"Teaching and Learning"

Tunica County School District

Memorandum

TO: Dr. Margie Pulley, Interim Superintendent

FROM: Dr. Stanley Ellis, Director of Curriculum Testing & Professional Development

DATE: September 12, 2017

RE: Gifted Education Instructional Management Plan

Superintendent's recommendation to approve the Instructional Management Plan.
The policy will provide guidance on administration regarding Gifted Educational Programs.
Policy IDE: Gifted Education Program
Section I:

Agenda of Regular Meeting

Tunica County School District

A Regular Meeting of the Tunica County School District will be held September 12, 2017, beginning at 12:00 PM at Tunica Elementary School Auditorium .

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda and placed under discussion / action, items identified within the consent agenda will be acted on at one time with no discussion.

1. Call to Order
   A. Greetings
   B. Pledge of Allegiance
2. Approval of Agenda
3. Regular Agenda
   A. Approval of Regular Meeting held on August 10, 2017 & Special Called held on August 24, 2017.
   B. Approval of Claims Docket and Financial Information.
      1. Principal Activity Fund Reports
      2. Monthly Transfer Payments
      3. Cash Balance Statement
      4. Budget Status Report
      5. Statement of Income Report
      6. Statement of Expenditures Report
      7. Consolidated Balance Sheet Report
      8. Cash Flow Report
      9. Approval of Claims Docket for September 12, 2017.
4. Approval of Gifted Instructional Management Plan/Gifted/Board Presentation: Dr. Stanley Ellis.
5. Approval of the Consent Agenda (all items taken in one motion/no discussion).
   A. Approval of Agreement between Aaron E. Henry Community Health Services Center, Inc. and Tunica County School District to provide health services for students of Rosa Fort High and Middle School for the 2017-2018 school year.
   B. Approval of Workers' Compensation Insurance Coverage through the Mississippi

School Board Association (MSBA) Workers' Compensation Trust for the 2017-18 School Term/Total Estimated Premium $90,772 (Certificate Period from 10/1/2017 to 10/1/2018).

C. Approval of Agreement between Coahoma Community College and Tunica County School District to provide evening classes and dual enrollment classes for SY2017-2018.

D. Approval of Tunica County School District/School Crisis Plans for SY2017-2018.

E. Approval of Tunica County School District/School Wellness Plans for SY2017-2018.

F. Approval to remove Items from the Tunica County School District Inventory that are Inoperable and Beyond Repair.

6. Approval of Personnel Agenda for September 12, 2017.
7. Interim Superintendent's Report
8. Information (No Action Required).

A. Next Meeting (Tuesday, October 10, 2017 @ 12:00 P.M. @ Tunica Elementary School Auditorium).

9. Adjournment

Signature of Interim Superintendent

TUNICA COUNTY SCHOOL DISTRICT

"Teaching & Learning"

Gifted Education Program

Instructional Management Plan

2017 – 2018

"Teaching & Learning"

Welcome Gifted Education Program Students and Their Parents!

Welcome to the Tunica County School District's Gifted Education Program. We are happy to have your child as a participant in our program. We are also excited to have such a diverse group of bright, motivated young people among our student body. Dr. Stanley Ellis and Ms. Karen Grant, who serve as the district's gifted program contact and gifted-certified teacher respectively, will oversee the Gifted Education Program in the Tunica County School District. We will collaborate with your teachers to ensure that you are challenged in ways that are appropriate to your abilities.

In elementary or middle school, you might have been in a "challenge" pull-out program where you received special instruction in an alternative setting while other students remained in class. Our team of educators will work with your regular education teachers to ensure the quality and appropriateness of differentiation for Gifted Education students are a major focus. In addition to traditional classroom instruction, Gifted Education students also have the opportunity to stretch themselves intellectually through projects and extracurricular activities. Gifted Education students are strongly encouraged to complete an Academic Fair project in Math, Science, Social Studies, or Technology. We will work with your regular education teachers to support your efforts and pair as many students as possible with adults with a background in their area of interest. If you are looking for guidance finding a challenging extracurricular activity, please reach out to Ms. Grant.

If you have any questions about our district's gifted program, please feel free to contact your child's school counselor or gifted teacher. Also, you may contact the district's central office at 662-363-2811.

Sincerely,

Dr. Stanley Ellis,
Gifted Education Program District Contact

Gifted Education Program Staff

Dr. Stanley Ellis, Gifted Program District Contact

Ms. Terrica Carter- Psychometrist

Ms. Karen Grant- Gifted Teacher

TCSD Gifted Mission

It is the mission of the Tunica County School District is to ensure that gifted children, who demonstrate unusually high potential, are provided with a research based instructional model that is appropriate to education their exceptional abilities.

Philosophy

The Gifted Education Program realizes that students with exceptional abilities need differentiated curricula that adhere to their unusually high potential. Students must be engaged into a multi-disciplinary environment that meets their individual needs, and at the same time, challenges them to attain their highest potential. Teachers of the gifted provide guidance and support to these students to help them recognize their talents and abilities.

Program Goals and Objectives

The Tunica County School District Gifted Program will provide gifted education students with a curriculum that differs from the regular education school program through the following objectives.

- provide opportunities of differentiated activities with curriculum content that is compacted, accelerated, and multi-disciplinary
- provide opportunities for exposure to and appreciation for the visual and performing arts
- provide an environment that allows students to become self-directed learners to meet/exceed the gifted standards/outcomes

The Tunica County School District Gifted Program will provide the following gifted education services to those students identified as gifted by meeting the following objectives.

- provide group counseling/guidance for gifted students
- provide support to meet the social, emotional, and affective needs of gifted students
- provide intervention strategies for gifted at risk-students

Definition of Intellectually Gifted Children

"Intellectually Gifted Children" are found to have an exceptionally high degree of intelligence as documented through the identification process.
(State Regulations pg. 1)

Definition of Gifted Education Program

"Gifted Education Program" shall for intellectually gifted children in grades 2-12 or academically gifted children in grades 9-12. Such programs 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.
(State Regulations pg. 1)

Purpose of the Gifted Education Program

Students in the Gifted program work under specific Instructional Management Plan (IMP) objectives. The IMP is comprised of six process skills and 42 objectives. These process skills are organized by scope and sequence and introduced, developed, and extended over a period of time. The goal of instruction is to guide students to develop higher order critical thinking skills.

In accordance with the Mississippi Department of Education recommendations, the Intellectually Gifted Program is evaluated annually by a variety of stakeholders (parents, students, administrators, and teachers) through a survey process. The information gathered is used to improve and strengthen the program and to assist in providing quality programming for Intellectually Gifted Students. The Instructional management Plan is reviewed and updated annually based upon the results of the gifted program evaluation.

INDIVIDUAL REFERRAL PROCESS

This process involves students who are individually referred for gifted eligibility. A parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted may refer a student. The person initiating the referral shall sign the referral form and date it. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process.

STAGE 1: STUDENT IDENTIFICATION PROCESS

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted programs. No single evaluation method or instrument adequately identifies students who are gifted. Thus, a multi-factored identification process is followed to ensure a fair evaluation of each individual student. The identification process provides an equitable opportunity for the inclusion of students with an emerging potential for gifted –students who are culturally diverse, underachieving, disabled under the Individuals with Disabilities Education Act (IDEA) guidelines, physically handicapped, ADD/ADHD, as well as students who exhibit classroom behavior such as extreme shyness, short attention spans, disruptiveness, continual questioning, and anxiety. Throughout the identification process, close attention and careful consideration is focused to all information available and collected on each individual student and how that information dictates the kinds of instruments and measures that should be used to correctly assess that student.

STAGE 2: LSC REVIEW OF REFERRAL DATA

Once the referral data have been collected, the LSC reviews all data and makes one of the following recommendations:

1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. the student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. the student has not satisfied minimal criteria on at least three measures and the identification process should stop.

STAGE 3: PARENTAL PERMISSION FOR TESTING

At this time, district personnel obtain written parental permission for testing.

STAGE 4: ASSESSMENT

The assessment stage is the individual test of intelligence, which is administered by a licensed examiner.

STAGE 5: ASSESSMENT REPORT

District personnel write an Assessment Report.

STAGE 6: LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finalized, the LSC meets to review all data and determine if eligibility criteria have or have not been satisfied. The LSC rules that the student is or is not eligible for the intellectually gifted program. District personnel notifies in writing the parents of each student tested for the intellectually gifted program about the assessment results.

PROCESS FOR ENTERING/EXITING PROGRAM

The decision to participate or not to participate in the program rests with the student and his/her parent or guardian once the LSC committee has made the recommendation for placement. If for any reason a parent/guardian of a student does not wish for his/her student to participate in the program, he/she may elect not to sign consent for placement. If the student has been in the program, a parent/guardian may revoke, in writing, the consent for participation. If a student's performance gifted program is unsatisfactory after a nine-week period, a conference including the student, his/her parent or guardian, a gifted teacher(s) and administrator will be held. The purpose of the meeting will be to assess performance in the program. If the student's performance/participation during the nine weeks period following the improvement plan is unsatisfactory, the student will be removed from the program. The decision to remove a student from participation in the gifted program is the responsibility of the LSC committee, which is comprised of the administrator, gifted education teachers, and a psychometrist.

Appeal Provision

A student's parent or guardian may appeal a decision of non-placement made by the LSC committee. A conference between the person making an appeal and the gifted administrator will be held during which all evaluation records will be reviewed and discussed. If a person making the appeal disagrees with the LSC committee after this conference, an appeal before the committee may be requested as follows:

1. Person making the appeal must submit a request by letter for a hearing by the committee no later than ten days after the committee has announced its placement decision.
2. The LSC committee must respond by letter to the person making the appeal no later than ten days after the receipt of the letter of appeal. The LSC committee's letter will specify the day and time of the hearing before the committee.
3. Following the hearing before the LSC committee, if the person making the appeal disagrees with the committee's decision and wishes to make another appeal, the person must follow the district's local policies governing the appeals process.

HOMEWORK/CLASSWORK

As outlined in the Regulation for the Gifted Education Programs in Mississippi 2013, gifted students in grades 2-6 may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. Intellectually gifted students may or may not consistently perform on classroom activities including graded daily work and tests at the 90%ile or above. The best predictor of intellectually ability is their ability to reason and use information in unusual ways, not their classroom performance.

Instructional Management Plan

Scope and Sequence of Process Skill Development and Outcomes

Student: _____ Entered Program in _____ Grade

Note: As students enter the program at different grade levels and with varying levels of experience and development, modifications to the scope and sequence skill development are made on a regular basis to meet the individual needs.

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1.Thinking Skills **1.1 Higher Order Thinking** The student will recognize and identify levels of Bloom's Taxonomy.			I	E	M
1.2 Logical Thinking **1.2.1 Analogical Thinking** The students will practice and become proficient in solving analogy puzzles and activities of different types.	I	E	E	E	M
1.2.2 Deductive Reasoning The student will used deductive reasoning to arrive at a conclusion based on a process that moves from the general to the specific.	I	E	E	E	M
1.2.3 Inductive Reasoning The student will use inductive reasoning skills to arrive at a conclusion based on a process that moves from the specific to the general.		I	E	E	M
1.2.4 Figural Reasoning The student will use reasoning which involves concrete forms that are perceived visually, auditory elements such as rhythms and simple sounds, and tactual or kinesthetic materials. The components are: figural similarities (students exercise cognition in selecting the correct shape among subtly different ones), figural sequences (student practice a variety of skills in sequencing), figural classification (students organize objects by similar characteristics), and figural analogies (students analyze the components, recognize the relationships, and complete analogies by selecting and/or drawing the missing figures).			I	E	M
1.2.5 Synectics The student will learn to make analogies of or solve familiar ideas or problems in new ways.			I	E	M
1.3 Creative Thinking The student will define, explain, and demonstrate the terms: fluency, flexibility, originality, elaboration, curiosity, risk-taking, complexity, and imagination by working individually or in small groups with others using group dynamics.	I	E	E	E	M
1.3.1 Fluency The student will use fluency to generate a large quantity of ideas, products, or plans.	I	E	E	E	M
1.3.2 Flexibility The student will use flexibility to take a variety of possibilities or realms of thought or ideas.	I	E	E	E	M

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1.3.3 Originality The student will use originality to generate unusual/unique responses of clever ideas.	I	E	E	E	M
1.3.4 Elaboration The student will use elaboration to embellish upon an idea.	I	E	E	E	M
1.4 Critical Thinking The student will define and clarify ideas, judge information, infer or solve problems and draw reasonable conclusions.	I	E	E	E	M
1.4.1 Questioning Techniques The student will be able to use good questioning techniques to ask appropriate questions based on the level of thinking desired. They will assess and make adjustments to questions and evaluate the proper level.	I	E	E	E	M
1.4.2 Intuitive Reasoning The student will recognize intuitive reasoning when it occurs, know the steps conducive to intuitive reasoning, and be able to use these steps as tools for personal growth.			I	E	M
1.4.3 Fact and Opinion The student will differentiate between fact and opinion using confrontation with the problem, data gathering-verification, data gathering-experimentation, organizing, formulating an explanation/opinion.		I	E	E	M
1.4.4 Decision Making The student will outline, weigh, make final judgments, and defend a decision using the components of decision-making: alternative, criteria, weighting, decision, and reasons.			I	E	M
1.4.5 Evaluation Techniques The student will make a judgment regarding the merit or worth of an idea/object/activity using problem identification, criteria setting, verification, idea testing, and judgment.			I	E	M
1.4.6 Ethical Awareness/Global Implications The student will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/events/ideas in general.			I	E	M
1.4.7 Probability/Prediction The student will identify, compare, and demonstrate use of probability and prediction in problem solving activities.			I	E	M
1.5 Creative Problem Solving The student will identify and follow the steps in the Creative Problem Solving (CPS) process.			I	E	M
2. Creativity **2.1 Analysis of Creative Process** The student will recognize and apply each of the four traditional stages of the creative process.	I	E	E	E	M
2.1.1 Preparation The student will clarify and define the problem, gather relevant information, and discover unsuccessful solutions to the problem.	I	E	E	E	M
2.1.2 Incubation The student will share definitions and descriptions of incubation (putting a problem away and letting your subconscious think about it) and apply it to the creative process.	I	E	E	E	M
2.1.3 Illumination The student will identify sudden change of perception (the "Aha" or "Eureka") and discuss illumination in the creative process.	I	E	E	E	M
2.1.4 Verification The student will test and evaluate solutions based on set criteria.	I	E	E	E	M
2.2 Attribute Listing The student will identify attributes of a product, process, or problem.	I	E	E	E	M
2.3 Morphological Analysis The student will generate several attributes for each object/idea, design a matrix, and develop criteria to analyze combinations created.			I	E	M

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.4 Creative Thinking The student will define, explain, and demonstrate the terms: fluency, flexibility, originality, elaboration, curiosity, risk-taking, complexity, and imagination by working individually or in small groups with others using group dynamics. .	I	E	E	E	M
2.4.1 Fluency The student will use fluency to generate a large quantity of ideas, products, or plans.	I	E	E	E	M
2.4.2 Flexibility The students will use flexibility to take a variety of possibilities or realms of thought or ideas.	I	E	E	E	M
2.4.3 Originality The student will use originality to generate unusual/unique responses of clever ideas.	I	E	E	E	M
2.4.4 Elaboration The student will use elaboration to embellish upon an idea.	I	E	E	E	M
2.5 Spontaneous Thinking The student will discover, view, and explore ideas/solutions in a different way using creative thought or divergent thought production.		I	E	E	M
2.6 Divergent Thinking (Scamper) The student will generate a variety of ideas using SCAMPER: Substitute, Adapt, Modify, Magnify, Minify, Put To Other Uses, Eliminate, Reverse, Rearrange.			I	E	M
2.7 Creative Problem Solving The student will define, illustrate, and justify the use of the steps in the Creative Problem Solving (CPS) process.			I	E	M
2.8 Creative Expression The student will demonstrate creative expression in a variety of ways.	I	E	E	E	M
2.8.1 Creative Writing The student will demonstrate creative expression through the writing process (prewriting, drafting, revision, proofreading, publishing).	I	E	E	E	M
2.8.2 Performing Arts The students will demonstrate creative expression through performing arts.	I	E	E	E	M
2.8.3Creative Arts The students will demonstrate creative expression through creative arts.	I	E	E	E	M
3. Communication Skills					
3.1 Speaking/Presentation Skills The student will transfer skills from reading, writing, and listening to speaking. They will establish, build and maintain a relationship with their audience.	I	E	E	E	M
3.2 Writing Skills The student will be able to effectively communicate through writing using the writing process (prewriting, drafting, revising, proofreading/editing, and publishing of a variety of products.)		I	E	E	M
3.3 Propaganda Techniques The student will experience, recognize, and identify the propaganda techniques.			I	E	M
3.4 Debating Skills The student will define and explain the terms proposition, affirmative, negative, status quo, proof, refute, cross-examine, case brief, evidence, and rebuttal.				I	M
4. Research					
4.1 Interdisciplinary Connections The student will apply interdisciplinary skills developed in the regular classroom in completing given or selected task.			I	E	M
4.2 Social Awareness The student will demonstrate understanding of local, regional, national, and world events in the news.	I	E	E	E	M

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
4.3 Scientific Research The student will demonstrate understanding of the scientific process by following the process in conducting research.		I	E	E	M
4.4 Historical Research The student will use research steps outlined above in analyzing and synthesizing information from history.			I	E	M
4.5 Descriptive Research The student will use research steps outlined above to locate information which provides new knowledge or understanding in a particular area.		I	E	E	M
4.6 Primary Research The student will use primary source documents in researching given or selected topics.			I	E	M
4.7 Research Skill Development The student will identify types of research investigation. They will propose and conduct a research plan by: identifying a research topic, developing questions relating to the topic, identifying resources, collecting and organizing data, presenting the findings, and evaluating the presentation.	I	E	E	E	M
4.8 Goal Setting The student will establish goals, timelines, and progress checks for conducting chosen research projects.	I	E	E	E	M
4.9 Independent Research The student will use research skills outlined above to conduct independent research, present findings to authentic audiences, and evaluate process.	I	E	E	E	M
5. Creative and Performing Arts					
5.1 Creative/Visual Arts The student will demonstrate an understanding and appreciation for the creative/visual arts.	I	E	E	E	M
5.1.1 Exposure to Visual Arts The student will research, compare, and critique periods of art and the works of a variety of artists.	I	E	E	E	M
5.1.2 Study of Components of Visual Arts The student will study the components of color and art in a variety of mediums.	I	E	E	E	M
5.1.3 Participation-Application The student will design and create artwork using a variety of mediums.	I	E	E	E	M
5.2 Performing Arts The student will demonstrate an understanding and appreciation for the performing arts.	I	E	E	E	M
5.2.1 Exposure to Performing Arts The student will view, summarize, and compare performing arts experiences.	I	E	E	E	M
5.2.2 Study of Components of Performing Arts The student will study and compare the components of performing arts.	I	E	E	E	M
5.2.3 Participation in Performing Arts Experiences The student will apply creative expression through performing arts experiences.	I	E	E	E	M
6. Life Skills					
6.1 Life Skills Training Experiences The student will investigate, analyze, and evaluate life skills training experiences.	I	E	E	E	M
6.1.1 Goal Setting The student will demonstrate understanding of setting goals, become familiar with the elements of effective goal setting, and complete a self-audit for goal setting.	I	E	E	E	M
6.1.2 Time Management The student will demonstrate time-management skills by setting goals for completion of projects and meeting deadlines.	I	E	E	E	M

6.1.3 Money Management The student will demonstrate money management skills through a variety of situations.	I	E	E	E	M
Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
6.1.4 Decision Making The student will outline, weigh, make final judgments, and defend decision.			I	E	M
6.2 Social Interaction The student will role-play and demonstrate understanding of appropriate rules of social interaction in given situations.		I	E	E	M
6.2.1 Etiquette The student will discuss, role-play, and apply rules of etiquette in a variety of situations.		I	E	E	M
6.2.2 Business Protocol The student will discuss, role-play, and apply knowledge of business protocol in simulations.				I	M
6.3 Work Ethic The student will demonstrate an understanding of behaviors necessary for success in the classroom and work place.	I	E	E	E	M
6.3.1 Perseverance/Task Commitment The student will discuss the characteristics of perseverance and demonstrate ability to persevere by completing chosen or given task.	I	E	E	E	M
6.3.2 Initiative The student will discuss and demonstrate initiative in a variety of situations.		I	E	E	M
6.3.3 Responsibility The student will discuss and demonstrate ability to work cooperatively as a member of a team.	I	E	E	E	M
6.3.4 Team Work The student will demonstrate ability to work cooperatively as a member of a team.	I	E	E	E	M
6.3.5 Integrity /Ethical Awareness The student will discuss characteristics and importance of integrity and ethical awareness in personal and professional relationships.				I	M
6.4 Participation/Application of life skills in real-life exploratory experiences	I	E	E	E	M
6.4.1 Simulations of real-life activities The student will participate in activities that simulate real-life in a variety of situations.	I	E	E	E	M
6.4.2 Real-life Problem Solving The student will identify and research a real-life problem, brainstorm possible solutions, predict consequences, select best alternative, develop a plan of action, and evaluate results.			I	E	E
7. Career Exploration					
7.1 Career Research The student will participate in career research and develop an awareness of career options, educational requirements, job descriptions, responsibilities, and potential income of a variety of careers.	I	E	E	E	M
7.2 Interviews of Individuals in a Variety of Careers The student will conduct interviews of individuals in various career fields.	I	E	E	E	M
7.3 Mentorships The student will participate in mentorships to provide career exploration experiences.			I	E	M
7.4 Internships The student will investigate internships to provide career exploration experiences.				I	M
8. Small/Large Group Dynamics The student will work collaboratively and effectively as a member of a team in small and large group settings.	I	E	E	E	M
8.1 Listening Skills The student will listen attentively and respond appropriately in small/large group activities.	I	E	E	E	M

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
8.2 Speaking Skills The student will interact appropriately in small/large group activities.	I	E	E	E	M
8.3 Goal Setting The student will contribute to setting goals as a member of a small/large group.	I	E	E	E	M
8.4 Interpersonal Relationships The student will develop the awareness of the human capacity to detect moods, temperaments, motivations, and intentions of others in a variety of activities.		I	E	E	M
8.4.1 Respect/Tolerance for Others Points of View The student will demonstrate respect/tolerance for the views of others.		I	E	E	M
8.4.2 Ethical Awareness The student will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/events/ideas in general.		I	E	E	M
8.4.3 Commitment to Convictions The student will demonstrate the ability to remain committed to convictions in the face of opposition and opinions of others.		I	E	E	M
8.4.4 Ability to Compromise In group situations, the student will demonstrate the flexibility to consider opinions of others and compromise for the good of the group.		I	E	E	M
8.4.5 Self-Discipline The student will demonstrate self-discipline and control in a group setting.		I	E	E	M
8.4.6 Risk-Taking The student will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.		I	E	E	M
8.4.7 Task Commitment The student will demonstrate the ability to stay with a task until completed.		I	E	E	M
8.5 Ability to Work Cooperatively as a Member of a Group The student will demonstrate the ability to work cooperatively as a contributing member of a group.		I	E	E	M
8.6 Leadership Skills The student will identify personal leadership traits, determine the appropriate leadership style needed for individual and whole group members, and effectively communicate to the group in order to accomplish the goal(s) or task.		I	E	E	M
8.7 Evaluation Skills The student will make a judgment regarding the merit or worth of an idea/object/activity using problem identification, criteria setting, verification idea testing, idea testing, and judgment.	I	E	E	E	M
9. Intra-personal Skills/Self-Directed Learning/Autonomous Learning					
9.1 Self-Assessment The student will identify interests, learning styles, and expression style preference and set personal learning goals.	I	E	E	E	M
9.1.1 Interest Identification The student will identify personal interest through use of various interest inventories.	I	E	E	E	M
9.1.2 Learning Styles The student will identify the characteristics of learning styles; assess, identify, and evaluate individual learning styles; and use alternative learning styles in a variety of situations.		I	E	E	M
9.1.3 Expression Style Preference The student will identify characteristics of expression styles, asses personal preferences, and use various methods of expression as final products.		I	E	E	M
9.1.4 Goal Setting The student will demonstrate understanding of setting goals, become familiar with the Elements of effective goal setting, and complete a self-audit for goal setting.	I	E	E	E	M

Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
9.2 Autonomous Learning The student will analyze individual interests, strengths and weaknesses, time-management and organization skills, to set goals, plan and monitor self-directed or autonomous learning.	I	E	E	E	M
9.2.1 Goal Setting The student will demonstrate understanding of setting goals, become familiar with the elements of effective goal setting, and complete a self-audit for goal setting.	I	E	E	E	M
9.2.2 Visualization The students will identify visual thinking components in a systematic way. They will visualize alternative techniques for arriving at solutions.			I	E	M
9.2.3 Organization Skills The student will demonstrate ability to organize task, evaluate and set priorities for task completion.	I	E	E	E	M
9.2.4 Self Discipline/ Task Commitment The student will demonstrate self-discipline and the ability to see a task to completion in a variety of situations.	I	E	E	E	M
9.2.5 Risk-Taking The student will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.		I	E	E	M
9.2.6 Problem Solving The student will identify and research a problem, brainstorm possible solutions, predict consequences, select best alternative, develop a plan of action, and evaluate results.			I	E	M
9.2.7 Decision Making The student will outline, weigh, make final judgments, and defend a decision using the components of decision-making: alternatives, criteria, weighting, decision, and reasons.			I	E	M
9.2.8 Ethical Awareness The student will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/events/ideas in general.		I	E	E	M
9.3 Independent Study The student will demonstrate the skill of being a self-directed learner by showing continuous progress on independently selected study project.	I	E	E	E	M
9.3.1 Topic Selection The student will select a topic for independent study based on identified interest.	I	E	E	E	M
9.3.2 Research Skill Development The student will identify a research topic, develop questions relating to the topic, identify resources, collect and organize data, present the findings, and evaluate the presentation.	I	E	E	E	M
9.3.3 Writing Skills The student will be able to effectively communicate through writing using the writing process (prewriting, drafting, revising, proofreading/editing, and publishing of a variety of products.		I	E	E	M
9.3.4 Use Technology The student will use various modes of technology as tools in projects to accomplish the goal of being a self-directed learner.	I	E	E	E	M
9.3.5 Speaking/Presentation Skills The student will transfer skills from reading, writing, and listening to speaking. They will establish, build and maintain a relationship with their audience.	I	E	E	E	M
Skills	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
10. Affective Skills/Self Awareness/ Personal Growth					
10.1 Interpersonal Relationships					

10.1.1 Social Awareness The student will demonstrate awareness of the needs and feelings of others in social situations.	I	E	E	E	M
10.1.2 Ethical Awareness The student will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/events/ideas in general.		I	E	E	M
10.1.3 Personality Styles The student will identify characteristics of personality styles and identify personal attributes.			I	E	M
10.1.4 Tolerance/Respect The student will demonstrate respect/tolerance for the views of others.		I	E	E	M
10.1.5 Decision Making The student will outline, weigh, make final judgments, and defend a decision using the components of decision-making: alternatives, criteria, weighting, decision, and reasons.			I	E	M
10.1.6 Risk-Taking The student will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.		I	E	E	M
10.1.7 Evaluation Skills The student will make a judgment regarding the merit or worth of an idea/object/activity using problem identification, criteria setting, verification idea testing, idea testing, and judgment.	I	E	E	E	M
10.2 Intrapersonal Skills					
10.2.1 Learning Styles The student will identify the characteristics of learning styles; assess, identify, and evaluate individual learning styles; and use alternative learning styles in a variety of situations.			I	E	M
10.2.2 Goal Setting The student will demonstrate understanding of setting goals, become familiar with the elements of effective goal setting, and complete a self-audit for goal setting.	I	E	E	E	M
10.2.3 Decision Making The student will outline, weigh, make final judgments, and defend a decision using the components of decision-making: alternatives, criteria, weighting, decision, and reasons.			I	E	M
10.2.4 Risk Taking The student will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.		I	E	E	M
10.2.5 Social/Emotional Development The student will address issues related to social emotional development.	I	E	E	E	M
10.2.6 Organization Skills The student will demonstrate ability to organize task, evaluate, and set priorities for task completion.	I	E	E	E	M
10.2.7 Self Discipline/Task Commitment The student will demonstrate self-discipline and the ability to see a task to completion in a variety of situations.	I	E	E	E	M
10.2.8 Coping Skills The student will demonstrate an understanding of coping skills in a variety of situations.	I	E	E	E	M
10.2.9 Stress Management The student will identify, practice, and evaluate stress management techniques.	I	E	E	E	M
10.2.10 Evaluation Skills The student will make a judgment regarding the merit or worth of an idea/object/activity using problem identification, criteria setting, verification idea testing, idea testing, and judgment.	I	E	E	E	M

I-Introduced Skill E-Extend Skill Development M-Master Use of Process Skill

Gifted Education Outcomes

I. Thinking Skills

a. Define and classify problems
b. Make connections and draw conclusions
c. Analyze information objectively and critically
d. Reflectively developing a relationship between facts and values
e. Differentiate beliefs and what is true from his/her understanding of what is logically and realistically possible

II. Creativity

a. Divergent thinking
b. Analogical thinking
c. Visualization
d. Attribute listing
e. Morphological analysis
f. Synectics
g. Intuitive thinking
h. Spontaneous thinking
i. Creative problem solving
j. Creative process in an appropriate manner to develop a workable solution(s)

III. Group Dynamics

a. As a leader:
   i. Select leadership style and effectively work with group members identifying group goals and objectives
   ii. Generate ideas for possible solutions
   iii. Develop strategies for obtaining acceptance or the solution(s)
   iv. Keeping the group on task
   v. Identifying ethical implications of the process and decision(s) of the group
   vi. Using effective communication skills
   vii. Appropriate interpersonal skills

b. As a member:
   i. Participate in selecting group goals and objectives
   ii. Generating ideas for the solution(s)
   iii. Using interpersonal skills

iv. Effective communication skills
v. Taking a stand for personal convictions
vi. Recognizing and pointing out to others in the group the ethical implications of the idea(s) being considered
vii. Effectively working toward the agreed upon goals and objectives of the group.

IV. Communication

a. Need to retrieve and/or disseminate information

V. Socio-Emotional Guidance and Counseling

a. Gifted students shall be provided differentiated guidance efforts to meet their unique socio-emotional development
b. Gifted students shall be provided with career guidance services especially designed for their unique needs.
c. Gifted students shall be provided with guidance and counseling to help them reach their potential
d. Gifted students shall be provided with affective curriculum in addition to differentiated guidance and counseling services.
e. Underachieving gifted students shall be identified and served rather than omitted from differentiated services.

Socio-Emotional Guidance and Counseling

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n. Gifted students shall be provided with affective curriculum in addition to differentiated guidance and counseling services.
o. Underachieving gifted students shall be identified and served rather than omitted from differentiated services.

VI. Professional Development

a. A comprehensive staff development program and materials shall be provided for all school staff involved in the education of gifted students.
b. Only properly endorsed personnel shall be involved in the gifted education program.

VII. Student Identification

a. District guidelines shall outline a coordinated, comprehensive, and coherent process for student referral and assessment in order to determine eligibility for gifted services.
b. All student identification procedures and instruments shall be based on best practices and research.
c. Written procedures for student identification shall include provisions for the informed consent, notification of results, student reassessment, and student exiting.
d. Student assessment instruments used to determine eligibility for gifted education services shall be selected based on the strengths of the individual student.

Instructional / Assessment Strategies

- ✓ Advanced Organizers
- ✓ Active Participation
- ✓ Activity Centers
- ✓ Addressing Special Needs students
- ✓ Addressing student learning styles
- ✓ Audiotape Readings
- ✓ Author's Chair
- ✓ Benchmark Testing
- ✓ Book Talks
- ✓ Brainstorming
- ✓ Case Studies
- ✓ Categorizing/Classifying
- ✓ Checking for Understanding
- ✓ Classroom Routines/Management
- ✓ Cloze Procedure
- ✓ Comparing Similarities and Differences
- ✓ Concept Attainment
- ✓ Concept Formation
- ✓ Concept Maps
- ✓ Connect to prior knowledge
- ✓ Considering Multiple Intelligences
- ✓ Cooperative Learning
- ✓ Cueing students
- ✓ Debates
- ✓ Demonstration
- ✓ Didactic Questions
- ✓ Differentiating Instruction
- ✓ Direct Instruction
- ✓ Drill and Practice
- ✓ Essays
- ✓ Expository,Narrative, & Persuasive Writing
- ✓ Feedback
- ✓ Field Trips
- ✓ Formative Assessments
- ✓ Four Corners
- ✓ Generating and Testing Hypotheses
- ✓ Graphic Organizers
- ✓ Guided Practice
- ✓ Hands-On Activities