

PROGRAM GOALS

The purpose of CLUE is to:

- Enrich the curiosity and build the talents of each student who is achieving above grade level
- Advance their intellect through rigorous discussion, academic pursuits, character building, and small-group instruction with their intellectual peers
- Develop the creativity and critical thinking that will promote the love of life-long learning
- Provide a safe atmosphere for intellectual risk-taking and productive struggle
- Build lasting relationships with intellectual peers and promote a sense of community and acceptance for those who are different in any way
- Establish the gifted teacher as a mentor and guide who creates a learning environment that is student-centered
- Provide real-world experiences through the use of the CLUE strategies which enable the students to become productive citizens
- Challenge and prepare students for post-secondary opportunities for leading global advancement in the 21st century



WHAT IS CLUE?

CLUE (Creative Learning in a Unique Environment) is the gifted and talented program in Shelby County Schools. Since its inception in 1970, the program has expanded to include over 5,000 students in preschool to high school. The foundation of the CLUE program is a differentiated curriculum with these key characteristics:

- Intellectually challenging learning experience
- Learning based on characteristics, needs, abilities, and interests rather than on a pre-determined curriculum
- Activities requiring abstract thought and higher-level thinking processes
- Time for in-depth inquiry, active exploration, and discovery
- Extensive opportunities to develop and apply creative and critical thinking skills
- High expectations for independence and task persistence
- An emphasis on developing self-understanding and self-evaluation
- Opportunities to acquire and demonstrate leadership abilities

CLUE

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.

EXCEPTIONAL CHILDREN

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CLUE STRATEGIES/SKILLS

1. **CREATIVE PROBLEM SOLVING** – Students work individually or in groups to solve actual or hypothetical problems using a systematic approach that consists of four steps: think, evaluate, decide, and act.
2. **BRAINSTORMING** – This technique promotes the development of divergent thinking and fluency whether it's used independently or as a preliminary activity for problem solving, creative assignments, or group discussions.
3. **BRAINTEASERS - LOGICAL THINKING** – These activities provide a stimulating challenge to think logically, critically, and creatively in order to discover an answer when working puzzles, considering questions, or solving problems. Some types of brainteasers are logic puzzles, cryptoquizes, quotation puzzles, timeless timelines, hink-pinks, etc...
4. **RESEARCH** – Research is a tool for building knowledge, understanding issues, testing the validity of claims, and improving literacy skills. Students hypothesize, gather information from a variety of sources, evaluate sources, discern the relevant facts, organize information, and summarize findings into creative, informative products.
5. **GROUP DYNAMICS** – Learning to work effectively in a group is part of life in school, in a career, or in the community.
6. **INTROSPECTION** — This is a continual process where students identify, express, and compare their ideas, opinions, and feelings.

7. **CRITIQUE** – Critique is a means of self-evaluation where students identify the purpose of an activity and the strategies utilized, recall newly learned facts, identify strengths and areas to improve, and evaluate their overall participation and performance at the completion of an activity or unit of study.
8. **VISIBLE THINKING ROUTINES** — Harvard's Project Zero's visible thinking routines are used to enrich learning, engage students, and foster their intellectual development. These routines make students' thinking visible to themselves and others so they can improve it.
9. **REGIONAL EXPLORATIONS** — The CLUE classroom is not confined to the building. There is always hands-on learning connected to our travel, so regional explorations are a vital part of our curriculum.

DELIVERY MODELS

Methods and strategies used within the CLUE curriculum emphasize the belief that gifted and academically talented students must be active participants in their own learning. The CLUE teacher functions as a facilitator, guide, and confidant. Services for gifted and academically talented students are provided through a variety of models:

- **PreK CLUE Program** — Special education direct gifted service provided by a special education gifted teacher in two sessions per week, five hours total, for students who meet the Tennessee intellectually gifted criteria.

- **CLUE Enrichment Pullout, K-3** – Direct gifted service provided by a special education gifted teacher in two sessions per week, five hours total, one morning and one afternoon for academically students. Academically talented students are identified using local criteria (no IEP or Individual Education Program).
- **CLUE Gifted Pullout, 3-5** – Special education direct gifted service provided by a special education gifted teacher in two sessions per week, five hours total, one morning and one afternoon for students who are both academically gifted and intellectually gifted. These students are identified using the Tennessee Intellectually Gifted Criteria (IEP).
- **CLUE Reading/English Classes, 6-9** — Special education direct gifted service provided by a special education gifted teacher on a daily basis during reading/English classes.
- **Consultation** — Special education direct gifted service to students provided by a special education gifted teacher in grades 6—12 as determined by the IEP team.

