



LEE'S SUMMIT R<sub>7</sub>



# LSR7

## GIFTED EDUCATION

### *HANDBOOK*

*[www.lsr7.org/departments/academic-services/gifted](http://www.lsr7.org/departments/academic-services/gifted)*

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# Introduction

## *Mission, Vision, & Beliefs*

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### **Mission:**

Our mission is to create and provide challenging opportunities for Lee's Summit students.

### **Vision:**

AIM (1-3), ASPIRE (4-5), and ACHIEVE (6-8) are respected as an integral component of Lee's Summit elementary and middle school gifted students' learning experience. We promote a multidisciplinary environment that challenges gifted students to attain their maximum potential. We encourage individual growth and expression. We honor students' gifts and talents

### **Beliefs:**

We believe gifted students need:

1. Opportunities to interact with their intellectual peers
2. An emotionally nurturing environment that encourages risk-taking, creativity, and flexible thinking
3. Authentic learning experiences and opportunities to develop 21st Century skills (critical thinking, collaboration, creativity, and communication)
4. Support and guidance to recognize, accept, enhance, and apply their gifts and talents

# Introduction

## *Who is the gifted learner?*

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### **Definition of Giftedness according to Missouri statutes:**

Gifted learners are defined in Section 162.675. RSMo as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

(see: <https://dese.mo.gov/media/pdf/intro-gifted-learners> )

### **Definition of Giftedness according to the National Association for Gifted Children:**

Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.

### **Student with gifts and talents:**

- Come from all racial, ethnic, and cultural populations, as well as all economic strata
- Require sufficient access to appropriate learning opportunities to realize their potential
- Can have learning and processing disorders that require specialized intervention and accommodation
- Need support and guidance to develop socially and emotionally as well as in their areas of talent

NAGC's definition of giftedness was developed from a white paper, [Key Considerations in Identifying and Supporting Gifted and Talented Learners](#), prepared by the NAGC 2018 Definition Task Force.

# Introduction

## *Traits of Giftedness*

Gifted students are diverse and unique. They come from all different cultural and economic backgrounds. Gifted students may also be twice exceptional, meaning that they have gifts as well as other disabilities. Gifted students learn differently and require educational experiences tailored to their unique attributes to help them reach their potential and grow. **Even though no gifted child exhibits traits in every area, this chart is helpful in understanding what traits a gifted child can show.**

### Traits of Giftedness

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction	Creativeness and inventiveness	Unusual emotional depth and intensity	Spontaneity
Interest in problem-solving and applying concepts	Keen sense of humor	Sensitivity or empathy to the feelings of others	Boundless enthusiasm
Voracious and early reader	Ability for fantasy	High expectations of self and others, often leading to feelings of frustration	Intensely focused on passions—resists changing activities when engrossed in own interests
Large vocabulary	Openness to stimuli, wide interests	Heightened self-awareness, accompanied by feelings of being different	Highly energetic—needs little sleep or down time
Intellectual curiosity	Intuitiveness	Easily wounded, need for emotional support	Constantly questions
Power of critical thinking, skepticism, self-criticism	Flexibility	Need for consistency between abstract values and personal actions	Insatiable curiosity
Persistent, goal-directed behavior	Independence in attitude and social behavior	Advanced levels of moral judgment	Impulsive, eager and spirited
Independence in work and study	Self-acceptance and unconcern for social norms	Idealism and sense of justice	Perseverance—strong determination in areas of importance
Diversity of interests and abilities	Radicalism		High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others)
	Aesthetic and moral commitment to self-selected work		Volatile temper, especially related to perceptions of failure
			Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted (7<sup>th</sup> ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

**Figure 1: Traits of Giftedness found on nagc.org**

# Introduction

## *Who is the gifted learner? - Bright vs. Gifted Chart*

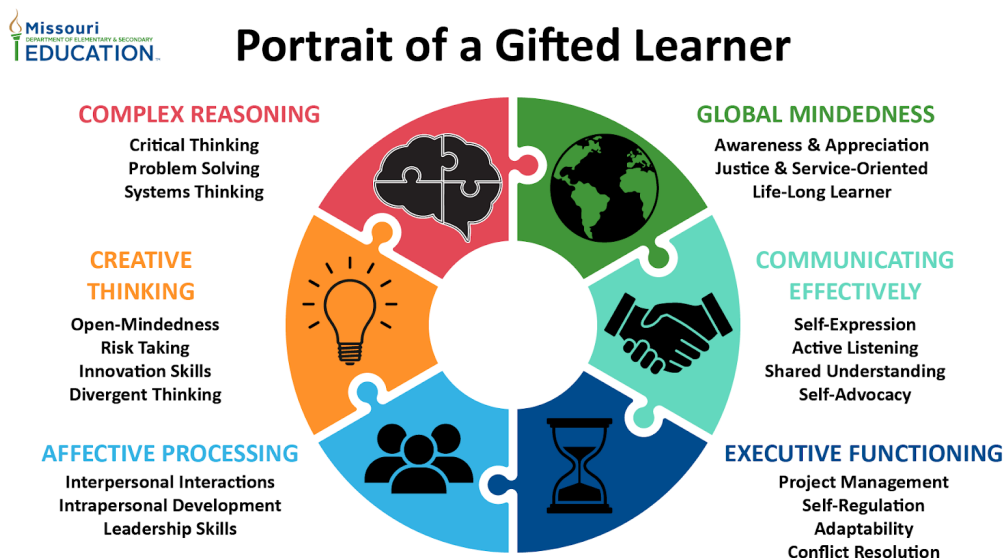
A Bright Child	A Gifted Learner
Knows the answer	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the question	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
Six to eight repetitions for mastery	One to two repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self Critical

Figure 2: - from Janice Szabos, Challenge Magazine, 1989, Issue 34

# Introduction

## *What is the gifted program?*

According to the Missouri Department of Elementary and Secondary Education gifted programming can be created to, “meet the needs of students whose needs are not met in existing school programs because of their precocious capacity and learning potential.” In **LSR7** we have created programs that will help gifted learners receive services to provide for their intellectual, social, and emotional development. Our teachers are specially trained and gifted certified. As curriculum and programming is developed for our learners we look at Missouri Department of Elementary and Secondary Education’s Portrait of a Gifted learner and the [Missouri Gifted Learner Outcomes](#) (MOGLOs).



**Figure 3:** MO DESE Gifted Education: [dese.mo.gov/quality-schools/gifted-education](https://dese.mo.gov/quality-schools/gifted-education)

Gifted programming provides gifted learners with the opportunity to come together with their intellectual peers for enrichment and so much more. **Gifted programming can provide:**

- A positive self-concept and understanding of strengths and weaknesses as a gifted learner
- Academic challenge and engagement
- Practice with social skills such as leadership, growth mindset, conflict resolution, and more
- Practice with 21st century skills like collaboration, communication, critical thinking, and creativity

# **Gifted Eligibility**

## ***Screening Procedure***

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### **Purpose:**

The purpose of screening is to find gifted students that might have specialized needs that need to be served outside the regular classroom. It is important that we look at the whole child and conduct a case study to see if a student has the characteristics of a gifted learner. LSR7's screening procedure is broken up into three stages. The whole process for grades 1st and 3rd begins in winter and ends in the spring. We start with a universal screening and then students who meet district requirements are moved on to additional testing. Parents are notified and must give permission for their student to move on to stage 2 testing. When all data is collected we inform parents of eligibility around the middle of May.

### **Stage 1: Universal Screening**

A universal screening is a brief, reliable, and valid assessment given to all students in a given grade level. In LSR7 all students in grade 1 and grade 3 are screened each year using the universal screener. This screener tests for general mental ability which reflects how kids think and not what they know. After we receive the results from our universal screening test, students that are eligible for additional testing are sent home with a letter informing parents that their child has met the criteria to move forward with further testing and parents will then need to sign a permission to test form.



## Stage 2: Further Data Collection - Case Study

As we conduct our case study, we follow MO DESE guidelines and we collect data for the following four areas.

1. General Mental Ability (GMA) - 95th percentile and above
2. Academic Achievement - 95th percentile and above
3. Creativity/Reasoning/Problem Solving Ability
4. Other Characteristics of Gifted

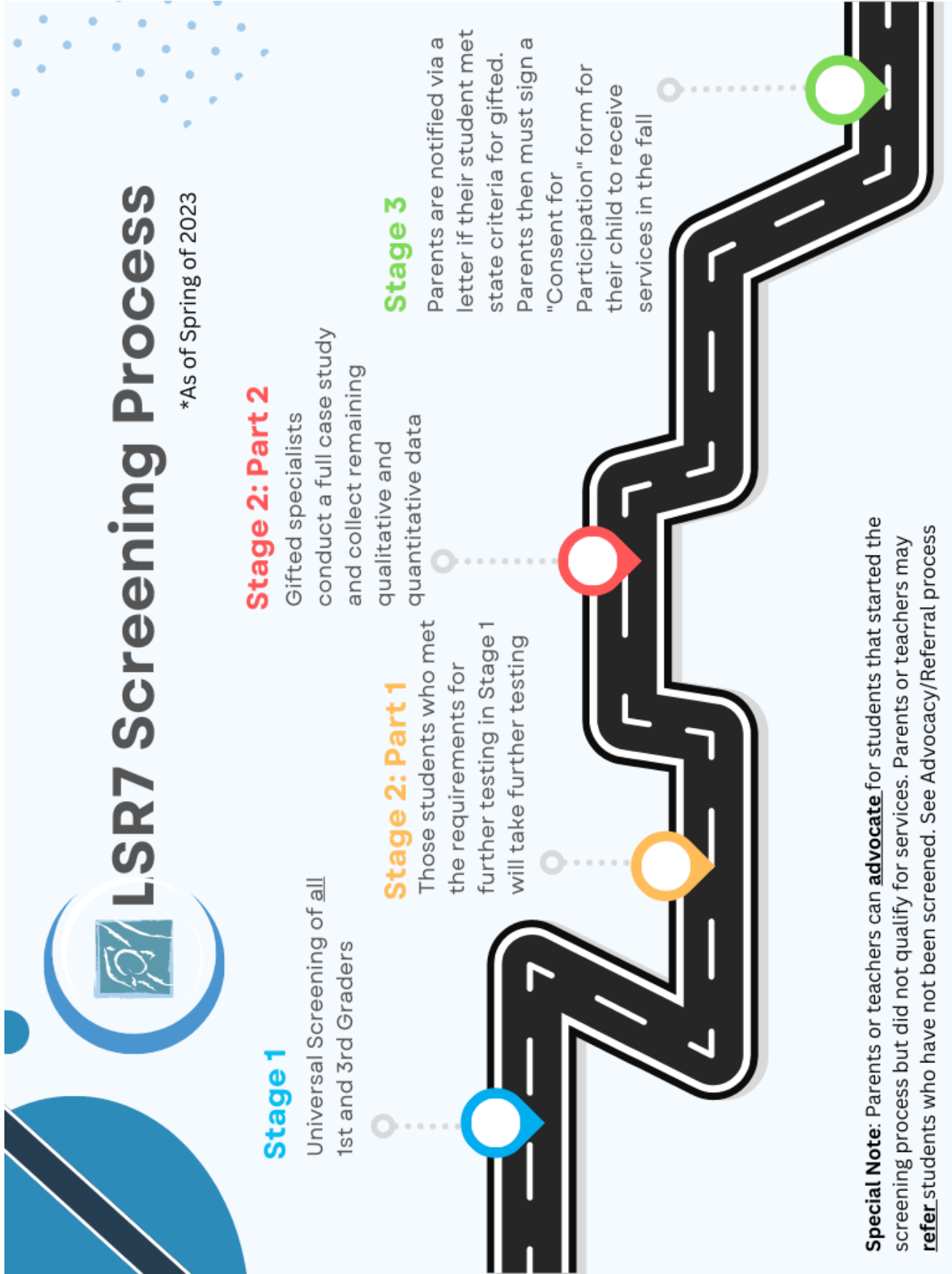
This data is collected through both quantitative measures (i.e. achievement testing, intelligence testing, etc.) and qualitative measures (i.e. classroom observations). Our goal is to look at the whole child and find if they exhibit traits of giftedness (**see Figure 1 for traits of giftedness**).

## Stage 3: Parent Notification

Students will need to meet requirements in three out of four areas to be eligible to receive gifted services. If students are found ***to meet state recommended criteria for the LSR7 gifted program***, they are eligible for gifted services. A letter is sent home informing parents of placement and parents will need to provide written consent to participate before their child may take part in gifted programming.

**See Figure 4** for a breakdown of our 3 Stage universal screening process

Figure 4: LSR7 Universal Screening Process



# Gifted Eligibility

## *Referrals and Advocacy*

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If your child/student is not in a grade level where they will be universally screened for the gifted program or they have already gone through screening and were not eligible, then they might be a candidate for a referral or advocacy.

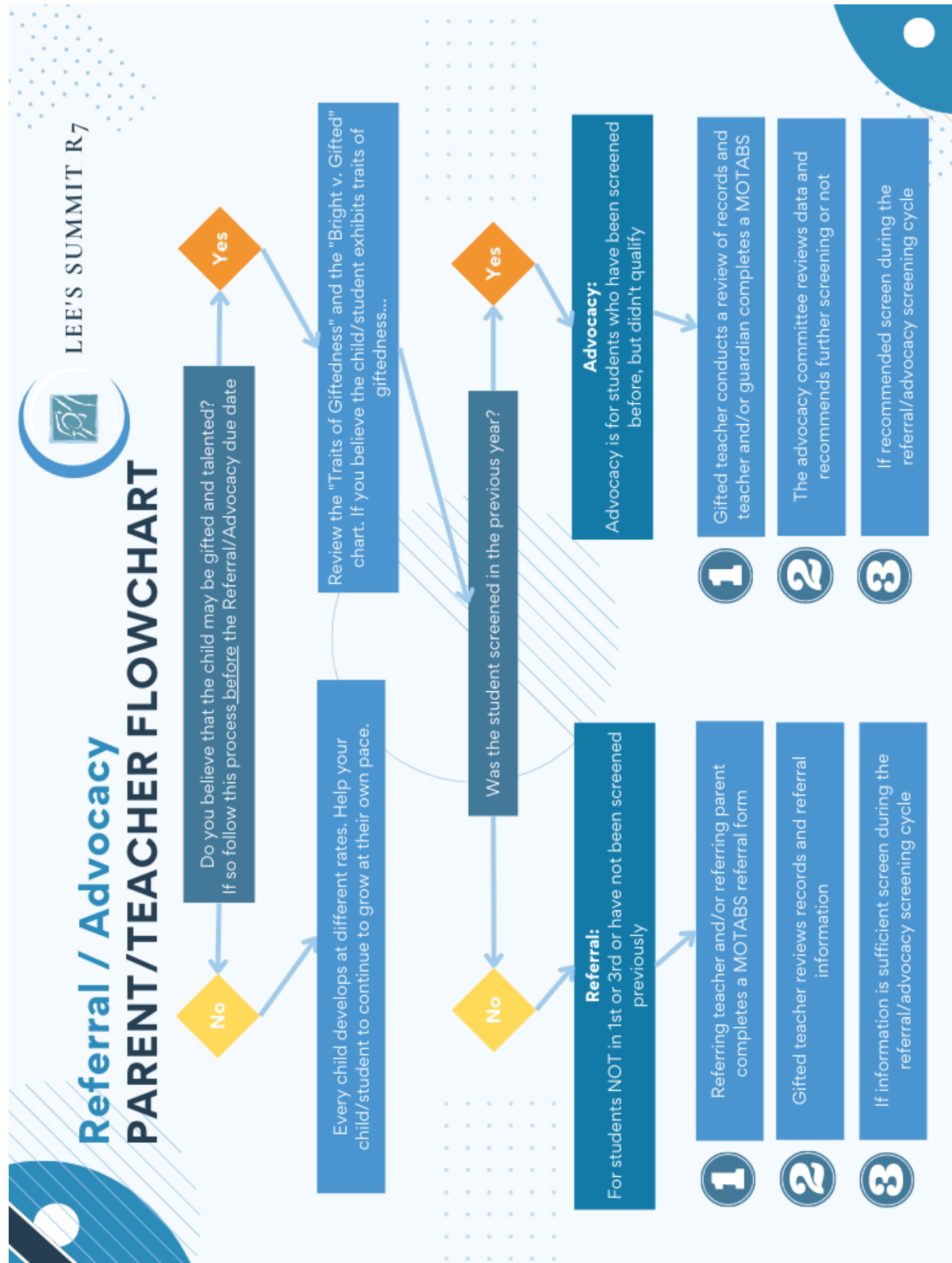
### **Definitions:**

- **Advocacy:** Parents and teachers can advocate for students that have started the gifted screening process, but did not qualify for services.
  - This is more of an **Appeals** process (see pg. 15 form mor information). You can advocate by appealing a previous decision because you feel like circumstances have changed.
  - Many parents or teachers advocate for a student because they have seen a significant change of circumstances (ie. change of testing conditions, personal life changes, etc.) or growth since previous testing
- **Referral:** Parents and teachers may also refer students to be tested for the gifted program if they were not screened in 1st or 3rd grade.
  - This is for students that move into the district and missed our district's screening process and/or were not screened in their previous district

For a referral or an advocacy case, it is important to understand the traits of giftedness (Figure 1) and the difference between Bright v. Gifted (Figure 2). If you feel like your child or student may be a good candidate for the gifted program, contact your child's teacher or the gifted specialist for the school to review the process.

**See Figure 5** on the next page to see the breakdown of the process for Referring or Advocating for your child to be tested for the gifted program.

Figure 5: Referral/Advocacy Flowchart



# Gifted Eligibility

## *Request for Review*

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### **Options if a student is not found eligible for Gifted:**

1. You can **appeal** through the LSR7 gifted “Advocacy Team”. This team ensures that the screening process is working efficiently and effectively. The team includes gifted teachers, a counselor, and administrators. Students that are taken to the advocacy team are students who were not identified through the screening process. The team meets to review the student’s data and looks for exceptionalities that may indicate giftedness. If the team decides to proceed, the student can go through the screening cycle.
  2. Parents/Guardians may request a review of that decision. Below is the excerpt in the board documents outlining our policy and procedure for this review.
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### ***Board Policy and Procedure for Parent/Guardian Request for Review:***

#### **Parent/Guardian Request for Review**

Parents/Guardians who receive notice that their student has not met the eligibility requirements to receive gifted services will be informed that they may request a review of that decision by contacting the teacher providing and coordinating gifted services for the school. If additional information is requested, parents/guardians may contact the administrator in the school the student attends or the district coordinator for gifted education. If the request is made to an administrator, the administrator will forward the request to the coordinator.

The coordinator will arrange a conference with the parents/guardians to explain the identification process used by the district, including benchmarks and standards used by the district to identify the students eligible for services.

The coordinator will provide the parents/guardians with information specific to their student, including the results of any testing, assessment or evaluation of the student, and will assist the parents/guardians in interpreting the results.

The coordinator is not permitted to discuss any information about other identifiable students but may share aggregated information, such as how many students were considered for the program and how many were accepted.

The coordinator will share information with the parents/guardians regarding any enrichment activities, clubs and student groups available to all students that, based on the student’s results, might be of interest to their student. The coordinator will also share information about the district options for student acceleration.

If, during the review, the coordinator identifies any error in the eligibility determination process that may have resulted in an incorrect determination, the coordinator will arrange to have the student reevaluated for eligibility. Otherwise, the initial eligibility decision will stand.

# Gifted Programs

## *1-5 Elementary Program*

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### **Overview:**

LSR7's elementary gifted program consists of AIM and ASPIRE. AIM is geared towards grades 1-3 and ASPIRE is for grades 4-5. Our gifted services are delivered through a Resource Room Teacher (RRT) model. According to DESE a RRT delivery system is where "100% of the teacher's time is spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are "pulled out" of the regular classroom for one or more sessions per week."

### **Services:**

Gifted students receive services provided by well trained certified specialists that work to challenge and support their gifts and talents. Students in AIM (grades 1-3) meet one time a week for 2.5 hours. Students in ASPIRE (grades 4-5) meet two times a week for a total of 5 hours. When building the schedule, the gifted teacher takes into account the building and grade level schedules and the number of students in each section. The gifted specialists work to build thematic units each year taking student choice into account while also focusing on the following.

### **Focus:**

- We provide real-world challenges through activities and contests. These contests and activities help to engage and challenge students to work together towards a common goal for an authentic audience.
- We provide opportunities to practice 21st century (or future ready) learning skills such as critical thinking, collaboration, communication, and creativity
- We provide opportunities using the Missouri Gifted Learner Outcomes (see pg. 14) to develop experiences that use complex reasoning, creativity, affective processing, and global mindedness

# Gifted Programs

## *Missouri Gifted Learner Outcomes*

Missouri has designed outcomes for gifted learners, MOGLOs. The portrait of a gifted learner is the foundation for the MOGLOs. This portrait includes six domains but the standards focus on the first 3 as “core domains” (**complex reasoning, creative thinking, and affective processing**). The other 3 domains, global mindedness, communicating effectively, and executive functioning are embedded within the 3 core domains.



### Portrait of a Gifted Learner



**The Missouri Gifted Learner Outcomes are aligned to the Missouri Show-Me Performance Standards:**

- Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze, and apply information and ideas.
- Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.
- Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

For more information See the document on <https://dese.mo.gov/media/pdf/missouri-gifted-learner-outcomes>

# Gifted Programs

## *Middle School Program*

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### **Overview:**

LSR7's middle school gifted program, ACHIEVE, consists of grades 6th through 8th. This program is in the form of the Special Class Teacher (SCT) model. DESE defines this model as 100% of the teacher's time being spent providing direct instruction designed to meet the academic and affective needs of identified gifted students who are assigned to the class.

### **Services:**

ACHIEVE provides gifted services for students through their Social Studies course. The course strives to combine the DESE grade level social studies standards and the National Association of Gifted Children (NAGC) standards. Currently we have a gifted teacher assigned to each of our 4 middle schools. This teacher provides the Social Studies course for gifted students for 6th-8th grade at his/her assigned middle school.

### **Gifted Focus:**

- Provide a rich curriculum content experience
- Meet the diverse needs of gifted learners
- Provide inquiry-based lessons and engaging historical simulations
- Include social-emotional (SEL) lessons with real world connections
- Provide critical thinking challenges

### **Curriculum Focus:**

<https://www.lsr7.org/in-depth/career-educational-planning-guide/middle-school-programming>

- 6th - World Geography
  - The study of world geography and cultures focuses on human and physical systems of the world's regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies.
- 7th - Ancient World History with Advanced Option
  - This course studies the development of civilizations in the ancient world. Content themes include government, religion/culture, geography, technology, social structures, economics and connections to current events.
- 8th - Early American History with Advanced Option
  - This course will survey our nation's early history from 1492 to 1890. The course is designed to provide an understanding of and appreciation for our national heritage.



# Gifted Programs

## *Acceleration*

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**Acceleration** is a form of gifted education that intervenes to move students, who are ready, through their educational programming at a faster rate than their peers.

**Acceleration according to DESE** “Acceleration contributes to a comprehensive gifted and talented program. Acceleration is not a replacement for gifted education services or programs, but is one tool in meeting the needs of gifted learners. It is possible that students might not qualify for a school’s gifted program but is suited for content acceleration in their area(s) of strength.”

There are **two types of acceleration and each have their own process in LSR7:**

- **Content-based / Subject matter acceleration** – This type of acceleration allows students to be placed in class for a part of the day in one or more content areas. The student may be either physically moving, or using higher-level curricular or study materials in their regular classroom. **(See Figure 6)**
- **Whole Grade acceleration** - This type of acceleration allows the student to be placed a year ahead of the current grade level in all content areas. The student may need to physically move to a new classroom. **(See Figure 7)**

### **LSR7’s Board of Education Policy for Acceleration:**

*The district will assist students in progressing academically in accordance with their capabilities. Acceleration refers to educational strategies that provide opportunities for students to more rapidly achieve their education goals. Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. Acceleration will not be used as a replacement for gifted education services or programs.*

*Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent, may choose to implement other types of acceleration as well.*

*When determining whether a student should be accelerated, the district will consider all available student assessment data, the student’s social and emotional maturity and the student’s academic strengths. Acceleration decisions shall be based on the best interest of the student.*

*Parents/Guardians or teachers who identify a student who may benefit from acceleration should contact an administrator in the student’s school for more information.*

**\*\*This policy does not refer to incoming kindergarten students wanting to advance to grade 1.**

## Acceleration: Single Subject Process

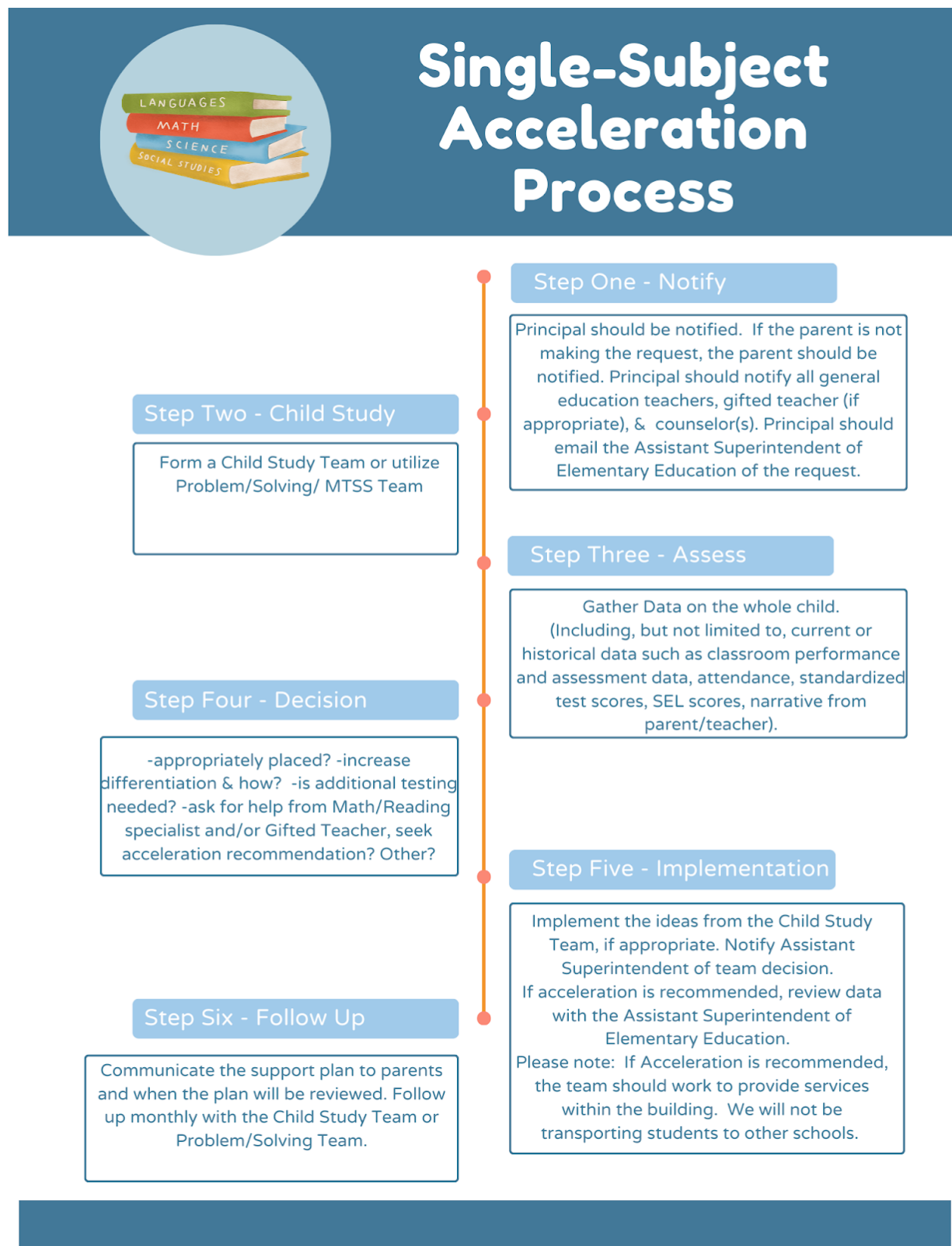


Figure 6: Content-based / Subject matter acceleration process

## Acceleration: Whole-Grade Process

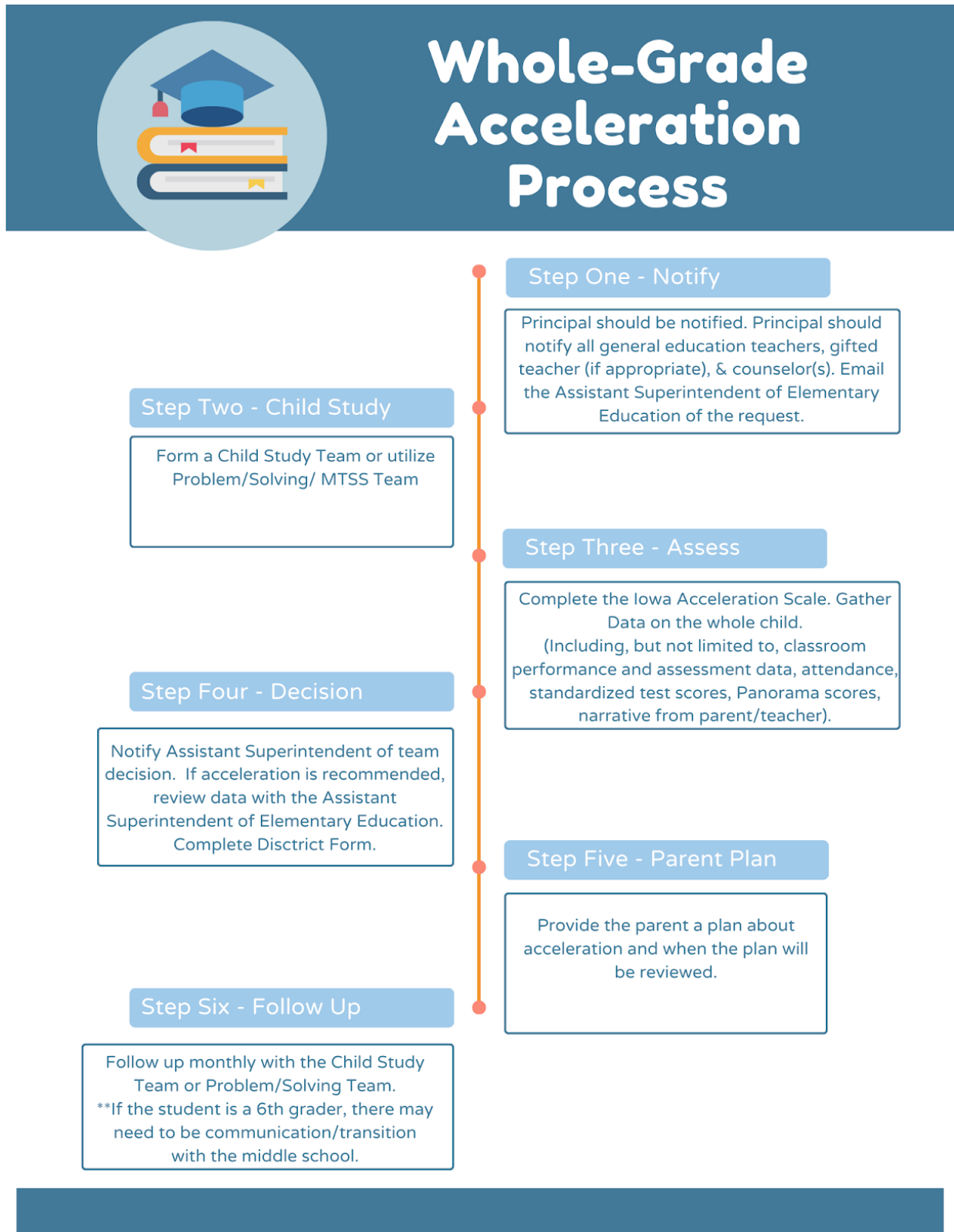


Figure 7: Whole Grade acceleration process

# Resources

## *For Parents and Teachers*

It is important to understand a gifted child's characteristics and intensities (Sisk, 2009) Finding resources and understanding who they are helps gifted students and the adults in their lives become better advocates.

### **Some Common Issues to look out for:**

- Intensity and Sensitivity
- Pressure to be extraordinarily intelligent (anxiety)
- Pressure to be perfect (perfectionism)
- Desire to be creative and unique, but fearing nonconformity
- Concerned with peer perception and making friends
- Complacency and Disengagement

(Colangelo, 2008, p. 424)

Gifted teachers and adult advocates are there to support gifted students as they discover who they are and how they contribute and grow. Below are some excellent resources for parents and teachers.

### **Resources for Parents:**

**from NAGC** <https://dev.nagc.org/resources-publications/resources-parents>

Topic:	Resource:
<b>Giftedness:</b> Understand what giftedness is and what it is not. Gifted students can have different strengths and weaknesses. Knowledge helps to avoid putting unwarranted pressure on a student. As students grow and develop from early childhood on they will need adults surrounding them to support their development.	<ul style="list-style-type: none"><li>● Talking with your child: <a href="https://tinyurl.com/ywywhah5">https://tinyurl.com/ywywhah5</a></li><li>● Gifted 101: <a href="https://tinyurl.com/2s734wth">https://tinyurl.com/2s734wth</a></li><li>● Early Childhood: <a href="https://tinyurl.com/3mry2h3m">https://tinyurl.com/3mry2h3m</a></li></ul>
<b>Self Advocacy:</b> Understanding the nature of giftedness is the first step in you and your child becoming an advocate for what your child needs.	<a href="https://tinyurl.com/35ftzy6c">https://tinyurl.com/35ftzy6c</a>

<p><b>Creativity:</b> Curiosity, creative thinking, and imagination are an important part of a child's development. Learn how to nurture these traits at home.</p>	<a href="https://tinyurl.com/bdfybscz">https://tinyurl.com/bdfybscz</a>
<p><b>Twice Exceptional Students:</b> Sometimes these students are referred to as "2e" because they have two exceptionalities. Just like other gifted students they can be highly talented, but sometimes their disability masks those talents.</p>	<a href="https://dev.nagc.org/resources-publications/resources-parents/twice-exceptional-students">https://dev.nagc.org/resources-publications/resources-parents/twice-exceptional-students</a>
<p><b>Enrichment:</b> Afterschool enrichment programs can help your child develop in their certain areas of interest. These programs are great ways for students to explore their intense interests.</p>	<a href="https://cdn.ymaws.com/nagc.org/resource/collection/27605B2-700D-4F8B-9181-F81C5ACAFF30/NAGC-TIP_Sheets-Enrichment.pdf">https://cdn.ymaws.com/nagc.org/resource/collection/27605B2-700D-4F8B-9181-F81C5ACAFF30/NAGC-TIP_Sheets-Enrichment.pdf</a>
<p><b>Nurturing Gifted African American Children</b> "Knowing the hurdles gifted African American children may face is the best way for parents to ensure positive academic and social experiences for their children in school."</p>	<a href="https://cdn.ymaws.com/nagc.org/resource/collection/27605B2-700D-4F8B-9181-F81C5ACAFF30/NAGC-TIP_Sheet-Nurturing_Gifted_African_American_Children.pdf">https://cdn.ymaws.com/nagc.org/resource/collection/27605B2-700D-4F8B-9181-F81C5ACAFF30/NAGC-TIP_Sheet-Nurturing_Gifted_African_American_Children.pdf</a>
<p><b>Acceleration:</b> Some gifted students excel academically and progress faster than their peers. This may or may not be a good fit. See our districts acceleration policy</p>	<a href="https://cdn.ymaws.com/nagc.org/resource/collection/27605B2-700D-4F8B-9181-F81C5ACAFF30/NAGC-TIP_Sheet-Acceleration.pdf">https://cdn.ymaws.com/nagc.org/resource/collection/27605B2-700D-4F8B-9181-F81C5ACAFF30/NAGC-TIP_Sheet-Acceleration.pdf</a>
<p><b>Perfectionism:</b> Students develop high achievement expectations through unchallenging work or through how peers and teachers treat them. Either way, students can develop anxiety due to perfectionism pressures.</p>	<a href="https://cdn.ymaws.com/nagc.org/resource/collection/1A7A020E-2678-4FE3-9DDD-1452520DA6C5/NAGC-TIP_Sheet-Perfectionism.pdf">https://cdn.ymaws.com/nagc.org/resource/collection/1A7A020E-2678-4FE3-9DDD-1452520DA6C5/NAGC-TIP_Sheet-Perfectionism.pdf</a>
<p><b>Making Friends</b> With intense interests and love for complex and elaborate things, sometimes it is hard for gifted children to connect with their peers.</p>	<a href="https://cdn.ymaws.com/nagc.org/resource/collection/1A7A020E-2678-4FE3-9DDD-1452520DA6C5/NAGC-TIP_Sheet-Making_Friends.pdf">https://cdn.ymaws.com/nagc.org/resource/collection/1A7A020E-2678-4FE3-9DDD-1452520DA6C5/NAGC-TIP_Sheet-Making_Friends.pdf</a>
<p><b>Asynchronous Development</b> Sometimes a student can grow exponentially in one area but lack in another. This development is uneven.</p>	<a href="https://cdn.ymaws.com/nagc.org/resource/collection/1A7A020E-2678-4FE3-9DDD-1452520DA6C5/NAGC-TIP_Sheet-Asynchronous_Development.pdf">https://cdn.ymaws.com/nagc.org/resource/collection/1A7A020E-2678-4FE3-9DDD-1452520DA6C5/NAGC-TIP_Sheet-Asynchronous_Development.pdf</a>

# Resources









## *For Parents and Teachers*

### Resources for Educators:

Topic:	Resource:
<p><b>Serving Gifted and Talented Learners:</b></p> <p>It's important to look at the whole child and what they might need. Some gifted children need more help in one area or another.</p>	<ul style="list-style-type: none"> <li>• <b>NAGC Resources for Educators:</b> <a href="https://dev.nagc.org/resources-publications/resources-educators">https://dev.nagc.org/resources-publications/resources-educators</a></li> <li>• <b>Serving the Whole Gifted Child:</b> <a href="https://cdn.ymaws.com/nagc.org/resource/collection/77FOAE22-8EEA-4FAE-A9FB-908FC648A382/NAGC-TIP_Sheet-Whole_Gifted_Child.pdf">https://cdn.ymaws.com/nagc.org/resource/collection/77FOAE22-8EEA-4FAE-A9FB-908FC648A382/NAGC-TIP_Sheet-Whole_Gifted_Child.pdf</a></li> </ul>
<p><b>Missouri Department of Elementary and Secondary Education:</b></p> <p>DESE has information about gifted programming within our state.</p>	<ul style="list-style-type: none"> <li>• Programming Guidelines: <a href="https://dese.mo.gov/media/pdf/gifted-education-program-guidelines-o">https://dese.mo.gov/media/pdf/gifted-education-program-guidelines-o</a></li> <li>• Gifted Certification: <a href="https://dese.mo.gov/media/pdf/gifted-certification-requirements">https://dese.mo.gov/media/pdf/gifted-certification-requirements</a></li> <li>• Gifted Learner Outcomes: <a href="https://dese.mo.gov/media/pdf/missouri-gifted-learner-outcomes">https://dese.mo.gov/media/pdf/missouri-gifted-learner-outcomes</a></li> </ul>
<p><b>21st Century Learners</b></p> <p>Teachers using collaboration, communication, critical thinking and creativity create authentic, engaging, real-world experiences that help challenge and push students. These are sometimes referred to as “Future Ready” skills.</p>	<ul style="list-style-type: none"> <li>• <a href="https://renzullilearning.com/en/Menus/22-21st-century-learning-skills">https://renzullilearning.com/en/Menus/22-21st-century-learning-skills</a></li> <li>• <a href="https://www.aeseducation.com/blog/what-are-21st-century-skills">https://www.aeseducation.com/blog/what-are-21st-century-skills</a></li> </ul>
<p><b>Depth and Complexity</b></p> <p>The Depth and Complexity framework is a set of tools that allow teachers to differentiate for any grade level or content area (Van Gemert, 2022)</p>	<ul style="list-style-type: none"> <li>• Depth and Complexity introduction for teachers: <a href="https://www.byrdseed.com/introducing-depth-and-complexity/">https://www.byrdseed.com/introducing-depth-and-complexity/</a></li> <li>• Gifted Guru: Depth and Complexity Framework: <a href="https://www.giftedguru.com/why-i-love-depth-and-complexity/">https://www.giftedguru.com/why-i-love-depth-and-complexity/</a></li> </ul>

## Resource: *Myths vs. Reality*

# Let's compare Myths v. Reality of Gifted

Myth	Reality of Gifted
 All gifted kids are the same.	 There is no more diverse group than a gifted group. Their gifts and talents and struggles vary (Reis, 2009 )
 All gifted students do well academically and don't struggle	 Gifted programs are designed to meet student needs. Some perform and achieve at high levels, but some struggle academically, social and emotionally (Gifted education programming guidelines)
 Gifted students don't need extra help	 Research shows that gifted students need specialized guidance and support to meet their potential. Without help and support of their specific needs, they can become disengaged which leads to a dislike for school and low achievement
 Gifted students do not have unique Social and Emotional needs	 Actually, characteristics that come with giftedness like intensity and sensitivity can cause students to need extra support in this area. Some gifted students develop asynchronously, meaning at an uneven rate. Also sometimes giftedness may "co-occur with one or more learning disabilities"(Peterson, 2009) All of these intricacies can lead to frustration and more if left unsupported

For more Myths visit: NAGC's website - <http://nagc.org.442elmp01.blackmesh.com/myths-about-gifted-students>

# FAQ

## *Frequently Asked Questions*

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- **What is the difference between screening and referral?**
  - See pages 7-12 about our process
  - Our universal screening is done for all students in grades 1st and 3rd.  
Referrals are done for students who have missed the screening. The advocacy process is done for students screened before, but circumstances have changed enough to expect different results.
- **What does it mean if my child does not make it into the gifted program?**
  - It is important to understand that your child did not fail. The gifted program is there to serve the needs of a specialized group of students that need those services.
  - Refer to the Bright v. Gifted chart on page 5. Students can be very bright, but not gifted and that is ok too.
- **I am interested in having my child evaluated for gifted services. What do I do?**
  - If your child is in grades 1 or 3 they will have the opportunity to be screened with everyone during those years.
  - If your child has just moved into the district and has missed the screening, contact your child's teacher and the school's gifted specialist in the fall to talk about the process.
- **My child was in the gifted program at another school. What should I do?**
  - Please let your school secretary and your child's teacher know. You can always reach out to that school's gifted specialist. Once the gifted specialist knows, he or she will reach out to the previous school for your child's data and we will let you know if they meet the requirements for our gifted program.
- **What gifted services are offered?**
  - See pages 13-18 for more details
  - Our elementary program is a RRT model and our middle school program is a SCT model. We provide extra challenge, enrichment, and social/emotional learning opportunities
  - We also have an acceleration opportunity. See pages 15-17 for our in-depth process.
- **Who do I contact if I have questions regarding gifted education?**
  - **First** contact your child's regular classroom teacher and she can put you in contact with the gifted specialist. It is important to let him or her know you are interested so they can be the best advocate for your child at the school.
  - **Then** contact your elementary school's gifted specialist. See the contact information (pg. 24) for email addresses and assigned schools.



# Contact Information

## *District Gifted Staff*

### Director of Assessment and Data Analysis:

Stansberry Leadership Center  
301 NE Tudor Rd, Lee's Summit, MO 64086

**Email:**

**Phone:**

### 2022-23 Gifted Staffing:

Teacher	Email	Home School	2nd School	3rd School
Angela McClain	angela.mcclain@lsr7.net	LSE	SVE	SPE
Julie Coram	julie.coram@lsr7.net	GWE	RHE	
Kristina Holland	kristina.holland@lsr7.net	MAE	TRE	
Lisa Cohen	lisa.cohen@lsr7.net	HHE	WVE	
Michelle Humphrey	michelle.humphrey@lsr7.net	HPE	MLE	
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Tracy Dick	tracy.dick@lsr7.net	SLMS		

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