

Gifted and Talented Program Presentation

Atlantic Community Charter School



What Does 'Gifted and Talented' Mean?

- ★ Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures.
- ★ Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains.
- ★ Atlantic Community Charter School asserts that there are children who demonstrate high performance, or who have the potential to do so, and that we have a responsibility to provide optimal educational experiences to fully develop talents in as many children as possible, for the benefit of the individual and the community.

Why Are Gifted and Talented Programs Needed?

★ According to a recent report on high-achieving students, more than 7 in 10 teachers of these students surveyed noted that their brightest students were not challenged or given a chance to “thrive” in their classrooms.

★ Additionally, gifted students need gifted programming in many cases because the “general education program is not yet ready to meet the needs of gifted students” (p. 9).

What Does a Gifted and Talented Program Do?

- ★ Gifted programming positively influences students' futures. Several longitudinal studies have shown that gifted programs have a positive effect on students' postsecondary plans.
- ★ Additionally, in a study looking at gifted students who participated in talent development through competitions, the researchers reported a long-term impact on these students' postsecondary achievements, with 52% of the 345 students who participated having earned doctoral degrees.
- ★ Further benefits of gifted programs have been shown to include that students who had participated in gifted programs maintained their interests over time and stayed involved in creative productive work after they finished college and graduate school. A great program challenges and inspires students, while allowing them the freedom to explore their strengths in a cooperative, student-centered environment!

ACCS Gifted and Talented Program

The Gifted and Talented Program recognizes students who demonstrate:

- ★ A strong desire to achieve academic studies
- ★ A sense of self-discipline and growth
- ★ A capacity for independent, self-motivated work
- ★ A natural curiosity as to what makes things work and their functions
- ★ An ability to understand complex concepts and think abstractly
- ★ A high interest and ability level in reading and language skills
- ★ Above average capabilities in understanding mathematical concepts
- ★ An ability to look at problems from a unique/unusual point of view

Enrichment

- ★ In the K-3 Elementary setting students who are identified by the classroom teacher as having a high aptitude in the areas of mathematics, reading and writing skills receive tiered and enrichment differentiation within the elementary classroom setting. Classroom teachers differentiate instruction and activities for these students within the regular classroom setting.
- ★ Teachers use a variety of tools for scores, portfolio and running record assessments, performance tasks, district assessment tools, anecdotal records and teacher observations.
- ★ Examples of Curriculum Differentiation: ● Tiered Assignments in Mathematics ● Tiered Learning Center Activities ● Small Group Guided Reading ● Computer Assisted Instruction

Grade 4-8 **Academic Challenge & Enrichment** ACEs

★ Grades 4-5 Gifted and Talented - Academic Challenge & Enrichment [ACEs]

Those students who qualify for the ACES program meet with the Gifted and Talented teacher twice weekly for instruction. The ACES program focuses on providing instruction designed to appropriately differentiate activities and address individual strengths, learning styles, interests, creativity, and critical thinking to meet the unique needs of gifted learners.

★ Grades 6-8 Academic Challenge and Enrichment Courses [ACEs]

Students are re-screened in the Spring of Grade 5 for participation in the middle school Gifted and Talented Program ACES program. Those who qualify are scheduled into one daily ACES course during their enrichment period each year. Instruction specific to the needs of gifted learners is integrated within the core disciplines of English Language Arts (grade 6), Science (grade 7), and Social Studies (grade 8) through a compacted curriculum. Typically, students engage in experiences designed specifically for the gifted learner two periods per week. They engage in discipline-specific learning in the content areas the remainder of the week.

Project-Based Learning: Student-Centered & Student-Driven

- ★ Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.
- ★ Focuses the student on a big open-ended question, challenge, or problem to research and respond to and/or solve.
- ★ Brings what students should academically know, understand, and be able to do into the equation.

ACCS Gifted and Talented School Plan

A

