

# HIGH ABILITY LEARNING *in* NEBRASKA

## VISION:

All gifted and talented students in Nebraska have meaningful opportunities for academic and personal growth commensurate with their abilities as well as career development to actualize their full potential and become lifelong learners who are college, career, and civic-ready.

## MISSION:

Locally identified high ability learners (HALs) benefit from targeted services and opportunities to develop their unique talents and demonstrate consistent growth. High ability learners will have access to a variety of school- and community-based learning experiences and enrichment activities that are also aligned to college and career-ready standards, as well as include families and caregivers as active participants in their programming.

Educators who provide direct support to HAL students should consider these foundational elements related to identification, academic content, programming, and equitable access to opportunities.

### **Appropriate and equitable identification includes:**

- ♦ the use of multiple measures including informal screenings and formal data
- ♦ a focus on areas of strength rather than absence of weaknesses
- ♦ an approach that considers the unique contexts in which students learn
- ♦ identification of all types of exceptional students including those with high academic, intellectual, creative, and/or artistic ability
- ♦ regular engagement with families or caregivers through the process of identification and initiation of services
- ♦ alignment with available resources

### **Meaningful, advanced academic content and materials that meet the exceptional needs of HAL students are:**

- ♦ able to be modified for appropriate rigor, flexible pacing, and the use of advanced concepts
- ♦ based on the choices and interests of individual students
- ♦ designed to offer learning experiences that develop critical and creative thinking
- ♦ implemented with fidelity in all areas

### **Instructional materials, programs, and services address specific social, emotional, and behavioral learning (SEBL) needs of HAL and should:**

- ♦ honor the unique social and emotional needs or differences of exceptional learners
- ♦ promote awareness of differing SEBL needs of HAL students
- ♦ target skills that support HAL SEBL development

### **Equitable opportunities and access for students from all backgrounds means that:**

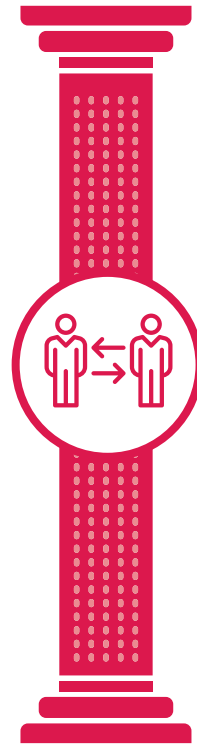
- ♦ *all* schools have a process in place to identify and support high ability learners
- ♦ identification practices and services are culturally responsive and fully inclusive of underrepresented populations
- ♦ identified HAL students, regardless of background or the educational context in which services are carried out, have access to high-quality curriculum, materials, and programs

# Vision: HIGH ABILITY LEARNING



OFFICE OF TEACHING,  
LEARNING, AND ASSESSMENT

The vision for High Ability Learners in Nebraska is to ensure that all gifted and talented students in Nebraska have meaningful opportunities for academic and personal growth commensurate with their abilities as well as career development to actualize their full potential and become lifelong learners who are college, career, and civic-ready.



**Appropriate identification**

**Meaningful academic content that is adequately challenging**

**Programming to address specific social and emotional needs**

**Equitable opportunities and access for students from all backgrounds**

Ongoing professional development  
Promoting awareness of High Ability Learner needs  
Stakeholder engagement (family, community, etc.)