

PROCEDURES FOR HIGH-ABILITY SERVICES 2016-2017

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Purpose of Services

The purpose of the gifted education service in Batavia Public Schools, District #101, is to challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities regardless of race, gender, ethnicity, disability or socioeconomic status.

Mission Statement

Batavia Public Schools services for high-ability students support the whole child, academically, socially, and emotionally. Personalized and flexible services include appropriate rigor and result in student engagement that fosters continuous growth and learning.

Core Values

- A culture that embraces a growth-mindset and allows for productive struggle is an essential component of the learning process.
- A supportive environment teaches communication, collaboration, and perseverance, fosters creative problem-solving, and sparks curiosity.
- All students are individuals with unique needs and thrive in an environment that recognizes and responds to their academic, social, and emotional needs.
- Student self-efficacy and advocacy are fundamental skills that must be developed and supported through the learning process.
- Purposeful assessments support the growth of students through high-quality feedback, self-reflection, and student ownership of the learning process.
- Collaboration and two-way communication are essential to the success of the learning community and is inclusive of parents, teachers, students, and the community.

Operational Definitions

Gifted and Talented

There are many ways that giftedness or the label of “gifted” have been defined. The State of Illinois defines gifted as “...children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by performing in the top 5% locally in that area of aptitude.” (105 ILCS 5/14A-20/105 ILCS 5/14A-20).

With a variation on the State definition, the Federal Government defines gifted students as “...students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities” ((No Child Left Behind Act, P.L. 107-110 (Title IX, Part A, Definition 22) (2002); 20 USC 7801(22) (2004)). In addition to governmental definitions of giftedness, advocacy groups also contribute to the range of definitions.

The National Association for Gifted Children (NAGC) defines gifted and talented students as “...those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports)” (nagc.org).

Instead of focusing on a percentage or label, Batavia Public Schools has moved to using the term high-ability and recognizing the broader spectrum of talents within the local population. This is not to say that students are not gifted, by any definition, but that BPS is using the more inclusive term, high-ability. This term is inclusive of gifted and talented students.

High Ability

High-ability “...occurs when there is an interaction among three basic clusters of human traits: above-average general and/or specific abilities, high levels of task commitment

(motivation), and high levels of creativity.” High ability students develop these traits and behaviors given the right set of circumstances, choices, and opportunities.

(Renzulli, J. S. (1978). What makes giftedness? Re-examining a definition. Phi Delta Kappa, 60, 180-181.)

Twice-exceptional (2E)

Twice-exceptional learners are students who have evidence of the potential for high achievement capability in areas such as specific academics; general intellectual ability; creativity; leadership; and/or visual, spatial, or performing arts AND also have evidence of one or more disabilities as defined by federal or state eligibility criteria such as specific learning disabilities; speech and language disorders; emotional/behavioral disorders; physical disabilities; autism spectrum; or other health impairments, such as ADHD. (NAGC definition)

Assessment

The goal of all assessment is to gather information for and about the learning process. For more information about the assessment program in Batavia Public Schools, see [Board Policy 6:340](#)

Formative Assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Summative

Assessments that provide evidence of student achievement for the purpose of making judgements about student competence or program effectiveness (Chappuis, 2015)

Remediation

Remediation should not be confused with “remedial.” Remediation is a grading practice that allows students to demonstrate mastery of skills with a time variable, meaning the ability for students to demonstrate their mastery of skills or content after additional practice or revision. Remediation practices vary by level and content area, but the practices may include providing optional learning opportunities and ways to show mastery of the content. Example: Student A may

need more time and practice to master and practice a skill beyond when the rest of the class has taken an assessment.

Course Options

Honors

A course option at the high school and middle school levels. Honors courses use a locally developed curriculum to meet the needs of high-ability students .

Advanced Placement

The College Board has developed course expectations and curriculum for high school level courses that provide students with a high level of rigor aligned to post-secondary standards. The College Board audits and controls the curriculum of these courses. See the high school course catalog for more information.

Dual Credit

Dual credit courses are community college level courses that can be accessed for both high school and community college credit. The curriculum and instructor requirements are determined by Waubensee Community College.

Math Levels

Middle School

At each grade level (6-8), there are three levels of mathematics. Math 1 is on-grade-level- math aligned to the Illinois Learning Standards for mathematics. Math 2 and Math 3 are compacted versions of the Math 1 sequence. Instructionally in math 2 and 3, there may be increased levels of enrichment based on the student's' mastery of the curriculum.

High School

At the high school level (9-12), there are three levels of mathematics as well. Core math classes are for students that need remediation of skills while mastering the essential mathematics curriculum. Traditional math classes are for on-grade-level math students, and Honors or Advanced Placement math classes are for those that need enrichment, faster pacing, and enrichment.

Service Delivery

Push-in

Push-in models service students within the regular classroom. This can take the form of co-teaching (see Co-teaching) or a guided group (see Guided group).

Pull-out

Pull-out models service students in separate classrooms on a daily or periodic basis (either all day or within a given time frame) with an official curriculum. This curriculum is a replacement for the materials used for almost all other students in the district at that grade level. Typically, the students in a pull-out program only interact with other high-ability students.

Differentiation

The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Co-teaching

Co-teaching is a collaboration between instructors to meet the learning needs of students. Often times a co-teaching strategy pairs a content area expert with a differentiation expert. This can be used as a service delivery model to meet the mandates of Least Restrictive Environment (LRE) or to provide enrichment to students.

Guided Groups

Small-group, guided instruction is an instructional grouping model that facilitates differentiation. Grouped by skill level or academic needs, the teacher engages the students in small groups with targeted instruction.

Curriculum Compacting

Curriculum compacting is a strategy for differentiation where a teacher assesses students for mastery of the material and if demonstrated, moves on to more advanced concepts or skills or the teacher uses pacing to rapidly cover the core curriculum and therefore is able to move more quickly to more advanced material. This may allow students to learn material above their current grade level.

Pacing/Acceleration

A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth-grade student taking sixth-grade math).
(definition from NAGC)

Clustering

Cluster grouping is a service-based model; it differs from traditional pull-out models. Unlike traditional pull-out programs, cluster grouping allows high ability students to learn at various levels of instruction within the regular classroom instead of participating in groups of instruction that are isolated from the rest of their peers. Instead of using a completely separate curriculum for instruction, classroom teachers and specialists look at the needs of these groups of students and determine how to provide curricular modifications that meet their academic needs. This means that high ability students will engage in activities that require more critical and creative thinking as well as participate in some small groups receiving differentiated instruction. This model also provides flexibility to adjust the curriculum as needed, providing enrichment that is timely and student-centered.

Great websites about cluster grouping can be found at:

[NAGC](#)

<http://www.susanwinebrenner.com/index.html>

Enrichment

Enrichment is an instructional approach that extends a student's understanding of a topic or allows for the exploration of new topics through an assignment,

project, or other instructional strategy provided by the regular classroom teacher or enrichment coach. Enrichment can take many forms. It may look like a report, a skit, the study of new genres, higher level reading on a similar topic, projects, webquests, etc. It can also include formal programs such as [Destination Imagination](#), Robotics, or academic competitions such as Battle of the Books, [science fairs](#), or [spelling bees](#). This work is often done in addition to, and not instead of, any regular school work assigned.

Service Delivery Descriptions

Primary Elementary (K-2)

Formal high-ability services in core subject areas are not offered in Batavia Public Schools until grade 3. During these grades, classroom teachers provide differentiated instruction to meet the needs of students.

In addition, elementary schools will use the Primary Thinking Skills Curriculum called P.E.T.S. This a curriculum specifically designed for all students in grades K – 2 to build critical and creative thinking skills instruction. Delivered by volunteers, most lessons have a full class instructional activity with an optional small group follow-up that provides more in-depth and guided practice. P.E.T.S. is an enrichment service. It does not offer curricular instruction in core subject areas.

Intermediate Elementary (grades 3-5)

Identification

Primary Identification Process

In the winter of second grade, the district begins the primary identification process for formal high ability services in third grade. Using the Northwest Evaluation Association ([NWEA](#)) Measures of Academic Progress (MAP) assessment, the District identifies those students who have consistently scored at or above the 95th percentile in math, reading, and in both subject areas for services in third grade.

Secondary Identification Process

The District's primary identification process is a mass screening of students who fit the profile of students who benefit from high-ability services. This process is based on achievement test results and may not identify all students who would benefit from services. To this end, a secondary identification process can be

initiated by parents and/or teachers. This process is more individualized and can use additional achievement, ability, and/or aptitude tests as information for decision-making. See the [process and forms](#) below if you would like to use this process.

Services

Grade 3 Services

Clustering

Students identified as high-ability in math or math and reading, will be grouped into a grade-level classroom. This allows for differentiation, a peer group, and for targeted professional development for staff working with this group of students. The other members of the classroom will be a heterogeneous group of students.

Enrichment Reading

Students identified as high-ability in reading will be provided guided, differentiated reading instruction as a part of their core instruction. Classroom teachers will use Jr. Great Books and/or Jacob's Ladder among other resources to enrich the experience of students.

The enrichment coach will support the classroom teacher and may also use push-in or pull-out instruction to augment core instruction and enrichment.

Enrichment Math

Students identified as high-ability in math will be provided core instruction in grade-level math as well as enrichment modules developed to support a deeper understanding of the curriculum. Instruction will be on grade level.

The enrichment coach will support the classroom teacher and may also use push-in or pull-out instruction to augment core instruction and enrichment.

Grade 4 Services

Identification

Students who successfully complete work in the 3rd grade service model, will continue to receive enrichment services in 4th grade. Additional students may be identified through parent or teacher initiation of the secondary identification process or through school level monitoring of student progress.

Clustering

Students identified as high-ability in math or math and reading, will be grouped into a grade-level classroom. This allows for differentiation, a peer group, and for targeted professional development for staff working with this group of students. The other members of the classroom will be a heterogeneous group of students.

Enrichment Reading

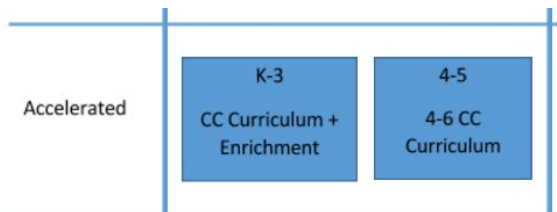
Students identified as high-ability in reading will be provided guided, differentiated reading instruction as a part of their core instruction. Classroom teachers will use Jr. Great Books and/or Jacob's Ladder among other resources to enrich the experience of students.

The enrichment coach will support the classroom teacher and may also use push-in or pull-out instruction to augment core instruction and enrichment.

Enrichment Math

Students identified as high-ability in math will be provided core instruction in grade-level math. Core instruction will be on grade level and delivered by the classroom teacher. Classroom teachers will provide enrichment through differentiated instructional strategies.

In addition to core instruction in math, fourth grade students will begin curriculum compacting. Starting in the second trimester, students will receive additional instruction from the enrichment specialist where students will learn above grade level concepts.



Grade 5 Services

Identification

Students who successfully complete work in the 4th grade service model, will continue to receive enrichment services in 5th grade. Additional students may be identified through parent or teacher initiation of the secondary identification process or through school level monitoring of student progress.

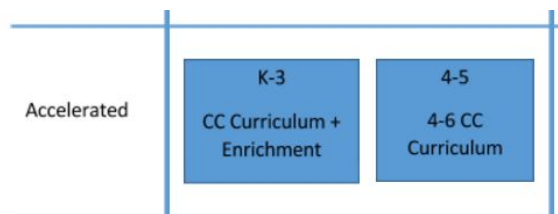
Enrichment Reading

Students identified as high-ability in reading will be provided guided, differentiated reading instruction as a part of their core instruction. Classroom teachers will use Jr. Great Books and/or Jacob's Ladder among other resources to enrich the experience of students.

The enrichment coach will support the classroom teacher and may also use push-in or pull-out instruction to augment core instruction and enrichment.

Enrichment Math

Students will receive curriculum compacting in mathematics. Delivered by the enrichment coach, students will complete 5th and 6th grade math concepts. Successful students would be in Math III at the middle school level.



Middle School

General Description

Identified high-ability students in grades six through eight may participate in math classes and honors English Language Arts (ELA) courses in addition to exploratory and co-curricular opportunities that can enrich their experiences in the core content areas. See the [middle school course descriptions](#) for more information.

Honors ELA

Honors ELA sections are available in grades 6, 7 and 8. Initial 6th grade placement is made using NWEA MAP reading assessment scores. Incoming 6th graders would be placed in the Honors ELA section if they score at or above the

90th percentile in 4 out of the last 5 administrations.

Math

There are three levels of math at each grade level. See below for more information on 6th grade mathematics classes:

6th Grade Math I

Math 1 is an on-grade level math course.

This course completes the eight 6th Grade ISBE Curriculum Model Units: Fractions and Decimals, Ratios, Rates and Proportions, Rational Numbers, Expressions, Equations and Inequalities, Geometry, Statistics, Formulas and Graphs.

6th Grade Math II

Students would be placed in Math II if they consistently score at or above the 75th percentile on the NWEA MAP math assessment. Consistent performance is determined by looking at 5 assessment administrations.

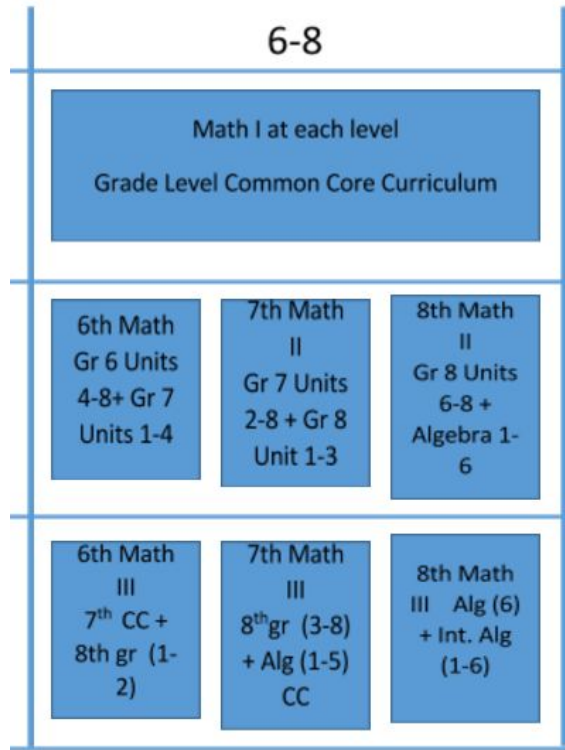
This course completes the eight 6th Grade ISBE Curriculum Model Units: Fractions and Decimals, Ratios, Rates and Proportions, Rational Numbers, Expressions, Equations and Inequalities, Geometry, Statistics, Formulas and Graphs and 7th Grade ISBE Curriculum Model Units 1-2: Ratios and Proportionality, Ratio and Proportion Applications, Rational Number Operations. This is an advanced course that will move at a faster pace, covering more concepts in more depth.

6th Grade Math III

Students who successfully complete 6th grade math while in 5th grade would be placed in Math III.

This course completes the eight 7th Grade ISBE Curriculum Model Units: Ratios and Proportionality, Ratio and Proportion Applications, Rational Number Operations, Expressions, Equations, Data Distributions, Probability, Geometric Measurement and 8th Grade ISBE Curriculum Model Units 1-2: Real Numbers and Exponents, Expressions/Equations.

Middle School Math Diagram



Middle School Appeals for ELA and Math Placement

Placement appeals should be made directly to the school site. Placement appeals may include a placement test.

7th and 8th grade Services

Student would follow their 6th grade sequence in math and/or ELA unless a parent/teacher initiates the secondary identification process or the District exits a student from services.

High School

The high school provides a variety of honors and AP courses available to students who wish to participate. See the [high school registration handbook](#) for information on the Advanced Placement and honors offerings..

See the [high school website](#) for information on Honors or AP classes.

Areas for Future Improvement

This section identifies areas for continuous improvement for high-ability services. This is not an inclusive list or a timeline of any future improvements or changes, but a means of identifying possible areas for improvement:

- Social and Emotional Needs: Like all children, high-ability students have social and emotional needs that support their growth and development. Systematic ways of addressing these needs would support
- Second Grade Math Enrichment: Formal and standardized enrichment for second grade mathematics would allow staff to see how students respond to enrichment services and could inform the identification process.

Processes and Procedures

[Early Entrance into Kindergarten](#)

[Secondary Identification Process](#)

[Full or Partial Grade Acceleration](#)

[Move-in Students](#)

[Communication](#)

[Exit from Services](#)

Early Entrance for Kindergarten

7:50-E3 - Early Entrance for Kindergarten Parent Information

According to Board of Education policy 7:50, the district recognizes that there are some children whose fifth birthday occurs after the September 1 cutoff who exhibit kindergarten readiness. Any student who turns five between September 2 and December 31, and whose parent believes is ready for kindergarten, will be allowed to petition for early admission.

- To provide evidence of your child's age, you will be asked to provide a copy of the birth certificate.

- To evaluate your child's readiness for kindergarten, we will ask that you bring your child to your elementary school to be assessed. The assessment will evaluate your child in the following areas:
 - Oral Language
 - Reading Readiness
 - Math Readiness
 - Visual and Auditory Memory
 - Fine and Gross Motor
 - Social Maturity

If your child attends preschool, we will also send one of our kindergarten teachers to your child's school to observe him/her in academic and social settings. Our teacher will also interview your child's preschool teacher. We ask that you provide a fee of \$50 to cover the cost of this observation.

A school team consisting of the principal, school psychologist, and kindergarten teacher will review the data collected and compare your child's performance to state and local norms.

We in District 101 believe that a child's social readiness is just as important as academic readiness. Therefore, these two aspects will be weighted equally. Once a determination has been made, the principal will contact you with the team's decision.

Secondary Identification Process--Elementary Only

The District's primary identification process is a mass screening of students who fit the profile of students who benefit from high-ability services. This process is based on achievement test results and may not identify all students who would benefit from services.

To this end, a secondary identification process can be initiated by parents and/or teachers. This process is more individualized and can use additional achievement, ability, and/or aptitude tests as information for decision-making. See the process and forms below if you would like to use this process.

Step 1: Referral

A teacher, parent, or other staff member may refer a child for high ability services. Complete the [referral](#) and return it to your building principal or designee.

Step 2: Process

Once a referral is received, a team will be assembled to determine the student's needs. Minimally, the enrichment coach, principal or designee and parents/guardians will be involved in the process. Additional school staff could also play a role in the process.

Step 3: Data Review

The team will review what current data is known about the child that might be helpful in the process. This may include any additional information the parents have about their child.

If additional data is needed, the team will determine what assessments or information is needed. This may include the following:

Parent or Teacher Rating Scales--*Scales for Identifying Gifted Students (SIGS)*

CogAT (at or above grade level)

Classroom Observation/Assessments

Other assessments

Step 4: Solution generation

Based on the student data, potential solutions should be discussed at a team meeting. The key questions are the following:

- What does this data say about the child?
- What would best meet the needs of the child?

The team may decide to gather further information about the child by piloting enrichment activities or alternative placements and assessing the child's response.

Step 5: Implementation

The solution that best meets the child's needs should be developed into an action plan that has follow ups and checks to be sure the plan is having the intended impact on the child.

Full or Partial Grade Acceleration

While not a systems practice in Batavia Public Schools, acceleration may meet the academic needs of a student. Acceleration can be whole grade or subject specific acceleration. The process for determining if acceleration is an appropriate step is a

team process, involving the classroom teacher, parents, specialists, other staff, and the child.

Step 1: Referral

A teacher, parent, or other staff member may refer a child for acceleration consideration.

Step 2: Process

The team should decide on a process to be used to make the decision. BPS101 recommends the use of the Iowa Acceleration Scale process for making the determination. However, we recognize that this process may need modification, especially for Twice-exceptional (2E) students.

Step 3: Data Collection

Multiple data points should be collected about the child. Data may include, but is not limited to the following:

Data to Collect
CogAT/WISC
MAP (2 data pts.)
End of year tests
Benchmark Test
Classroom data

Step 4: Solution generation

Based on the student data, potential solutions should be discussed at a team meeting. The key questions are the following:

- What does this data say about the child?
- What would best meet the needs of the child?

The team should consider the following when discussing the potential solutions:

Considerations

- Age of Student
- Behavioral Analysis
- Testing Background

Step 5: Implementation

The solution that best meets the child's needs should be developed into an action plan that has follow ups and checks to be sure the plan is having the intended impact on the child.

Move-in Students

Throughout the year, students may move into the district. Students who have participated in gifted programs or services at their previous school district are encouraged to have all data sent to their new school from the previous school district. This data might include CogAT tests, Iowa tests, IQ tests or ability tests. The previous district should also send any available academic tests, as well. School secretaries can help submit requests for school records.

Students newly-enrolled in Batavia Public Schools can be considered for placement upon formally enrolling in the district. Problem-solving teams in the student's new school would help determine which services will best meet student needs. If needed, students may be administered additional assessments.

Should the student not have any formal testing and testing is requested, students can be brought up by the classroom teacher, enrichment coach, administrator or parent for consideration using the problem-solving process.

Communication

Contact Information

Elementary

Principals are the instructional leaders of their schools. Contact information for each principal can be found on the school's [website](#). Principals share instructional leadership with key staff. For high ability students, you may want to contact the enrichment coach assigned to your child's school site.

Julie Allen – AGS and HCS

julie.allen@bps101.net

Susan Sokolinski – GMS and LWS

susan.sokolinski@bps101.net

Julie Preble – JBN and HWS

julie.preble@bps101.net

Middle School (grade 6-8)

Jennifer Hix-RMS Assistant Principal

jennifer.hix@bps101.net

High School (grade 9-12)

Exit from Services

Students who are receiving services at any level may need to be exited from the services due to a variety of factors including social/emotional or changes in academic performance. The following process may be initiated by the teacher, principal, enrichment coach, counselor, parent, or student:

1. Conference with teacher, parent and student
2. Student will be given a predetermined time to remediate or with parent permission may discontinue the services.
3. Conference again with teacher/parent/student/principal or counselor to discuss progress.
4. Removal from services will occur if placement is deemed inappropriate due to lack of ability, progress, or emotional concerns.

If the student is struggling, it is assumed that regular communication has occurred between teacher/enrichment coach and parent before the initial conference takes place.

Batavia District #101 reserves the right to determine the best placement and programming for each of its students.

References and Resources

[Iowa Acceleration Scale](#)

[Junior Great Books](#)

[American Research Company Labs](#)

[Jacob's Ladder](#)

[Elementary Cluster Teachers](#)

[Enrichment Coaches](#)

[Collaboration Station](#)

Iowa Acceleration Scale

The *Iowa Acceleration Scale, 4th Edition* is a tool to help schools make effective decisions regarding a grade-skip. The *IAS* guides a child study team (including educators, teachers, parents, and other professionals) through a discussion of the academic and social characteristics of the student.

The *IAS* provides:

- A more objective look at the student;
- An analysis of the major factors to be considered in making a decision;
- Guidelines for weighting the relative importance of the major factors;
- Documentation of the student's strengths and concerns
- A numerical range to guide the discussion and decision of acceleration;
- A standard of comparison with students who have had successful accelerations.

Junior Great Books

Junior Great Books is a strong, inquiry-based language arts program that refines and extends students' skills in reading, thinking, and communicating. The program is a model of student-centered learning in which students work with complex ideas and rigorous texts. The program uses well-crafted, multicultural reading selections that are rich in ideas and invite a number of interpretations. Through consistent use of the program students develop their reading and thinking skills by asking questions, formulating and sharing their opinions, and supporting their ideas with evidence from the selections.

American Reading Company Research Labs and Genre Studies

American Reading Company Research Labs will be used to extend and deepen high ability students' knowledge base. These units involve student-selected research inquiries that encourage students to study a topic deeply. Students will also be expected to read widely across genres to have a better understanding of author's craft and genre characteristics.

Jacob's Ladder

Jacob's Ladder targets reading comprehension skills in high ability learners. In the form of three skill ladders connected to individual readings in poetry, myths/fables, and nonfiction, students move from lower order, concrete thinking skills to higher order, critical thinking skills.

Elementary Cluster Teacher

To meet the needs of high ability students in grades 3, 4, and 5, a cluster teacher will be designated at each school site. Determination will be made by the school principal.

Responsibilities for elementary cluster teachers include the following:

- Attend professional development on meeting the needs of high-ability students
 - 2016-2017--County Institute Day
- Use the district provided enrichment modules and materials
- Collaborate with the building enrichment coach
- Provide feedback to the District about services and programs
- Participate in District articulation opportunities for cluster teachers
- Provide core instruction to cluster students

Enrichment Coach

To meet the needs of high ability students in grades 3, 4, and 5, an enrichment coach will support teachers and students.

For 2016-2017

Julie Allen – AGS and HCS

julie.allen@bps101.net

Susan Sokolinski – GMS and LWS

susan.sokolinski@bps101.net

Julie Preble – JBN and HWS

julie.preble@bps101.net

Enrichment Coaches work directly with students in push-in or pull-out instruction delivery. In addition, the enrichment coach supports school staff in meeting the needs of

high-ability students. The needs of students will be a contributing factor in how services are delivered in each school site.

Collaboration Station

Collaboration Stations are networked video conferencing tables that are available to staff and students in all BPS101 schools. To have the opportunity for daily instruction, this technology may be used during instruction.



Resources for Parents/Teachers of Gifted or High-Ability Children*

(*These are resources not recommendations.)

Websites

- www.hoagiesgifted.org
 - Resources for parents of gifted children, including articles and research, books, organizations, on-line support groups, and academic programs
- www.piecesoflearning.com
 - Publisher of books on language and arts, mathematics, parents as teachers, writing resources, literature-based reading, etc.
- www.sengifted.org
 - Social and emotional needs of gifted children
- www.hollingworth.org
 - The Hollingworth Center for Highly Gifted Children Center provides information, support and networking for parents of highly gifted children
- www.mensa.org
 - Mensa International Society
- www.gifted.uconn.edu
 - A variety of parent, student, and teacher resources from the University of Connecticut

Affiliations

- National Association for Gifted Children www.nagc.org
- Illinois Association for Gifted Children www.iagcgifted.org
- The American Association for Gifted Children www.aagc.org
- Council for Exceptional Children, TAG division www.cec.sped.org
- Davidson Institute for Talent Development <http://www.ditd.org>

Magazines

- Gifted Children Monthly
- The Gifted Child Today
- Parenting for High Potential
- Understanding Our Gifted
- Gifted Education Communicator (from California Assoc. for Gifted Children)

Books

- The Gifted Kids' Survival Guide, J. Galbraith, Free Spirit Publishing

- The Survival Guide for Parents of Gifted Kids, S.Y. Walker, Free Spirit Publishing
- Parent's Guide to Raising a Gifted Toddler: Recognizing and Developing the Potential of Your Child from Birth to Five Years, J. Alvino, Little, Brown & Co. Publishers
- Counseling the Gifted and Talented, L. Silverman, editor, Love Publishing Co.
- Guiding the Gifted Child, Webb, Meckstroth, and Tolan, Ohio Psychology Publishing

Research and Resources about Cluster Grouping

- ["Clustered for Success"](#) For Each to Excel, Feb. 2012, Volume 69, Number 5 By Dina Brulles and Susan Winebrenner
- [FAQs about cluster grouping](#)
- ["Reviving Gifted Education with the School-wide Cluster Grouping Model"](#), *Tempo*, Texas Association for Gifted and Talented, Fall 2011, By Dina Brulles and Susan Winebrenner
- ["The School-wide Cluster Grouping Model: Restructuring Gifted Education Services for the Twenty-First Century"](#), *Gifted Child Today*, Fall 2011, By Dina Brulles and Susan Winebrenner
- ["The Cluster Grouping Handbook: How to Challenge Gifted Students and Improve Achievement for All"](#) by Susan Winebrenner, M.S. and Dina Brulles, Ph.D.
- ["Improving Performance for Gifted Students in a Cluster Grouping Model"](#) article by Dina Brulles, Ph.D, Rachel Saunders and Sanford. J. Cohn
- ["Maximizing Gifted Students' Potential in the 21st Century"](#) from *the American Association of School Administrators*, e-Journal
by Dina Brulles, Ph.D. and Susan Winebrenner, M.S.
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