

ROSS VALLEY SCHOOL DISTRICT

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<http://www.rossvalleyschools.org>

State of GATE Report

2007-2008

This report is intended to provide a brief overview of the background, present efforts and practices, and direction of our district Gifted and Talented Education (GATE) program, in RVSD.

In examining the results of our district-wide Parent Survey for 2006-2007, it became clear to RVSD staff that many of our parents do not know what RVSD does for its gifted students, how students do or do not qualify, and where the GATE program is headed. This report is intended to answer as many of these questions as possible, and provide a means for addressing further questions and creative suggestions. Please feel free to skip down through the FAQ format, and choose topics that are of interest to you.

Many thanks to our RVSD administrators, teachers and staff, and parents and members of the RVSD GATE Committee for working through the various drafts of this document, in order to help us get a clearer picture of how we are serving our GATE students in Ross Valley School District.

WHAT IS GATE?

Gifted and Talented Education or “GATE” is the most recent name for a long history of similar efforts in California to identify and meet the learning needs of gifted and/or talented students. Some of our district parents attending California schools in their youth might have known the program as Mentally Gifted Minors (MGM), or similar names.

While opinions vary widely, many educators believe that roughly 5% of any population is thought to meet the qualifications for being gifted (see <http://www.cagifted.org> for more in-depth discussions of this topic). In RVSD, currently about 185 out of a little over 1800 students have been identified for GATE. This means that more than 10% of our entire school population is in the GATE program. However, when you consider that our GATE program starts in 4th grade, and K-3 students are excluded from the equation, our percentage of Students in GATE is actually almost 16%.

BUT AREN'T ALL OUR KIDS GIFTED?

Of course! Every single child in our district is gifted and talented in some special, unique, and wonderful way, and it is our absolute intent and goal in RVSD to identify, nurture, and inspire all our students to realize their potential. However, the purpose of GATE is to identify students who have intellectual ability so unique that he or she might need extra support, services, or considerations in order to be successful at school.

Sometimes, students in GATE have difficulty fitting in, making friends, and with school in general. As for all our students, our academic and social support structures of Student Study Teams and social/emotional counselors are available for our GATE students at each site in the district.

WHAT DOES THE DISTRICT GATE COMMITTEE DO?

RVSD has a district-wide GATE Committee made up of K-8 administrators, staff, and parents from the various school sites. The RVSD GATE Committee has been instrumental in discussing, researching, debating, and defining many of the points mentioned below in this report. Our district GATE Committee meets every month to monitor our progress in meeting the needs of our students in GATE, to research new ideas and practices, to discuss and advise the GATE Coordinator on the use of the GATE budget, and to facilitate GATE program implementation. Also, it is important to note the strong support and leadership of our GATE program provided by Michael Kellison (former principal at Brookside Upper Campus) over the last two years.

WHAT KINDS OF SERVICES MIGHT CALIFORNIA STUDENTS IN GATE POSSIBLY RECEIVE?

Over the years, many different approaches to meeting the needs of students in GATE have been tried in California. A brief mention of some of these might include:

- ❖ Special schools
- ❖ Special classrooms
- ❖ Pull-out programs (student leave class for outside support)
- ❖ Push-in programs (extra staff comes into a regular classroom to support students)
- ❖ Special events or speakers
- ❖ Special field trips
- ❖ After school programs
- ❖ Differentiated instruction (tailoring the regular classroom curriculum to meet the needs of a student in GATE, primarily by providing depth and complexity to their work, and building upon their individual skill/gifted areas)
- ❖ Acceleration (moving up a grade level in one/all subjects)
- ❖ Supplemental materials and curriculum
- ❖ Counseling, mentoring

While many of the above methods have been tried in RVSD over the years, like many other schools in California, RVSD has come to a place today where we feel that the heart and soul of serving our students in GATE really lies in truly “differentiated instruction.” This is supported by other components (discussed later in this report), but is currently our focus as the best way to meet the needs of our gifted students.

WHAT DOES “DIFFERENTIATED INSTRUCTION” LOOK LIKE FOR A STUDENT IN GATE?

In a word...different! In a school district committed to the success of all our students, we want to ask the question, “What does success look like for this student in GATE,” and,

“How can we help him/her achieve that success?”

A general definition for differentiated instruction will usually include the primary concept that our teachers are moving forward from a “one-size-fits-all” approach to student learning, and instead are planning to meet the varied and unique needs of their students by way of well-considered curriculum choices, teaching method/presentation choices, and assessment choices. When we speak of differentiated instruction at RVSD for students in GATE, we look primarily at things like:

- ❖ Compacting the curriculum (giving a student in GATE less work that is easy for her/him, and more work at his/her challenge level--often involving some pre-testing to determine appropriate level)
- ❖ Depth and complexity (one of the central tenets of differentiated instruction for students in GATE is not to teach different subject matter, but to add depth and complexity to the grade level curriculum)
- ❖ Clustering (grouping students in GATE to work together in the same classroom)
- ❖ Supplemental curricula and materials, project-based learning menus, and options for supplemental CAI (computer assisted instruction), have also been used.

While RVSD has in the past used various approaches, including a “pull out” model to give GATE students an occasional special experience or field trip, the GATE Committees in recent years have studied and worked hard to move us to a model where we feel that since a GATE student is “GATE” all day long, that we should meet their instructional needs on more than just a sporadic basis.

WHAT ABOUT MY HIGH ACHIEVING STUDENT WHO IS NOT IN GATE?

In a district so strongly committed to differentiated instruction for all students, accompanied by appropriate training for all teachers, the lines between students who qualify for GATE, and our “high achieving” students is, and should be, often difficult to discern. While the GATE “clustering” in class placement certainly is a visible difference, there is not much else that is easy to notice. In fact, it is often the case that highly motivated and/or high achieving students “look” more like what many people might think a student in GATE “should” look like than those that are actually in GATE! Remember, in RVSD, GATE is not so much about a child’s knowledge (although a high level of knowledge might be a good indicator that the student qualifies or will qualify for GATE), but rather it is more about their aptitude, their raw intellectual potential, as displayed on a formal assessment. In some districts where STAR scores, or other tests of a student’s knowledge, are used for GATE qualification, the majority of RVSD students would potentially qualify for the GATE program in that district!

HOW DOES A STUDENT QUALIFY FOR GATE IN RVSD?

In many school districts GATE qualification is very subjective. In some districts, tests of knowledge or academic achievement—rather than aptitude or potential—are the

qualifying factor. While other qualification models are allowed by the State, it is our belief that--due to the high levels of academic achievement in our district, and our commitment to high quality differentiated instruction for all our students--the identification and extra support of “intellectual ability” is the most appropriate use of our limited GATE funds.

To this end, for the last 8 years or so, RVSD has used the Test of Cognitive Skills (TCS/2), given to all students in the spring of their 3rd grade year, as the primary means of identifying the high level of intellectual ability required in order to qualify for the GATE program. As a district, we feel that testing all students at least once in their early years is a very important choice that helps us to better avoid qualification inaccuracies due to language, culture, personality, gender, behavior, etc. Of course, any parent may decline GATE testing for their child. We also strongly recommend that parents not attach any special significance to this test as far as their child is concerned, as in addition to obvious reasons of self-esteem, test anxiety can greatly impact performance.

Currently, an overall score of 96 or better on the TCS/2 is required for automatic GATE qualification. Students with extremely high scores in specific areas of the test (but not a 96 overall) may still be considered by the GATE Committee “Student Study Team” for qualification. An appeals process is available for parents who wish to refer a student to GATE who has not qualified through the TCS/2. To appeal, please notify the District GATE Coordinator (Chad Carvey at ccarvey@rossvalleyschools.org). Appeals will be referred by the GATE Coordinator to the GATE Committee Student Study Team. The ongoing use of the TCS/2 will be discussed and monitored annually by the District GATE Committee, and if appropriate, other assessment tools will be considered and adopted for use.

[For more details about the TCS/2, go to <http://www.ctb.com> and click on “K-12 Products,” scroll down to “Test of Cognitive Skills, Second Edition (TCS/2)” and then click on “details.”]

CAN A STUDENT RECEIVING SPECIAL EDUCATION SERVICES ALSO QUALIFY FOR GATE?

Certainly, and we have some examples of this in our district. Some students qualify for special education services due to a “significant discrepancy” between their cognitive/intellectual levels and their performance/achievement levels, and thus might have very advanced intellectual potential. Such students would qualify for GATE just like any other student (the TCS/2), except that they would be allowed any testing accommodations/modifications prescribed in their special education Individual Education Plan (IEP).

WHAT OPTIONS/ACTIONS WILL BE CONSIDERED FOR MY STUDENT IN THE RVSD GATE PROGRAM?

The following is a listing of some of the options that would be considered or suggested

for a student in GATE in RVSD:

- ❖ Differentiated instruction
- ❖ Compacted curriculum
- ❖ Clustering/class placement
- ❖ Special training and/or support for his/her teacher
- ❖ SST (Student Study Team) meeting and action plan
- ❖ Supplemental classroom materials (purchased with GATE funds)
- ❖ Supplemental online curriculum (such as Compass Learning)
- ❖ Project based learning support
- ❖ Counseling
- ❖ Mentoring/peer coaching
- ❖ Acceleration
- ❖ Participation in daytime or after school activities or clubs

Something that the GATE Committee is currently working on and considering strongly for implementation in 2008-09 is a “GATE Student Profile” sheet for each GATE student. This would simply be a one-page (two sided) document that would reside in the student’s cumulative school file. After being initially filled out during the GATE student’s 4th grade year, the profile could continue to be modified and updated annually by teacher as to the student’s characteristics, learning style, special gifts or talents, special needs or challenges, tips for motivation, etc. If this plan comes to fruition, it would be another asset for our GATE students in RVSD.

WHAT ABOUT MY K-3 “GIFTED” STUDENT

We all know that a student who is found to qualify for GATE in the spring of 3rd grade did not develop their intellectual ability overnight. That is why it is important for our parents to clearly understand that, just as for all students in grades 4-8th who did not qualify as a Student in GATE, our district is committed to a program of differentiated instruction which will meet the needs of our students in grades K-3. The only “visible” difference between a student who shows highly gifted potential in 2nd grade, and a student in the 4th grade GATE program is that the 4th grader will be placed in a GATE “cluster” classroom, and that he/she will have access to support materials purchased by GATE funds. In all other aspects of differentiated instruction, access to a Student Study Team, training for staff, and support from GATE support staff, etc., our district’s services are in place for all our students. This includes plans for training of all our K-3 teachers this year in “Differentiated Instruction for Gifted and High Achieving Students.”

While there are some school districts whose GATE program extends below 4th grade, many districts feel that the issues of differentiated instruction are much more manageable for the teacher in K-3 without the GATE label/designation, and also that assessing the intellectual ability of a younger student is often problematic as to accuracy/validity, since our students’ minds are all developing at varying speeds. With the limited funding of the GATE program, it is our belief that the funds are best concentrated primarily on grades 4-8, where differentiated instruction is usually the most challenging.

EXPLAIN HOW “GATE CLUSTERING” IN CLASSROOM PLACEMENT HELPS OUR STUDENTS IN GATE

Starting in grade 4, students in GATE are placed together in one or more classes (our ideal cluster size is 4-6 GATE students). They are placed with a teacher who has had (or will soon have if it is their first year in RVSD) special and advanced training in differentiated instruction specifically for students in GATE. Often, for students in GATE with advanced intellectual abilities, there is a sense of isolation and of not fitting in with other students. By placing a student in GATE with others of like intellectual ability, the teacher can create more complex differentiated instruction opportunities for a small group (rather than many individuals). Finally, clustering a small group of students of similar intellectual abilities can help challenge and motivate each student to reach her/his potential.

WHAT IF I FEEL THAT THE GATE PROGRAM IS NOT MEETING THE NEEDS OF MY CHILD?

Here are a few important steps to follow if your high achieving student, or student in GATE, is having problems or is not sufficiently challenged.

1. **Meet with your child’s teacher.** Most issues are resolved at this level. Provide your child’s teacher with helpful background information, and be open to listen to their explanations and expertise.
2. **The SST process.** At each of our school sites, the Student Study Team (SST) process is in place to support your child. Most often, a teacher will request and initiate this process when they have any concern or need outside advice or support for a student. However, while we strongly encourage parents to consult with the teacher as to whether or not an SST would be appropriate, a parent may also request an SST meeting to address his/her concerns about a student. The SST will be attended by teacher(s), site administrator, parents, and any appropriate GATE trained staff. At the SST meeting an “action plan” may be developed to meet the specific needs of your child, listing persons responsible and follow-up dates to monitor progress.
3. **The District GATE Coordinator.** Matters not able to be resolved in steps 1 or 2 should be referred to the GATE Coordinator. He/she may use the District GATE Committee members to help resolve the issue, if appropriate.
4. **RVSD Superintendent.** Contact the RVSD Superintendent, only if the GATE Coordinator or GATE Committee is not able to adequately address your concerns.
5. **The Board of Trustees.** In the event that the GATE Coordinator, Committee or Superintendent cannot resolve the issue, all RVSD parents have the right to address the Board of Trustees for consideration of their matter.

AT WHAT GRADE DOES GATE START IN RVSD?

The GATE program in RVSD starts in 4th grade. See “What about my K-3 ‘gifted’ student?” above, for more details.

HOW WILL WE ACCOMPLISH ALL THIS WORK FOR OUR STUDENTS IN GATE?

It is a fact that a quality GATE program requires careful planning, dedication, and thoughtful use of limited resources. The RVSD Board of Trustees is truly committed to supporting our high achieving students, and students in the GATE program. This year, amidst all our painful budget cuts, the RVSD Board of Trustees is committing \$10,000 above and beyond the State GATE allocation, to increase the quality of our service to high achieving students, and to help our GATE students thrive and succeed. This is a vital and important aspect of our district's "Strategic Plan," which was created by a large group of our RVSD school community over the few couple of years. Currently, District staff is talking about the best ways to support the K-8 teachers at each site with information, supplies, access to training, SST meetings/challenges, and materials for teachers needing support to differentiate instruction for their high achieving students and students in GATE. Expect some specific news about our efforts for 2008-09 very soon!

WHAT ABOUT THE "AND TALENTED" PART OF GATE?

This is a very common GATE Program question! To be clear, what we have had in RVSD for quite a few years is a program to support our gifted, rather than talented, students. We are certainly not alone in this emphasis. Because the State funding for GATE is not adequate to fund a full "gifted and talented program," most schools in California use their funds to support their "gifted" students (this is especially so in school districts which have benevolent foundations, federal or private grants, or other means to nurture their talented students in art, music, theater, poetry, etc.). In fact, many schools which run GATE programs attempting to meet the needs of their students talented in music, art, dance, public speaking, etc., are not as comprehensive and robust as the general program of education enjoyed by every single RVSD student (due to the YES Foundation). In our case, the vast support of the YES Foundation in art, music, poetry, theater, special assemblies, and so much more, makes some GATE "talented" programs pale in comparison. Not to say that there are no exceptions out there, but those exceptions are not being funded solely by GATE, but most often by federal or private grants or wealthy foundations.

HOW MUCH MONEY DO WE GET TO SERVE OUR STUDENTS IN THE GATE PROGRAM?

With roughly 185 students identified for GATE, we currently receive a GATE budget from the State of approximately \$15,000 per year.

WHERE DO WE SPEND THE GATE MONEY?

Currently, GATE funds are mostly spent on the costs of providing specific differentiated instruction training for meeting the needs of our high achieving students and students in GATE. Much of this cost is for substitute teachers so that our teachers can attend all-day training. In addition, GATE funds are used for the purchase of all TCS/2 assessment materials and fees, support materials, conference costs, and various fees for special

student programs. Currently the GATE Committee is exploring the possibility of CAI (computer assisted instruction) options to supplement teacher differentiated instruction efforts.

THE FUTURE OF GATE IN RVSD

The future of the GATE program in RVSD is bright! It is extremely rare to find a district so strongly committed to differentiated instruction for students in GATE. For many parents in other school districts, the challenging program of “clustering” students into classrooms with teachers specifically trained in GATE differentiated instruction remains a distant dream. Through the dedication and hard work of skilled staff, supportive parents, and strong district leadership, we are now in the enviable position of having good momentum for our GATE program. Our District GATE Committee is dedicated to keeping our current and ongoing commitment to GATE efforts alive and well in Ross Valley School District.

We invite you to ask more questions, make creative suggestions, or—better yet—jump in to help and support our GATE program! Recently, some RVSD parents have wanted to start an online group, for discussion and support of our GATE programs. While this is not an official or endorsed RVSD effort, we always want to support and encourage positive parent participation! If you want more information about this group, please email GATE Committee member Jim Murphy, at jimandjeanette@comcast.net or visit the new group that is starting at...

<http://groups.google.com/group/rvsdgate>

WHAT IF I WANT TO LEARN MORE ABOUT GATE IN RVSD?

While it is hoped that this Report will answer many of the basic questions about GATE services in RVSD, there will also be an evening “PARENT GATE INFO NIGHT” held at each school site this year (watch for notification in your school newsletter). Often, your teacher or principal will be able to answer your further questions. Finally, all RVSD parents are welcome to attend a district GATE Committee meeting in order to ask questions or address the Committee. These meetings take place at the RVSD District Office located at 110 Shaw Drive, San Anselmo, and are typically held on the 3rd Monday of every month, at 3:45 PM. The District GATE Coordinator email for Chad Carvey is ccarvey@rossvalleyschools.org if you have any further questions or comments.

Helpful Hints for Parents of Gifted Students!

1. **Do** begin to increase your own knowledge and understanding about giftedness and intelligence - read, read, read!
2. **Do** ask your child to explain what and how he/she is learning...foster self-directedness and thinking skills.
3. **Don't** expect your child to experience a completely different curriculum from the rest of the class on a day-to-day basis. Differentiated instruction is most often about the teacher adding depth and complexity and/or supplements to the general curriculum.
4. **Do** look for ways to challenge your child to think more deeply, to work persistently and patiently, to revise, to be creative, and to aim for excellence.
5. **Don't** expect or rely on the classroom teacher to do it all - it's not reasonable, it's not possible, and it's not appropriate. Expand your child's potential with the richness of extra music, art, science, languages, hobbies, and sports.
6. **Don't** assume your child isn't being challenged appropriately just because you don't see distinctly different assignments, textbooks, and resources coming home, or if he/she says she is bored. If you are concerned, meet with your teacher and share your concerns.
7. **Don't** "push" too hard for too long or expect excellence at all times in all things.
8. **Do** allow "down time" for your child to simply "BE" who he/she is becoming without expectations or judgments.
9. **Do** listen to, enjoy, and love your gifted child. Help your child realize his/her full potential!

GATE ONLINE RESOURCES

- [California Association for the Gifted \(CAG\)](http://www.cagifted.org) <http://www.cagifted.org>
This group organizes the annual CAG conference, and has TONS of great info.
- [Hoagies' Gifted Education Page](http://www.hoagiesgifted.org) <http://www.hoagiesgifted.org>
Provides a comprehensive list of **international** and **US** educational resources.
- [SENG](http://www.sengifted.org) <http://www.sengifted.org>
Focuses primarily on the adults in the lives of gifted children, helping them to identify giftedness in children and providing guidance, information and resources that will help children come to understand and accept their unique talents.
- [National Association for Gifted Children \(NAGC\)](http://www.nagc.org) <http://www.nagc.org>
A compiled list of State Gifted Education Association websites as well as information on Gifted and Talented at the national level.
- [Gifted Children.Com](http://www.gifted-children.com) <http://www.gifted-children.com>
A web site for parents of children with great promise. Identification, Encouragement and Development.
- [The Hollingworth Center for the Highly Gifted](http://www.hollingworth.org) <http://www.hollingworth.org>
A National Volunteer Resource and Support Network for Highly Gifted Children, their Families, Schools and Communities
- [The Mega Foundation](http://www.megafoundation.com) <http://www.megafoundation.com>
A non-profit corporation established to create and implement programs that aid in the development of highly gifted individuals and their ideas.
- [GT World](http://www.gtworld.org) <http://www.gtworld.org>
An on-line support community for parents and others interested in supporting and nurturing GATE.
- [Educator to Educator \(E2E\)](http://e2e.nwcet.org) Coming soon to: <http://e2e.nwcet.org>
Specializing in gifted education and differentiated curriculum. Planning unique programs and presentations for schools and districts.
Also a place to order publications by Sandra Kaplan and Bette Gould. *The Flip Book*, *Frames: Differentiating the Core*, *Systems: A Thematic Interdisciplinary Unit*, and other publications.
For more information: Ph: 818-341-0067 or Fax: 818-700-0028
or <mailto:ed2ed91302@aol.com>
- [Eduhound.com](http://www.eduhound.com) <http://www.eduhound.com>
A prescreened directory of K-12 Educational Links. A great starting point to find all the very best educational web sites, resources, lesson plans, libraries, webquests, and other reference materials.
- [ATS/ACE](http://edweb.csus.edu/projects/ats) <http://edweb.csus.edu/projects/ats>
Academic Talent Search/Accelerated College Entrance programs at CSU, Sacramento.
- [National Research Center for Gifted & Talented](http://www.ucc.uconn.edu/~wwwgt/nrcgt.html) <http://www.ucc.uconn.edu/~wwwgt/nrcgt.html>
A complete listing of NRC/GT publications and abstracts of selected publications. The center is funded by a Javits grant.
- [The College Board](http://www.collegeboard.org) <http://www.collegeboard.org>
College Entrance Examination Board and Educational Testing Service web site.

- [The California School Boards Association](http://www.csba.org) <http://www.csba.org>
Providing continuing education opportunities and support for the governance team -- school board members, superintendents and senior administrative staff.
- [U.S. News & World Report College Rankings](http://www.usnews.com/usnews/edu/college)
<http://www.usnews.com/usnews/edu/college>
A detailed annual ranking guide of the top universities and colleges
- [College Edge](http://www.embark.com) <http://www.embark.com>
A guide to college choices, SAT tests, scholarships, financial aid, and online applications.
- [CyberSchool](http://www.4j.lane.edu) <http://www.4j.lane.edu>
Eugene Public School District 4J in Eugene, Oregon, USA, **CyberSchool**, an internet based distance learning program offering high school credit courses to students around the world. Students must have an email account and access to the WWW through a multimedia browser such as Netscape or Microsoft Explorer.
- [Virtual School for the Gifted](http://www.vsg.edu.au) <http://www.vsg.edu.au>
An online community, where courses are taught and students can learn regardless of age, gender and geography.
- [Classroom CONNECT](http://www2.classroom.net) <http://www2.classroom.net>
The K - 12 educators' practical guide to using the internet and commercial online services... including [G.R.A.D.E.S.](#) The Global Resources and Directory of Educational Sites designed to provide high quality, very focused searches specifically for K - 12 educators.
- [Adventures in Education](http://www.adventuresineducation.org) <http://www.adventuresineducation.org>
Up-to-Date information on careers, colleges, and financial aid.
- [ArtsEdNet](http://www1.curriculum.edu.au/communities/artsednet/index.htm) <http://www1.curriculum.edu.au/communities/artsednet/index.htm>
The Getty Center for Education in the Arts serving the needs of arts educators and general classroom teachers, K-12, policy makers, academics and arts advocates.
- [The California Arts Project](http://www.ucop.edu/tcap) <http://www.ucop.edu/tcap>
The California Arts Project is the state's subject matter project in Visual and Performing Arts. Its mission is to deepen teacher's knowledge of dance, music, theater, and visual arts.
- [Invent America.com](http://www.inventamerica.com)
<http://www.inventamerica.com>
- [Educational Testing Service Provides](http://www.ets.org) <http://www.ets.org>
Information about required and optional testing as preparation for college entrance.
- [Free Spirit Press](http://www.freepress.com) <http://www.freepress.com>
A comprehensive source for current publications for parents, educators and students.
- [Gifted Education Press](http://www.cais.com/gep) <http://www.cais.com/gep>
Has recently set up a Web site that provides information about its publications. These books are for teachers of the Gifted, program administrators and parents who are home schooling their gifted children. The members of the national panel for the Gifted Educational Press Quarterly are also listed.

- [Gifted Psychology Press](http://www.giftedpsychologypress.com) <http://www.giftedpsychologypress.com>
Our Goal:"To enhance potential within our youth is of paramount importance!"
We will continue to bring you books which will help achieve that goal!
- [Heron Publishing](http://www.heronpub.com) <http://www.heronpub.com>
Devoted to providing specialized tools and materials to help teachers, parents and students prepare for college and gain the skills which will last far beyond the collegiate experience. Also products for adults who wish to improve their ability to learn, comprehend and retain information.
- [The Concord Review](http://www.tcr.org) <http://www.tcr.org>
A quarterly journal of essays by students of history. Founded in 1987, *The Concord Review* has published 319 exemplary essays on a wide variety of historical topics from secondary students in 21 countries. This journal, is the only one in the world for academic work of secondary students.
- [The Roeper Review](http://www.roeperreview.org) <http://www.roeperreview.org>
Published by The Roeper School in Michigan, the Roper Review applies the highest standards of peer review journalism to cover a broad range of issues - for professionals who work with teachers and psychologists, and for professionals who work directly with gifted and talented children and their families. It emphasizes both the cognitive and the emotional.
- [School Wise Press](http://www.schoolwisepress.com) <http://www.schoolwisepress.com>
A school information service and publisher which creates, distributes and resells books, profiles, rankings and reports about schools (K-12) for parents. Current geographic emphasis is California.
- [The Gifted Development Center](http://www.gifteddevelopment.com) <http://www.gifteddevelopment.com>
Linda Silverman, Director. A resource center for developmentally advanced children and their parents and for gifted individuals of all ages.

More Links:

- [American Association for the Gifted](http://www.jayi.com/jayi/aagc/about.html) <http://www.jayi.com/jayi/aagc/about.html>
- [TAG Family Network](http://www.teleport.com/~rkaltwas/tag) <http://www.teleport.com/~rkaltwas/tag>
- [GT World](http://www.gtworld.org/) <http://www.gtworld.org/>
- [Gifted Education Resources](http://www.dmoz.org/Reference/Education/K_through_12/Gifted_Education/Resources/) - many links
[http://www.dmoz.org/Reference/Education/K through 12/Gifted Education/Resources/](http://www.dmoz.org/Reference/Education/K_through_12/Gifted_Education/Resources/)
- [The Right Track](http://www.assd.winnipeg.mb.ca/infozone/righttrack.html) <http://www.assd.winnipeg.mb.ca/infozone/righttrack.html>
Resource links and activities for classroom & individual students
- [Prufrock Press](http://www.prufrock.com) <http://www.prufrock.com>
Publisher of material about and for gifted children
- [You Know You're The Parent Of A Gifted Child When ...](http://www.ocsc.com/hoagies/parentof.htm)
<http://www.ocsc.com/hoagies/parentof.htm>
A site with several amusing antidotes
- Read About "The Mozart Effect" at www.mozarteffect.com