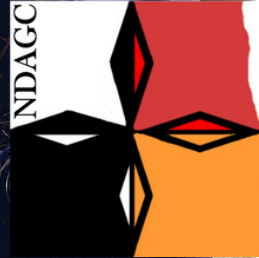


# Gifted in North Dakota

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

- [Rationale for Gifted Education](#)
- [Critical Content of Gifted Education for K-12 Schools](#)
- [Accountability for All Student Learning](#)
- [Connecting Gifted Education to Other School Practices](#)

# Gifted Children's Bill of Rights

You have a right to:

- know about your giftedness.
- learn something new everyday.
- be passionate about your talent area without apologies.
- have an identity beyond your talent area.
- feel good about your accomplishments.
- make mistakes.
- seek guidance in the development of your talent.
- have multiple peer groups and a variety of friends.
- choose which of your talent areas you wish to pursue.
- not to be gifted at everything.

*written by Del Siegle, NAGC President, 2007-2009*

## What Research Shows

Parents are their child's most important advocates. Research shows what parents of individuals with gifts and talents know intuitively - that their child benefits 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. When compared to a control group of gifted students who didn't skip a grade to those who did, the grade-skippers were 60% more likely to earn patents and doctorates, and more than 2X more likely to get a Ph.D. in a field related to science, technology, engineering, or math.

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 for Parents

Whatever the setting, your child's education should provide for the rights above. Ensuring this may, at times, require parent advocacy. Informed advocacy is effective advocacy! NDAGC, and its parent organization NAGC, offer a variety of resources to support this.

**Learning about Giftedness:**

**[Gifted 101](#)**

**[Serving the Whole Child](#)**

**[Perfectionism](#)**

**Services Which Support the Need for Productive Struggle:**

**[Advocating for Gifted Services](#)**

**[Collaborating with your Child's Teacher](#)**

**[Acceleration](#)**

**NDAGC Membership Connects You!**

NDAGC can provide a vital service of connecting you with other families in your local community and across the state. Your informed advocacy will be supported as you learn via our webinars, forums, and book study opportunities. In addition, consultation services with our board of experts can be provided upon request.

**[Join NDAGC today!](#)**

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)**