

Qualification

Student scores from the kindergarten screening will be considered for program qualification. The Gifted team individually evaluates student profiles after they complete one year of advanced K. A student qualifies for gifted services if the evidence on the profile meets the district Gifted criteria. The team consists of the district coordinator, Pineview principal, advanced kinder teacher, and the at-risk coordinator.



Parents are involved in supporting the team's decision.

Kindergarten Screening

Please call 253-5450 to make an appointment for your child to have a brief screening assessment.



CONTACT INFORMATION

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NCSD ADVANCED KINDERGARTEN



Resources

- Webb, J., Gore, J., Amend, E., DeVries, A. (2007). A parent's guide to gifted children. Tuscon, AZ: Great Potential Press
- Borland, J. (1989). In Planning and implementing programs for the gifted. New York: Teachers College Press, Teachers College, Columbia University.
- Rogers, K. B. (2002). Re-forming gifted education: Matching the program to the child. Scottsdale, AZ: Great Potential Press.



Advanced Kindergarten

Kindergarteners will have a rigorous and challenging experience while being engaged in curriculum that meets the advanced needs of the class.

- * Instruction is designed specifically to meet advanced academic and curricular needs.
- * Differentiated workstations designed to enrich and challenge through exploratory, extensions, projects and problem based learning while encouraging peer collaboration.
- * Opportunity to engage in enrichment learning. This is the time where students will grow socially and emotionally through interactions, experiences, and play. These relationships balance academic learning with social structures, which all kindergarteners need.
- * Teachers provide optimal learning and have been trained in differentiation, advanced learning, and gifted education.



Frequently Asked Questions

What is the benefit of having advanced learners in a self-contained classroom?

The self-contained advanced kindergarten classroom enables teachers to deliver accelerated curriculum throughout the day at a pace that is appropriate for these kinders. This classroom will not hold them back by curriculum delivery constraints such as a slower pace and unnecessary repetition.

In addition, students have continuous contact with age and ability peers, which allows for a high level of peer support. (Borland, 1989)

Furthermore, research shows that full-time ability groupings show substantial academic effects, and small, positive gains in social maturity, social cognition, and participation in extracurricular activities; small gains are also found in the self-efficacy, self-esteem and motivation for learning when advanced children are grouped together full time. (Rogers, 2002)

Our child needs to learn to interact with all levels of students. I am not sure we want our student isolated from the rest of the school.

Students in our advanced classroom are integrated with students not identified as advanced during extracurricular activities, assemblies, recess, lunch and school-wide events. Our students have ample opportunity to engage with all Pineview students outside the advanced program.

Can an advanced student have a learning disability?

Yes, a student who is an advanced learner and has a learning disability is referred to as “twice-exceptional”. This student may benefit from both advanced programming and special education supports and modifications as determined necessary by the special education department.

Common Characteristics of Gifted

Gifted children are diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)