



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# **OCDSB GUIDE TO SUPPORTING GIFTED STUDENTS IN THE REGULAR CLASSROOM**





# OTTAWA-CARLETON DISTRICT SCHOOL BOARD



The following chart is a sample year outlining responsibilities and suggested guidelines for teachers, LST's, and support staff surrounding supporting gifted learners in the regular classroom. For a detailed outline of strategies for gifted learners, resources, and supported research, please refer to the *"Guide for Supporting Gifted Students In The Regular Classroom"* document.

It is important to consider the Ontario Ministry of Education's definition of Giftedness in order to create a consistent framework and better understanding of the Gifted learner. The Ontario Ministry of Education defines exceptional pupils in the Special Education Handbook 1984.

Giftedness is defined as:

"...an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated."

**Please note: \*items in red indicate legislated tasks for each role**

<b>Considerations</b> (*Please note that supports is not one-size fits all and thus support provided should vary depending on individual student need)	<b>TERM 1</b> (September–January)
<b>Role of The Principal</b>	<ul style="list-style-type: none"><li>• <b>Oversee the implementation of the Individualized Education Plans (IEPs) (30 days into school year)</b></li><li>• <b>Conduct and lead Multi-Disciplinary meetings</b></li><li>• <b>Conduct and lead any IPRCs</b></li><li>• <b>Oversee any transition plans (PPM 156)</b></li><li>• Provide PD opportunities for staff</li><li>• Ongoing discussions with LST and LRT to keep up-to-date with exceptional students as well as students of concern</li><li>• Participate in parent meetings</li><li>• Prioritize supports and services (school support staff schedule)</li></ul>





### **Supports from the Classroom Teacher(s)**

- Review of Gifted IEPs and OSR information (as applicable)
- Ensure that the IEP is reflected in the report card if modified
- IEP provided to school principal for review and signature
- Attention to transitions including transition plans (PPM 156)
- Continued support, monitoring, and implementation of strategies as outlined in the IEP
- Ongoing parent consultation (IEP) as needed
- Administer Interest Survey with Gifted Students Sample Interest Survey
- Administer Multiple Intelligence Survey with Gifted Students Sample Multiple Intelligence Survey
- Introduce the student-led learner profiles Student Learner Profile (including attached parent letter)
- Send home Things My Child Likes To Do Information for parent feedback
- Incorporate tiered interventions according to strengths and needs of each learner including ongoing monitoring (see the OCDSB Guide for Supporting Gifted Learners Document)
- Think and plan around desired Exit Outcomes
- Ongoing dialogue with both student and parent regarding progress and next steps
- Set up classroom environment as per individual student needs (e.g., instructional, environmental, and assessment accommodations such as strategic seating, critical and creative thinking opportunities, visual schedules)

### Supports from the LST

- Ensure IEP is sent home within the first 30 days and consult as needed
- Review of Gifted IEPs and OSR information (as applicable)
- Collect consent letters from parents for LSC to observe and consult (as needed)
- Support the classroom teacher in implementation of the IEP
- LST to consult with classroom teacher about the IEP before locking it
- Facilitate Specialized Equipment Allocation (SEA) and access to Itinerant Teacher of Assistive Technology for students as required
- Ongoing support, implementation, and revision of student IEP's
- Attend Multi-Disciplinary meetings
- Meet with classroom teachers to discuss IEP goals and transitional supports
- Collection of data from the surveys for gifted learners
- Meet with students to discuss survey results and obtain student voice input
- As applicable, use data collection to form interest groups
- Introduce the learner profiles [Student Learner Profile](#)
- Collect and attach parent survey to the learner profile
- 
- Help students make goals around their learning and support the monitoring of these goals
- Continue to consult with students regarding the Student Learner Profile
- As needed, LST may attend parent-teacher interviews
- Support involvement in extracurricular activities and clubs specific to the needs of the students
- Consult resources in Google+ community (Gifted@OCDSB)
- Reference the [Guide to support gifted learners in the regular classroom](#)
- Update staff on recent research
- Complete assessments (e.g., WIAT-III, CCAT-7) as needed

### Role of the LSC and school level support

- Contact LST to offer support for consulting, planning and programming purposes
- Make arrangements to observe and consult with LST and/or classroom teachers around supports for gifted learners
- Assist with writing IEPs
- Support Multi-Disciplinary meetings
- Consult as needed on tiered interventions
- Consult with psychologist with the gifted portfolio about gifted student profiles
- Provide PD as appropriate
- Assist LST's with administration of assessments (as needed)
- Communicate relevant and important information with other LSC's as well as through the LST networks

Considerations	<b>TERM 2</b> (February-June)
<b>Role of The Principal</b>	<ul style="list-style-type: none"> <li>• Ensure Term 1 report card is sent home</li> <li>• Ensure Term 2 IEP is sent home</li> <li>• Conduct and lead Multi-D meeting</li> <li>• Conduct and lead any IPRCs</li> <li>• Oversee transition plans (PPM 156)</li> <li>• Ongoing discussions with LST and LRT to keep up-to-date with exceptional students as well as students of concern</li> <li>• Provide PD opportunities for staff</li> <li>• Participate in parent meetings</li> <li>• Prioritize supports and services (school support staff schedule)</li> </ul>
<b>Supports from the Classroom Teacher(s)</b>	<ul style="list-style-type: none"> <li>• Review of Gifted IEPs and OSR information (as applicable)</li> <li>• Ensure that the IEP is reflected in the report card if modified</li> <li>• IEP provided to school principal for review and signature</li> <li>• Attention to transitions including transition plans (PPM 156)</li> <li>• Continued support, monitoring, and implementation of strategies as outlined in the IEP</li> <li>• Ongoing parent consultation (IEP) as needed</li> <li>• Incorporate tiered interventions according to strengths and needs of each learner including ongoing monitoring (see the <a href="#">OCDSB Guide for Supporting Gifted Learners Document</a>)</li> <li>• Think and plan around desired Exit Outcomes</li> <li>• Ongoing dialogue with both student and parent regarding progress and next steps</li> <li>• Continue to offer flexible classroom environments as per individual student needs (e.g., instructional, environmental, and assessment accommodations such as strategic seating, critical and creative thinking opportunities, visual schedules)</li> </ul>



## Supports from the LST

- Ensure IEP is sent home within the first 30 days and consult as needed
- Review of Gifted IEPs and OSR information (as applicable)
- Support the classroom teacher in implementation of the IEP
- LST to consult with classroom teacher about the IEP before locking it
- Collect consent letters from parents for LSC to observe and consult (as needed)
- Facilitate Specialized Equipment Allocation (SEA) and access to Itinerant Teacher of Assistive Technology for students as required
- Ongoing support, implementation, and revision of student IEP's
- Attend Multi-D meetings
- Meet with classroom teachers to discuss IEP goals and transitional supports
- Collection of data from the surveys for gifted learners
- As applicable, use data collection to form interest groups
- Help students make goals around their learning and support the monitoring of these goals
- Continue to consult with students regarding the Student Learner Profile
- As needed, LST may attend parent-teacher interviews
- Support involvement in extracurricular activities and clubs specific to the needs of the students
- Consult resources in Google+ community (Gifted@OCDSB)
- Reference the [Guide to support gifted learners in the regular classroom](#)
- Update staff on recent research
- Complete assessments (e.g., WIAT-III, CCAT-7) as needed
- Prepare for IPRC's

## Role of the LSC and school level support

- Continue to make arrangements to observe and consult with LST and/or classroom teachers around supports for gifted learners
- Make arrangements to observe and consult with LST and/or classroom teachers around supports for gifted learners
- Assist with writing IEPs
- Support Multi-Disciplinary meetings
- Consult as needed on tiered interventions (refer staff to [Guide to support gifted learners in the regular classroom](#))
- Consult with psychologist with the gifted portfolio about gifted student profiles
- Provide PD as appropriate
- Assist LST's with administration of assessments (as needed)
- Communicate relevant and important information with other LSC's as well as through the LST networks
- Ensure schools are in contact with receiving schools if student is transitioning to a different school
- Provide French assessment should a student be considered for EFI Gifted placement
- Ensure any students transitioning to a secondary gifted program are aware of the specific location (according to the geographic model)
- Assist LST's with administration of the CCAT7 (as needed)

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## **Instructional Supports**

This section includes resources for supporting gifted learners academically including resources on differentiation, curriculum compacting, graphic organizers, ability grouping, extra-curricular activities, critical and creative thinking, executive functioning, and inquiry-based learning

## **Getting to Know Your Learners**

This section includes resources to help you collect information about your students and assessment resources as, of, and for learning. It also includes information related to IEP development.

## **Exit Outcomes**

This section includes resources around the OCDSB Community of Character, Leadership, and Habits of Mind.

## **Student Well Being**

This section includes resources on various topics related to social-emotional considerations, mindsets, and overexcitabilities

## **Other Supports**

This section includes information on local Ottawa-Carleton community resources, books, and other online resources for supporting gifted learners.

## **Equity Considerations**

This section includes information regarding equity considerations (e.g., language, SES, culture), multiple exceptionalities, and common myths about gifted learners.





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# OCDSB GUIDE FOR SUPPORTING GIFTED STUDENTS IN THE REGULAR CLASSROOM

For a detailed breakdown outlining responsibilities and suggested guidelines for teachers, LST's, and support staff surrounding supports for gifted learners in the regular classroom over the course of an academic year, please refer to the *"Year at a Glance for Supporting Gifted Learners in the Regular Classroom"* document.

**Exit Outcomes:** In order to better understand the purpose of developing strategies for supporting gifted students in the classroom, we look at our OCDSB exit outcomes in order to consider the end goals for our students. This will enable us to prepare our students for their futures.

Strategy Description	Resources	Research Support
<b>Getting to Know Your Learners</b>		
<b>Data Collection</b> <ul style="list-style-type: none"><li>Information gathered to use for the development of a student's learning profile</li></ul>	<ul style="list-style-type: none"><li><i>An Expression Style Inventory</i></li><li><i>Student Learner Profile</i></li><li><i>Interest A-Lyzer</i></li><li><i>Interest Survey Grades 4-8</i></li><li><i>Profiling My Interests</i></li><li><i>Student Interest</i></li><li><i>Mes multiples intelligences</i></li><li><i>Multiple Intelligence Menu of Activities</i></li></ul>	<i>Matters (2006)</i> <i>van Barneveld (2008)</i> <i>Coburn &amp; Talbert (2006)</i> <i>Talent Portfolio</i>
<b>Interest Surveys</b> <ul style="list-style-type: none"><li>Valuable information from each student that teachers may use to understand individual interests and preferences</li></ul>		
<b>Multiple Intelligence</b> <ul style="list-style-type: none"><li>Representing the different ways of information processing</li></ul>		



<p><b>Assessment as, of, for Learning</b></p> <ul style="list-style-type: none"> <li>❑ As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement.</li> <li>❑ Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.</li> <li>❑ The essential distinction is that assessment for learning is used in making decisions that affect teaching and learning in the short term future, whereas assessment of learning is used to record and report what has been learned in the past</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Student Portfolio</i></li> <li>• <i>Video: Multiple Measures - Assessment for learning</i></li> <li>• <i>Student Exit Card #1</i></li> <li>• <i>Student Product Self-Evaluation Form</i></li> <li>• <i>My Ideal Teaching and Learning Situation</i></li> <li>• <i>Things My Child Likes To Do Parent Letter</i></li> <li>• <i>Video: Diagnostic Testing</i></li> <li>• <i>Assessment</i></li> <li>• <i>Video: Gathering Evidence that Demonstrates Learning</i></li> <li>• <i>Video: How do we design assessment with instruction</i></li> <li>• <i>Video: Learning Goals and Success Criteria</i></li> <li>• <i>Two Stars and a Wish</i></li> </ul>	<p><i>Growing Success</i></p> <p><i>VanTassel-Baska (2013)</i></p> <p><i>Heacox &amp; Cash (2014)</i></p> <p><i>NAGC Assessment Standards</i></p> <p><i>Book: Differentiation for Gifted Learners: Going Beyond the Basics</i></p> <p><i>Saunders-Stewart. Walker, &amp; Shore (2013)</i></p>
<p><b>IEP Development</b></p> <ul style="list-style-type: none"> <li>❑ Individual Education Plan: identifies the student's specific learning expectations and outlines how the school will address these through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies.</li> <li>❑ School support staff members available to discuss programming</li> </ul>	<ul style="list-style-type: none"> <li>• <i>IEP Guide</i></li> <li>• <i>Creating Pathways to Success, an Education and Career/Life Planning Program for Ontario Schools</i></li> <li>• <i>Including Students with Special Education Needs in French as a Second Language Program</i></li> </ul>	<p><i>Draft Special Education Policy and Resource Guide</i></p> <p><i>PPM 156: Supporting Transitions for Students with Special Education Needs</i></p> <p><i>Special Education in Ontario Kindergarten to Grade 12</i></p> <p><i>Learning for All</i></p> <p><i>Learning Disabilities Association of Ontario</i></p> <p><i>Association of Bright Children</i></p>

## Instructional Supports

### Differentiation

- ❑ Teaching methods that focus on a variety of techniques to meet student learning needs by varying the content, process or products of the learning based on the learner's readiness and interests.

- *Overview*
- *Serving Gifted Students in General Education Classrooms*
- *NAGC Position Statement*
- *How To Teach Gifted Students Well*
- *Meeting the Needs of Gifted Learners in the Regular Classroom*
- *Differentiation Strategies for Gifted Learners*
- *Differentiation Simple Strategies*
- *Differentiation for Gifted Learners: Going Beyond the Basics*
- *Effectively Differentiated Classrooms*
- *Using Choice to Motivate and Differentiate*
- *One Pager Strategy*
- *Reverse Problem Brainstorming*
- *A Whale of a Party*
- *Snowball Storytelling*

*Renzulli (2005)*

*Reis (n.d).*

*VanTassel-Baska (2010)*

*Olszewski-Kubilius, Makel, Plucker, & Subotnik (2017)*

*Link & Inman (2013a)*

*Link & Inman (2013b)*

*Susan Winebrenner - Challenging Gifted Students in Mixed Ability Classrooms*

*Brown, Crowder, & Hines (2014)*

### Curriculum Compacting

- ❑ Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.

- *Resource: Curriculum Compacting NAGC*
- *Essential steps in Curriculum Compacting*
- *Curriculum Compacting*
- *Most Difficult First Strategy*
- *Teaching Gifted Kids in Today's Classroom*

*Reis, Westberg, Kulikowich, & Purcell (1998)*

*Reis & Renzulli (1995)*

*Stamps (2004)*

### Ability Grouping

- ❑ Using data collection methods, educators can form a variety of student working groups

- *Cluster Grouping*
- *Grouping Formats*
- *Team building/Grouping*

*Dina Brulles*

*Matthews, Ritchotte & McBee (2013)*

*NAGC Research*

*NAGC Position Paper*

<p><b>Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>❑ Critical thinking refers to higher-order thinking (e.g., analysis, synthesis, evaluation) and creative thinking refers to unique ways of thinking about various problems or issues, i.e., thinking outside the box.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>6 Activities to Inspire Critical and Creative Thinking</i></li> <li>• <i>Weekly Curiosities</i></li> <li>• <i>Teacher Resource</i></li> <li>• <i>Socratic Questions</i></li> <li>• <i>Critical Thinking</i></li> <li>• <i>Embedding Critical Thinking</i></li> <li>• <i>Fueling Creative Thinking</i></li> <li>• <i>Examples of Classroom Creativity Projects</i></li> <li>• <i>Ideas for Developing Children's Creative Traits</i></li> <li>• <i>Creativity Strategies (e.g., Encounter Lessons, Questivities, SCAMPER, Six Thinking Hats)</i></li> <li>• <i>Handout</i></li> <li>• <i>Critical and Creative Thinking Examples</i></li> <li>• <i>Thinking or Remembering: Divergent Questions</i></li> </ul>	<p><i>Otero (2014)</i></p> <p><i>Coil (2014)</i></p> <p><i>Fairweather &amp; Fairweather (2014)</i></p>
<p><b>Inquiry Based Learning</b></p> <ul style="list-style-type: none"> <li>❑ Inquiry-based teaching and learning is driven by student interest and curiosity and therefore stimulates engagement in the learning process. Knowledge is co-constructed by students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What is Inquiry Based Learning</i></li> <li>• <i>Grade 3 Inquiry Learning Example</i></li> <li>• <i>Video: Genius Hour</i></li> <li>• <i>Bloom's Taxonomy Different Levels of Questions</i></li> <li>• <i>Bloom's Question Sort</i></li> <li>• <i>Bloom's Question Sort - ANSWERS</i></li> <li>• <i>Bloom's Question Starters</i></li> <li>• <i>Provide project and/or inquiry based learning opportunities</i></li> <li>• <i>Inquiry Based Learning : Capacity Building Series</i></li> <li>• <i>See, Think, Wonder Chart</i></li> <li>• <i>Genius Hour Project Outline</i></li> <li>• <i>Interest Academy</i></li> <li>• <i>Play-Based Learning in a Culture of Inquiry in Kindergarten</i></li> </ul>	<p><i>Great articles to consider</i></p> <p><i>Aulls &amp; Shore (2008)</i></p> <p><i>Aulls, Shore, &amp; Delcourt (2008)</i></p> <p><i>Ormrod, Saklofske, Schwean, Andrews, &amp; Shore (2010)</i></p> <p><i>Shore, Birlean, Walker, Ritchie, LaBanca, &amp; Aulls (2009)</i></p> <p><i>Play based learning</i></p>



<p><b>Executive Functioning</b></p> <ul style="list-style-type: none"> <li>❑ The executive functions are a “set of processes that all have to do with managing oneself and one’s resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.”</li> <li>❑ Graphic organizers are one example strategy to support executive functioning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Executive Functioning</i></li> <li>• <i>Executive Functioning Strategies at a Glance</i></li> <li>• <i>Communication</i></li> <li>• <i>Executive Functions and Gifted</i></li> <li>• <i>Executive Functioning Power Point</i></li> <li>• <i>OCDSB Virtual Learning</i></li> <li>• <i>Mind Maps</i></li> <li>• <i>Mind Map Google App</i></li> <li>• <i>Making Predictions - Graphic Organizer</i></li> <li>• <i>Non-Fiction Feature Scavenger Hunt</i></li> <li>• <i>K-W-H-L CHART</i></li> </ul>	<p><i>Steenbergen-Hu, Olszewski-Kubilius, &amp; Calvert (2014)</i></p> <p><i>LDonline</i></p>
<p><b>Extra Curricular Activities</b></p> <ul style="list-style-type: none"> <li>❑ A variety of activities students enjoy taking part in during, before, or after school. This may include clubs, sports, and groups and also ties in to the social domain of friendships and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Enrichment Mini Courses</i></li> <li>• <i>Carleton U. Mobile Maker</i></li> <li>• <i>Great Canadian Geo. Challenge</i></li> <li>• <i>Mini Enrichment</i></li> <li>• <i>Destination Imagination</i></li> <li>• <i>Caribou Math Contest</i></li> <li>• <i>Gauss Math Contest</i></li> <li>• <i>SNAP Math Fair</i></li> <li>• <i>Young Writers of Canada</i></li> <li>• <i>Awesome Authors Youth Writing Contest</i></li> <li>• <i>CANSCAIP</i></li> <li>• <i>Pop up Painters</i></li> <li>• <i>The Forum Experience</i></li> <li>• <i>Encounters with Canada</i></li> <li>• <i>Mad Science</i></li> <li>• <i>Let's Talk Science Challenge</i></li> <li>• <i>Ottawa Children's Theatre</i></li> <li>• <i>Ottawa School of Theatre</i></li> <li>• <i>Ottawa Children's Choir</i></li> </ul>	<p><i>Gyles, Shore, &amp; Schneider (2009)</i></p> <p><i>Masden, Leung, Shore, Schneider, &amp; Udvari (2015)</i></p> <p><i>Schapiro, Schneider, Shore, Margison, &amp; Udvari (2009)</i></p> <p><i>Chichekian &amp; Shore, 2017</i></p>

## Exit Outcomes

### Exit Outcomes

- ❑ A set of key characteristics and skills that our students are expected to have when they complete secondary school To nurture productive, successful and engaged citizens

### Community of Character

- ❑ Established by the OCDSB to provide a standard of behaviour against which all individuals in the OCDSB hold themselves accountable. These attributes will bind us together and permeate all that we do. We believe they are the foundation for excellence and equity in education and are the cornerstone of our vision for our school communities.

### Habits of Mind

- ❑ The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.

- *OCDSB- Exit Outcomes*
- *Understanding of the Exit Outcomes*
- *Exit Outcomes Poster*
- *Community of Character*
- *Habits of Mind*

*Art Costa Centre for Thinking*

## Student Well Being

### Social-Emotional Supports

- ☐ Refers to the social, emotional, and behavioural characteristics of each individual learner. This section outlines information and supports to build upon individual strengths and areas of need

- *OCDSB - Well-Being*
- *Supporting Minds Document*
- *Supporting Emotional Needs of the Gifted (SENG)*
- *Self Regulation and the Underachieving Gifted Learner*
- *Social and Emotional Needs of Gifted Children*
- *Creating a Safe Harbour*
- *Providing opportunities within the classroom to dialogue with like-minded students*
- *AnxietyBC*
- *Social Thinking Resources*
- *Leadership Examples*

*Altun & Yazici (2014)*

*NAGC Position Paper on Social Emotional Development*

*NAGC Learning Environment Standards*

*Camallie-Caplan (2014)*

*Book: The Social and Emotional Development of Gifted Children*

*Gyles, Shore, & Schneider (2009)*

*Masden, Leung, Shore, Schneider, & Udvari (2015)*

*Schapiro, Schneider, Shore, Margison, & Udvari (2009)*

*Chichekian & Shore, 2017*

*Lee, Olszewski-Kubilius, Turner Thomson (2012)*

*Book: Laugeson (2014)*

*Covey, Covey, Summers, & Hatch (2008)*

*Ontario's Well Being Strategy for Education*

### Mindset

- ☐ Facilitating the development of a belief in the idea that there is always room for improvement (growth mindset)

- *Resource: Mindsets in the Classroom*
- *Growth Mindset*
- *Video Clip: C. Dweck " The Power of Yet"*
- *How Differentiation Fosters a Growth Mindset*
- *Mathematical Mindsets - Jo Boaler (YouCubed)*
- *Fostering a growth mindset*

*Dweck (2010)*

*Esparza, Shumow, & Schmidt (2014)*



<p><b>Overexcitabilities</b></p> <p>☐ We endeavour to support the whole learner. If a student demonstrates overexcitabilities, which is defined as various intensities or sensitivities such as psychomotor, sensual, emotional, intellectual, and imaginal, then these are some useful strategies and consideration in planning for your learner</p>	<ul style="list-style-type: none"> <li>• <i>Strategies for Overexcitabilities</i></li> <li>• <i>Overexcitabilities and the Gifted</i></li> </ul>	<p><i>Mendaglio &amp; Tillier (2006)</i></p> <p><i>Karpinskis, Kinase Kolb, Tetreault, &amp; Borowski (2018)</i></p> <p><i>Camallie-Caplan (2014)</i></p>
<p><b>Other Supports</b></p>		
<p><b>Community Resources and Organizations</b></p> <p>☐ Variety of community resources for parents and ideas for extra-curricular opportunities</p>	<ul style="list-style-type: none"> <li>• <i>ABC Ontario</i></li> <li>• <i>Ottawa Community Resources to Support Gifted Learners</i></li> <li>• <i>STEM Camps</i></li> </ul>	
<p><b>Books</b></p> <p>☐ There are numerous books specific to supporting gifted learners</p>	<ul style="list-style-type: none"> <li>• <i>Books *There are too many books to list here but your LSC is a great resource if you are looking for books on a specific topic</i></li> <li>• <i>1. Heacox, D. (2017). Making differentiation a habit: How to ensure success in academically diverse classrooms. Minneapolis, MN: Free Spirit Publishing.</i></li> <li>• <i>2. Karnes, F. A., &amp; Bean, S. M. (2015). Methods and materials for teaching the gifted (4th ed.). Waco, TX: Prufrock Press.</i></li> <li>• <i>3. Neihart, M., Pfeiffer, S. I., &amp; Cross, T. L. (Eds.). (2016). The social and emotional development of gifted children: What do we know? (2nd ed.). Waco, TX: National Association for Gifted Children/Prufrock Press.</i></li> <li>• <i>Renzulli Books</i></li> <li>• <i>Matching Readers with Texts</i></li> <li>• <i>Books for Young Readers</i></li> <li>• <i>Ontario College of Teachers - Library</i></li> </ul>	<p><i>Helbling &amp; Gilson (2014)</i></p>

<b>Resources</b> <ul style="list-style-type: none"> <li>❑ There are numerous online resources and organizations specific to supporting the gifted learner.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Byrdseed</i></li> <li>• <i>The Kid Should See This</i></li> <li>• <i>Renzulli Learning</i></li> <li>• <i>Organizations Devoted to Gifted</i></li> <li>• <i>Websites for Talent Development</i></li> <li>• <i>EBSCO database</i></li> </ul>	<i>Renzulli SEM</i>
<b>Equity Considerations</b>		
<b>Addressing Equity</b> <ul style="list-style-type: none"> <li>❑ Important considerations for diverse populations of gifted learners (e.g., ESL, cultural diversity, LGBTQ)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identifying and Serving Culturally and Linguistically Diverse Gifted Students</i></li> <li>• <i>Best Educational Practices with Low-Income, High-Ability Students</i></li> <li>• <i>Expanding the View of Giftedness</i></li> <li>• <i>Talent Development for English Language Learners</i></li> <li>• <i>Using Problem-Based Learning to Identify Culturally and Linguistically Diverse Students</i></li> <li>• <i>Identifying and Serving Gifted Students of Poverty</i></li> <li>• <i>Indigenous Services Canada</i></li> <li>• <i>Reforming First Nations Education</i></li> <li>• <i>To Be Young, Gifted, and First Nations in Canada</i></li> <li>• <i>NAGC Diversity Toolbox</i></li> <li>• <i>Gifted LGBTQ Toolbox for Educators</i></li> <li>• <i>Gifted and LGBTQ Youth</i></li> <li>• <i>Supporting Your Gifted LGBT Student</i></li> <li>• <i>Understanding and Addressing the Needs of Gifted GLBTQ Youth</i></li> <li>• <i>Gay SIG</i></li> <li>• <i>Gifted LGTBQ Social-Emotional Concerns</i></li> </ul>	<i>Allen (2017)</i> <i>Ford &amp; Whiting (2007)</i> <i>Matthews &amp; Castellano (2014)</i> <i>Mendaglio &amp; Ottmann (n.d)</i> <i>Whittenburg &amp; Treat (2009)</i> <i>Treat &amp; Whittenburg (2006) (Annotated Bibliography)</i> <i>Peterson (2000)</i> <i>Friedrichs (2011)</i> <i>Friedrichs (2014)</i> <i>Hutcheson &amp; Tieso (2014)</i> <i>Equity and Inclusive Education in Ontario Schools</i> <i>Many Roots, Many Voices, Supporting English Language Learners in Every Classroom</i> <i>English Language Learners, ESL and ELD Programs and Services</i>

<p><b>Twice Exceptional Students</b></p> <ul style="list-style-type: none"> <li>☐ Students who are both gifted, and have another exceptionality.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>NAGC Position Paper</i></li> <li>• <i>NAGC White Paper</i></li> <li>• <i>Gifted Students with LD's: What Teachers Need to Know</i></li> <li>• <i>Twice Exceptional Considerations Packet</i></li> </ul>	<p><i>Understanding Learning Disabilities</i> Pace &amp; Rowe (2010) <i>Book: Gifted Students with Learning Disabilities</i></p>
<p><b>Common Myths About Gifted Learners</b></p> <ul style="list-style-type: none"> <li>☐ There are several myths and misconceptions that exist about gifted learners. As educators, it is imperative that we are aware of these and are self-reflective about our practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Myths</i></li> <li>• <i>Student Video on Myths in Gifted Education</i></li> <li>• <i>Overview of Myths by Don Treffinger (Fall Issue of Teaching for High Potential)</i></li> <li>• <i>SENG 2e Damaging Myths</i></li> <li>• <i>How To Spot a Gifted Learner</i></li> </ul>	<p><i>Fiedler, Lange, &amp; Winebrenner (1993)</i> <i>Kanevsky (2015)</i> <i>Walker &amp; Shore (2015)</i> <i>French, Walker, &amp; Shore (2011)</i> <i>Walker, Shore, &amp; French (2011)</i></p>