

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 number, 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
- ◆ Compassionate for the feelings of others
- ◆ Insatiable curiosity and persistence
- ◆ Perfectionist
- ◆ High expectations for self and others
- ◆ Ability to think abstractly
- ◆ Learns a new language quickly and easily
- ◆ High levels of energy
- ◆ Concerned 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"

Family Resources

Websites

FFC8 District GT Website:

www.ffc8.org/

Colorado Department of Education GT Site

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

National Association of Gifted Children

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

General Gifted Information

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

Colorado College Summer GT Program

<https://www.coloradocollege.edu/academics/dept/education/childrens-summer-programs/gifted-and-talented.html>

Bemis School of Fine Arts

<http://www.csfineartscenter.org>

Colorado Springs Children Chorale

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

Colorado Springs Conservatory

<https://coloradospringsconservatory.org>

Colorado Springs Youth Symphony

<http://www.csysa.com/>

Western Academic Talent Search

<https://www.centerforbrightkids.org>

UNC Summer Gifted Program

<http://www.unco.edu/summer-enrichment-program/>

Pikes Peak Association for Gifted Students

www.pikespeakgifted.org

FOUNTAIN-FORT CARSON SCHOOL DISTRICT 8

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FOUNTAIN-FORT CARSON SCHOOL DISTRICT 8



Gifted Education Program

LIGHTS
*Learning & Instruction for Gifted,
Highly-capable & Talented*



Tel: 719.382.1300

Fountain-Fort Carson District 8— Gifted Education Mission Statement

The mission of Fountain Fort Carson School District 8 (FFC8) is to ensure that each child has equal access to receive an optimum educational experience. Our district recognizes the need to identify students from all backgrounds who demonstrate a potential for exceptional performance. Therefore, we are committed to providing relevant and challenging learning experiences to support the intellectual, behavioral, social, emotional, artistic and creative development of our highly gifted students.

Definition

Gifted children are those students whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness: general intellectual ability, specific academic aptitude, or specific talent aptitude.

Identification

A four step process is used to identify Talent Pool (Highly-capable) and Gifted Students in FFC8. A student may be referred for consideration by a parent/guardian, teacher, previous district identification, or assessment data. A student new to FFC8 who was previously identified GT in another district/state will automatically be referred for the screening process. A body of evidence is collected for a screening process. Based on the student's learning profile, a trained educational team will convene to analyze the data and make an identification determination. If a parent/guardian, student, or teacher does not agree with the identification decision, he/she has the right to an appeal.

Screening Process

Step I—Referral

A student may be referred for the identification process by:

- Parent/Guardian
- Teacher/MTSS Team
- Assessment Results
- Previous GT Identification
- Self
- Peer

Step II—Collect Data

A trained educational team consisting of the classroom teacher, building gifted coordinator, and building administrator will collect and review a Body of Evidence for the referred student. This includes assessment results, class work, performance evaluations, parental input and teacher observations. The Screening Committee will make a recommendation for identification.

Step III—Identification

The Screening Committee will recommend one of the following levels of identification:

Grade Level Learner: Body of evidence suggests the student is performing successfully on current grade level standards.

Talent Pool (Highly-capable) Learner: Evidence suggests the student demonstrates potential and/or ability above grade level standards. The student may require differentiated teaching strategies or curriculum to ensure academic growth.

Gifted Learner: Evidence strongly suggests the student demonstrates exceptional potential and/or ability. The student is identified as a Gifted Learner and an Advanced Learning Plan (ALP) will be developed to ensure academic growth and achievement.

Step IV—Appeal Process

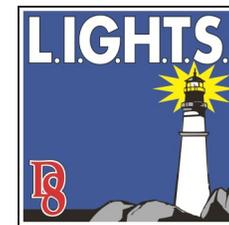
A parent, student, or teacher has the right to appeal the identification decision. To initiate an appeal process the appellant should contact the building principal and complete the necessary documentation.

Gifted Programming

Once a student is identified as a Gifted Learner, the educational team, along with families, will meet to develop an Advanced Learning Plan. The plan will be reviewed on a yearly basis and contain educational objectives and outcomes to promote and define programming and strategies for academic excellence.

To ensure a student is appropriately challenged and is being provided a curriculum to address his/her areas of giftedness, various programming options may be provided. These may include:

- Curriculum compacting or acceleration
- Enrichment opportunities
- Independent Study
- On-line courses
- Honors classes
- Advanced Placement (AP) and Pre-AP classes
- College-level courses
- Extra-curricular activities
- Leadership opportunities
- Career counseling



Illuminating pathways of educational excellence.