



## EVIDENCE ADVOCACY CENTER

# Advanced/Gifted/High Potential Learners Resource Menu

Curated by Nancy Young, Ed.D.

### Defining

National Association for Gifted Children (2019). [A definition of giftedness that guides best practice \[Position statement\]](#).

National Association for Gifted Children (2019). [Key considerations in identifying and supporting gifted and talented learners: A report from the 2018 NAGC Definition Task Force.](#)



### General Overview

National Association for Gifted Children. (2015). [Addressing excellence gaps in K-12 education \[Position statement\]](#).

National Working Group on Advanced Education. (2023). [Building a wider, more diverse pipeline of advanced learners: Final report of the National Working Group on Advanced Education](#). Thomas B. Fordham Institute.

Tyner, A. (2024). [The broken pipeline: Advanced education policies at the local level](#). Thomas B. Fordham Institute.

National Association for Gifted Children. (2023). [Key themes and recommendations from The Dream Unencumbered: NAGC invitational colloquium.](#)



### Programming Standards (United States)

#### National Standards

National Association for Gifted Children Work Group. (2019). [Pre-k-grade 12 – gifted programming standards](#). National Association for Gifted Children.

National Association for Gifted Children. (n.d.). [Applying the pre-k-grade 12 – gifted programming standards: Guiding questions](#).

National Association for Gifted Children. (2014). [Common core and next generation science standards for gifted and talented students \[Position statement\]](#).

## State of the States

Rinn, A. N., Mun, R. U., & Hedges, J. (2022). *2020-2021 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs for the Gifted.

Wright, B. (2023). *States can improve equity and outcomes in gifted education, but too many aren't trying: Comment on state of states report*.

Petrilli, M., Griffith, D., Wright, B., & Kim, A. (2016). *High stakes for high achievers (Elementary and middle schools): State accountability in the age of ESSA*. Thomas B. Fordham Institute.

Petrilli, M., Griffith, D., & Wright, B. (2016). *High stakes for high schoolers: State accountability in the age of ESSA*. Thomas B. Fordham Institute.

## Gifted Education Program Standards: Individual State Example

North Carolina Department of Public Instruction. (2021). *North Carolina academically or intellectually gifted program standards*. State Board of Education Policy ACIG-000.



## Identification/Assessment

National Association for Gifted Children. (2014). *The role of assessments in the identification of gifted students [Position statement]*.

Card, D., & Giuliano, L. (2016). *Universal screening increases the representation of low-income and minority students in gifted education*. *Proceedings of the National Academy of Sciences*, 113(48), 13678-13683.

Peters, S. J., Rambo-Hernandez, K., Makel, M. C., Matthews, M. S., & Plucker, J. A. (2019). *Effect of local norms on racial and ethnic representation in gifted education*. *Aera Open*, 5(2), 1-18.

Peters, S.J., Carter, J., & Plucker, J. (2020). *Rethinking how we identify 'gifted' students*. *Kappan*.



## Teacher Training

National Association for Gifted Children. (2014). *Preparing all pre-service teachers to work effectively with gifted learners [Position statement]*.

National Association for Gifted Children. (n.d.). *Faculty standards for teacher preparation programs in gifted & talented education*.

Loveless, T., Parkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB*. Thomas B. Fordham Institute.



## The Classroom – Instructional Approaches

### General

Little, C. A. (2012). [Curriculum as motivation for gifted students](#). *Psychology in the Schools*, 49(7), 695-705.

American Psychological Association. (2017). [Top 20 principles from psychology for preK–12 creative, talented, and gifted students' teaching and learning](#). *Center for Psychology in Schools and Education*.

Jackson, L. (Producer & Editor). (2024). [Quick learners; High achievers: Study of mathematically precocious youth \[Documentary\]](#). Peabody College, Vanderbilt University.

### Academic Acceleration

Colangelo, N., Assouline, S. & Gross, M. (2004). [A nation deceived: How schools hold back America's brightest students](#). The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

Assouline, S., Colangelo, N., VanTassel-Baska, J. & Lupkowski-Shoplik, A. (2015). [A nation empowered: Evidence trumps the excuses holding back America's brightest students](#). The Connie Belin & Jacqueline N. Blank International Center for Gifted education and Talent Development.

Bernstein, B. O., Lubinski, D., & Benbow, C. P. (2021). [Academic acceleration in gifted youth and fruitless concerns regarding psychological well-being: A 35-year longitudinal study](#). *Journal of Educational Psychology*, 113(4), 830–845.

Belin Blank Center. (2024, April). [Talking with a student about academic acceleration \[Online blog post\]](#).

Finn, C. E., & Scanlan, A. E. (2020). [The role of advanced placement in bridging excellence gaps](#). Thomas B. Fordham Institute.

Jack Kent Cooke Foundation. (2020). [Under-resourced students increasingly participate in AP courses, but inequities persist](#).

### Differentiation

National Association for Gifted Children. (2014). [Differentiating curriculum and instruction for gifted and talented students \[Position statement\]](#).

National Association for Gifted Children. (2009). [Grouping \[Position statement\]](#).

Nicholas, M., Skourdoumbis, A., & Bradbury, O. (2024). [Meeting the needs and potentials of high-ability, high-performing, and gifted students via differentiation](#). *Gifted Child Quarterly*, 68 (2), 154-172.

### Curriculum Compacting

Reis, S. M., Westberg, K. L., Kulikowich, J., Caillard, J., Hebert, T., Plucker, J., Purcell, J., Rogers, J. B., & Smist, J. M. (1993). [Why not let high ability students start school in January? The curriculum compacting study](#) (No. 93106). The National Research Center on the Gifted and Talented.



## Equity and Programming

Coffey, M., & Tyner, A. (2023). *Excellence gaps by race and socioeconomic status*. Thomas B. Fordham Institute.

Petrilli, M. (2023). *Rethinking gifted coverage in the media*. Advance.

Imberman, S. (2021). *Ohio's lost Einsteins: The inequitable outcomes of early high achievers*. Thomas B. Fordham Institute.

Plucker, J. (2021). *Addressing excellence gaps: Frontloading*. American Consortium for Equity in Education.

Collins, K. H., Joseph, N. M., & Ford, D. Y. (2020). *Missing in action: Gifted black girls in science, technology, engineering, and mathematics*. *Gifted Child Today*, 43(1), 55-63.



## Young Gifted Children

National Association for Gifted Children. (2006). *Early childhood: Creating contexts for individualized learning in early childhood education* [Position statement].

Wellisch, M. (2021). *Parenting with eyes wide open: Young gifted children, early entry and social isolation*. *Gifted Education International*, 37(1), 3-21.



## Twice-exceptional (Intellectually Gifted with a Co-occurring Exceptionality)

Assouline, S., Nicpon, M., Fosenburg, S. (2008). *The paradox of twice-exceptionality: Packet of information for professionals – 2nd Edition (PIP-2)*. The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development.

International Dyslexia Association (2020). *Gifted and dyslexic: Identifying and instructing the twice exceptional student* [Fact sheet].

National Association for Gifted Children (2009). *Twice-exceptionality* [Position statement].



## English Learners who are Gifted

Gubbins, E. J., Siegle, D., Hamilton, R., Peters, P., Carpenter, A. Y., O'Rourke, P., . . . Estepar-Garcia, W. (2018). *Exploratory study on the identification of English learners for gifted and talented programs*. University of Connecticut, National Center for Research on Gifted Education.

Peters, S. J., & Johnson, A. (2023). *Where are the gifted English learners and students with disabilities?* (EdWorkingPaper: 23-742). Retrieved from Annenberg Institute at Brown University.



## Social-emotional & Family Support

National Association for Gifted Children. (2019). [The importance of parent, family, and community engagement \[Position statement\]](#).

National Association for Gifted Children. (2015). [Nurturing social and emotional development of gifted children \[Position statement\]](#).

Lynn, R. & and Glynn, J. (2019). [Small town, big talent: Identifying and supporting academically promising students in rural areas](#). Jack Kent Cooke Foundation.

National Association for Gifted Children. (n.d.). [Advocate for gifted children](#).



## Examples of Successful Programs

Tyre, P. (2024). [Excellence with equity: The case for rethinking gifted education](#). FutureEd.

Wright, B. (2023). [How one school district is balancing excellence and equity—and another isn't](#). Thomas B. Fordham Institute.

Hanover Research. (2017). [Best practices in gifted programming](#).

Fairfax County Public Schools. (2024). [Elementary Advanced Academic Programs](#)  
[Young Eisner Scholars \(YES\)](#)

[Mississippi Public School Consortium for Educational Access](#)

Robins, J. H. [Editor] (2013). [What works: 25 Years of commitment to gifted children through research and curriculum at the Center for Gifted Education at The College of William and Mary](#).



## Wesites (Some of the many websites providing resources)

[National Association for Gifted Children](#)

[Acceleration Institute at the Belin-Blank Center](#)

[Davidson Institute](#)

[Gifted Education Resource Institute, Purdue University](#)

[Programs for Talented Youth, Vanderbilt University](#)

[Gifted Education Services for Educators and Schools Northwestern](#)

[Massachusetts Association for Gifted Education \(MAGE\)](#)

[The Ohio Association for Gifted Children](#)

[Texas Association for the Gifted and Talented](#)



## Two Highly Recommended Books

Finn, Jr, C. E., & Wright, B. L. (2015). *Failing our brightest kids: The global challenge of educating high-ability students*. Harvard Education Press.

Plucker, J. A., & Callahan, C. M. (Eds.). (2020). *Critical issues and practices in gifted education: A survey of current research on giftedness and talent development* (3rd ed.). Routledge.