

TARGET

**Together we're Achieving and
Reaching our Goals and Enriching
our Talents!**



Gifted Program Handbook

Grades K-12

Holden R-III School District

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Table of Contents

<u>Title</u>	<u>Page</u>
Introduction	3
Characteristics of Gifted Students	4
Gifted Identification Process	5
TARGET Program Services	6
Resources for Parenting Gifted Children	7

Introduction

What is Giftedness?

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.

It is difficult to estimate the absolute number of gifted children in the U.S. and the world because the calculation is dependent on the number of areas, or domains, being measured and the method used to identify gifted children. However, many consider children who are in the top 10 percent in relation to a national and/or local norm to be a good guide for identification and services.

It is important to note that not all gifted children look or act alike. Giftedness exists in every demographic group and personality type. It is important that adults look hard to discover potential and support gifted children as they reach for their personal best.

-adapted from *National Association of Gifted Children*, 2021.

Characteristics of Gifted Students

- **Advanced Language**
Displays an advanced vocabulary and an ability to use more complex language effectively in a variety of situations; naturally uses similes, metaphors, and analogies to express relationships.
- **Analytical Thinking**
Ability to discern components of a whole; strives to determine relationships and patterns in procedures, experiences, ideas, and/or objects. The student may not be "organized", yet enjoys organizing and planning events and procedures.
- **Meaning Motivated**
Shows curiosity and an inner drive for thorough, independent understanding; asks penetrating, intellectual questions and demonstrates an extensive memory.
- **Perspective**
Displays an ability to understand and incorporate unexpected or unusual points of view through oral language, writing, manipulative and/or art.
- **Sense of Humor**
Demonstrates understanding of higher levels of humor and application of a finely developed sense of humor, either through the production of original jokes, riddles, puns, or other humorous effects or through understanding the subtle humor of others.
- **Sensitivity**
Intensely sensitive to the needs of others, demonstrates a strong sense of justice and sets high standards for self and others.
- **Accelerated Learning**
Demonstrates mastery and an ability to learn and understand material and concepts beyond the facts and knowledge typical and expected for that age group.

-adapted from *Kingore Observation Inventory* by Bertie Kingore, 1993.

Gifted Identification Process

Universal Screener:

All elementary and middle school students take the i-Ready Diagnostic test three times each year (fall, winter, and spring), with the exception of kindergarten students, who do not take the fall test. Students who have a national norm score at the 90th percentile or above in both Reading and Math are further evaluated for TARGET, with parent/guardian permission.

Further Evaluation:

After passing the universal screener, students must then meet selection criteria in three of the four areas described below in order to qualify for placement.

- General Mental Ability
 - Kaufman Brief Intelligence Test Composite, Verbal, or Nonverbal scale score of 125 or higher within the 95th percent confidence interval
- Academic Ability
 - i-Ready Diagnostic national norm score of 95th percentile or higher in either Reading or Math
- Creativity Reasoning and Problem Solving Ability
 - CogAT Nonverbal Battery national norm score of 90th age percentile rank or higher
- Documented Evidence of Exceptional Performance
 - MAP score of Advanced (in ELA or Math) or Classroom Teacher Referral Form

Parent/Guardian Request for Review:

If a student does not meet the selection criteria for placement in the district's gifted program, parents/guardians may request a review of the decision by contacting the district's gifted coordinator or an administrator in the school the student attends. If the request is made to an administrator, the administrator will forward the request to the coordinator.

Transfer Students

Do transfer students qualify?

To qualify for TARGET, a transfer student must meet or exceed the selection criteria outlined by our Gifted Identification Process. If the student participated in a gifted program in another district, the areas addressed by the former program must be similar to those addressed by TARGET. In addition, both the student and parents must agree to placement.

TARGET Program Services

- Students meet onsite 2 ½ hours each week.
- Program is part of the curriculum for students identified as gifted.
- Students participate in activities that promote critical and creative thinking skills.
- Most activities focus on higher levels of Bloom's Taxonomy.
- Examples of these activities include:
 - Weighing In
 - Current events are often used to allow students to formulate and express their individual opinions about the event being discussed.
 - Cooperative Stories
 - Each student chooses a story title and begins writing a story. At the end of five minutes each student passes his or her story to the person on the right. This continues until every student has written a part of each story. Finally each person reads the finished story that he or she started.
 - Photo Search
 - Students are shown historical pictures. Using clues from the photos they search online to find answers to specific questions about each picture. Examples: celebration of the final spike being driven in the transcontinental railroad, the San Francisco earthquake and fire, the first Russian dog sent into space, etc.
 - Where in the World Is This?
 - Students are shown pictures of buildings, monuments, ancient ruins, geological formations, etc., from locations around the world. They search to determine the city/country where the site is located and answer questions about the site.
 - What Would You Choose? Why?
 - Two situations are presented to students. Examples: Would you rather be a garbage collector or work at a nuclear power plant? Would you rather live in Antarctica or in the Sahara Desert?
 - Logic Puzzles
 - Students work to solve different types of logic puzzles including toothpick puzzles, coin puzzles, sequencing puzzles, etc.
 - Weekly Vocabulary
 - Students participate in a vocabulary building activity. The SAT vocabulary list is the primary source of words for the activities.
- Projects are often student selected and independent.
- Sometimes students participate in academic contests/competitions.

Resources for Parenting Gifted Children

- **Websites**
 - nagc.org
- **Gifted Association of Missouri**
 - mogam.org
- **Hoagies' Gifted Education Page**
 - hoagiesgifted.org
- **101 Success Secrets for Raising Gifted Kids: The Ultimate Handbook**
 - by: Christine Fonseca
- **The Survival Guide for Gifted Kids (Ages 10 and Under)**
 - by: Judy Galbraith M.A
- **The Gifted Teen Survival Guide: Smart, Sharp, and Ready for (Almost) Anything**
 - by: Judy Galbraith M.A. and Ph.D. Jim Delisle