

# D51 Middle School Gifted and Talented Programming for 2014-2015

## What the Law Requires (CRS 22-20-204) in Programming

This law requires schools to adopt and implement a program plan to identify and serve gifted children addressing both their cognitive and affective needs.

## GT Standards

- a. Gifted Standards to be met:
  - i. Learning and Development (Standard 1)
    - 1. Self-Understanding
    - 2. Awareness of Needs
    - 3. Cognitive and Affective Growth
    - 4. Talent Development (Standard 3)
  - ii. Learning Environments (Standard 4)
    - 1. Person Competence
    - 2. Social Competence
    - 3. Leadership
    - 4. Cultural Competence
    - 5. Communication Competence

## ALP Delivery

- 1. Advisory/Enrichment/Achievement Time – All gifted students are taught by Gifted and Talented (GT) Teacher
  - a. May be multiple grade levels
  - b. Fall and Spring review of each student’s Advanced Learning Plan goals
- 2. Elective class\* - Taught by GT teacher
  - a. Gifted Components to be met
    - i. Talent Development
    - ii. Extensions from Core Curriculum
    - iii. Technology Projects
    - iv. Career Planning
    - v. Portfolio development for Presentation
    - vi. Independent Research
    - vii. Other...
  - b. Scheduling
    - i. \*8<sup>th</sup> grade – offered two quarters
    - ii. \*7<sup>th</sup> grade – offered one quarter
    - iii. \*6<sup>th</sup> grade – offered one quarter

3. Core Scheduling – GT students require curriculum differentiation in content, process, and product using Application of Skills, Depth, and Complexity to meet “Advanced portion of District 51 Common Proficiency Descriptors” rubric.
  - a. General education teachers are responsible to design enriching concepts, products, and skills and these should be included on lesson plans.
    - i. Professional development needs to be available for Core teachers to move toward GT certification.
  - b. Clustering (5-7 students in ELA, SS, and Science dependent on area of giftedness); not all students in same Core or on same team
  - c. Math – Students with high potential/achievement in math are scheduled into math classes at their instructional level based on district requirements.

## NAGC Standards

### The Standards at a Glance

#### 1. Learning and Development:

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

#### 2. Assessment:

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

#### 3. Curriculum Planning and Instruction

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

#### 4. Learning Environments

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

#### 5. Programming

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

#### 6. Professional Development

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.