

# gifted AND talented PROGRAM



parent and community  
**HANDBOOK**



Greeley-Evans  
WELD COUNTY SCHOOL DISTRICT 6

Additional information can be obtained from your elementary, middle, or high school's Gifted and Talented Specialist or Linda Johnson, District 6 Gifted and Talented Facilitator.

Visit our district GT website at [www.greeleyschools.org/gt](http://www.greeleyschools.org/gt)

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# **introduction**

This handbook is provided for parents and the community as a resource guide for gifted and talented education in Greeley-Evans School District 6.

# **mission/vision**

Within a climate of high expectations for all, we will ensure gifted student growth and achievement through systems of academic and affective support and through programming and advocacy.



# definition

“Gifted children” means those school-age children and youth whose abilities, talents, and potential for accomplishments are so outstanding 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 the following:

- 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

Gifted children represent all cultural, ethnic, linguistic, and socioeconomic backgrounds and may demonstrate both gifts and disabilities.

# goals and objectives

We believe that gifted and talented students need support and encouragement from family, school, and the community to achieve full development of their potential. Programming ultimately seeks development of the whole child so that gifted students become successful adults demonstrating self-esteem, self-efficacy and creative productivity. Therefore, it is our intention that gifted and talented students will:

- Perform at advanced and distinguished levels in their strength area;
- Acquire autonomous learning skills in order to become independent, lifelong learners;
- Develop creative problem solving, questioning, and presentation skills that can be applied to solving authentic problems in any field.



# common characteristics of gifted children

While it is unusual for a child to manifest all of the following behavioral characteristics, parents will see many of them even at an early age:

- Possesses a large storehouse of information about a variety of topics
- Shows quick mastery and recall of factual information
- Has insight into cause-effect relationships
- Has a ready grasp of underlying principles
- Is a keen and alert observer
- Exhibits advanced vocabulary for age or grade level
- Reads with comprehension at an early age
- Displays curiosity about many topics
- Has a passionate interest area
- Is intense; gets totally absorbed in activities and thoughts
- Prefers complex and challenging tasks rather than “basic” work
- Sees connections between apparently unconnected ideas and activities
- Prefers to work independently
- Prefers older companions
- Is a perfectionist
- Has a sophisticated sense of humor
- Loves puzzles, mazes, and numbers
- Is able to elaborate on ideas
- Is a good problem-solver
- Is persistent

**More information is on the following link:**

[www.cde.state.co.us/G/Tdownload/pdf/G/T12TraitsGiftedness.pdf](http://www.cde.state.co.us/G/Tdownload/pdf/G/T12TraitsGiftedness.pdf)



<b>A High Achiever...</b>
• Remembers the answer
• Is interested
• Is attentive
• Generates advanced ideas
• Works hard to achieve
• Answers the questions in detail
• Performs at the top of the group
• Gets A's
• Learns with ease
• Needs 6 to 8 repetitions to master
• Comprehends at a high level
• Enjoys the company of age peers
• Understands complex, abstract humor
• Grasps the meaning
• Completes assignments on time
• Is receptive
• Is accurate and complete
• Enjoys school often
• Is a technician with expertise in a field
• Memorizes well
• Is highly alert and observant
• Is pleased with own learning

<b>A Gifted Learner...</b>
• Poses unforeseen questions
• Is curious
• Is selectively mentally engaged
• Generates complex abstract ideas
• Knows without working hard
• Ponders with depth and multiple perspectives
• Is beyond the group
• May not be motivated by grades
• Already knows
• Needs 1 to 3 repetitions to master
• Comprehends in-depth, complex ideas
• Prefers company of intellectual peers
• Creates complex, abstract humor
• Infers and connects concepts
• Initiates projects
• Is intense
• Is original and continually developing
• Enjoys self-directed learning
• Expert who abstracts beyond the field
• Guesses and infers well
• Anticipates and relates observations
• Is self-critical

<b>A Creative Thinker...</b>
• Sees exceptions
• Wonders
• Daydreams; may seem off task
• Overflows with ideas (many never developed)
• Plays with ideas and concepts
• Injects new possibilities
• Is in own group
• Is not motivated by grades
• Questions: What if...
• Questions the need for mastery
• Comprehends in-depth, complex ideas
• Enjoys the company of creative peers
• Relishes wild, off-the-wall humor
• Makes mental leaps
• Initiates more projects than will be complete
• Is independent and unconventional
• Is original and continually developing
• Enjoys creating
• In an inventor and idea generator
• Creates and brainstorms well
• Is intuitive
• Is never finished with possibilities



# profiles of the gifted and talented

Types	Characteristics	Needs	Home Support
<b>successful</b>	<ul style="list-style-type: none"> <li>• Positive self-esteem</li> <li>• High achiever</li> <li>• Perfectionist</li> <li>• Unaware of deficiencies</li> <li>• Accepts and conforms</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge instead of boredom</li> <li>• Risk-taking skills</li> <li>• Assertiveness skills</li> <li>• Autonomy</li> <li>• Appropriate curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to make choices</li> <li>• Time for personal interests</li> <li>• Risk-taking experiences</li> </ul>
<b>challenging</b>	<ul style="list-style-type: none"> <li>• Bored &amp; frustrated</li> <li>• Defensive</li> <li>• Creative</li> <li>• Independent</li> <li>• Questions rules and policies</li> <li>• Inconsistent work habits</li> <li>• Poor self control</li> </ul>	<ul style="list-style-type: none"> <li>• Connection to others</li> <li>• Support for creativity</li> <li>• Learn tact, self-awareness &amp; control</li> <li>• Contractual systems</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance and understanding</li> <li>• Pursuit of interests</li> <li>• Model appropriate behavior</li> <li>• Family projects</li> </ul>
<b>underground</b>	<ul style="list-style-type: none"> <li>• Unsure</li> <li>• Wants to belong socially</li> <li>• Quiet &amp; shy</li> <li>• Involved outside school</li> <li>• Does not want others to know about ability</li> <li>• Denies talent</li> <li>• Drops out of G/T and advanced classes</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom to make choices</li> <li>• Awareness of feelings</li> <li>• Support for abilities</li> <li>• Involvement with gifted peers</li> <li>• Self-acceptance</li> <li>• Safe social challenges</li> </ul>	<ul style="list-style-type: none"> <li>• College/career planning</li> <li>• Time with same age peers</li> <li>• Gifted role models</li> <li>• Freedom to make choices</li> <li>• Model life- long learning</li> </ul>



Types	Characteristics	Needs	Home Support
<b>at-risk</b>	<ul style="list-style-type: none"> <li>• Bored &amp; frustrated</li> <li>• Defensive</li> <li>• Creative</li> <li>• Angry, explosive</li> <li>• Poor self –concept</li> <li>• Depressed</li> <li>• Criticizes self and others</li> <li>• Inconsistent work</li> </ul>	<ul style="list-style-type: none"> <li>• Connection to others</li> <li>• Support for creativity</li> <li>• Assertiveness skills</li> <li>• Learn tact, self-awareness, &amp; control</li> <li>• Contractual systems</li> </ul>	<ul style="list-style-type: none"> <li>• Seek counseling for family</li> </ul>
<b>twice-exceptional</b>	<ul style="list-style-type: none"> <li>• Hidden strengths</li> <li>• Seems average or below</li> <li>• Avoided by peers</li> <li>• Frustrated with the system</li> <li>• Low self-esteem</li> <li>• Demonstrates inconsistent work</li> <li>• May be disruptive or act out</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on strengths</li> <li>• Coping skills G/T support</li> <li>• Accepting adults</li> <li>• Intellectual, social, &amp; emotional skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize gifted abilities</li> <li>• Risk-taking opportunities</li> <li>• Counseling for family</li> <li>• Family projects</li> <li>• Advocate for child at school</li> </ul>
<b>autonomous</b>	<ul style="list-style-type: none"> <li>• Self-confident</li> <li>• Positive self-esteem</li> <li>• Risk-taker</li> <li>• Appropriate social skills</li> <li>• Admired by adults &amp; peers</li> <li>• Lifelong learner</li> </ul>	<ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Feedback</li> <li>• Facilitation</li> <li>• Support for risks</li> <li>• Appropriate opportunities at school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities related to passions</li> <li>• Allow friends of all ages</li> <li>• Remove time and space restrictions</li> <li>• Family projects</li> </ul>

# social and emotional needs

*"Parenting a gifted child is like living in a theme park full of thrill rides. Sometimes you smile. Sometimes you gasp. Sometimes you scream. Sometimes you laugh. Sometimes you gaze in wonder and astonishment. Sometimes you're frozen in your seat. Sometimes you're proud. And sometimes, the ride is so nerve-wracking, you can't do anything but cry."*

Carol Strip & Gretchen Hirsh, in Webb, Gore, Amend, & DeVries, A Parent's Guide to Gifted Children

## ***Do gifted children exhibit characteristics other than academic that parents should be aware of?***

In many ways, gifted children have the same social and emotional needs other children have, but their needs are often intensified by the characteristics that make them gifted. If we fail to understand their needs and/or if their needs are not met, gifted children can be at risk for academic underachievement, social isolation, and depression.

More information is available at:

[www.giftedkidsnetwork.com/socialandemotional.html](http://www.giftedkidsnetwork.com/socialandemotional.html);  
[www.sengifted.org/](http://www.sengifted.org/)

## ***How can I support the emotional needs of my child?***

All children need to be loved, nurtured, kept safe, given attention and affection, and taught how to interact with other people. Gifted and talented children are no exception. As parents, it is our privilege and responsibility to do our best to provide these things for our children. It is particularly important to remember to always see your child as a child first and gifted and talented second.

Some suggestions and guidelines for parenting your gifted and talented child can be found at:

[www.hoagiesgifted.org/parenting.htm](http://www.hoagiesgifted.org/parenting.htm)



# strengths and challenges of gifted children

Strengths	Challenges
• Learns quickly	• Impatient with others; dislikes basic routine
• Motivated without help from others	• Strong-willed; resists direction
• Enjoys problem-solving; is able to think abstractly	• Resists routine practice; questions rules
• Strong sense of fairness	• Worries about world issues and community problems
• Possesses leadership skills	• May be seen as bossy
• Large vocabulary; knowledgeable about many things	• May use words to get their way; may not relate to age peers
• High expectations of self and others	• Intolerant, perfectionist; may become depressed
• Creative, inventive; likes new ways of doing things	• May be seen as disruptive and not following along
• Intense concentration; long attention span	• May forget chores while focused on areas of interest
• Sensitive; wants to be accepted by others	• Sensitive to criticism and rejection from peers
• High energy	• May be seen as hyperactive; frustrated with inactivity
• Independent: prefers working alone; relies on self	• May reject parent or peer feedback; doesn't conform
• Many interests and abilities	• May appear disorganized or scattered;
• Strong sense of humor	• May become class clown

# student identification nomination process

**Purpose:** To find gifted students whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions in the form of appropriately challenging programming to meet their educational needs.

1  
STEP

Student Search

2  
STEP

Collect Data (95% +) and Information

- Intellectual Ability
- Achievement
- Behaviors/Characteristics
- Demonstrated Performance

3  
STEP

Review Data and Information

4  
STEP

**Identification**  
Students are identified as academically gifted in language arts and/or math or in other areas that include leadership, creativity, and the arts.

5  
STEP

Advanced Learning Plan (ALP)-Programming decisions based on recommendations to match identification of exceptional academic, social, and emotional needs.

6  
STEP

Periodic Review of Advanced Learning Planning



### ***Can I be involved in the identification process as a parent?***

Yes, parent input is very important. In the initial stages of identification, parents may be asked to fill out an inventory of gifted behaviors they observe at home. Parents are also asked to give permission for specific tests to be given. After testing is completed, parents review the results with the gifted and talented teacher.

### ***When does the identification process begin?***

Teachers and staff are trained to recognize gifted behaviors and student strengths and to refer students of all grade levels, K-12. This referral is one way to begin the process, although parents may also initiate a referral by contacting their child's school. In addition, all students are given an intellectual screening test (the Cognitive Abilities Test) at the beginning of 2nd grade. Those who score above a threshold are referred for further cognitive testing.

### ***If my child isn't identified in 2nd grade, can he/she be identified in another grade?***

Yes, there is no "window" for identifying gifted behaviors. Identification for gifted and talented services is an ongoing process using multiple criteria. No single factor can eliminate a student from consideration. Teachers review assessment results and other data throughout the year to get a complete picture of students' strengths, needs, and abilities. There are several types of evidence that may be used to identify a student.

### ***Does District 6 consider areas of giftedness other than academic (e.g., creativity, leadership)?***

Yes, all learners are considered regardless of academic achievement. Parents are invited to provide evidence of student strengths and talents in areas like art, music, creativity, and leadership. Teachers also may recognize these strengths and talents and may refer students based on their observations.

# advanced learning plans (ALP)

*"What is necessary and sufficient for the nongifted is necessary but insufficient for the gifted, who need more and different learning experiences to match their potentials."*

A.J. Tannenbaum

## **Why Highly Capable Students Need Something Different**

Visit [www.nagc.org/commonmyths.aspx](http://www.nagc.org/commonmyths.aspx) for more information.

## **What is an ALP?**

ALP is an acronym for Advanced Learning Plan, which is required in Colorado for every identified gifted child. The ALP is a planning guide for making instructional decisions, an accountability record, and a tool for monitoring students with outstanding potential. The ALP is part of your child's cumulative folder and will follow him/her from grade to grade, school to school.

According to state guidelines, CDE Gifted Guidelines, Vol. I, ALPs must include information on the student's strengths, how he/she was identified, goals related to the strengths, recommended differentiation strategies teachers may use to help the student meet his/her goals, and a place for parent, teacher, and, when appropriate, student signatures.

## **Do all students have ALPs?**

No. Only students formally identified as gifted have ALPs.

## **My child has been identified as gifted. When will I see his/her ALP?**

An ALP is usually put in place by the end of the school year in which the child was identified. Contact the GT Specialist at your school for more information.



### ***How can I obtain a copy of my child's ALP?***

The Gifted and Talented Specialist at your child's school is responsible for communicating with you about ALPs. A copy of your child's ALP is kept in the student's school files.

### ***Can I contribute to the development of my child's ALP?***

Yes. Your child's Gifted and Talented Specialist will confer with both you and your child and take your thoughts into consideration in the creation of the ALP. There is also a parent involvement section in the ALP for you to complete and return. A copy of your child's ALP is in your child's cumulative folder.

### ***Does an ALP change every year?***

It may. Because it is based on student strengths as observed and documented, academic and talent goals usually remain essentially the same – academic goals are directed toward growth in the area of strength or talent area each year. An annual affective goal is created based on a student's individual need. At the elementary and middle levels, you, your child, and your child's Gifted and Talented Specialist review it annually and make changes as needed. In high school, your student reviews his/her own ALP annually with the GT Specialist. Your student may set new goals as his/her interests and strengths change and mature. You will usually be invited to see and sign your student's ALP at conference time. Contact your child's GT Specialist if you have questions.

### ***Is there a difference between "being in a gifted program" and "receiving gifted programming?"***

Yes. Although the wording may seem similar, the change from program to programming represents a major shift in how schools deal with student differences. Students identified as gifted have demonstrated that they need "something different" than what most other students need. A "gifted program" is often something that is static and pre-planned, while gifted programming is something that is built around the students and can respond to their individual needs and interests.

# district 6 programming options

Options vary from school to school so visit [www.greeleyschools.org/gt](http://www.greeleyschools.org/gt) for more info

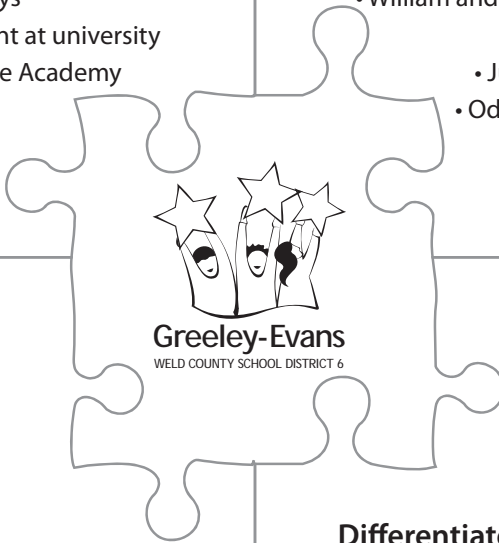
Programming components, as described by the state, include adjusting how the instruction is structured, various content options, affective guidance and support, and differentiating the instruction by complexity or level of difficulty. Contact your school about the options available.

## Structure

- Magnet programs (STEM, Art...)
- Cluster grouping
- Pullout enrichment
- Mixed-grade classroom
- Special interest classes
- AP (Advanced Placement)
- IB (International Baccalaureate)
- Career Pathways
- Dual Enrollment at university
- ENGAGE Online Academy

## Content Options

- Math Counts
- Spelling Bee
- Science Fairs
- Book Studies
- Summer Enrichment Program
  - EPGY Online Math Program
  - Contests/ Competitions
- William and Mary Curriculum,
  - Music Ensemble
  - Junior Great Books
- Odyssey of the Mind
- Student Council
- Forensics



## Guidance

- Address social, behavioral and emotional needs
- Improve relationships
- Provide career guidance
- Facilitate affective focus groups

## Differentiated Instruction

- Acceleration
- Questioning for higher-order thinking skills
- Content Extensions
  - Pre-assessment
- Tiered Assignments



# supporting your gifted child

*"He never pays attention, he always knows the answer, and he can never tell you how he knows. We can't keep thrashing him. He is a bad example to the other pupils. There's no educating a smart boy."*

Terry Pratchett, *Thief of Time*.

## ***How can I support my child at home?***

- Nurture your child's strengths and interests.
- Share the adventure of learning something new with your child.
- Recognize and model making mistakes as an opportunity to learn, not as a mark of failure.
- Encourage safe risk-taking.
- Help set priorities.
- Seek positive peer connections.
- Avoid over-scheduling.
- Allow time for reflection.
- Pursue unfamiliar learning opportunities.
- Keep your child challenged and engaged in learning.
- Keep your sense of humor!

## ***How can I become more involved as a parent?***

- Nomination process
- School Improvement Team
- District Gifted/ Talented Advisory Council
- Volunteering

## ***Who can help provide information and support from the district?***

- Gifted/Talented Specialist
- Classroom teacher
- Principal
- Gifted/Talented Facilitator

# characteristics of special populations

## Gifted Twice Exceptional

(child who is gifted and talented and has a disability)

## Gifted English Language Learners

- Advanced vocabulary
- Highly creative
- Resourceful
- Curious
- Imaginative
- Asks lots of questions
- Problem solver
- Sophisticated sense of humor
- Wide range of interests
- Advanced ideas
- Special talent and interests
- Easily frustrated
- Stubborn, manipulative, opinionated, or argumentative
- Problem with written expression
- Highly sensitive to criticism
- Inconsistent academic performance
- Lack of organizational skills
- Poor study skills
- Difficulty with social interactions
- Learns English quickly
- Shows strong leadership ability (at home, on the playground, in the community)
- May be seen as “street wise”
- Often assumes responsibility for family and/or younger siblings
- Is able “to think” in both languages
- Displays a great deal of curiosity—asks questions; wants to know “why”
- Is a great problem solver within home or community
- May prefer “doing” rather than watching or listening
- May be very spiritual
- May show high level math ability
- Has strong family values
- Easily engages in adult conversations and is often asked to translate
- Quick to learn the American culture
- Becomes easily bored with routine tasks or drill work
- May generally possess good physical coordination and/or be a good athlete

# what can I do if my child's achievement doesn't match his/her ability?

Underachievement is defined as a discrepancy between a child's school performance and some ability index such as an IQ score. It is a learned behavior that can be reversed over time. Here are some key strategies for reversing underachievement:

- Underachievement can be reversed by educators and parents who focus on the many strengths, talents, and interests of these students.
- It is better to label the child's behavior rather than labeling a child as an "underachiever." For example, "You have chosen not to turn in your homework" rather than "You are a poor student."
- Underachievement is tied to self-concept. Children who learn to see themselves in terms of failure eventually will lose their motivation to learn. For learning to continue, students must believe hard work will result in success.
- Establish values of honesty, truth and trust with your child. Your role is to help your child reach his/her goal, not to punish or reward.
- Interventions with an underachieving student needs to focus on encouragement emphasizing effort.
- Help your child develop long term goals with corresponding short term goals DO NOT supply solutions—that only creates learned helplessness.
- Redefine success as following one's plan and attaining short term goals.
- Learn from past successes or failures. Help the underachiever to see how he/she sometimes defeats what he/she values.
- Celebrate reaching short term goals and build on those successes.

# advocacy

*There is no better advocate for a gifted child than a knowledgeable and active parent.*

## **How can I become an advocate for gifted?**

Parents can be the most effective advocates for their children's education. Participate in your local, state, and national gifted advocacy groups. Such groups can influence local, state, and federal legislation that directly impacts your child. They also provide valuable information about gifted education, scholarships for students, and networking opportunities for children and adults. Visit their web sites, and join them to strengthen the voices speaking on behalf of gifted children. Although the National Association for Gifted Children (NAGC) and your own state organization (Colorado Association for the Gifted and Talented) provide information to both members and legislators, you should become a part of the process.

Advocacy can be as simple as using the legislative alerts issued by the state or national group as the basis of a personal appeal to your representative. Good legislators appreciate the opinions and the supporting stories of their constituents. Stay connected through your parent groups because legislation can change quickly as compromises lead to revisions. Become known as a reliable source of information to your representative.

Effective advocacy is more than being passionate about gifted education. The effective advocate knows how to convey the message that needs to be heard – how to frame information in a manner that drives the point without alienating those who influence the decision-making process.



## ***How can I become involved with my child's education?***

- Attend all parent teacher conferences.
- Attend any presentations given by your child's Gifted and Talented Specialist. This is an opportunity to learn about gifted issues and to connect with other parents with similar interests.
- Communicate with your child's teacher about:
  - Your child's needs
  - Available programming services
  - Academic growth
  - Optimal performance
  - Learning goals

## ***What is the best way to talk with teachers?***

- Request a convenient time to speak with your child's teacher.
- Provide your questions and concerns to the teacher in writing before meeting the teacher.
- Be willing to compromise and collaborate on behalf of the student's needs.
- Keep a file of communications, learning plans, and testing data on your child throughout his/her K-12 years.
- Provide both positive and negative feedback for changes in your child's learning plan, school assignments, and learning activities.
- Determine reasonable timelines and methods for communicating with your child's teacher.
- Do not expect your child to provide complete or accurate descriptions of school-day experiences. Communicate directly with your child's teachers if you have questions about what is happening in the classroom.
- Celebrate excellence both for your child and for those who teach your child.
- Keep up-to-date with your school's website and calendar.

# how can I talk to teachers?

## **What Parents Want to Know from Educators** (questions to ask)

- What can you tell me about my child's academic abilities?
- When can I tell you about my child's interests and abilities outside of school?
- In school how will you...
  - challenge and encourage his/her learning?
  - recognize and address his/her unique learning needs?
  - support his/her continued academic success?
  - assure appropriate placement?
- What can I do at home/school to help my child learn?

## **What Parents Need to Share with Educators**

(clues for understanding my child)

- Home activities that demonstrate ability and interest
- Attitudes about school
- Behavior at home vs. behavior at school (both positive and negative behaviors)
- Examples of how the child learns best outside of school
- Test data over time (on different testing instruments)
- Response to particular assignments
- Response to trying new things
- Response to making mistakes
- Independent work vs. group work
- Comfort level working with "peers"

## **Strategies for Success**

- Seek a good match rather than a particular teacher.
- Avoid ambiguity, vague demands, and assumptions.
- Watch your words at home.
- Remain open to possibilities vs. being right.
- Maintain a balanced perspective...seeking academic growth rather than perfect grades.
- Allow your child to take responsibility for his/her work...and the grade.
- Value a strong work ethic with high expectations.
- Model resiliency and seek solutions through collaboration.

## ***How to be a Critical Resource at Your Child's School***

- Be a “personal resource bank” for your child’s teacher.
- Offer work/play samples of your child’s interests/strengths.
- Provide continual feedback from the home perspective.
- Discover resources/connections to enhance program options and classroom activities.
- Donate your time and talent.
- Join school and district committees that focus on academic excellence and accountability.
- Network on behalf of advanced learners.
- Celebrate excellence!
- Be a part of the solution, not a part of the problem.

## ***Potential Outcomes***

- Improved student achievement
- Credibility as an advocate
- Mutual respect between parents and teachers
- Increased communication between home and school
- Trust
- Balance
- Increased awareness of educational issues
- Support through expanded network of resources
- Effective advocacy through positive political influence
- Constructive contributions to the school community
- Sense of purpose and accomplishment
- Becoming a mentor to other parents

# dispute resolution steps

It is the intent of the Greeley-Evans School District 6 to resolve questions and concerns at the level in which they occurred. Your child's Gifted and Talented Specialist should be the first person to address any questions and concerns regarding Gifted and Talented identification and/or services. Students are encouraged to first talk with their Gifted and Talented Specialist to address any questions, issues, or concerns. Parents/guardians are also invited to contact the Gifted and Talented Specialist at his/her child's school to address their concerns and to come to a mutually satisfactory resolution.

If the student and/or parents/guardians are not satisfied with the response by the Gifted and Talented Specialist, they should then contact the building principal. Through collaboration of student, parents/guardians, and GT Specialist, the principal will resolve the questions, issues and/or concerns.

If the student and/or parents/guardians are not satisfied with the resolution at the building level, they may contact the District Gifted and Talented Facilitator who will then work with all parties to seek a satisfactory resolution.

If the student and/or parents/guardians are not satisfied with the resolution by the Gifted and Talented Facilitator, they may appeal in writing to the Executive Director of Learning Services who will review the process and evidence and respond in writing to the parent/guardian within 10 school days.

If the student and/or parents/guardians are not satisfied with the resolution from the Executive Director of Learning Services, they may appeal in writing to the Chief Academic Officer who will review the process and evidence and respond in writing within 10 school days of receiving the letter of appeal.

If the student or parents/guardians are not satisfied with the resolution from the Chief Academic Officer they may appeal in writing to the Superintendent within 10 school days after receiving the Chief Academic Officer's response. The Superintendent will review the process and evidence and respond in writing to the student and/or parents/guardians within 10 school days of receiving the letter of appeal. The Superintendent's decision is final.



# resources

The following resources may be helpful to facilitate understanding of the unique gifts and talents of the GT child.

**Visit [www.greeleyschools.org/gt](http://www.greeleyschools.org/gt) for more useful GT websites.**

Colorado Department of Education (CDE) This link within the larger Colorado Department of Education is provided to assist with questions that both educators and parents may have around working with gifted and talented students.

**[www.cde.state.co.us/gt/index.htm](http://www.cde.state.co.us/gt/index.htm)**

Colorado Association for Gifted and Talented (CAGT) CAGT is a non-profit organization of parents, educators, and others interested in promoting suitable education, including creative stimulation, for gifted and talented children, while also seeking public recognition and aid for the special needs of these children.

**[www.coloradogifted.org](http://www.coloradogifted.org)**

National Association for Gifted Children (NAGC) NAGC is a non-profit organization of parents, teachers, educators, other professionals, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.

**[www.nagc.org](http://www.nagc.org)**

The National Research Center on the Gifted and Talented (NRCG/T) NRCG/T promotes and publishes research on current and emerging issues in the education of gifted and talented students.

**[www.gifted.uconn.edu/nrcgt](http://www.gifted.uconn.edu/nrcgt)**

Gifted Child Monthly This is an on-line newsletter for parents and teachers of gifted and talented children.

**[www.gifted-children.com](http://www.gifted-children.com)**

Hoagie's Kids and Teens Links to contests and awards, hot topics, internet investigations, lists of movies with gifted kids as the leading characters, and much, much more!

**[www.hoagiesgifted.org](http://www.hoagiesgifted.org)**



# glossary

**Ability Grouping:** The flexible regrouping of students based on individual instructional needs

**Abstract Content:** Content that goes beyond surface detail and fact to underlying concepts, generalizations, and symbolism

**Acceleration:** Moving at a faster pace through academic content

**Advanced Learning Plan (ALP):** A unique plan, usually in writing and signed by the teacher, parent, and student that outlines appropriate programming to meet specific student needs

**Affective Needs:** The social and emotional considerations of an individual

**Cluster Grouping:** The intentional placement of a group of similar-ability students in an otherwise heterogeneous (mixed-ability) classroom for a particular learning activity

**Compacting the Curriculum:** A three-step process that assesses what a student knows, excuses student from repeating known material, and plans for new learning by streamlining the regular curriculum to “buy time” for extensions, accelerated content, and independent study; usually involves pre-assessment of what student has already mastered

**Content Extensions:** The expansion of curricular programming with additional opportunities for learning; often designed to provide complex, multiple-step projects/tasks for advanced knowledge and skill acquisition

**Contracts:** Agreements between teacher and student granting certain freedoms and choices about how a student will complete tasks

**Differentiation:** The modification of programming and instruction based on a student’s academic needs and intellectual ability

**Dual Enrollment:** Students being enrolled in two separate academic institutions (i.e. high school students taking college courses)

**EPGY:** (Educational Programs for Gifted Youth) Distance learning program offered through Stanford University where students work at their own pace in math and language arts



**Flexible Grouping:** Student is a part of many different groups and also works alone based on the match of the task to student readiness, interest, or learning style

**Higher Order Thinking Skills:** Questioning and activities based on processing requiring analysis, synthesis, evaluation, or other critical thinking skills

**Independent Projects:** A process through which student/teacher identify problems or topics to be investigated in greater depth

**Interest Centers or Interest Groups:** Provides extended activities for a student who demonstrates mastery/competence with required work or who finishes work early

**Learning Centers:** Stations or collections of materials learners use to explore topics or practice skills

**Learning Contracts:** Student and teacher jointly develop a contract for accomplishment of learning goal(s), which both sign and adhere to; often involves a streamlining of regular class work

**Mentoring:** Establishment of one-to-one relationship between student and outside-of-school expert in a specific topic area

**Open-ended Assignments:** Providing students with tasks and work that do not have a single, convergent outcome or answer; task may have timelines and a sequence of activities to be accomplished, but outcomes will vary with each student

**Personal Goal Setting:** Teaching students to identify personal goals and prioritize their time and activities to reach those goals

**Pull-out program:** Classes and activities that are held during the school day but outside the regular classroom

**Standardized Test:** A specially-constructed test, either intelligence or achievement, using the performance (norms) of other individuals as the standard by which the student is compared

**Structure:** Describes placement options for delivering instruction and content extensions appropriate for gifted students within classroom and school environments

**Tiered Assignments:** Teachers use varied levels of activities to ensure that a student explores ideas at a level that builds on prior knowledge and prompts continued growth

# contact us

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