

# Identifying and Serving Diverse Highly Capable Students

TO DO...	TO AVOID...
Understand that highly capable students are those who need advanced learning opportunities	Practices that promote the idea that high IQ equates giftedness (e.g. giftedness only exists in the top 5-6% of the population)
Design services that match students' needs and provide ample opportunities for students to display strengths and talents through curriculum and instruction	Place students in programs without regard for their individualized learning needs
Match assessments with highly capable services (and be sensitive to cultural and linguistic differences)	Use mainly rigid cut-off scores on IQ tests or cognitive ability tests, or use a single test for identification
Use multiple objective criteria to holistically identify students with a need for highly capable services	Use matrices, composite scores, or otherwise put multiple criteria together in ways that limit the recognition of individual student strengths
Offer professional development to various stakeholders (parents, educators, community members) to expand upon their understandings and awareness of the needs of advanced learners	Checklists of bright vs. gifted which reinforces innate views of giftedness (e.g. giftedness is in-born)
Seek and solicit parent involvement as partners and collaborators in their education, send out parent letters in home languages when possible and offer translators for information nights	Not involve parents
Provide opportunities for families and educators to learn from each other and develop inclusive educational communities	Assume that educators must always teach parents about their children