

CHARACTERISTICS OF A GIFTED STUDENT

Gifted children typically display some, but not all of the following characteristics (*not a complete list):

- Uses an enriched vocabulary.
- Asks many thought-provoking questions.
- Expresses unusual ideas.
- Has a wide range of interests.
- Uses complex sentences.
- Acts independently.
- Displays curiosity.
- Possesses leadership qualities.
- Functions at a high energy level.
- Long attention span in areas of interest.
- Engages in self-directed activities.
- Sensitive to others' feelings.
- Advanced sense of humor.
- Learns rapidly with few if any repetitions.
- Reasons well.
- Is perfectionistic.
- Prefers older companions or adults.
- Is able to conceptualize and make interdisciplinary connections.

RESOURCES

Eagle County Schools Gifted Education
<http://eagleschools.net/parents/districtprograms/get/gifted-ed>

Eagle County Gifted Education Team
www.giftedteam.org

National Association for the Gifted
www.nagc.org

Colorado Department of Gifted Education link
www.cde.state.co.us/gt/index.html

Colorado Association for Gifted and Talented (CAGT)
www.coloradogifted.org

Parent Information links
<http://jeffco.k12.co.us/isu/gifted/parent.html>

Eagle County Schools

EAGLE COUNTY SCHOOLS GIFTED EDUCATION PROGRAM



EAGLE COUNTY SCHOOLS

Educating Every Student
For Success

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Gifted Education Program's Mission Statement

Through a collaborative effort of teachers, families and the community, we provide challenging opportunities for students who possess exceptional gifts and talents to become confident and contributing member of society.

GOAL

It is the goal of the Gifted Education Department to continuously develop carefully planned and coordinated learning experiences that meet the specific needs of each gifted learner.

PROGRAM OPTIONS

Elementary School

Elementary students identified as gifted, will receive differentiated programming primarily through a "cluster model" & "push-in" options within the classroom. The Gifted Education Instructor assigned to each school will also coordinate additional enrichment options with administrators, classroom teachers, and additional resource teachers (ELL and SPED) in order to meet individual students' needs.

Middle School

Middle School students may choose appropriate gifted education courses from those available at their schools. Offerings vary among the schools.

High School

ECSD High Schools offer a variety of options for high-ability students. Specials classes vary among the schools, and Advanced Placement and Honors classes are available as well.

IDENTIFICATION

Students are eligible for ECSD gifted education services if they meet the following criteria:

- A demonstrated need for special programming; and
- Superior intellectual development as measured by Intelligence Quotient (IQ) and academic achievement.
- Strong parent & teacher recommendations. Recommendations will also be accepted from additional sources, such as peers, community members who have worked with the student, teacher specialists and by the individual student.
- Portfolio items and observation may also be considered.

Students in grades 3, 5 (begin October 2008), and 8 (begin October 2009) will be screened using the Cognitive Abilities Test (Verbal, Nonverbal, Quantitative IQ), and the Torrance Test of Creativity. Data gathered from the NWEA administered at each school will be used for gauging academic achievement. Students in grades K-2 will be considered for services based on teacher & parent recommendations, portfolio, as well as observation by a gifted education specialist.

The majority of services will begin in the middle of 3rd grade, and continue annually as long as the student and family choose to participate. Students may withdraw from program services for the school year, with a review of service needs & options each following year.

Our goal is to have an Advanced Learning Plan (ALP) in place, for each identified student each year that will outline the services available for meeting the individual student's needs (by December of 2010).

CURRICULUM

In order to provide appropriate and challenging educational experiences for gifted students, differentiation may include (but are not limited to):

- Compacted and/or accelerated instruction;
- In-depth study;
- Team and independent oriented enrichment opportunities such as, Lego League Robotics, Destination Imagination, Battle of the Books, Stock Market Game, and Competition & Talent Search options;
- High degree of complexity and advanced content including novel studies, Hands-on Equations, Jr. Great Books, Problem Solver math, International Baccalaureate (EVES), and Expeditionary Learning (MMES, MMS, RCHS), AP and Honors courses;
- Creative problem solving;
- Technology instruction;
- Workshops & Mentorship;
- "Brown-Bag Lunch" series for social emotional development and support.

DEFINITIONS

CLUSTER: A group of students with similar abilities are placed into the same classroom, in order to coordinate compacted, accelerated, and/or in-depth study related to classroom content.

PUSH-IN: A gifted education specialist works with small groups of identified gifted students in the regular classroom to extend/enrich whole-class lessons.

ABILITY/ IQ: An individual's intelligence or potential as measured by accepted test formats.

ACHIEVEMENT: An individual's ability to recall learned information, as measured by a standardized test.

ALP: An Advanced Learning Plan that outlines the services to be received by identified gifted students; updated annually.