

Characteristics of Gifted Children

While it is rare for a gifted child to exhibit all these characteristics, it is common for a gifted child to manifest many of the following:

- ◆ Exceptional memory
- ◆ Extensive vocabulary
- ◆ Ability to learn new material rapidly
- ◆ Intense imagination
- ◆ Long attention span and ability to focus
- ◆ Enjoys numbers, puzzles or mazes
- ◆ Learned to read at an early age and loves books
- ◆ Preference for older playmates and company of adults
- ◆ Mature sense of humor
- ◆ Compassion for others
- ◆ Insatiable curiosity and persistence
- ◆ Perfectionistic
- ◆ High expectations for self and others
- ◆ Ability to think abstractly
- ◆ Learns a new language quickly and easily
- ◆ High levels of energy
- ◆ Concern with global issues
- ◆ Interest in experimenting and taking risks
- ◆ Mature for age

Challenges may include:

- ◆ Impatient with others; dislikes routine
- ◆ Bored with routine tasks
- ◆ Strong-willed
- ◆ Overly sensitive
- ◆ Difficulty with peers
- ◆ Sensitive to criticism; overreacts
- ◆ Nonconforming, stubborn
- ◆ Not concerned with details; messy work
- ◆ Disagrees vocally
- ◆ Domineering
- ◆ Humor may be misunderstood; “Class Clown”

Parent Resources

Websites

D49 Website > In the Classroom > Gifted Education Program

Colorado Department of Education GT Site

<http://www.cde.state.co.us/gt>

Colorado Association for Gifted & Talented

<http://www.coloradogifted.org/>

National Association of Gifted Children

<http://www.nagc.org>

General Gifted Information

<http://www.hoagiesgifted.org>

Colorado College Summer GT Program

<http://www.coloradocollege.edu/dept/ED/childrenSummer/giftedtalented.html>

Bemis School of Fine Arts

<http://www.csfineartscenter.org/education.asp>

Colorado Springs Children Chorale

<http://www.kidssing.org>

Colorado Springs Conservatory

www.coloradospringsconservatory.org/

Colorado Springs Youth Symphony

<http://www.csysa.com>

Rocky Mountain Talent Search

<http://www.du.edu/city>

UNC Summer Gifted Program

<http://www.unco.edu/cebs/sep>

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SCHOOL DISTRICT 49

Gifted Education Program

W.I.N.G.S.
Working Innovatively to Nurture Gifted Students



District 49

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School District 49 Gifted Education Mission

School District 49's Gifted Education program inspires, challenges and empowers gifted learners to meet high academic standards, lead ethical lives and demonstrate knowledgeable, responsible citizenship. Academically and intellectually gifted students require differentiated educational services beyond those provided in a standard educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata and in all areas of human behavior. The District 49 Gifted Education program provides a comprehensive research-based program that:

- Offers appropriate differentiated classroom instruction and program options responsive to student ability and learning needs;
- Supplies a continuum of program service options;
- Supports an educational environment that challenges gifted learners and enables students to perform at levels of excellence;
- Addresses the social and emotional needs of diverse gifted students in a safe environment;
- Facilitates the development of self-directed learners who effectively utilize technology for educational advancement;
- Provides instructional leadership that encourages staff development and collaboration in order to better prepare all stakeholders who interact with our gifted population.

Identification Process

D49 has a five-step process to identify gifted students:

Step I—Nomination

A student may be nominated for the identification process by:

- Parent
- Teacher
- Assessment Results
- Previous GT Identification
- Self
- Peers

Step II—Screening Process

An educational team consisting of the classroom teacher/s, counselor, GT specialist and building administrator will meet to initiate the GT screening process.

Step III—Examination of Body Of Evidence

Information from various sources, a Body of Evidence, will be collected for the nominated student. This includes assessment results, class work, parental input and teacher observations. The Screening Committee will examine evidence from a variety of sources.

Step IV—Identification

The Committee will make an identification decision based on District 49 and Colorado identification criteria and communicate the results of the screening to all stakeholders. A parent, student or teacher has the right to appeal the identification decision. To initiate an appeal process, the appellant should contact the building principal and complete the necessary documentation.

Step V—Development of an Advanced Learning Plan

If a student is identified as a Gifted Learner,

the educational team, along with parents, will meet to develop an Advanced Learning Plan (ALP). This individualized plan will outline student learning goals/objectives and identify instructional programming/strategies to ensure student growth. This plan serves as a record of student progress and will be updated on a yearly basis.

Gifted Programming

To guarantee a student is challenged academically and is being provided a curriculum to address his/her areas of giftedness, various programming options may be provided depending on the school/zone of attendance. These can include:

- Curriculum compacting or acceleration
- Enrichment opportunities
- Independent Study
- Pull-out classes/seminars
- Peer grouping based on ability and interest
- Online courses
- Honors classes
- Advanced Placement classes
- College-level courses
- Concurrent enrollment options
- Extra-curricular activities
- Elective classes
- Mentorships
- Shadowships
- Competitions
- Counseling for individual needs
- International Baccalaureate classes and/or diploma
- High School Academies
- Career/Technical Education classes