

## District Programs for Gifted Students

In the Exceptional Children's Education Act (ECEA), the state of Colorado defines "gifted" as the following:

12.01 (performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or Specific Intellectual Ability
- Specific Academic Aptitude
- Creative or Productive Thinking
- Leadership Abilities
- Visual Arts, Performing Arts, Musical or Psychomotor Abilities

When a child is identified in an area, the Advanced Learning Plan must include the components of their programming for continued growth in their area of identification and to develop accommodations within the general education classroom that will promote their learning and growth.

### District Delivery Model

- Consult/Coaching: Working with general education and/or specials teachers and/or students on components of the ALP
- Push In: Providing gifted programming within the general education classroom with a co-teaching model
- Pull Out: Providing gifted services, generally affective needs, outside of the general education classroom

### Building Principals:

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## Gifted and Talented Programming for Gifted Students

*"Gifted learners must be given stimulating educational experiences appropriate to their level of ability if they are to realize their potential. Each person has the right to learn and to be provided challenges for learning at the most appropriate level where growth proceeds most effectively."*

National Association for Gifted Children, "Why Should Gifted Education Be Supported?"

(<http://www.hoagiesgifted.org/differentiation.htm>)



Image from: <https://sites.google.com/site/nhselvey/Home/voices-and-choices>



## Gifted Program Components

The district is committed to providing students with:

- a differentiated, in-depth, complex, accelerated curriculum and;
- opportunities to become accountable, respectful, and successful citizens.

### Accommodations-Special strategies that support gifted and talented students in maximizing their educational opportunities.

- Alternative instructional-creating additional activities that require high levels of thinking, are interesting, and use advanced resources and technology
- Compacting: Moving a student through the curriculum at a faster pace
- Pre Assess/Post Assess: Proving pre assessment to determine current knowledge of content before a unit is taught and used in conjunction with compacting.

### Acceleration/Student Placement

Acceleration is defined as moving at a faster pace through academic content. (<http://www.coloradogifted.org/glossary.html>).

Students may be content (subject) acceleration as in moving from 6th grade math to 7th grade math or whole grade acceleration as in moving from 2nd grade to 3rd grade. The Iowa Acceleration Scale is a tool utilized to determine if whole grade acceleration is appropriate. The acceleration options utilized by the district are:

- Advanced Placement before 11<sup>th</sup> Grade
- Content Acceleration
- Early Entrance to K
- Early Graduation
- Post-Secondary Enrollment Options
- Whole Grade Acceleration

## Gifted Program Components

### Affective Needs

The social and emotional considerations of an individual

(<http://www.coloradogifted.org/glossary.html>).

As part of the programming required by the state, the area of Affective Guidance is included in each student's ALP as an affective needs goal. Many times this is to strengthen or support a student in understanding how the social/emotional topic may influence their learning and growth. Students attend discussion groups in a pull out model with the gifted coordinator. Topics may include:

- Understanding giftedness
- Self-awareness
- Relationships/social skills
- Multi-potentiality
- Perfectionism
- Emotional intensity
- Leadership
- Career and College Planning



Image from:  
<http://teacherpress.ocps.net/katelyncotelo/student-parent-resources/gifted-education/>

## Gifted Program Components

### Grouping for Instruction and Activities

- Ability/Achievement Grouping: An instruction strategy where students of similar ability/achievement are grouped for instruction.
- Multi-age Grouping-An instructional strategy where students of different ages but similar traits and interests are grouped together.
- Flexible Grouping within the Classroom-An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

(<http://www.coloradogifted.org/glossary.html>)

### Advanced Curriculum Based Options

- Advanced Class-Area of identification
- Advanced Placement (AP)-A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.

(<http://www.coloradogifted.org/glossary.html>).

- Advanced Elective Class
- Advanced online class
- Advanced Skill development Class
- Honors Class



