



COLORADO
Department of Education

Gifted Programming

ECEA Rules Guidance

Office of Gifted Education

Revised April 2023

To suggest additional resources for this document, [click here](#).

[Gifted Programming Resource Suggestion](#)

To report any broken or non-working links, [click here](#).

[Broken or Outdated Links](#)



ACKNOWLEDGEMENTS

The Gifted Programming ECEA Rules Guidance is a collaborative effort among gifted education practitioners in the field and the Colorado Department of Education. Many hours both during the school year and in the summer went into the creation of this document to make it meaningful and useful to educators who implement gifted education.

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FORWARD

Purpose

This guidance document is designed to provide AUs with a “balcony view” of gifted programming by connecting:

- **Column 1: What** the ECEA Rules are (what is required),
- **Column 2: Why** each of these requirements is important and
- **Column 3: How** to implement an effective program within the AU

By using the information and tools included below, AUs can move beyond the balcony view and make local decisions on meaningful programming options that support the affective, academic, and talent development of each student.

Statement of Action: Programming should be:

- A collaborative process among students, families, and educators.
- Individualized for each student and documented in the ALP.
- Meaningful to each gifted student.
- Culturally relevant.
- Based on what each AU can offer to best meet the needs of their learners (local control / local options).

Equity & Cultural Relevance in Gifted Programming

To ensure equity in gifted programming, a collaborative effort must be made to develop programming that addresses each student's unique profile (interests, strengths, and needs). Equitable programming practices allow each gifted student to reach their fullest potential and are responsive to each student's identity and cultural background. AUs must ensure the availability of rigorous coursework and gifted education programs and services at every grade level for all students who would benefit from the challenge. AUs should consider:

- A systemic shift to focus on the elimination of historic/contributing inequities and biases
- The availability and consistency of rigorous K-12 programming
- Strength-based perspective(s)
- Collaborative processes
- The importance of student voice
- Culturally relevant options
- Relationship building among all stakeholders
- Shifting from a deficit focus to adaptive, asset-based solutions that address student needs

Note: This document is not intended to be a replacement for professional development and/or training for Gifted Programming.



**The resources provided in this document are informational and include recommendations from gifted leaders across Colorado. Inclusion in this document does not indicate CDE endorsement of any of the resources. Local AU leaders must decide which resources best meet the needs of the gifted students within their community. Programming options listed are suggestions and may not be available in every AU.*

<p>Gifted Programming Based on ECEA Rules ECEA Rules</p>	<p>Gifted Programming Key Requirements</p>	<p>Gifted Programming Effective Practices and Resources</p> <p>This document is not intended to be a replacement for professional development and/or training for Gifted Programming</p>
<p><i>What is in the Rule?</i> <i>ECEA Rule</i></p>	<p><i>Why do we have this rule?</i> <i>Addresses Gifted Programming Key Requirements</i></p>	<p><i>How do I implement?</i> <i>Using Effective Practices and Resources</i></p> <ul style="list-style-type: none"> <i>The Administrative Unit develops and uses a local, collaborative process that meets conditions of ECEA Rule, designed to create meaningful programming for gifted and talented students.</i>

<p>12.02(2)(h)(i)(A) Alignment of the gifted student’s assessment data and ALP goals to programming options in the areas of giftedness;</p>	<p>The purpose of gifted programming is to provide students challenge, growth, and rigor in their area(s) of strength as determined by data.</p>	<ul style="list-style-type: none"> ● Student programming is driven by the information recorded in the Advanced Learning Plan (ALP). Programming strategies used for each student are based on the student's identified area(s) of strength, interests and affective considerations. ● Alignment to assessment data is a way to see articulation in programming as it grows from year to year to ensure a series of connected goals that help the student thrive over time. <p>Resources:</p> <ul style="list-style-type: none"> ○ Advanced Learning Plans: ECEA Rules Guidance 2022 ○ High School Capstone Aligned with ALP Goals
<p>12.02(2)(h)(i)(B) Structures or type of delivery by which gifted students are served at the different school levels (e.g., the general classroom, resource location, small instructional group, and/or pullout for direct and extended instruction aligned to strength area);</p>	<p>The programming structures and types of delivery need to be considered through the lens of different levels including community, district, level (elementary, middle school, high school), school, grade, classroom, and individual student.</p> <p>The programming options offered by the AU/district are guided by their available resources (including community resources), student needs, and are not fixed or unchangeable.</p>	<p>Where gifted services are provided is defined as the <u>structures</u> used to deliver programming. Decisions about structure impact the intensity of gifted interventions and the time gifted students interact with like-ability peers.</p> <ul style="list-style-type: none"> ● There are a wide variety of places that this can happen, including in-school and out-of-school locations. ● Depending upon the personal characteristics of gifted students and the resources of the district/school, decision makers may select a combination of structures. ● These structures will usually differ as students move through the calendar year and the elementary, middle and/or high school levels. <p>Types of Structures</p> <p>The structure options below are organized by classroom, within a school or district, and outside of the school or district. Please note that some of the structures may apply to multiple categories (e.g. Mentorships could occur within or outside of the school).</p> <p>Within the Classroom</p> <ul style="list-style-type: none"> ● Classroom with Flexible Grouping ● Classroom with Cross-grade Grouping ● Clusters for Special Interests

		<p>Within the School or District</p> <ul style="list-style-type: none"> ● General Education with Peer-Mentoring ● General Education with Cluster Grouping ● General Education with Resource room ● Clusters for Special Interests ● General Education Honors ● Advanced Placement, and International Baccalaureate Classes ● Magnet Classroom ● Magnet School ● School within a School ● Schools for Gifted Students <p>Outside of the School or District</p> <ul style="list-style-type: none"> ● Outside of the School ● Concurrent Enrollment and Dual Enrollment ● Internships ● Mentorships ● Career and Technical Education (CTE) ● Early College Entrance <p>Resources:</p> <ul style="list-style-type: none"> ○ Summer Programs List ○ Schoolwide Enrichment ○ The Cluster Grouping Handbook by Dina Bruelles ○ Flexible Grouping Book Article ○ Autonomous Learner Model
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12.02(2)(h)(i)(C) Support in differentiated instruction and methods (e.g., acceleration, cluster grouping and higher order thinking skills);

The AU/district might think of these as differentiated strategies, including options for content, process, product, and learning environment.

The impact and effectiveness of these differentiated strategies implemented for the student are measured through consistent and ongoing progress monitoring.

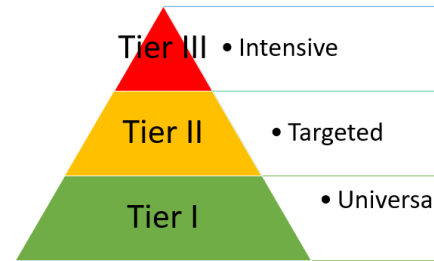
There are a wide variety of strategies and methods that can be used with gifted students to foster their academic and affective growth. The selection of which ones to use should be purposeful and based on the desired learning outcomes.

12.02(2)(h)(i)(C) Support in differentiated and **12.02(2)(h)(i)(E)** Diverse content options have a significant amount of overlap. Therefore, it is recommended to view both of these sections for the full range of programming options and additional resource links.

Differentiation Strategies

Content	Process	Product	Environment
-Accelerated Curriculum	-Acceleration	-Open Ended Tasks	-Center
-Compacting	-Compacting	-Authentic Audience	-Cluster Group
-Tiering	-Depth & Complexity	-Cross-Curricular	-Early Access
-Enhanced Content via Novelty, Depth, and Complexity	-Depth of Knowledge (DOK)	-Demonstration of New Knowledge	-Flexible Movement and Use of Space
-Honors/AP/IB	-Extension	-Formative and Summative Assessment	-Independent Study
-Online Classes	-Flexible Grouping	-Real-World Application	-Resource Rich Room
-Supplemental Curriculum	-Higher Order Thinking Skills	-Content Extensions	-Whole Class
-College Courses and Dual Enrollment	-Independent Study	-Performance Assessments Or Projects	-Online
-Credit by Exam	-Research		-Magnet Classroom
	-Telescoping		-Concurrent Enrollment
	-Tiered Instruction		-Place-Based Rooted in Community Resources
	-Peer to Peer Mentoring		
	-Mentorships		

Support in Differentiated Instruction: [Multi-Tiered System of Support](#) Tier I, II, III (MTSS/RtI) Instruction Resources (Instructional Triangles)



Multi-Tiered System of Support

1. General Intellectual Ability - [Click here.](#)
2. **Specific Academic Aptitude**
 - a. Reading - [Click here.](#)
 - b. Writing - [Click here.](#)
 - c. Math - [Click here.](#)
 - d. Science - [Click here.](#)
 - e. Social Studies - [Click here.](#)
 - f. World Language - [Click here.](#)
3. Specific Talent Aptitude
 - a. Creativity or Productive Thinking - [Click here.](#)
 - b. Leadership - [Click here.](#)
 - c. Dance - [Click here.](#)
 - d. Music - [Click here.](#)
 - e. Performing Arts - [Click here.](#)
 - f. Visual Arts - [Click Here.](#)
 - g. Psychomotor - [Coming soon.](#)

Resources: (Note these are more general differentiation strategies, regardless of content)

- [Whole grade or Single Subject Acceleration](#)
 - [Iowa Acceleration Scale](#)

		<ul style="list-style-type: none"> ○ Talent Development as a Framework for Gifted Education by Olszewski-Kubilius ○ Unlocking Potential by Stambaugh ○ Rigorous Differentiated Instruction Models <ul style="list-style-type: none"> ■ Depth and Complexity <ul style="list-style-type: none"> ● Gifted Guild’s Guide to Depth and Complexity ● J Taylor ■ Tiering ■ Tiered Instruction: Beginning the Process ■ Tiered Learning Stations ■ CDE Module ■ The Differentiator By Ian Byrd ■ The Equalizer by Tomlinson ■ Critical and Creative Thinking ○ De Bono’s Six Hats ○ Primary Education Thinking Skills (PETS) ○ Thinking Skills & Key Concepts ○ Socratic Seminars Book Article ○ Thinking Like a Lawyer ○ SCAMPER ○ Student-Centered Discussion ○ Creative Problem Solving for Kids ○ Destination Imagination ○ Synectics ○ Curriculum Compacting ○ Project-based Learning/Problem-based Learning <ul style="list-style-type: none"> ■ PBL Works ■ Community Problem Solving ○ Independent Study <ul style="list-style-type: none"> ■ Autonomous Learner Model ■ Independent Study Program Complete Kit by Johnson & Johnson ■ Independent Investigation Method (IIM) ○ Capstones <ul style="list-style-type: none"> ■ CDE Guidance
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		<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ ALPs and Capstone ○ Parallel Curriculum Model ○ Multiple Menu Model
<p>12.02(2)(h)(i)(D) Affective and guidance support systems (e.g., social skills training, early college and career planning);</p>	<p>Affective and guidance support systems include social-emotional and the executive functioning of all students.</p> <p>Gifted students have unique affective needs and/or strengths that must be addressed as part of their programming.</p> <p>These systems may include any of the following:</p> <ul style="list-style-type: none"> ● Development of personal or social skills; 	<ul style="list-style-type: none"> ● For students to fully develop their gifts and talents they need to know and understand the behavioral characteristics that are specific to gifted students and how they contribute to cultural identity. Students need to implement affective strategies that support their psychological and emotional growth as well as their academic growth. New strategies are introduced and used as students transition through grades K-12. ● Teachers, administrators, counselors, and other educational professionals require training about the characteristics of gifted learners to help them empathize, support, and advocate for gifted students. <p>Resources</p>



- Development of leadership and communication skills;
- Increase of cultural awareness and understanding;
- Modification of personal or social behaviors that interfere with a student reaching their potential; and/or
- Preparation for post-secondary options: college and/or career.

- [Bloom's Taxonomy of Educational Objectives : Affective Domain](#)
- [Standard 4 NAGC Programming Standards](#)
- [CASEL Theory of Action: Standards](#)
- [SENG Library](#)
- [ICAP CDE Guidance](#)
- [Bibliotherapy](#)
- [Yunasa Summer Camp](#)

Possible topics to cover:

- [What is Giftedness](#)
- [Perfectionism](#)
- Multipotentiality
- Sensitivity
- [Needs of Underserved Gifted Students](#)
- [Underachievement](#)
- [Executive Functioning](#)
- [Overexcitability](#)
- [Cultural implications](#)
- [Leadership](#)
- [Career Development and Guidance](#)
- [Social-emotional Development](#)
 - [On the Social and Emotional Lives of Gifted Students](#)
by Tracy L Cross
- [Ownership of Learning and Self-Advocacy](#)
- [Asynchronous Development](#)



<p>12.02(2)(h)(i)(E) Diverse content options provided for gifted students in their areas of strength (e.g., mentorship, Socratic seminars, advanced math, honors courses);</p>	<p>Content options are the different options available to support a student’s area(s) of strength in specific content areas. For example, if a student is identified in math, how will the AU/district support that student’s strength (e.g. acceleration or compacting of the curriculum, increasing depth and/or complexity in the content, real-life connections through mentorships or internships).</p>	<ul style="list-style-type: none"> ● Gifted students profit from a variety of experiences that help them develop their talents through specific content areas. Getting support from adults with expertise in those content areas who share their interests and passions through mentorships, internships, or other real-world learning opportunities helps students develop their potential. ● “Diverse Content Options” and “Differentiated Instruction” [12.02(2)(h)(i)(C)] have a significant amount of overlap. Therefore, it is recommended to view both of these sections for the full range of programming options and additional resource links. <p>Resources</p> <ul style="list-style-type: none"> ○ Battle of the Books (grades 3-12) ○ Junior Great Books (grades K-5) ○ Math Olympiad (grades 4-8) ○ Projects M2 and M3 (grades K-6) ○ William and Mary Units ○ STEAM ○ Robotics ○ Industrial Arts ○ Makerspace ○ Building Strong Writers in Middle School by Delisle & Delisle ○ Colorado Digital Learning Solutions ○ University of Northern Colorado Summer Enrichment Program ○ Center for Bright Kids
<p>12.02(2)(h)(i)(F) The means by which articulation for preschool (if applicable) through grade 12 is planned and implemented;</p>	<p>Articulation refers to programming offered throughout the PK-12 system that is coordinated, continuous and developmentally appropriate based on student strengths and previous programming.</p>	<ul style="list-style-type: none"> ● Continuously articulated academic and affective programming for PK-12 gifted students is necessary for effective student growth. This is especially true when students have been accelerated. Sometimes the AU/district may consider the acceleration itself to be everything the student would need when, in fact, a more three-dimensional

	<p>While programming may change from elementary to middle school to high school -- and from building to building -- each AU should have an overall implementation plan which connects all programming within the AU/district. As students move from one level to another, there should be clear communication to provide continuous support for students as they move through the AU/district's gifted programming implementation plan.</p>	<p>approach to articulated programming is still needed.</p> <p>Resources</p> <ul style="list-style-type: none"> ○ Articulation Policy for Canon City Schools Fremont RE-1: Gifted Education Coordinator, Shyla Christiansen
<p>12.02(2)(h)(i)(G) Pre-collegiate and/or pre-advanced placement support;</p>	<p>Programming options may include developing skills to prepare for advanced placement, International Baccalaureate, honors, and/or concurrent enrollment courses or career and technical education (CTE) training programs including apprenticeships.</p>	<ul style="list-style-type: none"> ● Gifted students start developing expertise early in their school careers. Many students will need advanced programming starting at the elementary or middle school level that supports their long-term academic and affective development. <p>Resources</p> <ul style="list-style-type: none"> ○ Honors Courses - Differentiating for Gifted Learners -Creating Authentic Honors Courses - Chapter 5 ○ Pre-Advanced Placement Course ○ High School ICAP & Capstone Aligned with ALP Goals ● International Baccalaureate Programs
<p>12.02(2)(h)(i)(H) ALP development and reviews conducted through the collaborative efforts of the teacher(s), other school personnel (as needed), parents and the student (as appropriate);</p>	<p>A collaborative approach in the development and ongoing monitoring of the ALP will impact how programming is initially developed, as well as how it may need to be adjusted throughout the academic year to best meet the needs of students. This should include input</p>	<ul style="list-style-type: none"> ● The ALP development and reviews are conducted through a collaborative process conducted through both formal and informal methods. These can include family conferences, student interviews, stakeholder surveys, and digital progress monitoring tools. ● Progress monitoring of ALP goal progression is conducted throughout the year. It includes the option for goal and/or programming adjustments if needed. It is easiest to do this when dates of progress



	<p>and/or feedback from all stakeholders including students and families.</p>	<p>reporting are aligned to the district's schedule for family reporting or conferences.</p> <p>Resources</p> <ul style="list-style-type: none"> ○ Advanced Learning Plans: ECEA Rules Guidance 2022
<p>12.02(2)(h)(i)(I) Post-secondary options available to gifted students.</p>	<p>Programming options may include early enrollment courses, internships, mentorships and/or career and technical education (CTE) training programs.</p>	<ul style="list-style-type: none"> ● Programming should consider student readiness and interest for additional opportunities when the student moves beyond traditional, grade-level school offerings. Options may include creating partnerships with post-secondary institutions, online/advanced courses, and CTE offerings to continue student growth. <p>Resources</p> <ul style="list-style-type: none"> ○ Career Technical Education ○ Advanced Placement Courses ○ Internships/ Mentorships <ul style="list-style-type: none"> ■ Mentorship and Gifted Youth ■ Gifted and Talented Intern Program ■ Rethinking Mentorship: It's More Than Scholarship ■ Start Seeing and Serving Underserved Gifted Students - Chapter 4 ○ Colorado Digital Learning Solutions ○ Duke TIP ○ Stanford Pre Collegiate Studies ○ Northwestern - Center for Talent Development ● CDE: Postsecondary and Workforce Readiness
<p>12.02(2)(h)(i)(J) Concurrent enrollment opportunities, if indicated by a gifted child's ALP or ICAP. To be considered in an ALP, the AU shall consider the student's need for appropriate concurrent</p>	<p>When concurrent enrollment is used for gifted programming, the AU/district must have a clearly defined process for identifying eligibility, funding, and the approval process.</p>	<ul style="list-style-type: none"> ○ AUs/districts that offer concurrent enrollment must develop explicit requirements and procedures to provide continuous articulated programming for gifted students. <ul style="list-style-type: none"> ■ NAGC Programming Standards 5.1 can be used when creating the ALPS.

<p>enrollment, available options, funding, and requirement for administrative approval.</p>		<ul style="list-style-type: none"> ■ AU/districts need to consider ways to monitor concurrent enrollment progress throughout the semester. <p>Resources</p> <ul style="list-style-type: none"> ○ Colorado Department of Education: PWR - Tool Concurrent Enrollment ○ Individual Career and Academic Plan (ICAP) ○ AU/District examples for concurrent enrollment processes, etc. <ul style="list-style-type: none"> ■ Westminster Public School (WPS) Concurrent Enrollment Process ○
<p>12.02(2)(h)(ii) Students identified with exceptional ability require provisions to develop the areas of strength over time. When underachievement and/or motivational issues are observed behaviors in a gifted student, the ALP team, child study team, or review team shall problem solve in collaboration with the family, the student, and appropriate staff.</p>	<p>It is the AU/district’s responsibility to ensure that students continue to develop in their area(s) of strength. When the AU/district identifies students who are experiencing issues of underachievement and/or motivation, a collaborative team identifies the root cause (e.g. cultural relevance, trauma, lack of challenge) and develops targeted interventions to re-engage the learner.</p>	<ul style="list-style-type: none"> ● The purpose of gifted programming is to provide gifted students with opportunities for continuous growth in their area(s) of strength. When this development is not occurring, it is up to the AU/district to gather information about the student's academic and affective concerns that may be impacting the student's progress. Stakeholders collect and analyze all relevant information to identify the root cause of underachievement. Then, programming is continuously evaluated and adjusted to assist the student in making progress. ● The data may indicate underperformance, advanced performance, typical growth, and/or low growth. These indicators help determine what programming is needed. For example, data that shows underperforming in their identified area and/or shows low growth indicates the need to figure out the root cause. This student might not be engaged, not be taking the correct level of classes, might be struggling with social issues, or may have some other reason for why they are underperforming. <p>Resources</p> <ul style="list-style-type: none"> ○ Bright Kids, Poor Grades: And What You Can Do About It by Sylvia Rimm, PhD ○ Start Seeing and Serving Underserved Gifted Students: 50



		<p>Strategies for Equity and Excellence by Jennifer Ritchotte, Chin-Wen, & Amy Graefe</p> <ul style="list-style-type: none">○ Colorado Department of Education: MTSS Implementation Guide○ Underachievement in Gifted Students-Davidson Academy
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Appendix

Standards-Based Goals

Commonly Used Academic and/or Content Standards and Resources

- [NAGC Gifted Affective and Achievement Programming Standards](#)
- [Colorado Academic Standards Online](#)
- [Standards for Mathematical Practice](#)
- [IB Course Standards](#)
- [Colorado Arts Standards](#)
- [National Core Arts Standards](#)
- [CDE Leadership Standards](#)
- AP Course Standards (Vary by AU/District)

Professional and/or Industry Standards (LINK) Each professional industry has their own specific standards. You can work with your students to find those standards, based on their interests, as you cooperatively create their academic goals. Below are just a few examples:

- [ISTE Technology Standards for Students](#)
- [Colorado Cosmetology Standards:](#)
- [CISCO Certifications](#)
- [Diesel Mechanical Program Standards](#)

Types of Structures

The structure options below are organized by classroom, within a school or district, and outside of the school or district. Please note that some of the structures may apply to multiple categories (e.g. Mentorships could occur within or outside of the school).

Within the Classroom

- **Classroom with Flexible Grouping**

Flexible grouping options occurring within the whole class are usually teacher-facilitated based upon specific learner needs. These may take the form of likeability cooperative groups*, paired learning, and/or subject specific groupings. Flexible grouping may differ depending upon students' prior knowledge, learning rate, learning style, interests, strengths, and talents. *(Gifted students, in likeability cooperative grouping, demonstrate improved academic achievement only if the tasks are differentiated, more challenging than general education tasks.)



- **Classroom with Cross-grade Grouping**

Cross-grade grouping is a variation of flexible grouping for specific instruction when a gifted student requires ongoing acceleration in one or more specific academic areas. The key to this grouping pattern is a philosophy that there are no ceilings for what students can learn at a particular grade-age placement.

- **Clusters for Special Interests**

Special interest clusters may include both long- and short-term projects and competitions that are tailored for the needs and interests of gifted learners. Students may opt-in or be recommended for these options throughout the school year.

Within the School or District

- **General Education with Peer-mentoring**

Peer mentoring when used for developing exceptionalities will produce higher achievement when the dyad is of like-ability or interest. Using the bright child to mentor a lower ability student does not increase the bright child's achievement.

- **General Education with Cluster Grouping**

Cluster grouping consists of placing a group of identified gifted students in a heterogeneously mixed classroom setting with a classroom teacher who has had additional training in gifted education. The teacher often receives additional support from a gifted resource teacher/specialist. Regular content is differentiated to meet the needs of gifted students. Cluster groups at the secondary level can be formed within teams or scheduled into specific content classes.

- **General Education with Resource room**

Resource rooms serve gifted students beyond what is provided for them in the regular classroom setting. The resource room model must align with content standards to have significant academic effect. Resource rooms provide programs that extend, challenge and/or accelerate specific curriculum for gifted learners. Affective programs and independent studies may also be included. Collaboration and shared responsibility for differentiated instruction between the regular education teacher and the gifted education teacher is the key to a gifted student's success in the resource room setting.

- **Clusters for Special Interests**

Special interest clusters may include both long- and short-term projects and competitions that are tailored for the needs and interests of gifted learners. Students may opt-in or be recommended for these options throughout the school year.

- **General Education Honors**

Honors classes serve gifted students with challenge and rigor. Gifted students may require these classes earlier than age-mates and may require differentiated instruction and curriculum. Students in these courses often prefer: small group projects, challenging and fast-paced learning, competition, diverse points of view, academic interests, and extracurricular activities.

- **Advanced Placement, and International Baccalaureate Classes**



Classes with advanced or accelerated content (usually at the high school level) in which students receive credit for completion of college level course work or have the opportunity to test out of the course.

- **Magnet Classroom**

Magnet classrooms are full-time district programs where gifted students with like ability and/or talent coexist within a regular education school setting. The classrooms may be multi age or at different grade levels. The gifted students and their families are full participants within that school community.

- **Magnet School**

Magnet school is a separate school focused on a specific subject area or areas (e.g., school for the arts, math, or technology) or on a specific group of gifted learners (e.g., academically gifted).

- **School within a School**

School within a school places gifted students in self-contained classes at every grade level in an otherwise heterogeneous school. School within a school may have its own administrator and curriculum that varies from the host school.

- **Schools for Gifted Students**

Schools for gifted students are intended as full-time gifted programs within districts. Gifted and talented learners have the option of attending such a school based upon the student’s academic and intellectual abilities. Teachers in schools for gifted students should have a high level of training in the nature and needs of gifted students. Curriculum is focused on depth of understanding, challenging concepts, and high order thinking skills.

Outside of the School or District

- **Outside of the School**

Accelerated or talent development programs external to the schools for special academic or talent needs may be required. Community resources may be used to supplement learning. Resources may consist of Saturday School, mentorships and internships, University Talent Search Programs, summer programs.

- **Concurrent Enrollment and Dual Enrollment**

Students enroll at a college or university to acquire class credit for high school or college courses. Concurrent enrollment provides the opportunity for any student to take classes at another level.

- **Internships**

The position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy the requirements for a qualification.

- **Mentorships**



The guidance provided by a mentor, especially an experienced person in a company or educational institution.

- **Career and Technical Education (CTE)**

CTE Programs include career skills training that helps students become ready for college or work. CTE curriculum focuses on students' academic, employability, and technical skills used in a specific occupation.

- **Early College Entrance**

A student is permitted to enter college as a full-time student without completion of a high school diploma.

Resources for Affective and Guidance Support Systems:

Possible topics to cover:

- What is Giftedness
 - Social & Emotional Curriculum for Gifted Students Grades [3](#), [4](#), [5](#) by Mark Hess
 - [When Gifted Kids Don't Have All the Answers](#) Delisle
 - [The Gifted Teen Survival Guide](#) Galbraith & Delisle
 - [The Essential Guide to Talking with Gifted Teens](#) Jean Sunde Peterson
 - [The Survival Guide for Gifted Kids](#) Galbraith
- Perfectionism
 - [Perfectionism: A Practical Guide to Managing "Never Good Enough"](#) by Lisa Van Gemert
 - [What to Do When Good Enough Isn't Good Enough](#) by Thomas Greenspan
- Multipotentiality
- Sensitivity
- Needs of Underserved Gifted Students [CDE ELD Guidebook](#)
 - [Empowering Underrepresented Gifted Students](#) by Davis & Douglas
 - [Start Seeing and Serving Underserved Gifted Students -50 Strategies for Equity and Excellence](#)
- Underachievement
 - [Davidson Academy Article](#)
- Executive Functioning
 - ["Smart But Scattered" & "Smart But Scattered Teens"](#) by Dawson & Guare
 - [Self-Regulation in the Classroom](#) by Richard Cash
- Overexcitability
 - [SENG Article](#)
 - [Living With Intensity: Understanding the Sensitivity, Excitability, and the Emotional Development of Gifted Children, Adolescents, and Adults](#)



- [Embracing the Whole Gifted Self](#)
- Cultural implications
 - [Leadership and Culture SEL Lessons](#) by Mark Hess
- Leadership
 - ["Leadership for Students"](#) by Karnes & Bean
 - ["The Leader in Me"](#) by Covey
 - ["Leadership for Teenagers"](#) by Carter & Breeze
 - "Changing Tomorrow" by VanTassel-Baska & Avery Grades [4-5](#) [6-8](#)
 - [Leadership for Kids](#) by Boswell, Colburn, Christopher
- Career Development and Guidance
 - [College Planning for Gifted Students](#) by Berger
- Social-emotional Development
 - [Habitudes - Social Emotional and Leadership Programming Resources](#)
 - [YouScience - Affective Support Program](#)
 - [Thrively](#)
 - [Affective Jacob's Ladder Reading Comprehension](#) - Grades [2](#), [3](#), [4-5](#), [6-8](#)
 - [Growing Good Kids](#) Delisle & Delisle
 - [Creating Strong Kids Through Writing](#) Delisle & Delisle
- Ownership of Learning and Self-Advocacy
 - [The Power of Self-Advocacy](#) for Gifted Learners by Joy Davis and Deb Douglas
- Asynchronous Development
 - [Asynchronous Development](#)

Gifted & Talented Youth-Friendly Summer Camps & Opportunities

(updated Mar. 2022)

NOTE: The following is for informational purposes only provided by Boulder Valley School District (BVSD) in partnership with Boulder Valley Gifted & Talented (BVGT). BVSD and BVGT do not endorse the organizations and programs listed below (except BVSD does endorse their own offerings).

COLORADO CAMPS & OPPORTUNITIES:

[Boulder Valley School District Summer Learning Enrichment](#) (Boulder)



[Boulder Valley School District Lifelong Learning](#) (Boulder)

[National Inventors Hall of Fame Camp Invention Summer Program](#) (Louisville)

[Center Stage Theatre Company Summer 2022 Programming](#) (Louisville)

[University of Colorado Boulder Center for Bright Kids Summer Programs](#) (Boulder)

[Colorado State University Extension's Boulder 4-H STEAM Day Camps](#) (Boulder)

[Boulder Writing Studio Creative Writing Camps](#) (Boulder)

[Studio Arts Boulder 2022 Summer Camps](#) (Boulder)

[Living Arts School 2022 Summer Camp](#) (Niwot)

[Renaissance Adventure Quest Summer Camp 2022](#) (Boulder & Denver)

[Snapology Summer STEAM Camps](#) (various locations)

[Integral Steps Summer 2022 Programs](#) (various locations)

[School of Rock Summer Camps](#) (various locations)

[KidzToPros STEAM and Sports Summer Camps](#) (various locations)

[Bird Conservancy of the Rockies Bird Camps 2022](#) (Brighton & Fort Collins)

[2022 Fort Collins Summer Camp Fair](#) (Mar. 5th in Loveland)

[Denver Public Schools Discover Link Summer Camps 2022](#) (Denver)

[Denver Center for the Performing Arts 2022 Seasonal Theater Programs: Spring and Summer](#) (Denver)



[University of Colorado Denver Pre-College Summer Camps](#) (Denver)

[Scholars Cultivating Dignity \(SCD\) Enrichment Program Summer Camp for Gifted Students of Color](#) (Denver)

[iD Tech Summer Programs](#) (Denver)

[Chess Academy of Denver Rocky Mountain Chess Camp 2022](#) (Denver)

[Curious Jane Summer 2022 Day Camps](#) (Denver)

[Steve & Kate's Camp Denver](#) (Denver)

[Colorado Academy Summer Programs](#) (Denver)

[Denver Museum of Nature & Science Summer Camps](#) (Denver)

[Young Americans Center for Financial Education Summer Camps](#) (Denver & Lakewood)

[Summer at Kent Denver School](#) (Englewood)

[Arapahoe Community College Summer 2022 On-Campus Youth Camps](#) (Littleton, Parker & Castle Rock)

[Pop Culture Classroom Summer PopUp](#) (July 31st in Parker, CO)

[Institute for Educational Advancement 2022 Yunasa West Summer Camp](#) (Sedalia)

[YMCA of the Rockies Summer 2022 Day Camps](#) (Estes Park)

[Cheley Colorado Camps](#) (Estes Park)

[Cheyenne Mountain Zoo Summer Camps](#) (Colorado Springs)



[Epsilon \(Math\) Camp 2022](#) (Colorado Springs)

[Colorado State University Summer Day Camps](#) (Fort Collins)

[The Trailhead Children's Museum Summer Camps](#) (Crested Butte)

[National Inventors Hall of Fame Camp Invention Summer Program](#) (Frisco)

[Mountain Top Children's Museum Summer Day Camp](#) (Breckenridge)

[Keystone Science School 2022 Summer Camps and Adventures](#) (Keystone)

[Camp Telaphiba Summer Dance Retreat](#) (Copper Mountain)

[McConnell Science Museum Eureka! Summer 2022 Camps](#) (Grand Junction)

[Durango Arts Center 2022 Summer GOAL: Girls Opportunities Through Art and Leadership](#) (Durango)

OUT-OF-STATE CAMPS & OPPORTUNITIES:

[Summer Institute for the Gifted](#) (various locations)

[NuMinds Enrichment Camp Pursuit](#) (various locations)

[Emaginations Tech Camps](#) (various locations)

[Robinson Center for Young Scholars Summer Challenge and Summer Stretch](#) (Seattle, WA)

[University of Nevada Kids University Summer Break Camps](#) (Reno, NV)



[GRAMMY in the Schools Summer Session](#) (Los Angeles, CA)

[Education Unlimited A+ Summer Critical Thinking Program](#) (Berkeley, CA)

[Stanford University Summer Session](#) (Stanford, CA)

[Drury University Center for Gifted Education's Summerscape & Leadership Academy](#) (Springfield, MO)

[Interlochen Center for the Arts Summer Arts Camp](#) (Interlochen, MI)

[Concordia Language Village Summer Language Immersion Programs](#) (Minnesota)

[Purdue University Gifted Education Research & Resource Institute Super Summer Program](#) (West Lafayette, IN)

[Northwestern University Center for Talent Development Summer Programs](#) (Evanston, IL)

[The Gifted Child Society Summer Super Stars Camp STEAM 2022](#) (Ramsey, NJ)

[Western Kentucky University Summer Camps for Gifted Students: SCATS and VAMPY](#) (Bowling Green, KY)

[William & Mary School of Education Center for Gifted Education Camp Launch 2022](#) (Williamsburg, VA)

[University of Delaware Edge Summer College Program](#) (Newark, DE)

[John Hopkins University Center for Talented Youth Summer 2022 Online Courses](#) (Baltimore, MD)

OTHER SUMMER CAMP LISTS:

[IQ Testing Denver's list of summer camps for gifted and talented kids](#)

[Davidson Institute's Gifted Summer Programs](#)



[Jefferson County Association for Gifted Children's Summer Program list](#)

[Boulder Weekly Kids Camp 2022 Guide](#)

[Yellow Scene Magazine Camp Listings](#) (published in March)

[Summer Camp Hub's Best Free Online Virtual Summer Camps 2022](#)

[National Association for Gifted Children's Planning for Summer](#)

SUMMER ACTIVITY IDEAS:

[Arizona Association for Gifted & Talented's Online Summer Boredom Busters](#)

[Young Inkling's Summer Passion Projects](#)

[Very Well Family's 100 Summer Fun Ideas for Kids and Parents](#)

To suggest additional resources for this document, [click here](#).

[Gifted Programming Resource Suggestion](#)

To report any broken or non-working links, [click here](#).

[Broken or Outdated Links](#)