



**ADAMS 12
FIVE STAR SCHOOLS**

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**Gifted & Talented
Department
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Visit our district website at
www.adams12.org**

**TOGETHER...EDUCATING
THE WHOLE CHILD**

Adams 12 Five Star Schools



**GIFTED AND TALENTED
EDUCATION HANDBOOK**

MISSION STATEMENT

**Our mission is to maximize
learning opportunities for each
student.**

District 12, its administration, staff, faculty, and Board of Education are to be commended for their continued support of gifted children, their parents, and teachers.

*Volume II
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ADDITIONAL RESOURCES

WEB SITES

The Gifted and Talented (TAG) Resources Home Page

<http://www.eskimo.com/~user/kids.html>

EPGY—Education Program for Gifted Youth

<http://kanpai.stanford.edu/epgy>

ERIC Clearinghouse for Exceptional Children

<http://www.aspensys.com/eric/index.html>

The Gifted Child Society

<http://www.gifted.org>

Hoagies' Gifted Education Page

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

Institute for the Academic Advancement of Youth (IAAY)

Center for Talented Youth (CTY)

<http://www.jhu.edu:80/~gifted/>

National Resource Center on the Gifted and Talented (NRC/GT)

<http://ww.ucc.uconn.edu:80/~wwwgt/>

The TAG Family Network

<http://www.teleport.com/~rkaltwas/tag/>

TAGFAM—Families of the Gifted and Talented

<http://www.access.digex.net/~king/tagfam.html>

YAHOO Resources for/about Gifted Youth K–12

http://www.yahoo.com/text/education/k_12/Gifted_Youth

ADDITIONAL RESOURCES

RECOMMENDED READING

Adderholdt, M.	<i>Perfectionism: What's bad about being too good?</i>
Galbraith, J. & Delisle, J.	<i>The gifted kids' survival guide: For ages 10 & under</i>
Galbraith, J. & Delisle, J.	<i>The gifted kids' survival guide: A teen handbook</i>
Galbraith, J. & Delisle, J.	<i>When gifted kids don't have all the answers—How to meet their social and emotional needs</i>
Greene, Rebecca	<i>The teenagers' guide to school outside the box</i>
Greenspon, Thomas S.	<i>Freeing our families from perfectionism</i>
Mooney, Jonathan & Cole, David	<i>Learning outside the lines</i>
Neihart, M. & Reis, S., et al	<i>The social and emotional development of gifted children</i>
Rimm, Dr. Sylvia	<i>Why bright kids get poor grades—And what you can do about it</i>
Schmitz, C. & Galbraith, J.	<i>Managing the social and emotional needs of the gifted</i>
Sternberg, R.J.	<i>Beyond IQ: A triarchic theory of human intelligence</i>
Sternberg, R.J. & Davidson, J.E.	<i>Conceptions of giftedness</i>
Strip, Carol A.	<i>Helping gifted children soar</i>

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**This handbook is a guide to
gifted education in Adams 12
Five Star Schools.**

DEFINING GIFTEDNESS

Adapted from the Colorado Department of Education based on the The Colorado Rules for the Administration of the Exceptional Children's Act (1 CCR 301-8). Section 2220-R-8.01 Gifted and Talented Student Programming.

DEFINITION

Gifted and talented children are those whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership and human relations abilities
- Visual arts, performing arts, spatial or musical abilities

MYTHS/FACTS

Gifted education and the "gifted" label are "elitist" because schools with gifted programs offer "special" treatment for smart kids that already have it all. **Gifted education is, in fact, about meeting the academic and affective needs of students whose abilities and knowledge exceed what is being taught in the regular classroom.**

Gifted kids are smart enough to learn by themselves. **Gifted children require the same professional educational and emotional support as other children, but that support must be appropriate to their needs.**

Gifted kids are usually from upper middle class professional families. **Gifted children are found in all socioeconomic groups in proportionate numbers.**

All children are gifted. **All individuals are unique with their own relative strengths and weaknesses, but giftedness refers to extraordinary, exceptional, beyond-the-norm abilities and talents.**

REFERENCES

- | | |
|----------------------------------|--|
| Renzulli, J.S. | <i>Systems and models for developing programs for the gifted and talented</i> |
| Renzulli, J.S. & Reis, S.A. | <i>The school-wide enrichment model: A comprehensive plan for educational excellence</i> |
| Renzulli, J.S., et al | <i>The parallel curriculum: A design to develop high potential and challenge high-ability learners</i> |
| Rogers, K.B. | <i>Re-Forming gifted education</i> |
| Slocumb, P. & Payne, R. | <i>Removing the mask: Giftedness in poverty</i> |
| Sternberg, R.J. | <i>Beyond IQ: A triarchic theory of human intelligence</i> |
| Sternberg, R.J. & Davidson, J.E. | <i>Conceptions of giftedness</i> |
| Tomlinson, C.A. | <i>The differentiated classroom: Responding to the needs of all learners</i> |
| Tomlinson, C.A. , Kaplan, S.N. , | |
| VanTassel-Baska, J. | <i>Comprehensive curriculum for gifted learners</i> |
| Wiggins, G. & McTighe, J. | <i>Understanding by design</i> |
| Winebrenner, S. | <i>Teaching gifted kids in the regular classroom</i> |

REFERENCES

- Betts, G. *Handbook of gifted education*
- Colangelo, N. & Davis, G.A. *Handbook of gifted education*
- Delpit, L. *Other people's children: Cultural conflict in the classroom*
- Erickson, H.L. *Concept-based curriculum and instruction: Teaching beyond the facts*
- Ford, D. & Harris, J. *Multicultural gifted education*
- Gallagher, J. & Gallager, S. *Teaching the gifted child*
- Gardner, H. *Frames of mind*
- Kerr, Barbara *Gifted girls*
- Konn, Sandy *Gifted boys*
- Kulik, J.A. *An analysis of the research on ability grouping: Historical and contemporary perspectives*
- Kulik, J.A. *Equity and excellence*
- Landrum, M.S. & Callahan, C.M. *Aiming for excellence: Gifted program standards, annotations to the NAGC standards*
- Maker, C.J. & Schiever, S. *Critical issues in gifted education: Defensible programs for cultural and ethnic minorities*

INDICATORS OF GIFTEDNESS

BRIGHT CHILD

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6–8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Is alert
Is pleased with own learning
Enjoys straightforward sequential presentation

GIFTED LEARNER

Asks the questions
Is highly curious
Is mentally & physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings & opinions
Already knows
1–2 repetitions for mastery
Constructs abstracts
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Is keenly observant
Is highly self-critical
Thrives on complexity

CHARACTERISTICS

Learning styles are a means of describing ways in which the human mind processes information. Learning styles vary in degrees of intensity and variety with each individual. Following are some examples of frequently used terminology and characteristics to describe various learners:

Sequential Learners

- Step-by-step learners
- Adept at computation, spelling, rote memorization, timed tests
- Neat, well organized
- Adept at biology, foreign languages
- Adept at following oral directions
- Academically talented

Spatial Learners

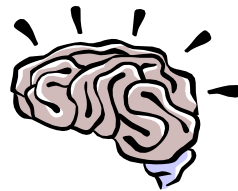
- Conceptual, complex systems of thinking
- Adept at mathematical reasoning, developing own methods of problem solving
- Poor at spelling, rote memorization, timed tests, handwriting
- Disorganized
- Adept at geometry and physics
- Able to arrive at correct solutions without taking steps
- Adept at following visual instructions

Left-Brained Learners

- Analytical
- Verbal
- Able to process information one step at a time

Right-Brained Learners

- Very creative
- Comprehend easily
- Visual learners, must “see” it to understand it
- Able to hold images in their mind
- Often artistically able
- Able to do calculations better in their head than on paper
- Poor spellers
- Successful with untimed tests and homework that is not repetitive
- Successful when matched with teachers who offer similar teaching styles and an understanding of students’ unique needs



RESOURCES

District 12 Schools encourage staff development in gifted education. The District believes classroom teachers, gifted/talented coordinators, administrators, and parents need pertinent skills and knowledge in relation to identification, programming options, instructional best practices, and student assessment because each has a unique role in serving identified, exceptional academic needs.

- **Colorado Association for Gifted and Talented (CAG/T)**

State Advocacy Group that holds an annual fall conference for parents and professionals. The *Kaleidoscope*, a quarterly newspaper, is published for members. Membership information available at <http://www.coloradogifted.org>

- **National Association for Gifted Children (NAGC)**

National Advocacy Group that publishes separate quarterly newsletters (*Gifted Child Quarterly* and *Parenting for High Potential*) for parents and professionals. 1707 L Street, NW, Suite 550 Washington, D.C. 20036 <http://www.nagc.org>

- **Colorado Council of Educators for the Gifted and Talented (CCEGT)**

The Colorado Department of Education holds monthly meetings for educators conducted by the Senior Consultant for Gifted and Talented. Call 303.347.3477

- **Colorado Academy of Educators for the Gifted, Talented and Creative**

A professional organization developed to recognize exceptional educators in gifted education in Colorado.

- **Front Range BOCES (Board of Cooperative Educational Services)**

An educational group committed to significant improvements in professional development.

OPTIONS

The Hulstrom Options School is a magnet school that draws students from across the District. The school offers a multifaceted program for students in kindergarten through sixth grade. The program focuses on meeting the needs of gifted and talented and/or academically advanced students. Purposeful attention is given to academic need, learning styles, student interest, and the development of a unique school community. While the instructional program follows the recommended district curriculum, Language Arts and Mathematics are taught at an accelerated pace. Special attention is given to compacting, acceleration, and enrichment. The purpose of the Gifted Options Program is to meet the needs of qualitatively different learners. Students, teachers, parents and community members are partners in education who come to know and model the joy of life long learning. Classes such as Spanish, French, Intramural Sports, Website Design, MESA Art, Drama and yearbook are all available to students in the program.

HULSTROM OPTIONS SCHOOL
10604 GRANT DRIVE
DENVER, CO 80233-4117
(720) 972-5400



MULTICULTURAL CONSIDERATIONS

Giftedness exists in all ethnicity, both genders, and all economic and social groups. Children representing different ethnic, cultural and economic backgrounds, have traditionally not been identified for participation in gifted programs for a variety of reasons:

- Inadequate identification practices due to poor performance on standardized test, poor test-taking skills, differences in learning styles
- Social factors that include
 1. racism
 2. discrimination
 3. lowered teacher expectations
 4. high rates of poverty
- Psychological issues such as cultural identity and self-concept
- Lack of parental involvement in the educational system due to misunderstanding of the purpose of the program, negative perceptions of the program, and viewing the program as exclusionary
- Internal bias in test content and procedure

Adams 12 Five Star School District continues to work toward ensuring that gifted and talented programming serves the needs of all gifted and talented students regardless of race, ethnicity, gender, sexual orientation, age, disability, socio-economic status, or religion.

THE TWICE EXCEPTIONAL CHILD

Twice Exceptional students have both the characteristics of students with disabilities and of students with outstanding potential. The discrepancy between the superior abilities and the learning difficulties results in feelings of frustration and heightened sense of inefficacy. *Trail, Beverly, M.A., 1999*

Possible Programming Options

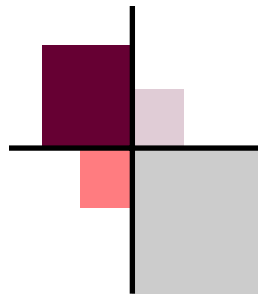
- Individual education plans
- Early intervention
- Enrichment
- Activities to circumvent the deficits
- Consideration of learning styles
- Compacting in skill areas
- Alternative modes of expression
- Alternative sources of information
- Staff development
- Counseling to learn how to cope with frustrations, emotions, and to increase self-concept
- Setting realistic goals

Compensation for Challenges

- Pair students with complimentary strengths
- Find sources of information appropriate for students needs
- Encourage students to choose tasks that rely on their strengths rather than their weaknesses
- Provide appropriate escape routes for students to drop away from frustrations while maintaining integrity
- Teach that limited skill is not equal to limited thought

Enrichment Opportunities

- Activity inquiry
- Open-ended challenges
- Behavior management
- Teach coping and goal-setting skills
- Encourage student responsibility
- Pair activities (less desirable task precedes preferred task)
- Limit choices
- Provide clear information about student expectations
- Use environmental settings as cues for desired behavior



PROGRAMMING

ADVANCED PROGRAMS & COURSES

- **Advanced Placement: (AP)** Advanced and challenging courses designed to foster the critical skills of thinking, analyzing, and problem solving. AP prepares students for specific content area examinations that may award credit to be applied toward college.
- **Honors Program:** School-site developed courses taught at an advanced level to promote critical thinking and depth of knowledge.
- **International Baccalaureate: (IB)** A rigorous international standardized curriculum designed to prepare high school juniors and seniors for examinations leading to an IB diploma.
- **Middle Years IB Programme:** A prerequisite program to prepare students in grades 6 through 10 for the IB program.
- **Pre-AP Program:** A rigorous program to prepare students in grades 6 through 10

SCHOOL/DISTRICT ENRICHMENT OPPORTUNITIES

- MESA (Mathematics Engineering Science Achievement)
- Math/Science Olympiads
- Math Counts
- Chess
- Spelling/Geography Bee
- Lego Robotics
- Science Fairs
- Art Show
- LINK/WEB Leadership Teams
- Broomfield Young Author's Fair
- Project Citizen
- Junior Great Books
- Brain Bowl
- Destination Imagination



PROGRAMMING

In order to provide the best possible educational opportunities to gifted children, District 12 advocates a variety of gifted best practices. Each of the following instructional strategies/programs is designed to promote the District goal to develop students who are competent, creative, ethical, healthy, productive, successful, thoughtful, and good citizens.

INSTRUCTIONAL STRATEGIES

- Acceleration:** Acceleration offers standard curricular experiences to students at a younger-than-usual age or lower-than-usual grade level. Acceleration includes early entrance to kindergarten or to college, grade skipping, or part-time grade acceleration, in which a student enters a higher grade level for part of the day to receive advanced instruction in one or more content areas.
- Ability Grouping/Cluster Grouping:** Ability grouping is defined as using test scores and school records to assign same-grade children to classes or instructional groups that differ markedly in characteristics affecting school learning. Cluster grouping is a form of ability grouping in which 3 to 6 students are clustered according to their identified strength areas in a mixed-ability classroom.
- Curriculum Compacting:** A systematic procedure for modifying or streamlining the regular curriculum to eliminate repetition of previously mastered material, upgrading the challenge level of the regular curriculum, and providing time for appropriate enrichment and/or acceleration activities.
- Differentiation:** A means of addressing the particular characteristics and promoting the continual growth of students in an environment that is respectful of individual differences through modification of pace, depth, and complexity of curriculum and instruction.
- Flexible Pacing:** A form of "acceleration" in which the pace at which material is presented and/or expected to be mastered has been sped up.
- Guided Independent Study:** A process through which student and teacher identify problems or topics of interest to the student, plan a method of investigation, and identify a product to be developed.



Contributing factors

Students who demonstrate through standardized measures a discrepancy between 1) intellectual and/or creative ability or potential and 2) academic achievement and/or creative productivity are considered to be underachievers.

Personal Characteristics

- Need for control or attention
- Response to competition
- Attitude for failure
- Level of creativity
- Learning style
- Deficit skills
- Coping strategies
- Self-esteem, self-concept



School Considerations

- Demand for conformity
- Frequency of "rerun" lessons
- Tolerance for divergent behavior or thinking
- Match of teaching and learning styles
- Attitude and atmosphere with respect to failure
- Degree of emphasis on strengths, interests



Family Considerations

- Level and value of education in the family
- Models for achievement within the family
- Overprotection
- Parental expectations
- Perfectionism of parents
- "adultizing" the child
- Emotional or physical turmoil

Factors Attributed to Reversing Underachievement

- Out of school interests
- Consistent parenting that encourages a positive attitude
- Responsibility
- Goal-setting that attaches meaning to success in school
- Opportunities for advanced/independent study
- Relevant assignments
- Evaluation of process as well as product
- Flexible teaching styles
- Competent, passionate teaching
- Realistically high expectations
- Student retaining internal locus of control
- Student acceptance of responsibility for actions and behaviors



Indicators of Progress

- Attitude change (happier, enjoys learning, improved self-concept)
- Completed assignments
- Quality of work
- Improved ability to deal with emotional conflict
- Increased concentration and productivity

IDENTIFICATION

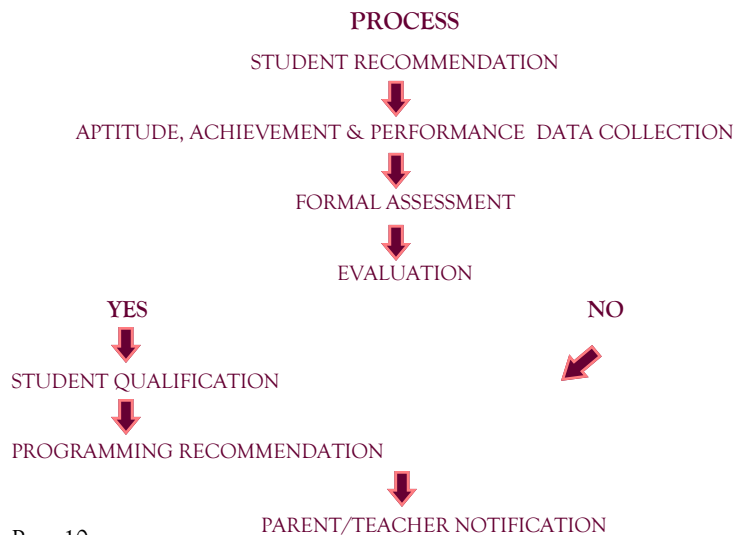
District 12 has an obligation to provide appropriate educational opportunities that will enable all students to reach their potential. Therefore, it is the purpose of Gifted and Talented Education in District 12 to address the unique educational needs of students who are talented and gifted so they may grow to be fulfilled, productive and contributing members of our community. District 12 is dedicated to instruction that challenges and motivates gifted and talented students to achieve at an optimal level.

The identification screening process uses a multiple criteria approach to help teachers, counselors, principals, and parents make appropriate, responsible decisions about the learning needs of gifted, high-ability students.

District 12's Gifted Education Programming procedure for student identification are as follows:

Any student may be recommended for gifted assessment by the following:

<i>Parents</i>	<i>Counselors</i>	<i>Self</i>
<i>Teachers</i>	<i>Community members</i>	<i>Administrators</i>
<i>Peers</i>		



IDENTIFICATION

Assessment instruments to determine eligibility for gifted education services measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate strengths. Cognitive assessments may include:

- CogAT- Cognitive Abilities Test
- DAS-Differential Abilities Scales
- WISC-Weschler Intelligence Scale
- Stanford Binet
- NNAT-Naglieri Nonverbal Ability Test
- Ravens Coloured and Progressive Matrices
- UNIT-Universal Non Verbal Intelligence Test
- Woodcock-Munoz

Assessments to determine gifts and talents in other areas include:

- Betts/Neihart Behavior Checklist
- Hispanic Bilingual Gifted Screening Instrument
- Slocumb-Payne Teacher Perception Inventory
- Environmental Opportunities Profile
- Renzulli Scale for Rating the Behavioral Characteristics of Superior Students
- Specific Academic Achievement

