

Copiah County School District's
Instructional Management Plan
for the
Intellectually Gifted Program
Grades 2-6



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PART 1

Introduction

and

Overview



Defining Intellectually Gifted

The Mississippi State Department of Education recognizes four types of gifted programs: intellectually, artistically, creatively, and academically. Each program has separate requirements and separate definitions. The *Journey* program provides services to identified intellectually gifted students by a properly endorsed teacher of the gifted. The MDE defines **intellectually gifted** students as “those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.”

Effective instruction of intellectually gifted students takes place in an *environment*** that:

- permits and encourages gifted students to develop their potential through interaction with intellectual peers
- encourages and nurtures inquiry, flexibility, decision making, thinking skills, self-evaluation, and divergent thinking
- honors students’ unique learning and thinking styles, talents, and differences
- provides appropriate modifications for special populations such as *profoundly gifted, learning disabled gifted, culturally diverse gifted, underachieving gifted, etc.*

The *curriculum* and its *delivery system* must address the cognitive, affective, and relational characteristics and needs of the intellectually gifted learner which include:

- inquisitiveness / curiosity
- complexity
- an extraordinary learning capacity
- a preference for intuitive / holistic learning and diverse interests
- a tendency toward perfectionism and fear of risk taking
- a need to understand and accept the nature of giftedness
- a need to develop positive, healthy relationship skills
- a need for self-reflection
- a need to search for meaning and connectedness through real life problem solving

**Uneven development:* For example, motor skills may lag behind cognitive and conceptual abilities, particularly in younger intellectually gifted children. Thus, these children can visualize what they want to do, yet their motor skills may not allow them to achieve their goal. This often results in intense frustration and emotional outbursts. In addition, since the cognitive skills are more pronounced than other areas of development, intellectually gifted children and youth may use these to deal with the world, while social and emotional skills remain undeveloped.

**See Essential Elements of a Quality Gifted Classroom

Possible Problems That May Be Associated with Characteristic Strengths of Intellectually Gifted Children*

Characteristic Strengths	Possible Problem Behaviors
Acquires and retains information quickly	Impatient with others; dislikes basic routine
Inquisitive; searches for significance	Asks embarrassing questions; excessive in interests
Intrinsic motivation	Strong willed; resists direction
Enjoys abstractions and problem solving; able to conceptualize, synthesize	Resists routine practice; questions teaching procedures
Emphasizes truth, equity, and fair play	Worries about humanitarian concerns
Seeks to organize people and things	Constructs complicated rules; often seen as bossy
Large facile vocabulary; advanced, broad information	May use words to manipulate; bored with school and age peers
High expectations of self and others	Intolerant, perfectionistic; may become depressed
Creative / inventive; likes new ways of doing things	May be seen as disruptive and out of step
Intense concentration; long attention span and persistence in areas of interest	Neglects duties or people during periods of focus; resists interruption; stubborn
Sensitivity, empathy; desire to be accepted by others	Sensitivity to criticism or peer rejection
High energy, alertness, eagerness	Frustration with inactivity; may be seen as overactive
Independent; prefers individualized work; reliant on self	May reject parent or peer input; nonconformity
Diverse interests and abilities; versatility	May appear disorganized or scattered; frustrated over lack of time
Strong sense of humor	Peers may misunderstand humor; may become "class clown" for attention
Seeks cause and effect relationships	Discomfort with the unclear or "illogical" such as traditions or emotions

*Adapted from Clark (1992) and Seagoe (1974). Source: ERIC Digest #E527

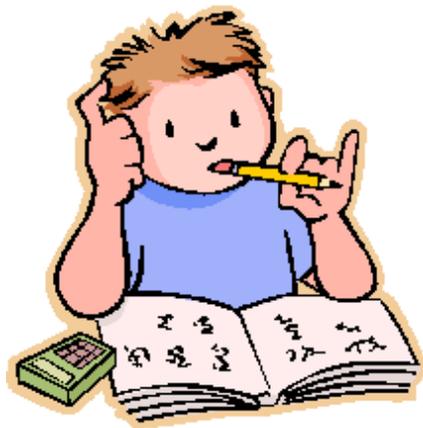
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The Mission of the Copiah County Gifted Program

To provide unique and individual opportunities that will meet the needs of our Intellectually Gifted Students, and help them become more productive and well-rounded citizens in an ever-changing society.

Goals of the Copiah County Gifted Program

1. To provide educational experiences that will be qualitatively different from their regular classroom.
2. To encourage creativity and exploration.
3. To help students develop higher level thinking skills, self-directed learning skills, creative thinking skills, problem solving skills, and research skills.
4. To help students become more proficient with group dynamics.
5. To expose students to various careers and "The Arts".
6. To stress to the students personal integrity, ethics, and social responsibility.
7. To make learning an enjoyable and successful learning experience.



The Curricular Framework

In response to the identified needs of this population, the Copleah County School District has synthesized the growing body of research regarding intellectually gifted children and youth into a model that serves as the framework for the Intellectually Gifted Program. This instructional / curricular framework (outlined below contains the Mississippi Department of Education's recommended outcomes for the intellectually gifted.

Thinking Skills

- Metacognition (Abstract Thinking & Reflection)
- Convergent Thinking (Logical Thinking)
- Critical Thinking (Decision Making)

Creativity

- Creative Thinking (Fluency, Flexibility, Originality, Elaboration, Synthesis)
- Creative Expression (Visual & Performing Arts)

Information Literacy

Success Skills

- Career Exploration
- Life Skills
- Collaboration Skills
- Decision Making & Problem Solving Skills
- Risk-Taking Skills
- Perseverance/Task Commitment
- Goal Setting
- Ethical Awareness

Affective (Social & Emotional) Skills

Communication Skills

- Speaking
- Listening
- Writing

Correlation of Curriculum Strands

The following table shows the correlation of the Copiah County Gifted Program's Curriculum Strands and the Mississippi Department of Education's Outcome Areas for Intellectually Gifted Students.

Copiah County Curriculum Strands	MDE Intellectually Gifted Outcomes
A. Thinking Skills	Metacognition, Convergent Thinking, Critical Thinking
B. Creativity	Creative Thinking, Creative Expression
C. Information Literacy	Information Literacy
D. Success Skills	Success Skills, Career Exploration, Life Skills, Collaboration Skills, Decision Making and Problem Solving, Risk-Taking Skills, Perseverance/Task Commitment, Goal Setting, Ethical Awareness
E. Affective (Social Emotional) Skills	Affective Skills
F. Communication Skills	Speaking, Listening, Writing

Sample Vehicles for Delivery of the Gifted Curriculum: Teaching Methodologies and Strategies

Simulations
Literature Studies
Thematic Units
Concept Units
Projects
Computers
Business Ventures
Manipulatives
Demonstrations
Experiments
Role Playing
Mini-courses
Arts / Aesthetics
Community Involvement
Lateral Thinking Puzzles
Brainteasers
Design Techniques
Drama
Debate
Socratic Seminars
Studies of Eminence

Journals
Small Group Instruction
Independent Work
Use of Multiple Intelligences
Individual Conferencing
Webbing
Mind Maps
Service Learning
Creative Products
Problem Solving Competitions
S.H.O.P.
Questioning
Portfolios
Mass Media Productions



PART 2

Outcomes with Scope & Sequence*



***Taken from the MDE Gifted Outcomes with Scope & Sequence**

OUTCOMES
With
Scope and Sequence
for Intellectually Gifted Education Programs
2017

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PREFACE

The 2013 Regulations for Gifted Education Programs document defines intellectually gifted children as those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. The purpose of Gifted Education Programs in Mississippi is to ensure that gifted children who demonstrate unusually high potential as described above are identified and offered an appropriate education based upon their exceptional abilities.

Gifted Education Programs in Mississippi shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district. Gifted children require uniquely and qualitatively different educational experiences beyond those available in the general education setting. These educational experiences must address their asynchronous development by supporting cognitive, creative, and affective needs while helping them to realize abilities and maximize potential.

In order for intellectually gifted students in Mississippi to be challenged to reach their full potential, a well-defined set of outcomes/competencies for gifted education programs is essential. Gifted learners have the ability to demonstrate mastery/understanding and the ability to use the process skills outlined in the outcomes/competencies at a much younger age and in greater depth and breadth than non-gifted learners. While many of the outcomes/competencies established in this document are desirable for all students, the point of introduction, pace, depth, and complexity of instruction require significant differentiation for gifted learners.

The overreaching competency for intellectually gifted programs is metacognition, a process skill requiring mastery and use of many other process skills. Simply put, metacognition is "thinking about your own thinking." Students should be aware of the mental processes they utilize while engaged in learning. They also should learn to self-regulate and oversee their own learning in order to make changes as needed. This cognitive goal should be the primary focus in guiding metacognitive practices and gifted instruction.

Gifted learners need learning experiences that are rich. That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted. But good instruction for gifted learners must begin there. Carol Ann Tomlinson, Ed. D. The University of Virginia

Differentiated curriculum in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some gifted education experiences should be short-term and exploratory to introduce ideas and concepts not normally covered in the general education setting. The activities should enhance the integration of advanced content and individual student's interests utilizing higher-level thinking skills, problem solving, critical thinking skills, research skills, personal growth and human relations exercises, leadership skills, and creative expression. Activities also should create an appreciation for the multicultural composition of the school and community (Regulations for Gifted Education Programs, 2013).

To maintain the integrity of gifted education programs in the State of Mississippi, the needs of gifted students should be addressed based on the Outcomes for Intellectually Gifted Education Programs in Mississippi 2017. This document shall be the foundation for each school district's Gifted Education Program Instructional Management Plan.

Gifted Children's Bill of Rights

YOU HAVE A RIGHT TO

know about your giftedness.

learn something new everyday.

be passionate about your talent area without apologies.

have an identity beyond your talent area.

feel good about your accomplishments.

make mistakes.

seek guidance in the development of your talent.

have multiple peer groups and a variety of friends.

choose which of your talent areas you wish to pursue.

not to be gifted at everything.

Del Siegle, President National Association of Gifted Children 2007 - 2009

INTRODUCTION

This document is designed for use by teachers who serve gifted children. It is structured to ensure that students have a strong foundation for applying each grade-level standard. Teachers should work to continually build upon the grade-level outcomes, while also challenging students to develop and expand upon each competency through the gifted education program. Teachers may choose to introduce higher outcomes at earlier grade levels to meet the individual needs of students and classes and to ensure that students are appropriately and meaningfully challenged.

Overview of Gifted Education Competencies

THINKING SKILLS CREATIVITY

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

INFORMATION LITERACY COMMUNICATION SKILLS

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

AFFECTIVE SKILLS SUCCESS SKILLS

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

OUTCOMES

by

Grade Level

Second Grade

THINKING SKILLS

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

METACOGNITION (Abstract Thinking and Reflection)

TS 2.1 Analyze abstract thinking skills modeled by others

TS 2.2 Compose lower-level questions to develop a foundation for higher-level inquiry

TS 2.3 Reflect upon learning experiences

CONVERGENT THINKING (Logical Thinking)

TS 2.4 Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown

TS 2.5 Apply deductive reasoning of general to specific information to analyze and organize sets of limited clues and reach logical conclusions

CRITICAL THINKING (Decision Making)

TS 2.6 Distinguish facts from opinions

TS 2.7 Inventory, compare, and contrast attributes of varying objects and ideas

TS 2.8 Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities

TS 2.9 Appraise implications and consequences of personal actions and decisions

CREATIVITY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

CREATIVE THINKING *Williams Model: Cognitive Domain*
(Fluency/Flexibility/Originality/ Elaboration/Synthesis)

CR 2.1 Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt

CR 2.2 Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses

CR 2.3 Demonstrate originality by using given objects in ways different from their intended purposes

CR 2.4 Elaborate on given ideas, thoughts, products, or plans to create new possibilities

CR 2.5 Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways

CREATIVE EXPRESSION *Visual and Performing Arts*

CR 2.6 Experiment with various materials and tools to create products related to personal interest or subject matter

CR 2.7 Identify and explain how and where different cultures record and illustrate stories and history of life through art

INFORMATION LITERACY

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

INFORMATION LITERACY

IL 2.1 Identify topics for research based on interests

IL 2.2 Formulate questions for study

IL 2.3 Analyze topics to determine needed research

IL 2.4 Interpret research from teacher-approved resources

IL 2.5 Assemble information to provide new knowledge or understanding in a particular area

SUCCESS SKILLS

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

SUCCESS SKILLS

SS 2.1 Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations

SS 2.2 Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products

CAREER EXPLORATION

SS 2.3 Identify occupational areas of personal interest and aptitude through classroom experiences

LIFE SKILLS

SS 2.4 Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations

SS 2.5 Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner

COLLABORATION SKILLS

SS 2.6 As a group leader, effectively work with group members to keep the group on task

SS 2.7 As a group member, demonstrate effective speaking and listening skills

AFFECTIVE

(SOCIAL AND EMOTIONAL) SKILLS

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

AFFECTIVE SKILLS

AS 2.1 Assess individual learning styles, interests, personality styles, and expression preferences

AS 2.2 Identify feelings and emotions in self

AS 2.3 Develop behavioral strategies appropriate to the situation

AS 2.4 Identify and assess strengths and weaknesses as a baseline for improvement

AS 2.5 Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)

AS 2.6 Participate in community-building skills

AS 2.7 Recognize contributions and achievements of various cultures

COMMUNICATION SKILLS

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

SPEAKING

CM 2.1 Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities

LISTENING

CM 2.2 Demonstrate effective listening behaviors in formal and informal settings **CM 2.3** Give appropriate feedback and contributions of relevant information

CM 2.4 Follow oral directions with three or more steps

WRITING

CM 2.5 Analyze various types of writing (including poetry)

CM 2.6 Create original written products based on real or imagined circumstances to communicate ideas and feelings

CM 2.7 Write over short time frames (a single sitting or a few class times)

Third Grade

THINKING SKILLS

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

METACOGNITION (Abstract Thinking and Reflection)

TS 3.1 Apply abstract thinking skills modeled by others

TS 3.2 Compose elaborating questions to extend and stretch learning

TS 3.3 Analyze, reflect upon, and justify learning experiences

TS 3.4 Observe and analyze reflective thinking modeled by others

CONVERGENT THINKING (Logical Thinking)

TS 3.5 Apply inductive reasoning from specific to general information to predict probable conclusions

TS 3.6 Apply abstract reasoning to identify relationships in figural analogies from possible options

CRITICAL THINKING (Decision Making)

TS 3.7 Construct questions to deepen understanding

TS 3.8 Classify information into logical categories

TS 3.9 Discuss and analyze events in the news to develop an awareness of social issues and world cultures

TS 3.10 Identify and analyze relationship between ideas and data to determine cause and effect of actions and events

CREATIVITY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

CREATIVE THINKING Williams Model: Cognitive Domain

(Fluency/Flexibility/Originality/ Elaboration/Synthesis)

CR 3.1 Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt

CR 3.2 Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses

CR 3.3 Apply originality by using selected objects in ways different from their intended purposes

CR 3.4 Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities

CR 3.5 Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)

CREATIVE THINKING Williams Model: Affective Domain (Curiosity/Risk-Taking/ Complexity/Imagination)

CR 3.6 Demonstrate curiosity by selecting an idea, topic, product, or plan and based on interests, compile questions to be answered to gather additional information in a training activity

CR 3.7 Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation

CR 3.8 Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity

CR 3.9 Demonstrate imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans in a training situation

CR 3.10 Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)

CREATIVE EXPRESSION Visual and Performing Arts

CR 3.11 Make, explain, and justify connections between artists and artwork or artwork and history

CR 3.12 Analyze and utilize the elements of art (line, shape, value, color, texture) through various materials and tools to explore personal interests, questions, and subject matter

INFORMATION LITERACY

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

INFORMATION LITERACY

IL 3.1 Examine a historical event or person by analyzing and synthesizing historical information

IL 3.2 Assemble information by conducting interviews related to research topics

IL 3.3 Employ various digital tools, media, and strategies to locate and collect accurate and reliable information

IL 3.4 Create and visually organize information using maps, webs, chronological order, sequence, or compare/contrast

IL 3.5 Demonstrate ability to effectively interpret and evaluate information by distinguishing between fact and opinion/ point of view in a variety of situations

SUCCESS SKILLS

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

SUCCESS SKILLS

SS 3.1 Individually demonstrate the ability to organize materials, set priorities, and evaluate progress for task completion

SS 3.2 Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others

CAREER EXPLORATION

SS 3.3 Identify occupational areas of personal interest and aptitude for possible vocational development

LIFE SKILLS

SS 3.4 Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations

SS 3.5 Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations

COLLABORATION SKILLS

SS 3.6 As a group leader, effectively work with group members to identify problems, ideas, and solutions

SS 3.7 As a group member, work collaboratively in a group (know when to speak and know when to listen)

AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

AFFECTIVE SKILLS

AS 3.1 Demonstrate an understanding of personal asynchronous development

AS 3.2 Understand and analyze feelings and emotions in self

AS 3.3 Express and manage emotions in positive ways

AS 3.4 Accept responsibility for choices made

AS 3.5 Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)

AS 3.6 Recognize contributions and achievements of various cultures

COMMUNICATION SKILLS

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

SPEAKING

CM 3.1 Communicate in complete thoughts with clarity to an audience in formal and informal settings

CM 3.2 Give precise directions and instructions for complex activities

LISTENING

CM 3.3 Demonstrate effective listening behaviors in formal and informal settings

CM 3.4 Give appropriate feedback and contributions of relevant information

CM 3.5 Follow oral directions with three or more steps

WRITING

CM 3.6 Analyze informal writing styles (essays, journals, diaries, and blogs)

CM 3.7 Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings

CM 3.8 Support opinions with written reasoning based on facts

Fourth Grade

THINKING SKILLS

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

METACOGNITION (Abstract Thinking and Reflection)

TS 4.1 Observe, analyze, and apply abstract thinking skills

TS 4.2 Develop hypothetical questions to explore possibilities

TS 4.3 Analyze, reflect upon, and justify learning experiences, identifying what was learned, tasks completed, skills developed, additional needs, and value of the experiences

CONVERGENT THINKING (Logical Thinking)

TS 4.4 Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies

TS 4.5 Utilize analogical reasoning to create analogies using multiple categories

TS 4.6 Apply deductive reasoning of general to specific information to analyze and organize multi-faceted clues and identify data to support logical conclusions

CRITICAL THINKING (Decision Making)

TS 4.7 Utilize intuitive thinking to deepen understanding and analyze varying perspectives

TS 4.8 Discuss and analyze events and issues for problem identification

TS 4.9 Assess the organization, content, value, effectiveness, and results of actions/decisions.

TS 4.10 Appraise implications and consequences of personal actions and decisions

CREATIVITY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

CREATIVE THINKING Williams Model: Cognitive Domain

(Fluency/Flexibility/Originality/ Elaboration/Synthesis)

CR 4.1 Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem

CR 4.2 Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem

CR 4.3 Apply originality in generating original ideas or alternative solutions to given problems

CR 4.4 Elaborate on identified ideas, thoughts, products or plans to solve a given problem

CREATIVE THINKING Williams Model: Affective Domain
(Curiosity/Risk-Taking/ Complexity/Imagination)

CR 4.5 Apply curiosity in compiling questions to be answered to solve a given problem

CR 4.6 Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem

CR 4.7 Apply complexity of thought to organize logical steps needed to solve a given problem

CR 4.8 Apply imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans to solve a given problem

CR 4.9 Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria 8. Select and implement chosen solutions.

CREATIVE EXPRESSION Visual and Performing Arts

CR 4.10 Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter

CR 4.11 Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest

INFORMATION LITERACY

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

INFORMATION LITERACY

IL 4.1 Conduct experiments and investigations by effectively utilizing the Scientific Method

IL 4.2 Assemble information by utilizing effective survey techniques

IL 4.3 Create and visually organize information using charts, tables, graphs, evidence, or patterns

IL 4.4 Justify conclusions and generalizations based upon data gathered through research

SUCCESS SKILLS

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

DECISION MAKING AND PROBLEM SOLVING SKILLS

SS 4.1 Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions

CAREER EXPLORATION

SS 4.2 Identify career options through experiences and interviews with experts in the field and career counselors

LIFE SKILLS

SS 4.3 Demonstrate the ability to establish budgets and manage money in a variety of situations

COLLABORATION SKILLS

SS 4.4 As a group leader, effectively work with group members to establish goals and objectives for successful collaboration
SS 4.5 As a group member, work collaboratively to achieve a common goal

AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

AFFECTIVE SKILLS

AS 4.1 Demonstrate an understanding of and reflect upon personal gifted characteristics

AS 4.2 Demonstrate an understanding and assess the social, emotional and academic implications of giftedness

AS 4.3 Identify sources and possible solutions of stress and anxiety

AS 4.4 Develop and model self-discipline

AS 4.5 Show evidence of delayed gratification and impulse control

AS 4.6 Demonstrate respect and empathy for others

COMMUNICATION SKILLS

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

SPEAKING

CM 4.1 Communicate complete thoughts and information with clarity to an appropriate audience

CM 4.2 Give precise instructions for complex tasks and self-evaluate utilizing preset criteria

CM 4.3 Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria

LISTENING

CM 4.4 Demonstrate effective listening behaviors in formal and informal settings **CM 4.5** Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class

CM 4.6 Listen to oral directions for understanding and organize directions for complex tasks

WRITING

CM 4.7 Analyze the writing style of scripts (commercials, plays, etc.)

CM 4.8 Create scripts (commercials, plays, etc.) to communicate ideas and feelings

CM 4.9 Utilize dialog to develop characters

Fifth Grade

THINKING SKILLS

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

METACOGNITION (Abstract Thinking and Reflection)

TS 5.1 Develop and ask hypothetical questions to explore possibilities and test relationships

TS 5.2 Analyze and establish needs for exploration of chosen topics

CONVERGENT THINKING (Logical Thinking)

TS 5.3 Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn

CRITICAL THINKING (Decision Making)

TS 5.4 Appraise evaluation techniques for decision making

TS 5.5 Assess and analyze local, national, and world issues and defend opinions with supporting evidence

TS 5.6 Appraise implications and consequences of local and national events and decisions

TS 5.7 Prove or disprove ideas by presenting evidence

CREATIVITY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

CREATIVE THINKING

CR 5.1 Apply the CPS process to solve an identified problem 1. Identify and define a problem 2. Gather ideas and data 3. Brainstorm aspects of the problem 4. Identify underlying problems or sub-problems 5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria 8. Select and implement chosen solutions.

CR 5.2 Reframe ideas through various points of view to enhance meaning

CR 5.3 Examine various meanings, contexts, and points of view including humor and opportunities for change

CR 5.4 Apply thinking strategies modeled by mentors

CREATIVE EXPRESSION Visual and Performing Arts

CR 5.5 Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter

CR 5.6 Develop criteria to analyze a work of art, design, or media to meet an identified goal

INFORMATION LITERACY

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

INFORMATION LITERACY

IL 5.1 Analyze the difference between primary and secondary sources

IL 5.2 Utilize primary and secondary sources to provide new knowledge or understanding in a particular area

IL 5.3 Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information

IL 5.4 Assess the validity, reliability, and relevance of the information collected

IL 5.5 Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information

SUCCESS SKILLS

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

RISK-TAKING SKILLS

SS 5.1 Individually demonstrate the willingness to expose oneself to failure, take a chance/ risk, function under conditions devoid of structure, and defend ideas with regard to identified issues

PERSEVERANCE/TASK COMMITMENT

SS 5.2 Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances

CAREER EXPLORATION

SS 5.3 Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business

LIFE SKILLS

SS 5.4 Examine and apply the accepted rules of business protocol in a variety of business and social situations

SS 5.5 Adapt to varied roles, job responsibilities, schedules, and context

COLLABORATION SKILLS

SS 5.6 As a group leader, effectively work with group members to identify ethical implications of group processes and decisions

SS 5.7 As a group member, take a stand for personal convictions and demonstrate respect/ tolerance for other points of view

AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

AFFECTIVE SKILLS

AS 5.1 Develop and demonstrate appropriate self-efficacy and self-talk

AS 5.2 Identify and utilize appropriate personal perceptual filters and defense systems for situations

AS 5.3 Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks

AS 5.4 Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control

AS 5.5 Demonstrate the ability to accept failure as a part of growth

AS 5.6 Differentiate constructive and destructive criticism

COMMUNICATION SKILLS

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

SPEAKING

CM 5.1 Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience

CM 5.2 Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others

LISTENING

CM 5.3 Demonstrate effective listening behaviors (understanding, organizing, and evaluating information)

CM 5.4 Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class

CM 5.5 Listen to oral directions for understanding and organize directions for doing complex tasks

WRITING

CM 5.6 Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.) **CM**

5.7 Communicate ideas and feelings through application of a chosen genre **CM 5.8**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events

Middle School

THINKING SKILLS

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

METACOGNITION (Abstract Thinking and Reflection)

TS MS.1 Develop and ask higher-level questions to clarify the coherence and logic of given information

TS MS.2 Reflect upon learning strengths and needs and establish learning goals for independent thinking and autonomous learning

CONVERGENT THINKING (Logical Thinking)

TS MS.3 Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies to support thoughts/ideas

TS MS.4 Demonstrate depth of thought in deductive reasoning by creating deductive reasoning problems with multi-faceted clues and justifying data included to support logical conclusions
CRITICAL THINKING (Decision Making)

TS MS.5 Identify, analyze, evaluate, and justify information in order to make decisions, form beliefs, solve problems, and set priorities based on evidence

TS MS.6 Appraise global implications and consequences of historic and current world events

TS MS.7 Recognize and assess hidden agendas

TS MS.8 Assess accuracy and relevance of points used to support conclusions and make decisions

CREATIVITY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

CREATIVE THINKING

CR MS.1 Apply the CPS process to solve an identified problem, develop and present a plan of action to an authentic audience

CR MS.2 Manage creative flow

CR MS.3 Set goals with purpose and meaning

CR MS.4 Adjust the creative process based on feedback

CR MS.5 Focus on the task at hand and long term goal without distraction

CREATIVE EXPRESSION Visual and Performing Arts

CR MS.6 Select and apply principles of design and produce a product (work of art, design, or media) that clearly communicates information and ideas

CR MS.7 Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process

INFORMATION LITERACY

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

INFORMATION LITERACY

IL MS.1 Identify areas of individual research based upon intense interest

IL MS.2 Design investigations and defend processes and findings

IL MS.3 Manage the flow of information by applying the appropriate research methodology

IL MS.4 Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information

IL MS.5 Based upon data gathered through research, infer future trends, directions, similarities, and differences

SUCCESS SKILLS

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

GOAL SETTING

SS MS.1 Individually use information gained through self-evaluation to establish attainable goals and set priorities for a variety of purposes and projects

ETHICAL AWARENESS

SS MS.2 Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances

CAREER EXPLORATION

SS MS.3 For chosen or identified career options, identify high school educational requirements, college requirements and expectations, scholarship, loan/ grant opportunities, and procedures for college and workplace applications/resumes

LIFE SKILLS

SS MS.4 Demonstrate the ability to adapt to change in a climate of changing expectations and priorities

COLLABORATION SKILLS

SS MS.5 As a group leader, assure and defend that the decisions of the group are effective and ethical

SS MS.6 As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of others

AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

AFFECTIVE SKILLS

AS MS.1 Demonstrate an understanding of ethical practices

AS MS.2 Develop and demonstrate a healthy response toward peer pressure and expectations of others

AS MS.3 Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self-control

AS MS.4 Set goals for self-improvement and take the necessary steps to reach them

AS MS.5 Differentiate constructive and destructive criticism

AS MS.6 Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations

COMMUNICATION SKILLS

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

SPEAKING

CM MS.1 Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience

CM MS.2 Participates in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others

CM MS.3 Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument

LISTENING

CM MS.4 Demonstrate effective listening skills in formal and informal settings to facilitate communication

CM MS.5 Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student **CM**

MS.6 Listen to oral directions for understanding and organize directions for doing complex tasks

WRITING

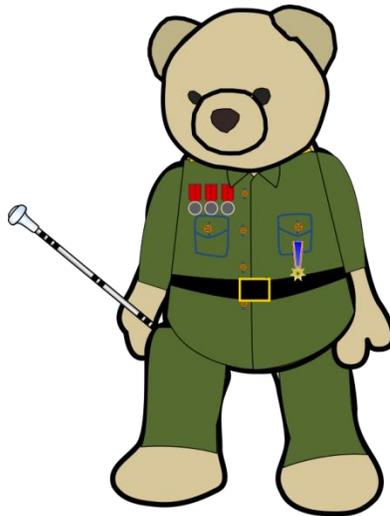
CM MS.7 Analyze the writing style of arguments and debates

CM MS.8 Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings

CM MS.9 Write over an extended time frame (multiple class times)

PART 3

Information Regulations Recommendations



Student Identification Process for the Copleah County Gifted Program

In accordance with the Mississippi Department of Education Regulations, the Copleah County School District uses a two-fold process to identify intellectually gifted students for services. The process is as follows:

Phase 1 Screening (School Level):

Students must meet the minimum criteria on at least 3 of the 6 measures outlined below. One of these measures must be a group intelligence test. The other two may be subjective measures. These 3 pieces of data will be used as a part of the assessment (phase 2).

Measures	Minimum Criteria	Type
<ul style="list-style-type: none">• Norm-Referenced Group Intelligence Test (Test must be nationally normed) Examples: OLSAT, Raven's	90 th percentile	Objective
<ul style="list-style-type: none">• Norm Referenced Achievement Test (Test must be nationally normed) Examples: CAT, Terra Nova, Woodcock-Johnson III, WIAT-R	90 th percentile	Objective
<ul style="list-style-type: none">• Norm-Referenced Rating Scales<ul style="list-style-type: none">○ Published Checklist○ Examples: GRS, SIGS○ Normed characteristics of intellectual giftedness○ Normed measure of creativity○ Normed measure of leadership	At or above superior range	Subjective
	At or above superior range	Subjective
	At or above superior range	Subjective

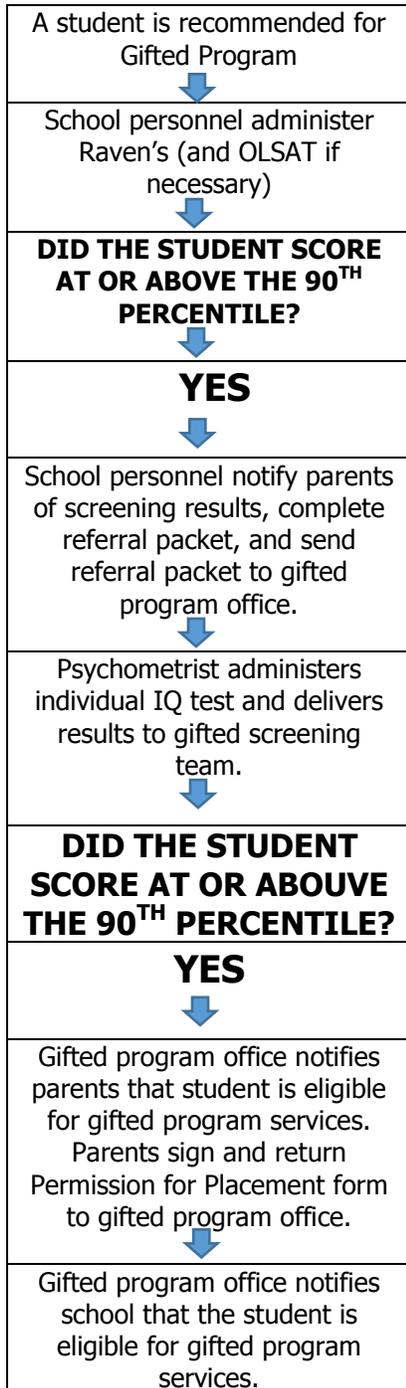
Minimum criteria must be met on at least 3 of the above measures PRIOR TO the administration of an individual intelligence test (phase 2 of the identification process).

Phase 2 Assessment/Individual IQ Test (District Level): RIAS-2, Naglieri Nonverbal Ability Test

- If the phase 1 requirements are met, the district will then administer an individual, norm-referenced intelligence test. Examples of these include the WISC-V, Stanford-Binet: 5th ed., Leiter-3, KABC-2, UNIT-2, and RIAS-2. Student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests in order to satisfy eligibility criteria.
- The individual intelligence test must be administered by a psychometrist or psychologist certified by the Mississippi Department of Education or licensed by the Board of Psychological Examiners.
- The psychometrist/psychologist will use the data collected from phase 1 to select the most appropriate intelligence test (the instrument that most closely matches the strengths of the individual child).

If a parent requests private testing, the phase 1 information must be sent to the gifted program coordinator, who will forward it to the psychologist selected by the parents for phase 2. The phase 1 information, the appropriate release of information forms, and the parental permission forms must be on file in the gifted program office prior to the phase 2 assessment.

Copiah County School District Gifted Screening and Referral Process



NO →	School notifies Parents of screening results. No further testing necessary.
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NO	Gifted program office notifies the parents and the school that the student is NOT eligible for gifted program services.
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State Law and Mississippi Department of Education Gifted Program Regulations

According to Mississippi State Law, the intellectually gifted education program must be *“in addition to and different from the regular program of instruction provided by the district.”*

Mississippi Department of Education regulations require that “gifted students are grouped together for a **recommended** 300 minutes per week, or a **minimum** of 240 minutes per week to participate in enrichment activities developed to enhance the integration of advanced content and student interests utilizing higher level thinking skills, creative problem solving, critical thinking skills, personal growth and human relations exercises, leadership skills, and creative expression. Activities should also create an appreciation for the multicultural composition of the school and community.

MDE regulations also state that:

- Each teacher of the gifted in grades 2-8 should have a daily planning period of not more than 60 minutes. Each teacher of the gifted in grades 9-12 should have the same planning time as the regular education teachers at that school.
- The recommended size of each class in grades 2-8 is 8-12 students. While local districts have flexibility in the operation of programs, general education class size as mandated in the accreditation standards is appropriate for gifted classes. The integrity of the program shall be maintained.
- 100% of the gifted program teacher’s instructional time is to be spent with identified, eligible gifted students.

Because of the above statements, teachers of the intellectually gifted cannot at any time:

- Teach students who are not eligible for the gifted program.
- Teach the regular instructional program’s curriculum to eligible gifted students assigned to them from gifted program services.

State funding will be withheld from schools whose intellectually gifted program is not in compliance with MSDE regulations and state law.

Copiah County Gifted Program Structure and Regulations

The Copiah County Gifted Program (also known as *Journey*) provides a different instructional setting for a recommended 300 minutes per week, or a minimum of 240 minutes per week to *identified gifted students*.* Elementary Students in grades 2-6 are pulled from their regular classes each week to participate in the Journey program.

Intellectually gifted children can and do exhibit a wide variety of attitudes and interests and quite often do not fit into the anticipated “gifted child” stereotype. They do not always make the honor roll, are not always well-behaved, do not always do their homework, and are not gifted in all areas.** The *Journey* program provides services for all identified students, including those who do not fit the stereotypical image such as “twice exceptional children” (gifted children with a learning disability), gifted children with behavior problems, underachieving gifted children, potentially disadvantaged gifted children, potentially disadvantaged, etc.

The *Journey* program is specifically designed to meet the special needs of intellectually gifted students. **This program is not a privilege/reward, nor is removal from it to be used as a means of discipline. No child who qualifies for gifted program services shall be denied access to them at the daily discretion of the teacher.** Regular classroom teachers are not to withhold students for the *Journey* program for disciplinary reasons, including failure to do homework or class work.*** Likewise, *Journey* teachers are not to remand students to the regular classroom for disciplinary reasons. In accordance with MDE regulations, identified gifted children are to receive gifted program services for the recommended 300 minutes per week, or a minimum of 240 minutes per week.

No child may be penalized for participating in the *Journey* program. Gifted students should not be required to make up work missed while in the *Journey* program, especially in the case of drill and practice work, **IF** they can demonstrate proficiency in the desired skill and/or mastery of the desired concept.

In order to provide appropriate instruction for intellectually gifted children in **all** settings, *Journey* teachers are encouraged to collaborate with regular education teachers.

*See “*Student Identification Process*,”

**See “*Problems Associated with Intellectually Gifted Children*,”

****This does not apply to students in ISS or are not allowed to attend any classes.*

Removal of Students from the *Journey* Program

Progress in the regular program of instruction does not legally affect the student's status in the gifted program. Once a child has a gifted eligibility ruling, school personnel may not withhold gifted program services from that child. ***If a student with a gifted ruling is failing in their regular program of instruction, the student should be referred to the school's teacher support team, NOT removed from the gifted program.***

Although a parent always has the right to remove his/her child from the gifted program and does not need to specify a reason for doing so, school personnel must follow MDE regulations and state law. Hence, they may only legally remove students from the program if there is significant documented evidence that the student is not benefiting from the *Journey* program. School personnel should not suggest to parents that children should be removed from the gifted program for behavioral or academic reasons.

In the event that a student is clearly not benefiting from the program, and no change has been evident after a parent conference, intervention, and following the student's progress for 6-8 weeks, the child may be removed from the program for the remainder of the year by the reassessment committee. The reassessment committee must include the gifted program teacher and the principal. Proper documentation must accompany the removal. Use the Withdrawal form or the Re-assessment form.

The following process should be followed when a student is not benefiting from the *Journey* program:

1. The *Journey* teacher will meet with the child and his/her parent or guardian to assist them in setting goals and devising a plan to meet those goals successfully (intervention plan). Educational plans based on ***individual interests*** should be part of the discussion. A target date for evaluating progress toward the stated goals will be determined. If, on this date, progress has been satisfactory, no further action is necessary.
2. If, at the end of the intervention period, the student's progress toward the individualized goals has not been satisfactory, and the student is clearly not benefiting from the program, the student may be removed from the program for the remainder of the school year. Proper documentation should accompany the student's removal. Use the Reassessment form or Withdrawal form.
3. Should the parent not agree to the removal of the student from the gifted program, the parent shall be granted a hearing with district personnel for a final decision.

Evaluation and the Gifted Program

Students:

In addition to the teacher's observation of student progress, students are encouraged to utilize self and peer evaluation strategies through the use of rubrics, checklists, and other instruments. Elementary students receive formal progress reports on their report cards each 9-weeks.

Teachers:

Teachers are evaluated annually according to the Copiah County School District's process/procedures.



Program:

In accordance with Mississippi Department of Education recommendations, the Copiah County gifted program is evaluated annually by the following Mississippi Gifted Education Program Standards:

1. Curriculum and Instruction
2. Program Administration and Management
3. Program Design
4. Program Evaluation Standards
5. Socio-Emotional Guidance and Counseling
6. Professional Development
7. Student Identification and Assessment

In addition, a variety of stakeholders (teacher, parents, and students) annually evaluate the gifted program through surveys. The information gained through this process is used to strengthen and improve the program and to provide ongoing training to ensure quality services for our intellectually gifted students.



ESSENTIAL ELEMENTS OF A QUALITY GIFTED EDUCATION CLASSROOM

www.ocps.k12.fl.us/framework/gi/guide/index.htm 1999

A quality gifted education classroom/school program is characterized by the following evidence:

- The teacher is endorsed in gifted education.
- Students are being challenged to perform to their maximum potential; genuine differentiated programming, not more of the same or simply acceleration of content
- Cognitive goals, objectives, and activities are clearly defined.
- Goals and activities are related to social/emotional development; guidance and counseling are addressed on a regular basis..
- The teacher recognizes varying student learning styles and needs and facilitates lessons that honor students unique talents and differences
- Program paperwork is completed correctly and is in compliance with legal statutes.
- Varied and creative teaching strategies and materials are being utilized; less use of lecture/direct instruction method.
- Appropriate modifications are being made for students from special populations such as learning disabled gifted, ESL gifted, culturally diverse gifted, profoundly gifted, underachieving gifted, etc.
- There is regular, effective communication with students, families, and faculty. (newsletter, conferences, etc.)
- Parent meetings and/or workshops are offered.
- Students are actively engaged during each class meeting. (discussions, presentations, group work, conferences, simulations, learning centers, etc.)
- Students have mastered problem-solving models and participate in problem solving activities.
- Students are participating in service learning projects.
- Students are engaged in original product development.
- Students participate in self and peer evaluation of performance.
- Students are cognitively stimulated to use analysis, synthesis, and evaluation as regular thinking processes.
- Students use metacognition to evaluate cognitive processes regularly used to solve problems.

PART 4

Appendices



APPENDIX
A
CREATIVITY TECHNIQUES

Transformation Techniques

Repeat: Repeat a shape, color, form, image, or idea. Reiterate, echo, restate, or duplicate your reference subject in some way.

Superimpose: Overlap, place over, cover, overlay. Superimpose dissimilar ideas or images. Overlay elements to produce new images, ideas, or meanings. Superimpose different elements from different perspectives, disciplines, or time periods on your subject. Combine sensory perceptions (sound/color, etc.). An example would be the way Cubist painters superimposed several views of a single object to show many different moments in time simultaneously.

Empathize: Sympathize. Relate to your subject. Put yourself in its "shoes." Give inorganic or inanimate objects human qualities. Relate to your subject emotionally or subjectively.

Animate: Bring life to inanimate objects by thinking of them as having human qualities.

Disguise: Camouflage, conceal, deceive, or encrypt. Mask hide, or "implant" your subject into another frame of reference.

Contradict: Contradict the subject's original function. Examples of contradiction are optical illusions and "flip-flop" designs.

Parody: Ridicule, mimic, mock, or caricature. Make fun of your subject. "Roast" it or transform it into a visual joke or pun.

Prevaricate: Equivocate, fictionalize, or "bend" the truth. Falsify, fantasize. Examples include myths or legends.

Symbolize: Turn your subject into a symbolic image.

Mythologize: Build a myth around your subject. Examples of ways people have mythologized common objects include how the coca-cola bottle, brillo pads, comic strip characters, movie stars, mass media images, hot rods, hamburgers and French fries, and other such frivolous subjects became the visual icons of twentieth century art.

Fantasize: Fantasize your subject. Think "what if" thoughts, for example, what if automobiles were made of brick? What if alligators played pool? What if insects grew larger than humans? What if night and day occurred simultaneously?

The SCAMPER Checklist

S ubstitute	Substitute / transfer one item for another
C ombine	Combine / unite / hybridize two or more items
A dapt	Adapt / adjust to satisfy a condition; force-fit
M odify	Modify, transform, morph, change the form or quality, add, distort, change scale
M inify	Minify, reduce, or make smaller, lighter, slower, or less frequent
M agnify	Magnify, enlarge, or make greater
P ut to other uses	uses, create other purposes (other than the original for which it was intended)
E liminate	Eliminate, remove, omit, fragment, subtract or isolate a quality, part, or whole
R earrange	Rearrange, change the order, reverse, put in opposite order for a different plan, layout, or scheme

Miscellaneous Idea Generating Techniques

Lotus Blossom Technique: an idea expanding technique that involves building on a central theme, therefore spawning new themes

Analogical Thinking: finding unique relationships between items or ideas

Attribute Listing: the process of identifying characteristics of an item, problem, or concept

Morphological Analysis and Synthesis: the process of combining dissimilar attributes to create a new item or concept

**APPENDIX
B
DIFFERENTIATED ACTIVITIES**

Please visit these web sites for Differentiated Activities.

<http://www.atozteacherstuff.com/pages/1697.shtml>

<http://www.fulton.k12.ga.us/staff/politis/difflearn.htm>

<http://www.internet4classrooms.com/di.htm>

Suggested books with sample Differentiated Activities include:

Activities and Assessments for the Differentiated Classroom by Carolyn Coil

How to Differentiate Instruction in Mixed Ability Classrooms by Carol Ann Tomlinson

Strategies for Differentiating Instruction by Julia Roberts, EdD. and Tracy F. Inman

**APPENDIX
C
GIFTED AT-RISK
INFORMATION**

Gifted/At-Risk Youth

CHARACTERISTICS	SCREENING AND IDENTIFICATION PROCEDURES	INTERVENTION STRATEGIES
<ul style="list-style-type: none"> ❖ Possesses strong intellectual abilities ❖ Has a keen level of intellectual curiosity ❖ Exhibits poor academic achievement ❖ Has poor school attendance ❖ Finds school curriculum unchallenging ❖ Is disengaged from school activities ❖ Has a strong desire to be successful ❖ Usually lives in a single-parent family ❖ Is highly observant and articulate ❖ Feels alienated from social peers ❖ Displays low self-esteem ❖ May be highly creative ❖ Feels that educators are uncaring ❖ Usually lives in an unstable home environment ❖ Usually comes from low socioeconomic status ❖ Has heightened sensitivity to attitudes and criticisms of others 	<ul style="list-style-type: none"> ❖ Incorporate the <i>Talent Identification and Development Education Model</i> ❖ Look for a discrepancy between achievement test scores and academic performance ❖ Create an academic portfolio that displays student's strengths, weaknesses, and interests ❖ Interview parents, peers, and community members ❖ Pay attention to change in student's social group ❖ Take notice of artistic expression (written, visual, or musical) ❖ Ask student to share views about school, peers, home life, and/or future aspirations 	<ul style="list-style-type: none"> ❖ Provide social/emotional counseling sessions ❖ Provide career counseling ❖ Establish a mentoring program ❖ Encourage student participation in extracurricular activities ❖ Institute a creative problem-solving curriculum ❖ Create authentic learning environments ❖ Allow flexible programming options ❖ Promote parental involvement ❖ Permit students to re-enter school ❖ Provide opportunity for artistic self-expression ❖ Instill a sense of pride and self-worth



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Gifted kids at risk: Who's listening?

Patricia A. Schuler

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Driving home from last week's Hollingworth Conference on the Highly Gifted, I heard a radio interview with Thomas Moore, author of *Care of the Soul*. He spoke of the loss of empathy in our lives. His words echoed those spoken only hours earlier by Dr. Thom Buescher, an expert on gifted adolescents. We were discussing the tragedy in Littleton, Colorado. I mentioned that I was about to write an article about gifted kids at risk. "What factors do you think were involved in this horrible incident?" I asked.

"The lack of intimacy and rejection," he replied.

Now, I sit here surrounded by newspaper and magazine clippings all offering opinions about the "whys" of Littleton and other locations where bright kids have murdered or committed suicide. Suggestions on how to avoid similar incidents: gun control, metal detectors, peer mediation, conflict resolution, changing media messages, controlling video games and access to the Internet, parent involvement, religion, and more counselors in our schools...they are all here. Yet no one discusses an important component in understanding what is happening to some bright kids – their being "gifted" and at risk for emotional difficulties. E-mails and discussions with colleagues around the country confirm what Thomas Moore and Thom Buescher so eloquently stated. Loss of empathy, lack of intimacy, and rejection are daily experiences for some gifted children and adolescents. As "Geek Profiling" sweeps the country, we must speak out to dispel the myths that surround what it means to be "gifted and talented." We must make a concerted effort to educate our society so that awareness, acceptance, and action will result. It is time to ask others listen to us. It is time to say clearly: **bright kids are not better, yet they are different; and because they are, they face different issues.**

Consider these two prevailing and paradoxical myths about gifted children and adolescents.

Myth 1: They do not have problems; somehow they can handle difficulties on their own.

Myth 2: Some of their characteristics are perceived as pathological.

To dispel such misconceptions, we must better understand the gifted: their intellectual and personality characteristics, the manifestations of high ability, and the specific problems and issues they face.

Silverman (1993) presents lists of the interrelated intellectual and personality characteristics of giftedness that may be found across all talent domains:

Intellectual Characteristics	Personality Characteristics
Exceptional reasoning ability	Insightfulness
Intellectual curiosity	Need to understand
Rapid learning rate	Need for mental stimulation
Facility with abstraction	Perfectionism
Complex thought processes	Need for precision/logic
Vivid imagination	Excellent sense of humor
Early moral concern	Sensitivity/empathy
Passion for learning	Intensity

Giftedness impacts a child's psychological growth and well-being through the relationship among these characteristics, the type of giftedness manifested, the degree of giftedness (above average to profound), and how well the needs of the child are being met. A child or adolescent may demonstrate general high ability or it may be in a certain domain such as mathematics, verbal, spatial, interpersonal, music, or kinesthetic. In addition to these characteristics and areas of high abilities, it is important to know what attitudes, values, personality temperament, and life experiences a gifted student brings to school. The culture and values of the school and community will also impact whether a gifted child or adolescent feels invited to participate as a positive contributing member.

Research consistently shows that many gifted children and adolescents have the capacity for intensified thinking and feeling, as well as vivid imaginations. Whether they are gifted athletes, artists, musicians, intellectuals, or are highly creative, they may have higher levels of emotional development due to greater awareness and intensity of feeling. "Being different" in ability and

personality characteristics may lead to higher expectations, jealousy, and resentment by adults and peers. Specific problems that may result can be external or internal:

- Difficulty with social relationships
- Refusal to do routine, repetitive assignments
- Inappropriate criticism of others
- Lack of awareness of impact on others
- Lack of sufficient challenge in schoolwork
- Depression (often manifested in boredom)
- High levels of anxiety
- Difficulty accepting criticism
- Hiding talents to fit with peers
- Nonconformity and resistance to authority
- Excessive competitiveness
- Isolation from peers
- Low frustration tolerance
- Poor study habits
- Difficulty in selecting among a diversity of interests (Silverman, 1987)

For some gifted adolescents, acceptance by their peer group is the major source of stress in their lives. Repeatedly they hear the message "It's okay to be smart, but it's better if you are something else we can accept as well."

So what happens when a gifted adolescent is "just smart" and is trying to survive in a perceived anti-intellectual environment? Options may include: conformity (working hard to be "average" or "normal"), withdrawal (isolation or alienation), depression (blaming themselves), aggressiveness (blaming others), or continued nonconformity. Higham and Buescher (1987, p. 29) call this the "cultivated weirdness act" whereby a gifted adolescent makes individual statements which say, "Okay, I'm different — just let me show you HOW DIFFERENT I can be."

For some gifted adolescents, seeking special environments, positive or negative, where they can be accepted and excel helps them to deal with the lack of empathy, loss of intimacy and rejection. This may intensify their own lack of tolerance for others, and they may choose overt anti-social and/or suicidal behaviors. Add to that easy access to guns, an everyday stream of acceptable violent messages in the media and video games, inappropriate educational opportunities, lack of parental awareness or supervision, role conflicts, community apathy or stagnation, and possible mental illness, and should we be surprised that horrible, tragic incidents occur?

Repeatedly, we see factors for children and adolescents who are at risk for emotional difficulties stated in the press. Dirkes (1983) provided symptoms of undesirable levels of anxiety in gifted children, including:

- decreased performance
 - expressed desire to be like teen-agers
 - reluctance to work in a team
 - expressions of low self-concept
 - excessive sadness or rebellion
 - reluctance to make choices or suggestions
 - extremes of activity or inactivity
 - a change in noise or quietude
 - repetition of rules and directions to make sure that they can be followed
 - avoidance of new ventures unless certain of the outcome
 - other marked changes in personality
- In addition, we find other danger signals for gifted children and adolescents that indicate they may be seriously depressed or suicidal
- self-imposed isolation from family
 - self-imposed perfection as the ultimate standard, to the point that the only tasks enjoyed are the ones completed perfectly
 - deep concern with personal powerlessness
 - narcissism — total preoccupation with self and with fantasy
 - unusual fascination with violence
 - eating disorders
 - chemical abuse
 - rigidly compulsive behaviors (Schmitz & Galbraith, 1985)

I worry that educators, parents, and counselors may not be able to detect the stress burdening gifted children and adolescents. Some gifted children and adolescents cover up their symptoms of sadness and depression in order to fit in. Still others fear admitting to distress, because they may be perceived as less than perfect and not in control of their lives. I hear too many straight A gifted students, who are a "pleasure to have in class," speak of their anguish because of peer and adult rejection. The intensity of their pain and anger is hard to imagine.

What actions can we, the lawmakers, parents, educators, and counselors, take to help gifted kids at risk?

- **Become more aware of the characteristics, needs and issues of gifted children.** They need help in "being different." The lack of empathy and rejection by others, including adults and peers, is commonplace for many of these children. According to Thom Buescher, "Lack of empathy and intimacy lead to poor coping skills, and those provide the momentum for intolerance... the precursor to violent acts." Too many gifted children and adolescents suffer in silence, or seek negative ways to express their frustration and anger. Teasing and humiliation must be stopped. Empathy and intimacy are needed so that emotional sensitivity doesn't become emotional disturbance.
- **All of us must advocate for appropriate services to address the lack of challenge and the issues so many gifted children and adolescents face.** Programming and services need to be implemented for specific extraordinary talents. In New York State, gifted children are the only special needs students who do not warrant appropriate educational services! The laws need to be changed-now.
- **Parents, develop an awareness of your gifted child's characteristics.** Let them know that they are more than their achievement or academic ability. If you sense sadness, rejection, or anger, speak with your child. Find a counselor who has training and experience in working with gifted children and adolescents to help you.
- **Educators, reexamine your own attitudes and beliefs about gifted children and adolescents, especially those who are highly creative and may be comfortable in their nonconformity.** Resist the urge to "Geek Profile." The messages I have read in the past two weeks from bright kids harassed because they look or think differently are frightening. Offer all staff members training on how to differentiate instruction for gifted students, including acceleration, enrichment, special programs, mentorships, as well as how to meet their social and emotional needs. All school personnel need to understand the differentiating characteristics of gifted individuals, related needs, and possible concomitant problems. Teachers need to open the lines of communication, and LISTEN, really listen to what bright kids are saying — about themselves, their values, their interests.
- **Counselors, get training on the intellectual, social, and emotional issues of gifted children and adolescents.** Become aware of how schools can be the most restrictive and stressful places for bright kids. Help gifted students develop appreciation for the similarities and differences between themselves and others, teach social skills if necessary, and show how to solve problems in creative and positive ways. Every school district should have at least one counselor who specializes in or has specific training about gifted students.

What happened in Littleton, Colorado is horrific. It is not known if mental illness was a factor in the lives of the adolescent boys who created such carnage. We do know, however, that they were bright young men who perceived rejection from the culture within their school, and chose violence as a coping strategy.

As parents, educators, and counselors we can foster intimacy, empathy, and acceptance for gifted children and adolescents. The choices are now ours to make.

Who is listening? Who will act?

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Appendix D
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