (Please see, [Board Policy FNG](#), for more information on how to file a grievance.)

An Appeals form and the Appeals deadline dates per testing sessions/periods can be found at the Denton ISD website under the Programs and Services tab. Please click on the Gifted and Talented/EXPO link and then click on the EXPO Forms link or [EXPO Forms link](#).

Furloughs

A parent or student may request a furlough from the EXPO program for up to one school year when extenuating circumstances occur (i.e. DAEP... Disciplinary Alternative Education Program, personal problems, illness, etc.). Parental permission is required for the furlough to be in effect. The furlough will usually last for the remainder of the school year. The student will automatically be re-enrolled in the program when the time of the furlough has elapsed. A student may have only one furlough throughout their school career, unless the Campus Screening Committee determines that it would be in the best educational interest of the student to grant a subsequent furlough due to extreme circumstances.

Probation/Exiting

Exiting from the EXPO Program will only occur when continued placement would not be the most appropriate educational placement for a student. If the EXPO Specialist believes that program participation is not meeting a student's needs, the student may be placed on EXPO Probation for a set period of time. If at the end of that probationary period the student is still not making the appropriate gains, a meeting will be held to discuss exiting that student. A parent or a student may also request exiting from the program. Educational, psychological, and personal reasons will be considered. An exited student may not reapply for admission until one full year has expired. At that time, the student will be required to go through the referral process and requalify for the program.

Transfer Students

Students transferring to the Denton Independent School District from a gifted and talented program at their previous school will be assessed to determine if placement into the EXPO Program would be beneficial. A Denton EXPO Specialist will assess all transfer students within six weeks of enrollment. Information required from previous schools includes qualitative data showing placement into their gifted program and the years served in the program.

Transfer students must meet the criteria set by the Denton Independent School District's Gifted and Talented Program. The teacher checklist will not be used, as the student will be new into the classroom. For elementary transfer students, the qualitative data requirement will still include the parent checklist and this lone instrument will then be taken into consideration by the selection committee. Secondary students will still be given the Divergent Feeling Survey and a parent checklist will be added for a second qualitative assessment. Students in kindergarten will be assessed using the three remaining instruments. If the district criteria are not met, the student will not be placed into the EXPO Class/Program.

Program Evaluation

Annual program evaluation activities are conducted for the purpose of continued program improvement. This might include but is not limited to EXPO staff input, student surveys, parent surveys, principal surveys and EXPO Advisory Committee input.

Curriculum

A scope and sequence is followed that illustrates the target concepts and skills which are taught through activities designed for gifted students in grades K-12. A differentiated curriculum that emphasizes all four core areas is available in grades K-12 and a continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances. The EXPO curriculum focuses on critical and creative thinking skills, higher order thinking skills, in-depth research leading to advanced products and/or performances, and affective skills for the special needs of the gifted children. Curriculum is modified based on annual evaluations. The Sandra Kaplan model of Depth and Complexity as well as the Texas Performance Standards Project (TPSP) units have been combined and adapted to build a challenging and real-world gifted curriculum for grades 3–8. Grades K–2 will use a combination of the TPSP units and the Primary Education Thinking Skills (PETS) units. Grades 9–12 will use the Pre-AP, AP, IB (International Baccalaureate) or Dual-Credit curriculum.

Professional Development

Teachers who provide instruction and services that are part of the program for gifted students will have a minimum of thirty (30) clock hours of staff development that includes nature and needs of gifted students, assessing student needs, and curriculum and instruction for gifted students. These teachers will receive a minimum annual update of six hours of gifted professional development. The state G/T certification is the preferred criteria.

Administrators and counselors who have authority for program decisions will have a minimum of 6 hours of professional development in the nature and needs of gifted/talented students and program options.

Curriculum Scope and Sequence

	K	1	2	3	4	5	6	7	8	E	H	M
I. Critical Thinking												
A. Cognitive Process Dimension (analyze, evaluate, create)	I	I	A	A	A	A	A	A	A	A	A	A
B. Spatial Thinking												
1. Visually manipulate shapes	I	I	A	A								
2. Understand visual perceptions	I	I	A	A								
3. Recognize and predict spatial patterns	I	I	A	A								
4. Design complicated patterns	I	I	A	A								
C. Logical Thinking												
1. Analogies	I	I	A	A	A	A	A	A	A	A	A	A
2. Questioning Strategies	I	I	A	A	A	A	A	A	A	A	A	A
3. Venn Diagrams			I	A	A	A	A	A	A	A	A	A
4. Deductive Reasoning				I	A	A	A	A	A	A	A	A
a. Three component matrix				I	A	A	A	M	M	M		
b. Proofs with symbols				I	A	A	A					
5. Inductive Reasoning - Inferences			I	I	A	A	A	A	A	A	A	A
D. Dimensions of Depth and Complexity												
1. Language of the Disciplines			I	I	A	A	A	A	A	A	A	A
2. Details			I	I	A	A	A	A	A	A	A	A
3. Patterns			I	I	A	A	A	A	A	A	A	A
4. Rules			I	I	A	A	A	A	A	A	A	A
5. Trends			I	I	A	A	A	A	A	A	A	A
6. Ethics			I	I	A	A	A	A	A	A	A	A
7. Unanswered Questions			I	I	A	A	A	A	A	A	A	A
8. Big Ideas			I	I	A	A	A	A	A	A	A	A
9. Over Time			I	I	A	A	A	A	A	A	A	A
10. Points of View			I	I	A	A	A	A	A	A	A	A
11. Across the Disciplines			I	I	A	A	A	A	A	A	A	A
a. Math Grade Level TEKS												
b. Science Grade Level TEKS												
c. ELA Grade Level TEKS												
d. Social Studies Grade Level TEKS												
II. Creative Thinking												
A. Elements of Creativity (FFOE)												
1. Fluency	I	I	I	A	A	A	A	A	A	M	M	M
2. Flexibility	I	I	I	A	A	A	A	A	A	M	M	M
3. Originality	I	I	I	A	A	A	A	A	A	M	M	M
4. Elaboration	I	I	I	A	A	A	A	A	A	M	M	M
B. SCAMPER Model				I	A	A	A	M	M	M		
C. CPS Model			I	I	A	A	A	M	M	M		
D. Forced Relationships			I	A	A	A	A	M	M	M		

	K	1	2	3	4	5	6	7	8	E	H	M
III. Research Skills												
A. Methods of Research												
1. Acquiring information	I	I	A	A	A	A	A	A	A	M	M	M
2. Interpreting information	I	I	I	A	A	A	A	A	A	M	M	M
3. Using retrieval systems	I	I	I	A	A	A	A	A	A	M	M	M
4. Reporting information	I	I	A	A	A	A	A	A	A	M	M	M
5. Using research methods	I	I	A	A	A	A	A	A	A	M	M	M
B. Research Products/Outcomes (Professional Quality)												
1. Oral	I	A	A	A	A	A	A	A	A	M	M	M
2. Visual	I	A	A	A	A	A	A	A	A	M	M	M
3. Kinesthetic	I	A	A	A	A	A	A	A	A	M	M	M
4. Written	I	A	A	A	A	A	A	A	A	M	M	M
C. In-Depth Investigations												
1. Group Study	I	A	A	A	A	A	A	A	A	A	A	A
2. Independent Study	I	A	A	A	A	A	A	A	A	A	A	A
IV. Technology Integration	I	A	A	A	A	A	A	A	A	A	A	A
V. Affective Skills												
A. Understanding Yourself	I	I	A	A	A	A	A	A	A	M	M	M
B. Interpersonal Relationships	I	I	A	A	A	A	A	A	A	M	M	M
C. Time Management/Organization	I	I	A	A	A	A	A	A	A	M	M	M
D. Dealing With the Unknown	I	I	A	A	A	A	A	A	A	M	M	M
E. Leadership Skills	I	I	A	A	A	A	A	A	A	M	M	M
F. Scholarly Behaviors	I	E	E	E	E	E	E	E	E	E	E	E
1. Thirst for Knowledge												
2. Asks Good Questions												
3. Brings Tools												
4. Sees from Different Perspectives												
5. Saves Important Information												
6. Ponders Big Ideas												
7. Exercises the Intellect												
8. Access Multiple Resources												
9. Sets Goals												

I = Introduce

A = Apply

M = Maintain

Characteristics of the Gifted and Talented

From *Raising Champions*, 2nd Ed. Texas Association for the Gifted and Talented

This list of general characteristics will help you understand and evaluate your child's gifts and talents. Probably no child has high levels of performance in all of the categories. The more gifted and talented a child is, the more of these traits will show:

- Very verbal, asks many questions, uses advanced vocabulary, wants to know why, how, and what about many things (or everything). They surprise you, your friends, or family with the questions asked or the words used.
- Imaginative, playful, have an imaginary playmate, daydreams, becomes absorbed in thoughts.
- Good memory, learns rapidly, accurately remembers things for a long time.
- Has interests in a wide range of topics, wants to know everything about a chosen interest.
- Acutely aware of right and wrong, sensitive to others feelings, strong sense of fairness.
- Critical of others, but has difficulty accepting criticism; demands unrealistic perfection from self, especially in certain areas.
- Displays boundless energy, requires less sleep, is always in motion.

Suggestions for Home (if age appropriate)

- Jigsaw Puzzles
- Brain Teaser Puzzles, Problem Solver Puzzles and Books
- Reference Material/Books
- Video Games (great for quick thinking/problem solving/strategic planning, and hand-eye coordination, but monitored and limited)
- Conversation (high level)
- Cause/Effect Toys or Games

Suggestions for Parents

- Listen to Your Child
- Encourage Your Child
- Advocate for Your Child
- Provide Enrichment Opportunities/Experiences

Books/Magazines

- Games Magazine, 1-800-425-4600, www.mindwareonline.com
- Survival Guides, 1-800-735-7323, www.piecesoflearning.com
- *Raising Champions* (978-1882664801), Published by TAGT
- *Gifted Child Today* and *Creative Kids* Magazines, www.prufrock.com

Gifted Organizations

- TAGT, 1-512-499-8248, www.txgifted.org
- NAGC, www.nagc.org

20 Tips for Nurturing Gifted Children

1. Appreciate gifted learners as children. Just as all children do, they need love, friendship, reasonable standards of behavior, responsibility, time management skills, free time, and creative pursuits. They need your involvement in their development of independence. Appreciate them for who they are rather than who they may become.
2. Interact with families with gifted children. Gifted children seek interest-mates and intellectual-peers as well as age peers. You may also find solace interacting with another parent who lives with and loves a gifted child.
3. Recognize how the personal and instructional needs of a gifted child differ from others. Gifted students require intellectual peers who understand more abstract ideas and get their jokes. They learn best when instruction is at a pace and level that respond to their accelerated readiness to learn.
4. Appreciate the differences among high achievers, gifted learners, and creative thinkers. Skim the accompanying chart that compares high achievers, gifted learners, and creative thinkers and ponder which column or combinations of columns best fit your child. Consider discussing the chart with your children to elicit their perceptions.
5. Understand the developmental crises for gifted students. Linda Silverman cautions that gifted students experience uneven development, underachievement often related to a lack of curriculum challenge, conflict between achievement and popularity, and difficulty selecting a career due to multipotentiality. For further information: www.bertiekingore.com.
6. Assure your child that being different is okay. Gifted children can feel disconnected from age peers who interpret so differently. Help them appreciate individual differences in others and themselves. Provide a place where it is safe for children to be themselves.
7. Be an encourager. A parent uniquely understands the whole child as you view your child in multiple scenarios over an extended period of time. As an encourager, validate your child's worth and goals as you encourage passions for learning.
8. Emphasize that what is learned is more important than any grade. Interact enthusiastically as your child shares school work with you. Rather than focus upon the grade, prompt your child's response with: *Tell me about what you learned doing this? Draw a star by something that you did well or liked doing.*
9. Be an active listener and elicit children's perceptions. Strive to understand their messages and feelings rather than too quickly respond to their words. Insure that children know you respect them and are genuinely interested in their information. Power struggles can be deferred with a request for their view instead of a barrage of our answers. *What do you think we can do about this? How do you feel about it? Why do you think that happened?*
10. Follow their interests and leads in learning situations rather than pressure them with your agenda. Our goals may not be their goals. Consult them on issues affecting them whenever you believe they understand the consequences.

11. Talk up to them. Advanced vocabularies lead to higher comprehension and achievement.
12. Enjoy music, plays, museums, art, sports, and historical places together and discuss the experience. These shared cultural experiences give family members warm memories to talk about over the years.
13. Model life-long learning habits. Talk about current events and volunteer with your child to help others. Our actions may model more than our words.
14. Facilitate real-life reading, writing, science, and math experiences. Get library cards and go to the library together. Enjoy browsing. Help children find good books and materials in the areas in which they express interest. Start at an early age to shop together with a list and a budget, write thank you notes and invitations, and plan the area and plants for a garden. One gifted sixth grader expressed sincere appreciation for geometry skills after working with his father to plot a patio space and cover.
15. Give books and learning games as presents, and then spend time together reading and playing those games. Research supports that reading and playing card and board games increases vocabulary, math skills, comprehension, and critical thinking skills.
16. Recognize that gifted children need to question and respond critically. They sometimes are impatient with conventions, such as spelling, grammar, rules, and even patience for others. Talk frankly about the importance of conventions without stifling their creativity and spirit.
17. Maintain a sense of humor! As a parent, every day we can choose to laugh or cry.
18. Support school efforts to differentiate and provide services for advanced and gifted children. Consider attending school in-service programs on differentiation and the needs of gifted children.
19. As appropriate, supply home perspectives and feedback on your child's well-being, responses to learning, and interests. No matter what our occupations, I have always believed that our children are our greatest work.
20. Be an advocate more than an advisory.

Kingore, B. (2008). 20 Tips for nurturing gifted children. *Gifted Education Communicator*. California Association for the Gifted, Summer, 2008. In Press.

High Achiever, Gifted Learner, Creative Thinker

Bertie Kingore (2004)

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, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answers the questions in detail.	Ponders with depth and 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 feelings and opinions form multiple perspectives.	Shares bizarre, sometimes conflicting 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.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
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 and extensions of assignments.	Initiates more projects than will ever be completed.
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.	Is an expert, abstracting 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.
Is able.	Is intellectual.	Is idiosyncratic.