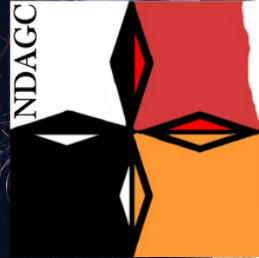


# Gifted in North Dakota

NDAGC



## Did you know...

only 30% of students in ND have access to gifted education.

## Here's what the state says...

North Dakota Century Code t15.1c32

*"Student who is gifted" means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.*

## North Dakota Best Practices for Gifted Education

- [Introduction](#)
- [Learning and Development](#)
- [Assessment](#)
- [Curriculum Planning and Instruction](#)
- [Learning Environment](#)
- [Services and Programming](#)
- [Professional Learning](#)

## Why is gifted education important for North Dakota learners?

The answer is quite clear: all students in North Dakota should be challenged to learn. Students learn best by interacting with and trying to make sense of content. When students come into the classroom with strong content knowledge or academic skills, the teacher should raise expectations so the student can experience learning as challenging, but achievable. Gifted education is a promise that each child will be challenged at an appropriate level. Gifted education is preparation for life, because all individuals need to be able to find strength in the face of challenges. While many gifted children face challenges through external activities, learning should also take place in the classroom. Students spend more waking hours in the classroom than they do at home, and the classroom is a child's academic, social, emotional, and intellectual playground. For some students, the classroom may be the only place for needed enrichment and learning.

-ndagc.org

## Gifted 101

- **Accountability for Gifted and Talented Student Learning**
- **Differentiating Curriculum and Instruction for Gifted and Talented Students**
- **Collaboration Among All Educators to Meet the Needs of Gifted Learners**
- **Nurturing Social and Emotional Development of Gifted Children**

## Did you know...

- 50+% = grade-level curriculum many gifted students know before the school year begins, when compared to same-age peers
- 58% = teachers who, in the past few years, have received no professional development focusing on teaching academically advanced students
- 54% = teachers who view differentiation as lip service
- 73% = teachers who agree with this statement, "Too often, the brightest students are bored and under-challenged in school – we're not giving them a sufficient chance to thrive."
- 52% = gifted students who participated in talent development through competitions who have doctoral degrees
- Nationally, students from African American, Latinx, and Native American families are underrepresented in gifted education by 43%, 30%, and 13% respectively (as of 2016).
- 75%= Students with disabilities and those who are still learning English who are underrepresented in gifted education classrooms.

## What Research Shows

Gifted students benefit most when given the opportunity to interact with peers at similar performance levels and with a curriculum designed to challenge and keep pace with their thinking.

One of the best interventions/differentiation plans for gifted students is acceleration. Studies have proven the success of acceleration as an intervention. After numerous research studies over many years, researchers at Johns-Hopkins summarized this way, "Studies of groups of students who were accelerated in subject matter and/or grade placement strongly support acceleration as an effective and important vehicle for advancing the academic knowledge and motivation of talented students. Academic achievement among accelerants is high without concomitant social and emotional problems."

Pull-out gifted services with a specialist trained in gifted education also greatly benefit gifted students. In a study of 320 students identified as gifted who received services through the secondary level, doctoral degrees were pursued at more than 50X the base rate expectations. In a follow-up report of the same participants at age 38, 63% reported holding advanced terminal degrees (master's and above). Authors of the study compared these rates to the general U.S. population, noting that only 2% of the general population held a doctoral degree.

Interaction on a regular basis with a professional trained in gifted education greatly impacts learning, thinking, performance, and social-emotional needs of gifted students. Thus, proper identification is key, along with consistent programming and guidance from a trained professional.

## Next Steps

\*Use the [NAGC Administrator Toolbox](#) to familiarize yourself with gifted education and the multi-faceted needs of gifted students.

\*Identify students in need of gifted services. Be very mindful of equity in identification processes.

\*Have designated math and reading curriculums for gifted students. These curriculum plans cannot simply be more work from existing curriculums already in place. Distinctive programming plans for gifted students which include a curriculum specifically designed for gifted learners is necessary. Educators trained in gifted education can assist in finding and creating curriculum plans for gifted students.

\*Provide required professional development in gifted education for all educators, Pre-K through Grade 12, and administrators.

References:

[Dispelling Myths Around Gifted Education](#)

[Up to 3.6 Million Students Should be Labeled as Gifted, But Aren't](#)

[US Schools Often Fail to Identify Gifted and Talented Students - Especially if They are Black, Latino, or Native American](#)

[NAGC - Scott Peters - Gifted and Talented: Finding and Calculating Representation Rates](#)

[NAGC - Why Are Gifted Programs Needed?](#)

[Acceleration - The Most Misunderstood Differentiation Technique](#)

[National Association for Gifted Children](#)

**For more information visit: [www.ndagc.org/giftedinnd](http://www.ndagc.org/giftedinnd)**