

Giftedness at a Glance

Giftedness...

- Is **color blind**, coming in all races
- Is **fluent**, occurring in all languages
- Is **neutral**, occurring in both genders
- Is **unbiased**, disregarding economic backgrounds
- Is **rare**, occurring in roughly 3% of the population

"Gifted and Talented children" mean those persons between the ages of five and twenty-one whose abilities, talents and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.

-Colorado Dept. of Education

Common Characteristics of Gifted and Talented Students

- ◆ Good problem-solving abilities
- ◆ Rapid pace of learning
- ◆ Extensive vocabulary
- ◆ Good memory
- ◆ Longer attention span/intense concentration
- ◆ Perfectionism
- ◆ High degree of energy
- ◆ Interest in experimenting and doing things differently
- ◆ Unusual sense of humor
- ◆ At times, mature for age
- ◆ Insatiable curiosity and persistence
- ◆ May question authority
- ◆ Perceives abstract ideas, understands complex concepts
- ◆ May demonstrate intense emotional/physical sensitivity

Bright vs Gifted

Bright Child

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- 6-8 repetitions for mastery
- Completes assignments
- In the top group
- Listens with interest
- Learns with ease
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Is receptive

Gifted Learner

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Creates a new design
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is self-critical
- Absorbs information
- Technician
- Good memorizer

By Janet Szabose

Contact us!

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TAG Programming @ Columbine Elementary



"All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent."

-John F. Kennedy, Civil Rights Address

▶ Your best choice is your neighborhood school.

Columbine TAG Programming

A major goal of Columbine's TAG program is to offer accelerated learning opportunities to ALL students who would benefit from a greater challenge. Columbine's program focuses on the whole child by offering:

- ◆ Differentiated instruction school wide
- ◆ Flexible ability/skill grouping school wide
- ◆ Integrated learning school wide—collaboration of art/music and academics
- ◆ Grade acceleration
- ◆ Advanced 4th and 5th grade math groups
- ◆ Advanced 3rd, 4th and 5th grade literacy groups
- ◆ Curriculum compacting
- ◆ Mentoring
- ◆ Enrichment opportunities—District literacy magazine, Shakespeare study, Theater Focus Group, Science Club, Orchestra, Art Focus Groups, Movement/dance studies
- ◆ Individual instruction for high ability learners
- ◆ Social/emotional counseling and discussion groups



TAG Identification Process

There are four steps in the TAG identification process.

- ◆ Screening and Nomination
- ◆ Testing and Evaluation
- ◆ Gathering of Evidence
- ◆ Placement and programming



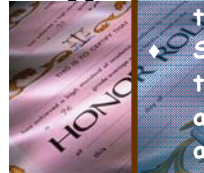
BVSD Criteria for Giftedness

- ◆ Identified students will have scores in the 95th percentile or the gifted range in at least three pieces of evidence
- ◆ Student demonstrates exceptional range of performance and ability when compared to peer and/or age group
- ◆ All areas of giftedness are taken into consideration

Evidence gathered through the above process is reviewed by a TAG Committee (TAG teachers, school counselor, team teachers and specialists) resulting in three possible outcomes:

- ◆ Student meets district giftedness criteria
- ◆ Student is placed on watch list for further assessment
- ◆ Student does not meet district criteria

Once a student has been identified as TAG, an Advanced Learning Plan (ALP) is developed based on their area(s) of strength and revisited twice yearly.



Questions and Answers

Q: How do I know if my child is gifted?

A: Most parents of gifted children recognize their child is "different" compared to their peers. If you suspect your child may be gifted, and he/she displays some of the common characteristics, talk with their teacher and contact our TAG instructor.

B:

Q: What should I expect from the program?

A: Your child will consistently receive in-depth challenges tailored to their strengths. They will be monitored regularly and we will maintain close communication with you.

Q: My child is doing poorly, can he/she still be gifted?

A: Absolutely. Gifted children do not always achieve in the classroom. Underachieving gifted and twice-exceptional (students with a learning disability AND giftedness) students rarely display their giftedness in a classroom setting. It's even more important that these students receive gifted instruction to enhance their hidden strengths and improve their long-term outcome.

Q: Who administrates your TAG instruction?

A: Columbine Elementary is one of three schools in the district that has a full-time TAG position. Additionally, our TAG position is staffed by two certified teachers, one holding an Endorsement in Gifted and Talented Education.

Q: Will there be a TAG peer group for my child?

A: TAG identified students are surrounded by academic peers through differentiated instruction, flexible grouping and peer leadership groups.

