



Pawnee School District Gifted and Talented

Vision

All Gifted students will accomplish challenging post-secondary work/force goals and become productive, creative citizens capable of succeeding in their area of strength.

Mission

Ensure gifted student growth and achievement through systems of support, programming and advocacy.

"Gifted and talented children" means 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. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice-exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. 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**:

1. General or specific intellectual ability.
2. Specific academic aptitude.
3. Creative or productive thinking.
4. Leadership abilities and human relations.
5. Visual arts, performing arts, musical or psychomotor abilities.

The child who is gifted is part of a small percentage (2-4%) of every school population. The child generally achieves at least two standard deviations from the mean of standard tests of ability, works at two or more grade levels ahead of the age peers, and/or demonstrates deep understanding and skills in individualized performances. In addition to some common learning behaviors (questioning, researching, wondering, and making connections), many gifted learners share various social and emotional issues specifically related to their giftedness (peer acceptance, sensitivity, "out-of-the-box thinking").

Often bright students are thought to be gifted by their parents and teachers. Bright students tend to do their work neatly and on time, enjoy following instruction, and are top academic students. However, a truly gifted learner will demonstrate certain unique characteristics.

There are many ways the school staff may provide challenge within the regular classroom/curriculum by means of differentiation, content acceleration, and cluster grouping.

We can differentiate what they learn, the way we learn, or the final product. Activities can be differentiated based on readiness level, interest, and learning style. These principles apply to all students. Gifted and talented students typically need differences in the thinking level of the assignment, choices in the work procedures and real-world product expectations. Content acceleration allows gifted and talented students to learn at their own pace. This is accomplished either within a balanced classroom through advanced reading assignments, individual math work, and independent study or through honors/advanced class placement. Cluster grouping provides opportunities for gifted students to work with other gifted peers as a “cluster” within a larger, balanced ability class and is a highly effective strategy. Rather than any single gifted program, a continuum of programming services must exist for gifted learners. Differentiation and enrichment will take place in the classroom. Research-based instructional strategies used with all students will be modified to meet the appropriate challenge levels for gifted learners. High school students that have been identified may be given the option of college level classes as the schedule permits. A personal learning plan (PLP) will be created for those students who qualify. Teachers, parents, and students will be involved in the decision-making process.

Identification/Referral Procedure

A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services. Students will be recommended for gifted education based on a body of evidence. This body of evidence will include:

1. Behavior Checklists
2. Evidence of outstanding performance
3. Aptitude on a cognitive abilities test-95th percentile
4. Achievement on district and state tests-Advanced