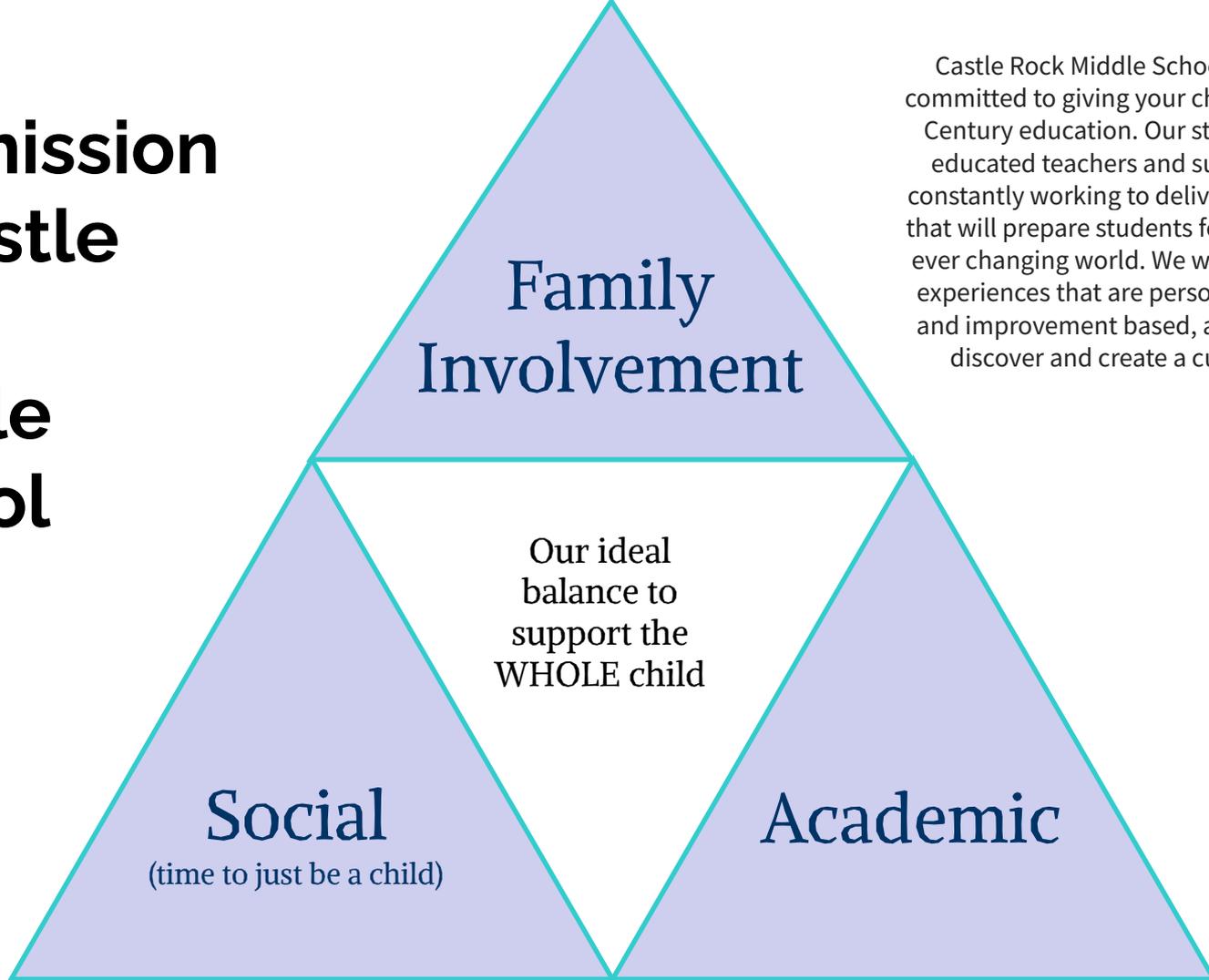


Gifted & Advanced Programming



Our mission at Castle Rock Middle School



Castle Rock Middle School is a school that is committed to giving your child a high quality 21st Century education. Our staff consists of highly educated teachers and support staff who are constantly working to deliver a quality education that will prepare students for the demands of our ever changing world. We work to create learning experiences that are personal, relevant, growth and improvement based, and allow students to discover and create a culture of empathy.

Definition of a gifted child

Gifted and talented students are those students whose abilities, talents and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs.



What we know about giftedness...

- Giftedness, as we all know, is more than a student's score on an IQ test or on a series of academic tests.
- It involves every aspect of the person, including cognition, personality, and social-emotional development.

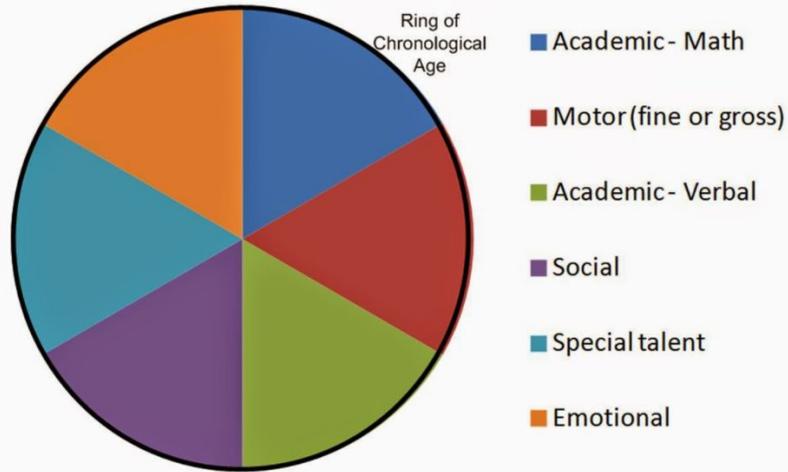
Joseph Renzulli: The Three Ring Concept Of Giftedness



Understanding the gifted learner...

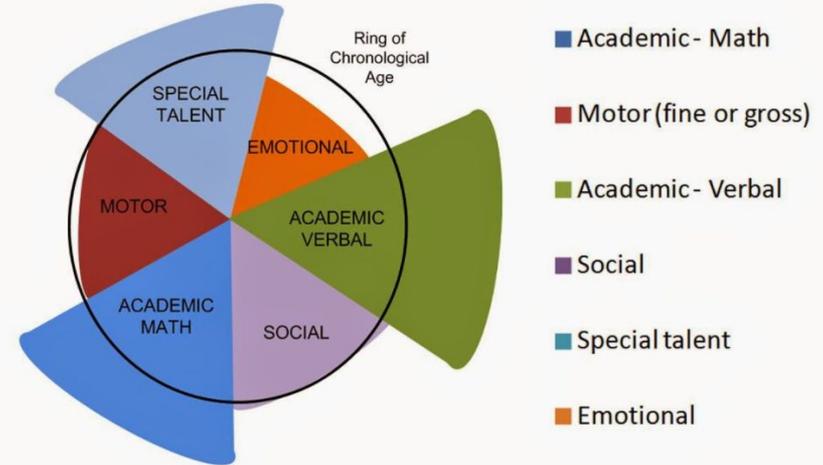
Typical Development

Areas of Development



Asynchronous Development

Areas of Development

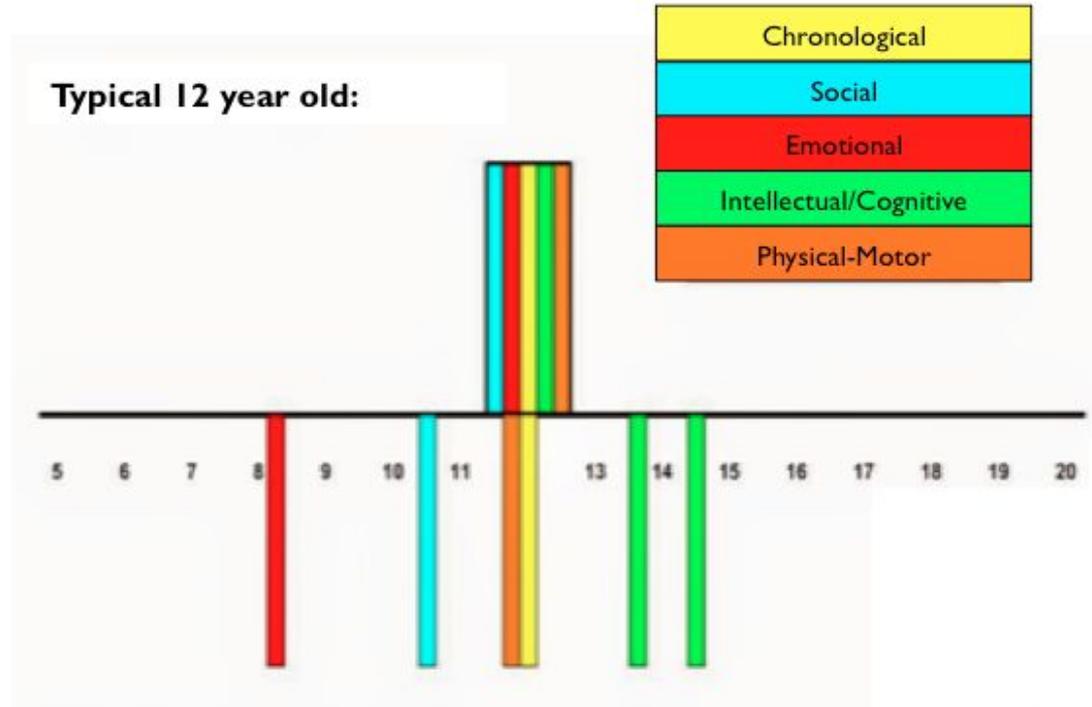


Asynchrony?

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.

It is the reason we need to examine a child's strengths and assets as we consider ways to differentiate and personalize their education.

Typical vs. Atypical Child Development



Atypical 12 year old = Asynchronous gifted child

Example: Researching Greek Mythology & fighting over the front seat

Characteristics you might see in a gifted child:

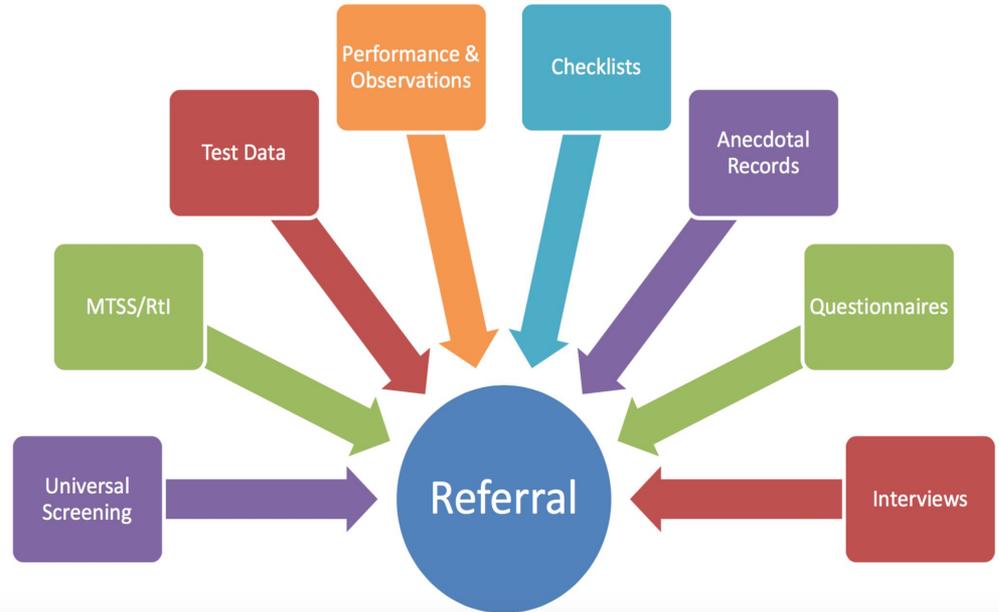
Gifted thinkers typically enjoy more vivid sensing, a tremendous memory, a greater bank of knowledge, and outstanding analytic ability.

Some other characteristics might include:

- One trial learning and an inquiring mind
- Often profound skepticism
- A creative urge to move in new directions, sometimes in many directions at once (multi-tasking)
- They can be stubborn and goal oriented
- Independent thinkers, capable of working alone
- Passionate and intense, with a high activity level
- Highly sensitive and aware, often with major variations in performance (e.g. the visual thinker)
- They might experience sensory issues (including overload and distractibility)
- Emotional and memory overload
- Personal disorganization
- Delayed processing due to analysis paralysis
- Getting lost in thought due to an excess of options and ideas
- Mental fatigue
- Asynchronous development

Body of Evidence for Identification

- Documented high cognitive ability as evidenced by tests of intellectual ability (95th percentile or higher)
- Above grade level performance
- Mathematics readiness, writing samples, etc.
- Parent, Teacher, and Student input



Profile of an Advanced or Accelerated Learner

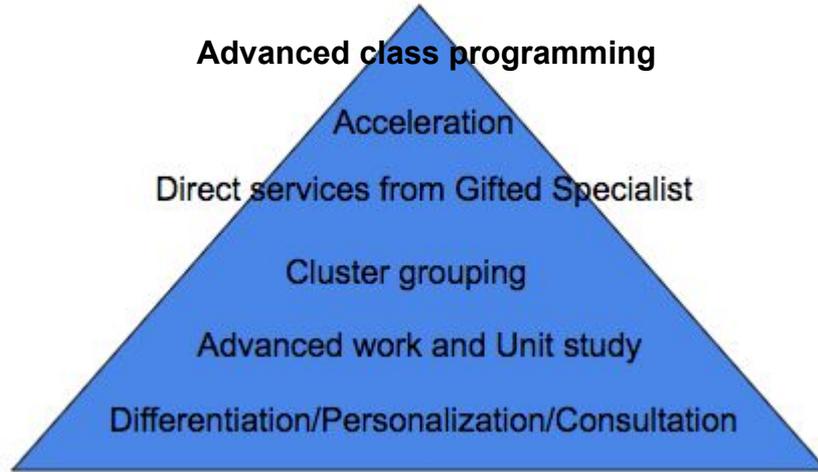
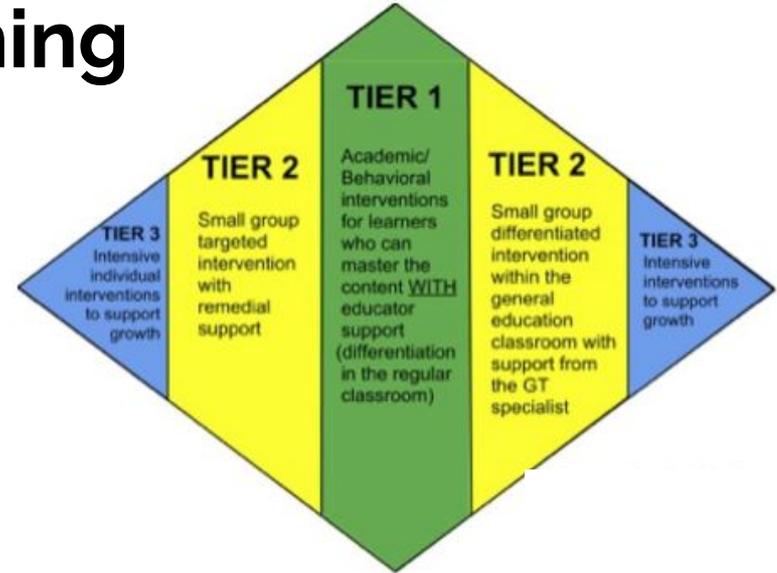
To show a need for the advanced/accelerated course work, pacing and complexity, students must:

- consistently demonstrate advanced performance in reading/writing and/or math
- desire and thrive on challenging learning tasks
- consistently work above and beyond expectations of the regular classroom
- respect and support the learning of self and other students
- demonstrate strong task commitment and work habits

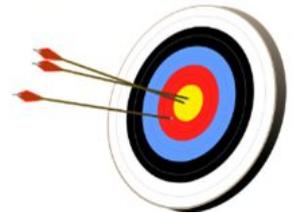


Continuum of Programming

Rather than any single gifted program, a continuum of programming services must exist for gifted learners.



GOAL SETTING



Advanced Learning Plan? (The ALP)

- Once a child has been identified as gifted, an Advanced Learning Plan (ALP) is created. This houses the student's qualifying data as well as a profile of their strengths.
- The ALP is used as a document for guiding advanced programming decisions, accountability and articulation. It records student's strengths, goals, and progress toward meeting their goals.
- This is a collaborative effort between your child, your child's teachers, the GT facilitator and you (as family members!)
 - We ask for input on goals
 - We also ask for your help monitoring your child's progress toward meeting their goal(s)

Affective Development

Exceptional Children's Educational Act (ECEA) Rules defines "Affective Development" as:

Social and emotional programming intended to:

- *assist gifted students in understanding themselves as gifted learners, and the implications of their abilities, talents, and potential for accomplishment (intrapersonal skills); and*
- *assist gifted students in developing and/or refining interpersonal skills. 12.01(3)(a-b)*

What you need to know about Affective Development:

- Affective development pertains to the social-emotional needs of gifted children.
- ECEA Rules require schools to support the affective needs of students, which includes the development of an Advanced Learning Plan (ALP) goal for affective development and growth (which we monitor and measure during the school year.)
- Affective ALP goals are strength-based, measurable statements that reflect development of personal, social, communication, leadership and cultural competencies.
- All identified gifted students have an affective goal in their Advanced Learning Plan (ALP.)

What are common affective needs of gifted students?

- Asynchronous development (uneven abilities)
- Feeling different
- Intensity, Sensitivity, Emotionality
- Perfectionism
- Underachievement
- Creativity (or lack thereof)
- Difficulty connecting with 'same age' peers
- Overexcitabilities (psychomotor, emotional, sensual, imaginal, intellectual)



*All GT students at Castle Rock Middle School will have an affective goal in their ALP.
Goals will be determined based on student, teacher and parent input.*

To learn more about Affective Goals, please visit the [Colorado Department of Education's Gifted Education Site.](#)

Gifted and Talented Programming: the ALP or Advanced Learning Plan



- Identified gifted students will manage his/her own Advanced Learning Plan by creating a SMART goal for identified area(s) of strength as well as an affective (social/emotional) goal.
- The ALP is a collaborative effort between the parents, student and school. Parent and student participation in the ALP process is required by state law.
- The ALP is a working document that is formally reviewed at least once a year and revised as needed. It is shared as a PDF with students and parents, and teachers/administrators can review the document through a Google link.



For questions or concerns, please contact Dr. Jill Adams, CRMS GT Facilitator, at jadams3@dcsdk12.org.