

## Philosophy Statement

Based upon current gifted research, gifted students have special needs that come with being bright. Their views of the world and of themselves can set them apart from peers and family. A gifted program; therefore, must meet the needs of those exhibiting unusual learning qualities. It must recognize that these traits enable students to learn at different rates, handle more difficult material earlier, and question and think at a level different from peers.

Differentiated programs for gifted students are multifaceted and based on the individual student needs. The gifted program offers opportunities for students to interact with their intellectual peers; in a flexible environment which accommodates their individual ability levels and affective needs. The basis of an effective gifted program builds a foundation for intellectual exploration.

## Gifted Core Beliefs

Gifted behavior should be nurtured.

Individual's intellect and gifts are recognized and cultivated.

Fostered opportunities for students to investigate and to choose their own interests are critical and integral to the success of the gifted program.

Thinking skills are enhanced through diverse learning and teaching opportunities.

Enrichment opportunities should be offered both within and outside the curricula.

Depth of knowledge and skills are fostered at all grade levels.

## ESASD Gifted Awareness Activities

Title 22, Sec. 16.21

The Superintendent shall annually conduct awareness activities to inform parents of school-aged children residing within the school district of its gifted education program. Those awareness activities may include providing written notice of the school district's gifted education program through newspapers and school district publications; distributing such written notice to private schools serving school-aged residents; hosting meetings and/or distributing literature designed to inform parents of newly-enrolled students of the school district's gifted services.

## Resources

PAGE: Pennsylvania Association for Gifted Education  
<http://www.giftedpage.org/>

National Association for Gifted Children (NAGC)  
[www.nagc.org](http://www.nagc.org)

National Research Center for Gifted  
[www.gifted.uconn.edu](http://www.gifted.uconn.edu)

Hoagies' Gifted Education Page  
<http://www.hoagiesgifted.org/>

# ESASD

## GIFTED SUPPORT

CULTIVATING CREATIVE  
MINDS AND FORWARD  
THINKERS



## Elementary Program



Gifted programming at the elementary level is intricately balanced.

Identified gifted students in K-5 curriculum are provided differentiated instruction on an individualized basis according to their GIEP. Through collaboration with the student's regular education teacher, gifted programming is delivered by the gifted support teacher in a pull-out or inclusive setting, and by the regular education teacher in the regular education setting. In all aspects, students' individual giftedness is reviewed and addressed in their annual Gifted Individualized Education Plan (GIEP).

Identified gifted students in grades 3-4 will also complete a "passion project" which allows them to work independently and foster research skills. Grade 5 students complete a service learning project of their choice, as well.

Students identified as displaying exceptional giftedness in the math area are considered for rapid pacing in the curriculum. This is determined on an individual basis based on individual achievement, MAP scores, and teacher input.

Pre-algebra readiness testing is done at the conclusion of fifth grade to determine students accepted for rapid pacing as they transition to the intermediate grade levels.

Additionally, a monthly forum known as the "IF Institute" is provided for gifted students in grades 2-5. The mission of the Institute is the collaboration of identified gifted students with their intellectual peers, emphasizing lifelong learning, problem solving, and critical thinking.



## Intermediate Program



Gifted programming at the intermediate level is multi-faceted and includes a combination of both pull-out and push-in instruction. Gifted programming is designed to provide both enrichment and acceleration when appropriate.

Identified gifted students in grades 6-8 are provided differentiated instruction on an individualized basis according to their GIEP. Through consultation and collaboration with the student's regular education teacher, programming for these students may be delivered in a pull-out or push-in model. The students' individual giftedness is reviewed and addressed in their annual Gifted Individualized Education Plan (GIEP).

Students identified as displaying exceptional giftedness in the math area can be considered for rapid pacing in the math curriculum. An accelerated curriculum track for identified gifted students provides integration of STEM (Science, Technology, Engineering, and Math) concepts to the curriculum.

Through differentiated instruction in the regular education classroom by the regular education teacher, attention is given to the individual needs of each student in all core subject areas. Students are challenged to utilize higher level thinking skills, 21st Century skills and are provided with rapid pacing.



## Secondary Program



The East Stroudsburg High School gifted education program is based on Dr. Joseph Renzulli's the *Triad Model of Gifted Education*, Dr. Paul's *Critical Thinking Model*, and Dr. Van Tassel-Baska's *the Integrated Curriculum Model*. It is designed to respond to gifted learner's characteristics of precocity, intensity, and complexity through its three dimensions of advanced content, higher level processes and product development, and interdisciplinary concepts, issues, and themes.

Through differentiated instruction in the regular education classroom by the regular education teacher, attention is given to the individual needs of each student in all core subject areas.

Honors Seminar is a component of the East Stroudsburg High School Gifted Program. The William and Mary gifted curriculum is integrated into the program and deals with the concepts of changes in nature, in knowledge, in history, and in human life. Student course goals may include:

- Creating a course of study that is based on the student's individual interests.
- Learning transitioning strategies - high school to college to career opportunities.
- Examining recent gifted research in order to promote self-understanding and increase the cognitive and affective development.
- Networking with other gifted and high achieving students, and creating Service Learning Projects

Freshman Gifted Seminar is an interdisciplinary STEM (Science, Technology, Engineering and Mathematics) based course that incorporates the 21st Century skills.

