

Gifted and Talented education in District 51 focuses on the individual youth in our schools whose exceptional abilities and potential require guidance and instructional accommodations so that they may learn and develop in ways that facilitate individual academic and personal growth. "Instructional accommodations" means instructional strategies and models of instruction that facilitate advanced learning and creativity using a continuum of services so that appropriate education may be delivered. Appropriate education ensures that content, process, and product choices match the strengths, interests, level of instruction, and pacing needs of the student.

Questions??



**District Gifted and Talented
Office
970-254-5482**

Gifted and Talented Contacts:

Elementary Schools

Appleton	Sue Jerome
Broadway	Tami Jones
Chatfield	Sue Jerome
Chipeta	Amie Landman
Clifton	Anne Djokic
Dos Rios	Rebecca Kuster
Dual Immersion	Marti McNamee
Fruitvale	Diana Murray
Lincoln OM	Ayme Zortman
Loma	Mary Guccini
Mesa View	Sue Mitchell
New Emerson	Paula Martin
Nisley	Mary Guccini
Orchard Ave.	Amie Landman
Pear Park	Carri Fledderjohn
Pomona	Kristi Beale
Rim Rock	Lance Powell
Rocky Mtn.	Jennifer Dennison
Scenic	Kristi Beale
Shelley	Sean Gregersen
Taylor	Diana Murray
Thunder Mtn.	Julie Broughton
Tope	Lance Powell
Wingate	Blythe Rusling

Middle Schools

Bookcliff	Norma Akright
East	Tina Sleigh
Fruita	Jennifer Weicker
GMMS	Allison Bohall
MGMS	Heather O'Brien
OMMS	Norma Akright
Redlands	Keri Fleming
West	Paula Gallegos

High Schools

Central	Katrina Flores
Fruita 8/9	Jenny Snyder
Fruita Monument	Catharine Mudd
Grand Junction	Taylor Merrihew
Palisade	Hollie Funderburk
R-5	Roberta Shortridge
GRVA	Tami Jones



**Gifted and
Talented
Identification**

Gifted & Talented Office
Heather Baskin, Coordinator
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Grand Jct., CO 81505
(970) 254-5482

► Advanced learning opportunities, also known as advanced programming, is available to all D51 students, regardless of Gifted and Talented identification. However, a student that has intense or ongoing frequent need of advanced programming may be identified as Gifted and Talented. Upon GT identification, an Advanced Learning Plan, or ALP, is written.

Identification

The District 51 GT identification process is aligned with state guidelines for formally identifying students as gifted and talented. These guidelines require a “Body of Evidence” for every identified student. Staff collects data for this evidence and collaborates with families when making decisions related to identification.

Evidence of exceptional ability is collected in four areas: aptitude, achievement, behavior, and performance. To be formally identified in District 51, a student must have a body of qualifying evidence in at least two of the four areas. Gifted students usually fall within the top 3-7% of the general student population in terms of potential abilities.



Four Areas within Identification

Aptitude

Aptitude is the measure of the student’s readiness or rapidness of learning. Some of the measurement tools D51 uses for this area are: Cognitive Abilities Test (CogAT), Reynolds Intellectual Assessment Scales (RIAS), Universal Nonverbal Intelligence Test (UNIT). Scores at the 95th percentile and higher can be used as part of the body of evidence for GT identification and the writing of an ALP.

Achievement

Achievement is a measure of the student’s demonstrated academic levels. TCAP and STAR testing scores are the most frequently used in this area. A history of scores in the advanced level or 95th percentile and higher can be used as part of the body of evidence for GT identification and the writing of an ALP.

Behavior & Characteristics

The behavior area includes characteristics that are observable to those around the student. D51 often uses rating scales, like Renzulli-Hartman, to document patterns in behavior of learning, motivation, creativity, leadership, artistic, dramatic, and musical characteristics. A history of advanced characteristics in these areas can be used as part

of the body of evidence for GT identification and the writing of an ALP.

Performance

The body of evidence may also include a judged or juried performance that ranks high among a student’s peers. This performance area can include evidence of advanced performance from Science Fairs, Musical competitions, and academic competitions. Documentation of these performances and scores can be used as part of the body of evidence for GT identification and the writing of an ALP.

Advanced Learning Plan (ALP)

Once a student is formally identified as Gifted and Talented an ALP is written with documentation on how the student was identified. Students, parents, and educators work together to set academic and social emotional goals that align with that student’s strengths and needs. The ALP is then reviewed once a year, at minimum.

For more information contact the GT teacher or coach at your school or visit the D51 GT website.
www.d51schools.org/departments/gt/

