

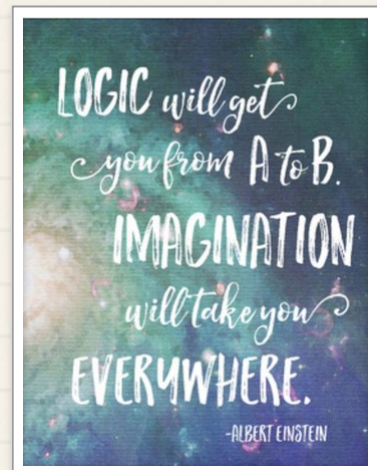
# Gifted and Talented Handbook

Dolores RE-4A Schools

## A Guide for Students, Parents, Teachers and Administrators Dolores Re-4A Vision and Mission Statements

**Vision:** Our vision is to provide excellence in education for all students.

**Mission:** Our mission is to provide an educational foundation that fosters personal success for all students through an effective, innovative, and positive learning environment.



## Characteristics of Gifted Learners

Despite the diversity of the population, Gifted learners do tend to display common characteristics. Though not always, these traits tend to be similar to some traits seen in Advanced learners. Below is a comparison of Gifted and Advanced learners to distinguish the groups from each other.

Discover Characteristics of Gifted Learners (Click)

# Areas of Identification The Colorado Department of Education (CDE) (Click)

## Referral Process

**Students can be referred by** school professionals, parents, in some cases self-referral, and others familiar with their advanced characteristics.



**The procedure for referral begins** with contact being made with the appropriate Gifted coordinator. An official Referral form should be submitted.

**Preliminary evidence is then collected and may be followed by a standardized abilities test** *if* certain indicators are present.

**The body of evidence is then brought to the established identification team** where an identification decision is made.

**Potential candidates may be re-evaluated at a later date** *if* they do not meet the criteria during the initial screening.

These students are usually put in the “Talent Pool” and receive programming very similar to officially Gifted students while under observation for more evidence.

## Identification

The Dolores School District follows established procedures for identification of Gifted students as mandated by Colorado Department of Education (CDE) guidelines.

\* The gifted population should reflect the community population (ethnicity, gender, etc.). Identification is ongoing and students may qualify any time during their academic career.

\* In order to be identified as Gifted, three state-qualifying pieces of evidence must be collected and presented to an identification team.

\* This team can be a selection of appropriate personnel, MTSS (Multi-Tiered Student Supports), response to intervention (RtI) teams, or other formal team of educational professionals and field experts.

# Programming for Gifted Education

There are a variety of programming options utilized to provide acceleration for Gifted and advanced learners.

\* We strive to differentiate for our gifted learners through a combination of “Pull out” enrichment groups, as well as concerted efforts to support classroom teachers with interventions within the classroom.

\* Differentiation strategies for advanced learners emphasize an increase in rigor through depth and complexity. Some strategies typically used to by educators to differentiate learning are listed below:

## Differentiation strategies for advanced learners

1. **Abstract Concepts** - essential questions for open-ended exploration.
2. **Compacting “Concept-Based Learning”** - accelerate pace while increasing depth and complexity.
3. **Compacting “Skills-Based Learning”** - substitute more meaningful work when grade-level expectations have been met; often involving independent projects.
4. **Content Extensions** - use relevant resources and activities to extend learning and pace.
5. **Facilitated Independent Study** - allow student choice of related topic that increases depth and complexity.
6. **Intentional Grouping (Cluster Grouping)** - use to facilitate student growth in social-emotional and/or academic settings with like-minded peers.
7. **Mentors** - use subject or field experts to extend and deepen content.
8. **Menu/Choice Options** - allow selection of learning activities at varying levels of depth and complexity for different learning styles.
9. **Open-Ended** - use abstract inquiry questions or assignments that allow students to “run” with their ideas.
10. **Project-Based Learning (Research Projects)** - develop projects designed around choice with depth and exploration emphasized.
11. **Tiered Instruction (Differentiation)** - use different instructional strategies for different readiness levels.

12. Tiered Assignments - assign different learning tasks based on readiness levels with grading based on grade-level (or above-grade level) expectations.

## San Juan BOCES Gifted Education Plan 2016-2020

### Parent Resources

Wonderful Resource from CDE Gifted and Talented Department

## Family Resources Associations to Organizations & Books, Magazines, Competitions, Other Programs

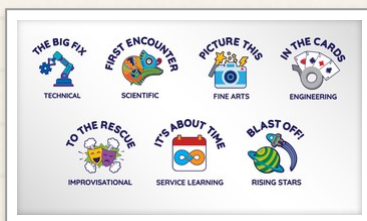
<https://www.cde.state.co.us/gt/gtlinks2assocorg>

## Local Programs

<https://www.destinationimagination.org/>

<http://doloreslibrary.org/youthprograms/>

<https://www.crowcanyon.org/>



**Destination  
Imagination**

**Dolores Public  
Library Youth**

**Crow Canyon  
Family &  
Students**