

APPROVED  
UNION COUNTY SCHOOL BOARD

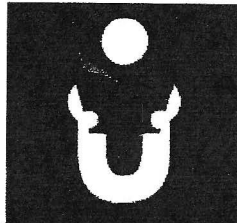
08/06/18  
KB

# Union County School District

## Gifted Education Program (L.I.N.K.)

### Instructional Management Plan

2018 - 2019



#### UNION COUNTY SCHOOL DISTRICT

250 CARTER AVE. | P O BOX 939 | NEW ALBANY, MS 38652  
PHONE: 662-534-1960 | FAX: 662-534-1961

*Building The Future One Child At A Time*

#### EAST UNION ATTENDANCE CENTER    INGOMAR ATTENDANCE CENTER

1548 State Highway 9 | Blue Springs, MS 38828  
Phone: 662-534-6920 | Fax: 662-534-6542

1384 County Road 101 | New Albany, MS 38652  
Phone: 662-534-7680 | Fax: 662-534-3674

#### MYRTLE ATTENDANCE CENTER    WEST UNION ATTENDANCE CENTER

1008 Hawk Avenue | Myrtle, MS 38650  
Phone: 662-988-2416 | Fax: 662-988-2001

1610 State Highway 30 West | Myrtle, MS 38650  
Phone: 662-534-6745 Fax: 662-534-6716

Updated April 2017

## Table of Contents

ART 1: Introduction and Overview .....	4
Instructional Management Plan .....	5
Mission Statement.....	5
Definition of “Intellectually Gifted” .....	5
Philosophy.....	5
Goals and Objectives .....	5
LINK Goals and Objectives .....	6
Correlation of Curriculum Strands .....	9
Sample Vehicles for Delivery of the Gifted Curriculum: .....	10
Teaching Methodologies and Strategies .....	10
PART 2: The Curriculum Strands.....	11
Thinking Skills: Definition .....	12
Thinking Skills: Outcomes .....	12
Thinking Skills (TS): Scope & Sequence .....	14
Thinking Skills: Sample Resources .....	15
Creativity: Definition .....	16
Creativity: Outcomes .....	18
Creativity (CR): Scope & Sequence .....	20
Creativity: Sample Resources .....	21
Information Literacy: Definition.....	22
Information Literacy: Outcomes.....	22
Information Literacy (IL): Scope & Sequence.....	23
Information Literacy: Sample Resources.....	24
Success Skills: Definition .....	25
Success Skills: Outcomes .....	26
Success Skills (SS): Scope & Sequence.....	28
Success Skills: Sample Resources .....	30
Affective Skills: Definition .....	31
Affective Skills: Outcomes .....	31
Affective Skills (AS): Scope & Sequence .....	32
Affective Skills: Sample Resources .....	33
Communication Skills: Definition .....	34
Communication Skills: Outcomes.....	34
Communication Skills (CM): Scope and Sequence.....	36
Communication Skills: Sample Resources.....	38
Part 3: Information, Regulations, & Recommendations .....	39
50 Essential Links for the Parents of Gifted Children.....	40
Search Engines on the Web .....	44
Career Exploration: What are you interested in? .....	45
COLLEGE PLANNING INTERNET RESOURCES FOR GIFTED STUDENTS & PARENTS.....	47
Mississippi Colleges .....	47
Mississippi Community Colleges .....	47
College Financial Aid.....	48
Study Skills.....	49
Career Exploration .....	49
State Law and Mississippi Department of Education Gifted Program Regulations.....	50
See Appendix A for link to full Gifted Program Regulations.....	50

Identification: Intellectually Gifted.....	51
Referral Process:.....	51
Referral Criteria:.....	51
Assessment.....	51
Union County School District Gifted Education Program Policies.....	53
Minimal Acceptable District Referral Criteria.....	54
L.I.N.K. Program Evaluation.....	55
ESSENTIAL ELEMENTS OF A QUALITY GIFTED EDUCATION CLASSROOM.....	56
GIFTED AT-RISK YOUTH INFORMATION.....	57
Gifted Kids at Risk: Who's Listening?.....	58
Counseling At-Risk Students.....	62
Family Educational Rights and Privacy Act (FERPA).....	66
Gifted Contact Person (2017 – 2018).....	73
Union County School District's Professional Development Plan.....	74
Appendix: Forms & Publications.....	78
Intellectually Gifted Referral Form.....	79
LSC Meeting for Review of Identification and Testing Criteria Form.....	80
Gifted Pupil Personal Data Sheet (GPPDS).....	81
"Nail Down" Testing Form.....	82
EBY Gifted Behavior Index General Checklist.....	84
Letter to Parents for Placement.....	90
Consent for Placement.....	91
Dismissal Form.....	92
Regulations & Standards for the Gifted Education Programs in Mississippi (2013).....	93

# **PART 1: Introduction and Overview**

## **Instructional Management Plan**

This Instructional Management Plan was compiled and revised in accordance with Mississippi Gifted Education Standards and the 2013 Revised MDE Gifted Regulations, incorporating required process skill development and outcomes.

### **Mission Statement**

The Union County L.I.N.K. Program will assist intellectually gifted learners in developing, enhancing, and maximizing their development, as defined by the Mississippi Department of Education, by providing a unique and appropriate educational experience that is qualitatively different than the regular education classroom.

### **Definition of “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 Union County L.I.N.K. program provides services to those 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.”

### **Philosophy**

*The intellectually gifted program is based on a student’s innate ability, rather than learned academics, meaning that participants in this program may not have straight A’s and students with straight A’s may not be eligible for gifted services.* The Jacob Javits Act (PL 107-110 sec. 9101) declares that “intellectual ability and academic ability are two distinct and separate areas of performance.” The intellectually gifted program focuses on the areas of higher-order thinking skills, creativity, logic, communications, research, and independent learning. Gifted education does not replace regular classroom instruction. Instead, it is designed to meet the individual needs of gifted children and is in addition to and different from the regular program of instruction provided by the district.

### **Goals and Objectives**

According to the 2017 Outcomes for Intellectually Gifted Education Programs document, “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 should create an appreciation for the multicultural composition of the school and community. (Regulations for Gifted Education Programs, 2013).”

## LINK Goals and Objectives

The Union County LINK program provides challenging opportunities within the defined outcomes of thinking skills, creativity, information literacy, success skills, affective skills, and communication skills, by creating a safe environment with a curriculum that meets individual needs. The following is a list of each outcome along with the Union County LINK objectives for each.

### A. Thinking Skills consist of:

- Metacognition – abstract thinking and reflection
- Convergent thinking – logical thinking
- Critical thinking – decision making
  
- Objectives of Thinking Skills:
  - i. Given a topic/situation, the student will:
    1. Define and classify the problem(s)
    2. Make connections and draw distinctions so as to analyze information objectively and critically
    3. Reflectively develop a relationship between facts and values
    4. Differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

### B. Creative Skills include:

- Creative thinking – Williams Model: Cognitive Domain  
Fluency/Flexibility/Originality/Elaboration/Synthesis
- Creative expression – visual and performing arts
  
- Objectives of Creative Skills:
  - i. Given a real-life situation the student will:
    1. Be able to select from:
      - a. Divergent thinking - Idea generation technique (such as brainstorming) in which an idea is followed in several directions to lead to one or more new ideas, which in turn lead to still more ideas. In contrast to convergent thinking, (which aims at solving a specific problem) divergent thinking is creative, open-ended thinking aimed at generating fresh views and novel solutions.
      - b. Analogical thinking - Process of reasoning from particular to particular, it derives a conclusion from one's experience in one or more similar situations. The simplest and most common method of reasoning, it is also most fraught with chances of making a mistake. With deductive reasoning and inductive reasoning, it constitutes the three basic tools of thinking.
      - c. Visualization - Creative visualization is the fundamental technique underlying reality creation. It is the process of using your thought power to consciously imagine, create and attract to yourself that which you intend to experience in your life.
      - d. Attribute listing - a great technique for ensuring all possible aspects of a problem have been examined. Attribute listing is breaking the problem down into smaller and smaller bits and seeing what you discover when you do.

- e. Morphological analysis - works through very simple processes, using two common principles of creativity: decomposition and forced association. The problem is broken down into component variables and possible values identified for each. The association principle is then brought into play by 'banging together' multiple combinations of these values.
- f. Synectics - Synectic thinking is the process of discovering the links that unite seemingly disconnected elements. It is a way of mentally taking things apart and putting them together to furnish new insight for all types of problems.
- g. Intuitive thinking - a feeling (a sense) that doesn't use rational processes such as facts and data.
- h. Spontaneous thinking - Thoughts which happen without effort are often more authentic, deeper and closer to life than the results of careful step-by-step reasoning. Maybe this is because they reflect not only the world, but also how someone may relate to it.
- i. Creative problem solving - the mental process of creating a solution to a problem. It is a special form of problem solving in which the solution is independently created rather than learned with assistance. Creative problem solving requires more than just knowledge and thinking.
- j. And/or the creative process in an appropriate manner to develop a workable solution. - Creative Process Model explains how an individual can form seemingly random thoughts into an ideal combination or solution
  - i. Preparation - During the preparation step of the creative process model, an individual becomes curious after encountering a problem. During this stage, she may perform research, create goals, organize thoughts and brainstorm as different ideas formulate.
  - ii. Incubation - While the individual begins to process her ideas, she begins to synthesize them using her imagination and begins to construct a creation. During this step, the individual does not actively try to find a solution, but continues to mull over the idea in the back of her head.
  - iii. Illumination - As ideas begin to mature, the individual has an epiphany regarding how to piece her thoughts together in a manner that makes sense. The moment of illumination can happen unexpectedly.
  - iv. Evaluation - After a solution reveals itself in an epiphany, the individual then evaluates whether the insight is worth the pursuit
  - v. Implementation - The implementation of an idea or solution in the creative process model is when an individual begins the process of transforming her thoughts into a final product

**C. Information Literacy Skills consist of:**

- Internet, print, & verbal legitimacy
- Objectives of Information Literacy Skills:

- i. Given a real-life situation the student will:
  1. Identify and define the problem
  2. Design a research plan appropriate to the problem
  3. Conduct the investigation
  4. Decide the most appropriate media for dissemination of the findings/solutions
  5. Present the results before an authentic audience

**D. Success Skills** consist of:

- Career exploration
- Life skills
- Collaboration skills
- Objectives of Success Skills:
  - i. Given a real-life situation the student will:
    1. Utilize effective organizational, decision making, goal-setting, project management, and time management skills which include:
      - a. Controlling impulses
      - b. Adapting to unforeseen circumstances
    2. Develop solutions to problems and achieve goals either working individually or as a leader or member of a team.

**E. Affective Skills** consist of:

- Social & Emotional skill set
- Objectives of Affective Skills –
  - i. Students will:
    1. Develop self-acceptance and awareness
    2. Demonstrate responsibility for personal growth
    3. Demonstrate awareness of personal and cultural diversity in others
    4. Recognize forms of bias and stereotypes
    5. Respect unique beliefs and experiences in themselves and others
    6. Appropriately cope with stress
    7. Become healthy, responsive, contributing, and productive members of classroom communities and society as a whole

**F. Communication Skills** consist of:

- Speaking
- Listening
- Writing
- Objectives of Communication Skills –
  - i. Students will:
    1. Select and utilize the most appropriate media based upon available resources, technology, audience, and time available
    2. Select the most effective communication of information, ideas, feelings, and concepts
    3. Correctly interpret others



## Correlation of Curriculum Strands

Union County Curriculum Strands	MDE Intellectually Gifted Outcome Areas
A. Thinking Skills	Thinking Skills
B. Creativity	Creativity
C. Information Literacy	Information Literacy
D. Success Skills	Success Skills
E. Affective Skills	Affective Skills
F. Communication	Communication

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

Simulations	Design Techniques
Literature Studies	Drama
Thematic Units	Debate
Concept Units	Studies of Eminence
Projects	Journals
Computers	Small Group Instruction
Business Ventures	Independent Work
Manipulatives	Use of Multiple Intelligences
Demonstrations	Individual Conferencing
Experiments	Service Learning
Role Playing	Creative Products
Mini-courses	Problem Solving Competitions
Arts / Aesthetics	Questioning
Community Involvement	Portfolios
Lateral Thinking Puzzles	Mass Media Productions
Brainteasers	Family Night

### **Please visit these web sites for Differentiated Activities.**

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

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

<http://www.hoagiesgifted.org/differentiation.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

## **PART 2: The Curriculum Strands**

## Thinking Skills: Definition

Thinking skills may be divided into the following three major areas:

- Metacognition – abstract thinking and reflection
- Convergent thinking – logical thinking
- Critical thinking – decision making
  
- Objectives of Thinking Skills:
  - i. Given a topic/situation, the student will:
    4. Define and classify the problem(s)
    5. Make connections and draw distinctions so as to analyze information objectively and critically
    6. Reflectively develop a relationship between facts and values
    7. Differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

## Thinking Skills: Outcomes

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

### Thinking Skills (TS): Scope & Sequence

	I – Introduce		D – Develop		M – Master		E – Extend		
	Grade Levels								
	2	3	4	5	6				
<b>1. METACOGNITION (Abstract Thinking and Reflection)</b>									
a. Observe, analyze, and apply abstract thinking skills	2.1 I	3.1 D	4.1 M	E	E				
b. Develop hypothetical questions to explore possibilities	2.2 I	3.2 D	4.2 M	E	E				
c. Analyze, reflect upon, and justify learning experiences, identifying what was learned, tasks completed, skills developed, additional needs, and value of the experiences	2.3 I	3.3 D	4.3 D	M	E				
d. Observe and analyze reflective thinking modeled by others		3.4 I	D	M	E				
e. Develop and ask higher-level questions to clarify the coherence and logic of given information			5.1 I	5.1 D	MS.1 M				
f. Reflect upon learning strengths and needs and establish learning goals for independent thinking and autonomous learning			5.2 I	5.2 D	MS.2 M				
<b>2. CONVERGENT THINKING (Logical Thinking)</b>									
a. Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown	2.4 I	D	M	E	E				
b. Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies			4.4 4.5 I	D	MS.3 M				
c. Apply inductive reasoning from specific to general information to predict probable conclusions		3.5 I	D	M	E				
d. Apply abstract reasoning to identify relationships in figural analogies from possible options		3.6 I	D	M	E				
e. Demonstrate depth of thought in deductive reasoning by creating deductive reasoning problems with multi-faceted clues and justifying data included to support logical conclusions	2.5 I	D	4.6 D	5.3 M	MS.4 E				
<b>3. CRITICAL THINKING (Decision Making)</b>									
a. Distinguish facts from opinions	2.6 I	D	M	E	E				
b. Inventory, compare, and contrast attributes of varying objects and ideas	2.7 I	3.8 D	M	E	E				
c. Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities	2.8 I	D	4.9 D	M	E				
d. Appraise implications and consequences of personal actions and decisions	2.9 I	D	4.10 D	5.4 M	E				
e. Construct questions to deepen understanding		3.7 I	D	M	E				
f. Assess and analyze local, national, and world issues and defend opinions with supporting evidence		3.9 I	D	5.5 M	MS.6 E				
g. Identify and analyze relationship between ideas and data to determine cause and effect of actions and events		3.10 I	D	5.6 M	MS.6 E				
h. Utilize intuitive thinking to deepen understanding and analyze varying perspectives (Recognize and assess hidden agendas)			4.7 I	D	MS.7 M				
i. Identify, analyze, evaluate, and justify information in order to make decisions, form beliefs, solve problems, and set priorities based on evidence			4.8 I	5.7 D	MS.8 M				

## Thinking Skills: Sample Resources

### DE's Suggested Teaching Strategies Notebook Activities:

- Attribute Listing
- Critical Thinking
- Decision Making
- Deductive Reasoning
- Fact and Opinion
- Higher Order Thinking Skills
- Inductive Reasoning
- Morphological Analysis
- Predictions
- Questioning Techniques

### Critical Thinking Press (Formerly Midwest Publications):

- Mindbenders
- Patterns
- Following Directions
- Relevant Information
- Analogies
- Classroom Quickies
- Figure Patterns

### Manipulatives:

- Eye-Cue Puzzles
- Tangrams
- Pentominoes
- Izzi
- Cubits
- Brick by Brick
- Block by Block

### Games:

- Mastermind
- Chess
- Clue
- Set
- Tri-bond

## Creativity: Definition

Creativity is the ability to generate and/or produce items, ideas, and solutions using imaginative skill. The basic components of creative thinking are fluency, flexibility, originality, elaboration, and synthesis.

Creative Skills include:

- Creative thinking – Williams Model: Cognitive Domain  
Fluency/Flexibility/Originality/Elaboration/Synthesis
- Creative expression – visual and performing arts
- Objectives of Creative Skills:
  - i. Given a real-life situation the student will:
    1. Be able to select from:
      - a. Divergent thinking - Idea generation technique (such as brainstorming) in which an idea is followed in several directions to lead to one or more new ideas, which in turn lead to still more ideas. In contrast to convergent thinking, (which aims at solving a specific problem) divergent thinking is creative, open-ended thinking aimed at generating fresh views and novel solutions.
      - b. Analogical thinking - Process of reasoning from particular to particular, it derives a conclusion from one's experience in one or more similar situations. The simplest and most common method of reasoning, it is also most fraught with chances of making a mistake. With deductive reasoning and inductive reasoning, it constitutes the three basic tools of thinking.
      - c. Visualization - Creative visualization is the fundamental technique underlying reality creation. It is the process of using your thought power to consciously imagine, create and attract to yourself that which you intend to experience in your life.
      - d. Attribute listing - a great technique for ensuring all possible aspects of a problem have been examined. Attribute listing is breaking the problem down into smaller and smaller bits and seeing what you discover when you do.
      - e. Morphological analysis - works through very simple processes, using two common principles of creativity: decomposition and forced association. The problem is broken down into component variables and possible values identified for each. The association principle is then brought into play by 'banging together' multiple combinations of these values.
      - f. Synectics - Synectic thinking is the process of discovering the links that unite seemingly disconnected elements. It is a way of mentally taking things apart and putting them together to furnish new insight for all types of problems.
      - g. Intuitive thinking - a feeling (a sense) that doesn't use rational processes such as facts and data.
      - h. Spontaneous thinking - Thoughts which happen without effort are often more authentic, deeper and closer to life than the results of



careful step-by-step reasoning. Maybe this is because they reflect not only the world, but also how someone may relate to it.

- i. Creative problem solving - the mental process of creating a solution to a problem. It is a special form of problem solving in which the solution is independently created rather than learned with assistance. Creative problem solving requires more than just knowledge and thinking.
- j. And/or the creative process in an appropriate manner to develop a workable solution. - Creative Process Model explains how an individual can form seemingly random thoughts into an ideal combination or solution
  - i. Preparation - During the preparation step of the creative process model, an individual becomes curious after encountering a problem. During this stage, she may perform research, creates goals, organize thoughts and brainstorm as different ideas formulate.
  - ii. Incubation - While the individual begins to process her ideas, she begins to synthesize them using her imagination and begins to construct a creation. During this step, the individual does not actively try to find a solution, but continues to mull over the idea in the back of her head.
  - iii. Illumination - As ideas begin to mature, the individual has an epiphany regarding how to piece her thoughts together in a manner that makes sense. The moment of illumination can happen unexpectedly.
  - iv. Evaluation - After a solution reveals itself in an epiphany, the individual then evaluates whether the insight is worth the pursuit
  - v. Implementation - The implementation of an idea or solution in the creative process model is when an individual begins the process of transforming her thoughts into a final product

## Creativity: Outcomes

### **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

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)

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.)

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

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 & 5.1 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

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

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 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

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

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

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

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

**Creativity (CR): Scope & Sequence**

**I – Introduce**

**D – Develop**

**M – Master**

**E – Extend**

**Grade Levels**

	2	3	4	5	6
<b>1. CREATIVE THINKING</b>					
a. Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem	2.1 I	3.1 D	4.1 M	E	E
b. Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem	2.2 I	3.2 D	4.2 M	E	E
c. Demonstrate originality by using given objects in ways different from their intended purposes	2.3 I	3.3 D	4.3 M	E	E
d. Elaborate on given ideas, thoughts, products, or plans to create new possibilities	2.4 I	3.4 D	4.4 M	E	E
e. Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways (morphological analysis)	2.5 I	3.5 D	M	E	E
f. Apply curiosity in compiling questions to be answered to solve a given problem		3.6 I	4.5 D	M	E
g. Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem		3.7 I	4.6 D	M	E
h. Apply imagination by visualizing ideas, the process to be followed, possible outcomes, and consequences of ideas, thoughts, or plans to solve a given problem		3.9 I	4.8 D	M	E
i. Apply the CPS process to solve an identified problem, develop and present a plan of action to an authentic audience		3.8 3.10 I	4.7 4.9 D	5.1 M	MS.1 E
j. Reframe ideas through various points of view to enhance meaning				5.2 I	D
k. Examine various meanings, contexts, and points of view including humor and opportunities for change				5.3 I	D
l. Apply thinking strategies modeled by mentors				5.4 I	D
m. Manage creative flow				I	MS.2 D
n. Set goals with purpose and meaning				I	MS.3 D
o. Adjust the creative process based on feedback				I	MS.4 D
p. Focus on the task at hand and long term goal without distraction				I	MS.5 D
<b>2. CREATIVE EXPRESSION: Visual and Performing Arts</b>					
a. Experiment with various materials and tools to create products related to personal interest or subject matter	2.6 I	D	M	E	E
b. Identify and explain how and where different cultures record and illustrate stories and history of life through art	2.7 I	3.11 D	M	E	E
c. Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter		3.11 I	4.10 D	M	E
d. Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest		3.12 I	4.11 D	M	MS.6 E
e. Create a product (work of art, design, presentation, or media) to meet an identified goal based on personal interest or subject matter		I	D	5.5 M	E
f. Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process			I	5.6 D	MS.7 M

## Creativity: Sample Resources

### IDE's *Suggested Teaching Strategies* Notebook Activities:

- Attribute Listing
- Creative Thinking
- Divergent Thinking
- Morphological Analysis
- Spontaneous Thinking
- Synectics

### Good Apple Publishing:

- Creative Encounters with Creative People*
- Calliope*
- Fact, Fantasy, and Folklore*
- Sunflowering*
- Connecting Rainbows*
- Warm up to Creativity*
- Mindglow*

### Creative Publications:

- Brainstorming: Activities for Creative Thinking*

### Davis Publications:

- Art Synectics*
- Design Synectics*

### Dandy Lion Publications:

- Personal Projects*
- Primarily Creativity*
- Poetry Ala Carte*

### OM Association:

- Problems to Challenge Creativity*
- Problems, Problems, Problems*

### Games:

- Scattegories
- Connections
- Outburst
- Blurt

## Information Literacy: Definition

Information literacy is a crucial skill in the pursuit of knowledge. It involves recognizing when information is needed and being able to efficiently locate, accurately evaluate, effectively use, and clearly communicate information in various formats. It refers to the ability to navigate the rapidly growing information environment, which encompasses an increasing number of information suppliers as well as the amount supplied, and includes bodies of professional literature, popular media, libraries, the Internet, and much more. (Wesleyan University, 2017)

### Information Literacy Skills consist of:

- Internet, print, & verbal legitimacy
- Objectives of Information Literacy Skills:
  - i. Given a real-life situation the student will:
    1. Identify and define the problem
    2. Design a research plan appropriate to the problem
    3. Conduct the investigation
    4. Decide the most appropriate media for dissemination of the findings/solutions
    5. Present the results before an authentic audience

## Information Literacy: Outcomes

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

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

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

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

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

### Information Literacy (IL): Scope & Sequence

I – Introduce

D – Develop

M – Master

E – Extend

#### Grade Levels

Information Literacy	Grade Levels				
	2	3	4	5	6
a. Identify topics for research based on interests	2.1 I	D	M	E	MS.1 E
b. Formulate questions for study	2.2 I	D	M	E	E
c. Analyze topics to determine needed research	2.3 I	D	M	E	E
d. Interpret research from teacher-approved resources	2.4 I	D	M	E	E
e. Assemble information by conducting interviews related to research topics	2.5 I	3.2 D	M	E	E
f. Examine a historical event or person by analyzing and synthesizing historical information		3.1 I	D	M	E
g. Employ various digital tools, media, and strategies to locate and collect accurate and reliable information		3.3 I	D	M	E
h. Create and visually organize information using maps, webs, chronological order, sequence, or compare/contrast		3.4 I	D	M	E
i. Demonstrate the ability to effectively interpret and evaluate information by distinguishing between fact and opinion/point of view in a variety of situations		3.5 I	D	M	E
j. Conduct experiments and investigations by effectively utilizing the Scientific Method			4.1 I	D	M
k. Assemble information by utilizing effective survey techniques			4.2 I	D	M
l. Create and visually organize information using charts, tables, graphs, evidence, or patterns			4.3 I	D	M
m. Justify conclusions and generalizations based upon data gathered through research			4.4 I	D	M
n. Analyze the difference between primary and secondary sources				5.1 I	D
o. Utilize primary and secondary sources to provide new knowledge or understanding in a particular area				5.2 I	D
p. Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information				5.3 I	D
q. Assess the validity, reliability, and relevance of the information collected				5.4 I	D
r. Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information				5.5 I	D
s. Design investigations and defend processes and findings					MS.2 I
t. Manage the flow of information by applying the appropriate research methodology					MS.3 I
u. Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information					MS.4 I
v. Based upon data gathered through research, infer future trends, directions, similarities, and differences					MS.5 I

## Information Literacy: Sample Resources

### IDE's *Suggested Teaching Strategies* Notebook Activities:

Ethical Awareness

Research Skills

Scientific Process

### Center for Applied Research in Education:

*Research Skills Projects*

*Walch Publishing*

*Great Research Projects*

### Free Spirit Publishing:

*The Kids' Guide to Social Action Can You Find It?*

*25 Library Scavenger Hunts to Sharpen Research Skills*

*Kids and The Internet*

### Learning Works:

*Creative Investigations*

### Dandy Lion Publishing:

*Primarily Research Science Fair*

*Investigator*

*What If?*

*Primarily Reference Skills*

### Fearon:

*Reinforcing Reference Skills*

### Internet Search Engines

Google

Bing



## Success Skills: Definition

Success skills are abilities for adaptive and positive behavior acquired via teaching or direct experience that enable students to deal effectively with the demands and challenges of everyday life. The subject varies greatly depending on social norms and community expectations.

### A. **Success Skills** consist of:

- Career exploration
- Life skills
- Collaboration skills
  
- Objectives of Success Skills:
  - i. Given a real-life situation the student will:
    1. Utilize effective organizational, decision making, goal-setting, project management, and time management skills which include:
      - a. Controlling impulses
      - b. Adapting to unforeseen circumstances
    2. Develop solutions to problems and achieve goals either working individually or as a leader or member of a team.

## Success Skills: Outcomes

### 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
- 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 2.3 Identify occupational areas of personal interest and aptitude through classroom experiences
- SS 3.3 Identify occupational areas of personal interest and aptitude for possible vocational development
- SS 4.2 Identify career options through experiences and interviews with experts in the field and career counselors
- SS 5.3 Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations
- 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 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
- 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
- SS 4.3 Demonstrate the ability to establish budgets and manage money in a variety of situations
- 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 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
- 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)
- 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
- 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
- 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

## **DECISION MAKING AND PROBLEM SOLVING SKILLS**

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

## **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

## **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

### Success Skills (SS): Scope & Sequence

I – Introduce

D – Develop

M – Master

E – Extend

#### Grade Levels

	2	3	4	5	6
<b>SUCCESS SKILLS</b>					
a. Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations	2.1 I	D	M	E	E
b. Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products	2.2 I	D	M	E	E
c. Individually demonstrate the ability to organize materials, set priorities, and evaluate progress for task completion		3.1 I	D	M	E
d. Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others		3.2 I	D	M	E
<b>CAREER EXPLORATION</b>					
a. Identify occupational areas of personal interest and aptitude through classroom experiences	2.3 I	D	D	M	E
b. Identify occupational areas of personal interest and aptitude for possible vocational development		3.3 I	D	M	E
c. Identify career options through experiences and interviews with experts in the field and career counselors			4.4 I	D	M
d. Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations				5.3 I	D
e. 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					MS.3 I
<b>LIFE SKILLS</b>					
a. Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations	2.4 I	D	M	E	E
b. Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner	2.5 I	D	M	E	E
c. Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations		3.4 I	M	E	E
d. Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations		3.5 I	D	M	E
e. Demonstrate the ability to establish budgets and manage money in a variety of situations			4.3 I	D	M
f. Examine and apply the accepted rules of business protocol in a variety of business and social situations				5.4 I	D
g. Adapt to varied roles, job responsibilities, schedules, and context				5.5 I	D
<b>COLLABORATION SKILLS</b>					
a. As a group leader, effectively work with group members to keep the group on task	2.6 I	D	M	E	E
b. As a group member, demonstrate effective speaking and listening skills	2.7 I	D	M	E	E
c. As a group leader, effectively work with group members to identify problems, ideas, and solutions		3.6 I	D	M	E

d. As a group member, work collaboratively in a group (know when to speak and know when to listen)			3.7 I	D	M	E
e. As a group leader, effectively work with group members to establish goals and objectives for successful collaboration				4.4 I	D	M
f. As a group member, work collaboratively to achieve a common goal				4.5 I	D	M
g. As a group leader, effectively work with group members to identify ethical implications of group processes and decisions					5.6 I	D
h. As a group member, take a stand for personal convictions and demonstrate respect/tolerance for other points of view					5.7 I	D
i. As a group leader, assure and defend that the decisions of the group are effective and ethical						MS.5 I
j. As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of others						MS.6 I
<b>DECISION MAKING AND PROBLEM SOLVING SKILLS</b>						
a. Individually identify personal problems, utilize visualization to weigh the possibilities, make judgments, and defend decisions				4.1 I	D	M
<b>RISK-TAKING SKILLS</b>						
a. 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	I	D			5.1 D	M
<b>PERSEVERANCE/TASK COMMITMENT</b>						
a. Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances	I	D			5.2 D	M
<b>GOAL SETTING</b>						
a. Individually use information gained through self-evaluation to establish attainable goals and set priorities for a variety of purposes and projects	I	D			D	MS.1 M
<b>ETHICAL AWARENESS</b>						
a. Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances	I	D			D	MS.2 M

## Success Skills: Sample Resources

### MDE's *Suggested Teaching Strategies* Notebook Activities:

Decision Making

#### Zephyr Press:

*The Ocean Crisis*

*Our Troubled Skies*

*Our Divided World: Poverty, Hunger, and Overpopulation*

*Endangered Species: Their Struggle to Survive*

*War: The Global Battlefield*

*The Energy Crisis*

*CPS for Kids*

#### D.O.K.

*CPS for the Eency Weency Spider*

*CPS for the 4th Little Pig*

*CPS for Young People*

*Making Waves with CPS*

#### Prufrock Press:

*CPS for Teens*

*Practice Problems for Creative Problem Solving, Third Edition*

#### Free Spirit:

*The Kids' Guide to Social Action*

*The Kids' Guide to Service Projects*

#### Critical Thinking Press:

*Creative Problem Solving Activities*

#### Goodyear Books:

*Brainstorms: Creative Problem Solving*

#### Creative Publications:

*Brainstorming: Activities for Creative Thinking*

## Affective Skills: Definition

The affective domain is one of three domains in Bloom's Taxonomy, with the other two being the cognitive and psychomotor (Bloom, et al., 1956). The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

### A. Affective Skills consist of:

- Social & Emotional skill set
- Objectives of Affective Skills –
  - i. Students will:
    1. Develop self-acceptance and awareness
    2. Demonstrate responsibility for personal growth
    3. Demonstrate awareness of personal and cultural diversity in others
    4. Recognize forms of bias and stereotypes
    5. Respect unique beliefs and experiences in themselves and others
    6. Appropriately cope with stress
    7. Become healthy, responsive, contributing, and productive members of classroom communities and society as a whole

## Affective Skills: Outcomes

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

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

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

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

MS 1 Demonstrate an understanding of ethical practices

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

**Affective Skills (AS): Scope & Sequence**

I – Introduce

D – Develop

M – Master

E – Extend

**Grade Levels**

	2	3	4	5	6
<b>Affective Skills</b>					
Assess individual learning styles, interests, personality styles, and expression preferences	2.1 I	D	M	M	E
Identify feelings and emotions in self	2.2 I	D	M	M	E
Develop behavioral strategies appropriate to the situation	2.3 I	D	M	M	E
Identify and assess strengths and weaknesses as a baseline for improvement	2.4 I	D	M	M	E
Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)	2.5 I	3.5 D	M	M	E
Participate in community-building skills	2.6 I	D	D	M	M
Recognize contributions and achievements of various cultures	2.7 I	3.6 D	M	E	E
Demonstrate an understanding of personal asynchronous development		3.1 I	D	M	E
Understand and analyze feelings and emotions in self		3.2 D	M	M	E
Express and manage emotions in positive ways		3.3 I	D	M	E
Accept responsibility for choices made		3.4 I	D	M	E
Demonstrate an understanding of and reflect upon personal gifted characteristics			4.1 I	D	M
Demonstrate an understanding and assess the social, emotional and academic implications of giftedness			4.2 I	D	M
Identify sources and possible solutions of stress and anxiety		I	4.3 D	M	E
Develop and model self-discipline	I	D	4.4 D	M	M
Show evidence of delayed gratification and impulse control	I	D	4.5 D	M	M
Demonstrate respect and empathy for others	I	D	4.6 D	M	E
Develop and demonstrate appropriate self-efficacy and self-talk			I	5.1 D	M
Identify and utilize appropriate personal perceptual filters and defense systems for situations			I	5.2 D	M
Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks	I	D	D	5.3 D	M
Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control	I	D	D	5.4 M	MS.3 M
Demonstrate the ability to accept failure as a part of growth	I	D	D	5.5 M	M



Differentiate constructive and destructive criticism			I	5.6 D	MS.5 M
Demonstrate an understanding of ethical practices	I	D	D	M	MS.1 M
Develop and demonstrate a healthy response toward peer pressure and expectations of others		I	D	M	MS.2 M
Set goals for self-improvement and take the necessary steps to reach them		I	D	M	MS.4 E
Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations			I	D	MS.6 M

### **Affective Skills: Sample Resources**

**MDE's *Suggested Teaching Strategies* Notebook Activities:**

Listening Skills

Propaganda Techniques

Speaking Skills

**Tin Man Press:**

*Play by the Rules*

**Fearon Teacher Aids:**

*Theater*

**Good Apple:**

*Storyscaping*

*Famous Fables for Little Troupers*

*Writing to Explain*

*Writing to Persuade*

*Communicating*

*Teach Speech*

*Interactions*

**Dandy Lion Press:**

*Speaker's Club: Public Speaking for Young People*

*Building Communication Skills*

**Learning Works:**

*Lively Listening*

## Communication Skills: Definition

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.

**Communication Skills** consist of:

- Speaking
- Listening
- Writing
  
- Objectives of Communication Skills –
  - i. Students will:
    1. Select and utilize the most appropriate media based upon available resources, technology, audience, and time available
    2. Select the most effective communication of information, ideas, feelings, and concepts
    3. Correctly interpret others

## Communication Skills: Outcomes

### SPEAKING

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

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

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

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

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 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

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

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
- 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 on preset criteria developed by teacher and class
- CM 5.5 Listen to oral directions for understanding and organize directions for doing complex tasks
- 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 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)
- 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
- 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
- CM 5.7 Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)
- CM 5.8 Communicate ideas and feelings through application of a chosen genre
- CM 5.9 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
- CM MS.8 Analyze the writing style of arguments and debates
- CM MS.9 Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings
- CM MS.10 Write over an extended time frame (multiple class times)

**Communication Skills (CM): Scope and Sequence**

I – Introduce

D – Develop

M – Master

E – Extend

**Grade Levels**

	2	3	4	5	6
<b>SPEAKING</b>					
a. Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities	2.1 I	D	D	M	E
b. Communicate in complete thoughts with clarity to an audience in formal and informal settings		3.1 I	D	M	E
c. Give precise directions and instructions for complex activities		3.2 I	D	M	E
d. CM 4.1 Communicate complete thoughts and information with clarity to an appropriate audience			4.1 I	D	M
e. CM 4.2 Give precise instructions for complex tasks and self-evaluate utilizing preset criteria			4.2 I	D	M
f. CM 4.3 Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria			4.3 I	D	M
g. CM 5.1 Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience				5.1 I	D
h. Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others				5.2 I	D
i. Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience					MS.1 I
j. Participates in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others					MS.2 I
k. Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument					MS.3 I
<b>LISTENING</b>					
a. Demonstrate effective listening behaviors in formal and informal settings	2.2 I	3.3 D	4.4 D	5.3 M	M
b. Give appropriate feedback and contributions of relevant information	2.3 I	3.4 D	D	M	E
c. Follow oral directions with three or more steps	2.4 I	3.5 D	D	M	E
d. Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class			4.5 I	5.4 D	MS.5 M
e. Listen to oral directions for understanding and organize directions for complex tasks			4.6 I	5.5 D	MS.6 M
f. Demonstrate effective listening skills in formal and informal settings to facilitate communication				I	MS.4 D
<b>WRITING</b>					
a. Analyze various types of writing (including poetry)	2.5 I	D	M	E	E
b. Create original written products based on real or imagined circumstances to communicate ideas and feelings	2.6 I	D	M	E	E
c. Write over short time frames (a single sitting or a few class times)	2.7 I	D	M	E	E
d. Analyze informal writing styles (essays, journals, diaries, and blogs)		3.6 I	D	M	E

e. Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings		3.7 I	D	M	E
f. Support opinions with written reasoning based on facts		3.8 I	D	M	E
g. Analyze the writing style of scripts (commercials, plays, etc.)			4.7 I	D	M
h. Create scripts (commercials, plays, etc.) to communicate ideas			4.8 I	D	M
i. Utilize dialog to develop characters			4.9 I	D	M
j. Analyze the writing style of arguments and debates				5.7 I	D
k. Communicate ideas and feelings through application of a chosen genre				5.8 I	D
l. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events				5.9 I	D
m. Analyze the writing style of arguments and debates					MS.8 I
n. Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings					MS.9 I
o. Write over an extended time frame (multiple class times)				I	MS.10 D

## Communication Skills: Sample Resources

### **MDE's Suggested Teaching Strategies Notebook Activities:**

Ethical Awareness

Interpersonal Relationship Skills

### **Synergetics:**

Mysteries for Group Detectives

Survival

Tanglers

### **Frank Schaffer Publications:**

Cooperative Group Problem Solving

### **Dale Seymour:**

Connections

### **Bright Ideas:**

Opposing Viewpoints

### **Good Apple:**

Lessons from the Hearth

Mind Glow

### **Workman Publishing:**

The Book of Questions

### **Resources for the Gifted:**

Risk Taking

### **Zephyr Press:**

Conflict Resolution Game

## **Part 3: Information, Regulations, & Recommendations**

## 50 Essential Links for the Parents of Gifted Children

Open Education Database at <http://oedb.org/librarian/50-essential-links-for-the-parents-of-gifted-children/>

These organizations help gifted students and their parents get the education, emotional support, and guidance they need to grow up happy and well-adjusted.

1. **National Association for Gifted Children:** The National Association for Gifted Children is one of the best places for parents of gifted children to find resources, reading, help, and advice on raising an exceptional child. <http://www.nagc.org/>
2. **American Association for Gifted Children:** Based out of Duke University, this organization posts news, resources, and articles of interest for parents and educators of gifted kids. <http://www.aagc.org/>
3. **IAGC:** The Illinois Association for Gifted Children is just one of many state-centered organizations for gifted kids. Parents can join, find other families, and even attend special events. <http://www.iagcgifted.org/>
4. **Gifted Child Society:** The Gifted Child Society is a nonprofit organization dedicated to furthering the cause of gifted children. Through their website, parents can find helpful information and learn about seminars and workshops they can attend. <http://giftedchildsociety.com/>
5. **GPGC:** The Governor's Program for Gifted Children is a seven-week residential summer enrichment program for gifted students. Parents can learn more about the program, held at McNeese State University, from their website. <http://www.gpgc.org/>
6. **SENG:** SENNG is short for Supporting Emotional Needs of the Gifted and is an organization that wants to help ensure that gifted children are understood, accepted, nurtured, and supported by their families, schools, and workplaces. <http://www.sengifted.org/about-seng>
7. **Mensa for Kids:** Mensa embraces younger members through this fun website, offering up monthly themes to get kids reading and learning at an advanced level. <http://www.mensaforkids.org/>
8. **Institute for Research and Policy on Acceleration:** Find out more about the latest research being done into academic acceleration through this organization's site. <http://www.accelerationinstitute.org/Default.aspx>
9. **Center for Talented Youth:** Located at Johns Hopkins, this organization engages gifted kids and their families through programs, summer classes, and even a bi-monthly magazine. <http://cty.jhu.edu/>
10. **@teachgiftedkid:** This gifted and talented teacher posts interesting articles and thoughts about working with the gifted here. <https://twitter.com/#%21/teachagiftedkid>
11. **@DeepWatersCoach:** Lisa Lauffer works with the group Gifted Grownups & Parents of Gifted Children, offering support through her Twitter feed and beyond. <https://twitter.com/#%21/DeepWatersCoach>
12. **@gifted\_guru:** Head to this feed to hear from Lisa Van Gemert, a gifted youth specialist for Mensa. [https://twitter.com/#%21/gifted\\_guru](https://twitter.com/#%21/gifted_guru)



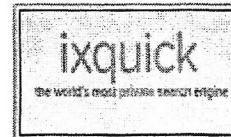
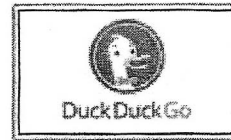
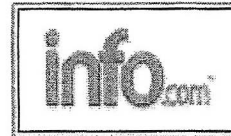
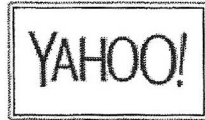
13. **@JeffcoGifted:** This nonprofit group of parents, teachers, and community leaders tweets about advocacy and resources for gifted kids. <https://twitter.com/#%21/JeffcoGifted>
14. **@HoagiesGifted:** Head to this feed to get resources and articles aplenty about gifted education and parenting. <https://twitter.com/#%21/HoagiesGifted>
15. **@laughingatchaos:** Jen is a mom raising gifted kids. She shares her experiences, both the good and the bad, here and on her blog. <https://twitter.com/#%21/laughingatchaos>
16. **About.com Gifted Children:** Carol Bainbridge, an expert on gifted children, maintains this blog, which is chock full of learning ideas, information, and more. <http://giftedkids.about.com/>
17. **Parenting Gifted Kids:** Head to this blog, written by gifted educator Sarah Robbins, to learn more about how to challenge and help your gifted child. <http://www.parentinggiftedkids.com/>
18. **Gifted Exchange:** This blog focuses on gifted kids, touching on issues of schooling, parenting, education, and more, all written by the staff at the Davidson Institute for Talent Development. <http://giftedexchange.blogspot.com/>
19. **The Prufrock Blog:** Prufrock is one of the leading publishers of materials for gifted, advanced, and special needs students. On this blog, you'll find updates on their latest releases. <http://blog.prufrock.com/>
20. **Unwrapping the Gifted:** Head to this Education Week blog to hear from Tamara Fisher, a K-12 gifted education specialist. She gives great insights into gifted and talented education. [http://blogs.edweek.org/teachers/unwrapping\\_the\\_gifted](http://blogs.edweek.org/teachers/unwrapping_the_gifted)
21. **Parents of Gifted Children Resource Group:** Here, parents can find resources and make connections with other parents of gifted children. <http://www.depogcrg.blogspot.com/>
22. **Help Me With My Gifted Child:** Not sure how to help your gifted child? Look to this blog for answers, with information about gifted programs, enrollment testing, and parenting. <http://www.giftedparent.org/>
23. **Gifted Parenting Support:** This blog is an excellent place to read more about how to parent and educate children who are gifted and talented. <http://giftedparentingsupport.blogspot.com/>
24. **Gifted Guru:** This blogger offers up resources, books, commentary, and more on the subject of gifted education. <http://www.giftedguru.com/>
25. **Gifted Education Perspectives:** Follow this blog to learn more about all things gifted, from what defines it to how to best educate bright students. <http://ben-hebebrand.blogspot.com/>
26. **Creating Curriculum for Gifted Children:** This blog approaches gifted kids from an educator's perspective, but parents can also learn new ways to challenge and interest their children. <http://creatingcurriculum.wordpress.com/>
27. **Gifted Education Consultant:** Sonia White, author and gifted education specialist, shares her passion for helping gifted children through this blog. <http://giftedchatter.blogspot.com/>
28. **Gifted Phoenix:** On this blog, parents can find some insights into giftedness issues, education, and parenting, from a New Zealand perspective. <http://giftedphoenix.wordpress.com/>

29. **Byrdseed:** Focusing on creativity, accelerated learning, literature, and more, this blog offers resources and inspiration to gifted educators and parents of gifted kids.  
<http://www.byrdseed.com/>
30. **Hoagies' Gifted Education Page:** On this site, you'll find a bit of everything, from conference listings to tips on understanding your gifted child, making it an excellent resource for any parent. <http://www.hoagiesgifted.org/>
31. **Gifted Development Center:** Looking for information about giftedness and how to raise a gifted child? Dr. Linda Silverman provides both on this helpful site.  
[http://www.gifteddevelopment.com/What is Gifted/learned.htm](http://www.gifteddevelopment.com/What_is_Gifted/learned.htm)
32. **Gifted Child Today:** This open-access journal is a great read for parents who want to learn more about how to cater to the needs of their gifted child. <http://gct.sagepub.com/>
33. **Gifted Child Quarterly:** Another open-access journal, this journal is a bit more scholarly, publishing research done on giftedness and talent development. <http://gcq.sagepub.com/>
34. **Summer Camps for Gifted Children:** Looking for a great way to keep your child busy and learning over the summer? These summer camps could be a great choice.  
[http://giftedkids.about.com/od/educationoptions/tp/gifted\\_camps.htm](http://giftedkids.about.com/od/educationoptions/tp/gifted_camps.htm)
35. **Exquisite Minds:** Parents and teachers who work with gifted children can find resources, online games, tips, tools, and more on this social site. <http://www.exquisite-minds.com/>
36. **Royal Fireworks Press:** Head to this publisher's website to find great reads for both you and your gifted child, especially if you're homeschooling. <http://www.rfwp.com/>
37. **BrightKids:** BrightKids is a discussion group for parents of gifted children and is maintained through MENSA. You can join here and get tips and advice from other parents of bright kids.  
<http://www.lists.us.mensa.org/mailman/listinfo/brightkids>
38. **Schools for the Gifted Child:** Wondering where to send your gifted child? This site lists schools in six countries. <http://www.hoagiesgifted.org/schools.htm>
39. **KidSource Gifted and Talented:** KidSource has collected a number of great resources and articles on gifted kids that can be a big help to parents.  
<http://www.kidsource.com/kidsource/pages/ed.gifted.html>
40. **Educational Resources for Parents and Teachers of Gifted Youth:** Mensa is a great place to look for help with a gifted child. Here, they offer up a collection of resources for parents and teachers that ranges from lesson plans to fun activities.  
<http://www.us.mensa.org/learn/gifted-youth/parentteacher-resources/>
41. **Gifted Homeschoolers Forum:** Even if you're not homeschooling your child, this site offers a chance to get resources and talk to parents who are also working to raise gifted children.  
<http://giftedhomeschoolers.org/>
42. **Genius Denied:** This is the website for the book *Genius Denied*, an expose of the ways in which the American education system often ignores its brightest students.  
<http://www.geniusdenied.com/>

43. **Gifted Children's Bill of Rights:** This resource will help you learn how to stand up for your kids and make sure that his or her rights are being respected.  
<http://www.nagc.org/uploadedFiles/PHP/Bill%20of%20Rights.pdf>
44. **Gifted Journey:** This site is a great resource for learning about giftedness, touching on everything from bullying to IQ tests. <http://www.giftedjourney.com/>
45. **teachfine on gifted and ed tech:** This site collects resources that combine gifted education and technology, creating a great list of articles and sites that parents and kids can use to learn.  
<http://paper.li/teachfine/1309463716>
46. **Gifted Students Go Dumb to Fit In:** Is your child lowering his or her potential in order to fit in with peers? This article explores the stigma of being smart.  
<http://www.theage.com.au/national/education/gifted-students-go-dumb-to-fit-in-20120620-20ogw.html>
47. **Gifted Children Need Help, Too:** Many teachers and parents believe that smart kids don't need help; they'll do well on their own. This just isn't the case, as you'll learn here.  
<http://www.witf.org/mental-health/2012/06/gifted-children-need-help-too.php>
48. **The Drama of the Gifted Child:** Being a gifted child isn't easy, as you'll learn from this Psychology Today article. <http://www.psychologytoday.com/blog/suffer-the-children/201206/the-drama-the-gifted-child-1>
49. **Hey, Teacher, Get Help Somewhere Else:** Make sure your child isn't working as a teacher's aide in his or her classroom, a common occurrence as this article explains.  
<http://independencechick.wordpress.com/2012/06/25/hey-teacher-get-help-somewhere-else-gifted-kids-as-perpetual-tutors>
50. **Top 10 Myths in Gifted Education:** Learn some of the biggest myths about teaching gifted kids from this great YouTube video.  
[http://www.youtube.com/watch?feature=player\\_embedded&v=MDJst-y\\_ptl](http://www.youtube.com/watch?feature=player_embedded&v=MDJst-y_ptl)

## Search Engines on the Web

Last updated: May 2017



<http://www.bls.gov/k12/students.htm>

## Career Exploration: What are you interested in?



### Building and fixing things

- [Carpenter](#)
- [Automotive Mechanic](#)
- [Drafter](#)
- [Architect](#)
- [Civil Engineer](#)
- [Electrician](#)



### Law

- [Court Reporter](#)
- [Judge](#)
- [Lawyer](#)
- [Paralegal](#)
- [Police Officer](#)



### Computers

- [Database Administrator](#)
- [Computer Support Specialist](#)
- [Computer Hardware Engineer](#)
- [Software Developer](#)
- [Web Developer](#)
- [Systems Analyst](#)



### Managing money

- [Accountant](#)
- [Bookkeeping Clerk](#)
- [Budget Analyst](#)
- [Financial Analyst](#)
- [Loan Officer](#)



### Helping people

- [Educator](#)
- [Childcare Worker](#)
- [Firefighter](#)
- [Registered Nurse](#)
- [Social Worker](#)
- [Physician](#)



### Math

- [Statistician](#)
- [Electrical Engineer](#)
- [Surveyor](#)
- [Mathematician](#)
- [Cost Estimator](#)
- [Actuary](#)



## Music and art

- Actor
- Artist
- Dancer
- Designer
- Musician
- Photographer



## Nature

- Agricultural & Food Scientist
- Farmer
- Landscape Architect
- Veterinarian
- Zoologist



## Reading

- Desktop Publisher
- Editor
- Librarian
- Reporter
- Writer



## Science

- Chemist
- Pharmacist
- Microbiologist
- Environmental Scientist
- Physicist



## Social studies

- Anthropologist
- Economist
- Historian
- Psychologist
- Urban Planner



## Sports

- Referee
- Professional Athlete
- Coach
- Fitness Trainer
- Recreational Therapist

## COLLEGE PLANNING INTERNET RESOURCES FOR GIFTED STUDENTS & PARENTS

### Mississippi Colleges

- Alcorn State University <http://www.alcorn.edu/>
- Belhaven College <http://www.belhaven.edu/>
- Blue Mountain College <http://www.bmc.edu/>
- Delta State University <http://www.deltastate.edu/>
- Jackson State University <http://www.jsums.edu/>
- Millsaps College <http://www.millsaps.edu/>
- Mississippi College <http://www.mc.edu/>
- Mississippi State University <http://www.msstate.edu>
- Mississippi University for Women <http://www.muw.edu/>
- Mississippi Valley State University <http://www.mvsu.edu/index.php>
- University of Mississippi <http://www.olemiss.edu/>
- University of Southern Mississippi <http://www.usm.edu/>
- Wesley Biblical Seminary <http://www.wbs.edu/>
- William Carey College <http://www.wmcarey.edu/>

### Mississippi Community Colleges

- State Board for Community Colleges <http://www.sbcjc.cc.ms.us/default.asp>
- Copiah-Lincoln Community College <http://www.colin.edu/>
- East Central Community College <http://www.eccc.edu/>
- East Mississippi Community College <http://www.eastms.edu/>
- Hinds Community College <http://www.hindscc.edu/>
- Holmes Community College <http://www.holmescc.edu/>

Itawamba Community College <http://www.iccms.edu/>

Jones Junior College <http://www.jcjc.edu/>

Meridian Community College <http://www.meridiancc.edu/>

Mississippi Delta Community College <http://www.msdelta.edu/>

Mississippi Gulf Coast Community College <http://www.mgccc.edu/>

Northeast Mississippi Community College <http://www.nemcc.edu/>

Northwest Mississippi Community College <http://www.northwestms.edu/>

Pearl River Community College <http://www.prcc.edu/>

Southwest Mississippi Community College <http://www.smcc.edu/>

### **College Financial Aid**

U.S. Department of Education's College.gov Portal <http://www.college.gov/wps/portal>

Mississippi Prepaid Affordable College Tuition Program (MPACT)  
<http://www.collegesavingsmississippi.com/>

Mississippi College Savings Plan (MACS) <http://www.collegesavingsmississippi.com/>

ACT Information <http://www.actstudent.org/index.html>

SAT Information <http://www.collegeboard.com/splash>

FastWeb <http://www.fastweb.com/>

Free Application for Federal Student Aid <http://www.fafsa.ed.gov/>

#### **Grants**

Teacher Education Assistance for College and Higher Education Grant (TEACH Grant)  
<http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>

Federal Pell Grant <http://studentaid.ed.gov/PORTALSWebApp/students/english/PellGrants.jsp>

Federal Supplemental Educational Opportunity Grant (FSEOG)  
<http://studentaid.ed.gov/PORTALSWebApp/students/english/FSEOG.jsp?tab=funding>

The Academic Competitiveness Grant (ACG)  
<http://studentaid.ed.gov/PORTALSWebApp/students/english/AcademicGrants.jsp?tab=funding>



The National Science & Mathematics Access to Retain Talent Grant (SMART Grant)  
<http://studentaid.ed.gov/PORTALSWebApp/students/english/SmartGrants.jsp?tab=funding>

Institutional Grants

<http://studentaid.ed.gov/PORTALSWebApp/students/english/InstitutionalGrant.jsp?tab=funding>

Mississippi Resident Tuition Assistance Grant (MTAG)

<http://www.ihl.state.ms.us/FINANCIALAID/mtag.html>

Mississippi Eminent Scholars Grant (MESG) <http://www.ihl.state.ms.us/financialaid/mesg.html>

Campus-Based Aid

Federal Supplemental Educational Opportunity Grants

<http://studentaid.ed.gov/PORTALSWebApp/students/english/campusaid.jsp#01>

Federal Work-Study <http://studentaid.ed.gov/PORTALSWebApp/students/english/campusaid.jsp#02>

Loans

Federal Perkins Loans

<http://studentaid.ed.gov/PORTALSWebApp/students/english/campusaid.jsp#03>

Federal Stafford Loan <http://studentaid.ed.gov/PORTALSWebApp/students/english/studentloans.jsp>

Federal PLUS Loan <http://studentaid.ed.gov/PORTALSWebApp/students/english/parentloans.jsp>

Loan Comparison Chart [http://studentaid.ed.gov/students/publications/student\\_guide/2007-2008/english/typesofFSA\\_loans.htm](http://studentaid.ed.gov/students/publications/student_guide/2007-2008/english/typesofFSA_loans.htm)

## Study Skills

[www.how-to-study.com](http://www.how-to-study.com) – study skills resource site

[www.infoplease.com/homework/studyskills1.html](http://www.infoplease.com/homework/studyskills1.html) - Infoplease's Homework Center with study skills tips

## Career Exploration

[www.kids.gov/6\\_8/6\\_8\\_careers.shtml](http://www.kids.gov/6_8/6_8_careers.shtml) - Students can investigate hundreds of careers at the official kids' portal for the U.S. government. Read about what each career is like and how to prepare for it.

[www.mappingyourfuture.org](http://www.mappingyourfuture.org) – Mapping Your Future site for students and parents has information on financial strategies, career options, and college planning. Includes "Show Me the Future," a financial literacy and life skills game.

[www.cacareerzone.org](http://www.cacareerzone.org) – career exploration and planning on the California Career Zone site, including self-assessments and information on 900 occupations, plus 300 career videos

[www.collegemajors101.com](http://www.collegemajors101.com) – allows students to do in-depth research of majors and careers

## 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 **minimum** of five hours 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, research skills, personal growth and human relations exercises, leadership skills, and creative expression.”*

MDE regulations also state that:

- “No full-time minimum program paid teacher of the gifted may have more than one planning period each day (maximum of 60 minutes).”
- “In grades 2-8, a group of 5-8 students per class period is the ideal group size for teachers to be able to provide the experiences that are necessary to make the program effective.” Class size may be extended to 10 students if all scheduled gifted classes are equal in size.
- 100 percent 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 for gifted program services.

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

**See Appendix A for link to full Gifted Program Regulations**

## **Identification: Intellectually Gifted**

In accordance with the Mississippi Department of Education Regulations, Union County Schools utilizes a two-part process of identification for intellectually gifted students.

### **Referral Process:**

A student may be referred by anyone having reason to believe that the student might be intellectually gifted. The identification process is a combination of subjective and objective measures to determine eligibility for the gifted programs. Union County uses a multi-factored identification process to insure a fair evaluation of each individual student.

### **Referral Criteria:**

A student must meet the district criteria on the following measures:

- normed measure of intelligence: 91<sup>st</sup> percentile minimum
- normed achievement test: 91<sup>st</sup> percentile minimum or criterion referenced achievement test at 91<sup>st</sup> percentile

After collection of the referral data, the Local Survey Committee (LSC) will meet to review the data and make one of the following recommendations:

1. The student has met the referral criteria and may move forward to the assessment stage.
2. The student has not satisfied minimal criteria on the required measures and the identification process is stopped.

If the identification process stops here, parents are notified in writing of the results of the LSC meeting. Parents are given the opportunity to meet with the LSC or gifted contact person to discuss the student's data.

### **Assessment**

If parental permission for testing has not been obtained, written permission must be given before continuing with the assessment phases of identification.

In assessment phase one a student must meet mandated criteria in one or two of the following:

- Normed characteristics of giftedness: 91<sup>st</sup> percentile minimum
- Normed measure of creativity: 91<sup>st</sup> percentile minimum
- Normed measure of leadership: 91<sup>st</sup> percentile minimum
- Normed measure of cognitive abilities: 91<sup>st</sup> percentile minimum

Once a student has met the minimum criteria in Phase I he/she shall progress to Phase II and be administered an individual test of intelligence by a licensed examiner (psychometrist). The psychometrist reviews all data in the student folder to determine the appropriate instrument. Students must score at or above the 91<sup>st</sup> percentile to be eligible for intellectually gifted classes. Union County School District, as part of its ongoing identification process, administers a blanket screener to

all first grade students in the second semester. LSC will meet, reviewing all individual data, to determine eligibility for the LINK program for intellectually gifted students. Parents will be notified in writing about the assessment results, safeguards, and family rights. Written permission will be obtained from the parent before placement in the LINK program.

If a student does not qualify for LINK after an initial referral, he/she may be referred again. Each referral shall follow the same procedure that includes an intelligence screener, checklists, and individual IQ test. Anyone (teacher, parent, self, peer, etc.) with reason to believe a student is intellectually gifted may refer students for placement in this program. Contact a teacher, the Gifted Contact Person, or counselor to begin the referral process. Only one individual intelligence test may be used for identification within a six-month period

## Union County School District Gifted Education Program Policies

The student identification process will be conducted in accordance with MDE regulations. The identification process requires an annual blanket screening for each program at one or more grade levels. Referrals will be solicited from multiple sources to include, but not limited to screenings and referrals from a teacher, administrator counselor, parent, self, peer, or any person having reason to believe that the student may be gifted in a particular area.

The identification process shall provide an equitable opportunity for the inclusion of all Union County School District students.

- I. The multi-factored identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted program. The selection of instruments is based upon a comprehensive student profile for each student that takes into account multiple factors.
- II. The District will administer a maximum of two intelligence tests if there is adequate evidence the child will satisfy the District's and State's minimum criteria.
- III. Private evaluations will be the responsibility of the parents. The results of these evaluations will only be accepted in accordance with the District guidelines which may be obtained by contacting the Union County School District Special Services Director.
- IV. Students enrolled in the district's gifted program will not be responsible for missed class work. They will be only held responsible for mastery of concepts covered while out of the classroom.
- V. Students in gifted programs will be reassessed annually by the Local Survey Committee in accordance with the MDE guidelines.

For a student to be removed from the program:

- A. A lack of success in the gifted program must be documented OR
- B. The parent of guardian must submit a written request to remove the student.

Students removed may not reenter the program until the beginning of the following school year.

- VI. If the Local Survey Committee recommends that a student be removed from the gifted program, the student's parents must be notified and given an opportunity to discuss the decision before the student is removed.

## Minimal Acceptable District Referral Criteria

The Jacob Jarvits Act (PL 107-110 sec. 9102) declares that intellectual ability and academic ability are two distinct and separate areas of performance. Accordingly, while grades and/or achievement test scores might be an indicator of giftedness, they are more appropriately an indicator of academic giftedness.

**Many intellectually gifted students are not going to be high achieving, teacher pleasing students.**

### Process for gathering data:

#### First Grade

1. Screen all first grade. Score of 90% is required.
2. Scores of at least 90% in Reading, Language, and Mathematics on normed achievement test.
3. Students who satisfy both criterion 1 and criterion 2 move to LSC.
4. Students who satisfy only criterion 2 shall, with parental permission, take a second group screener. Score of 90% is required.
5. Students who satisfy both criterion 2 and criterion 4 move to LSC.

#### Second Grade – Eighth Grade

1. MCT Scores of Advanced in Reading, Language, and Mathematics.  
Or  
Group achievement test scores at or above 90% in Reading, Language, and Mathematics.
2. Score of 90% on group administered IQ test. (May be an existing test if administered within 12 months)
3. Students who satisfy both criteria move to LSC.

## L.I.N.K. Program Evaluation

### **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 at least twice per year.

### **Teachers:**

Teachers are evaluated annually according to the UCSD process / procedures. The program strengths and areas of need identified by completed checklists will be used by the gifted program coordinator to design meaningful and appropriate professional development activities for the L.I.N.K. teachers. For more information, see "Essential Elements of a Quality Gifted Education Classroom" on the next page.

### **Program:**

In accordance with Mississippi Department of Education recommendations, the L.I.N.K. 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 (teachers, parents, and students) annually evaluate the L.I.N.K. 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](http://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.



## GIFTED AT-RISK YOUTH INFORMATION

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



The Frances A. Kames Center for Gifted Studies  
 Web site: [www.usm.edu/gifted](http://www.usm.edu/gifted) E-mail: [gifted.studies@usm.edu](mailto:gifted.studies@usm.edu)  
 Phone: 601.966.5036 Fax: 601.966.4978  
 This project was funded by the U.S. Department of Education for \$173,000  
 AARE02ADAU



## Gifted Kids at Risk: Who's Listening?

**Author** Patricia A. Schuler **Citation** Reprinted with permission from the author.

### Gifted Kids at Risk: Who's Listening?

**By Patricia A. Schuler**

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**

Exceptional reasoning ability

Intellectual curiosity

Rapid learning rate

Facility with abstraction

#### **Personality Characteristics**

Insightfulness

Need to understand

Need for mental stimulation

Perfectionism

Complex thought processes  
Vivid imagination  
Early moral concern  
Passion for learning

Need for precision/logic  
Excellent sense of humor  
Sensitivity/empathy  
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.

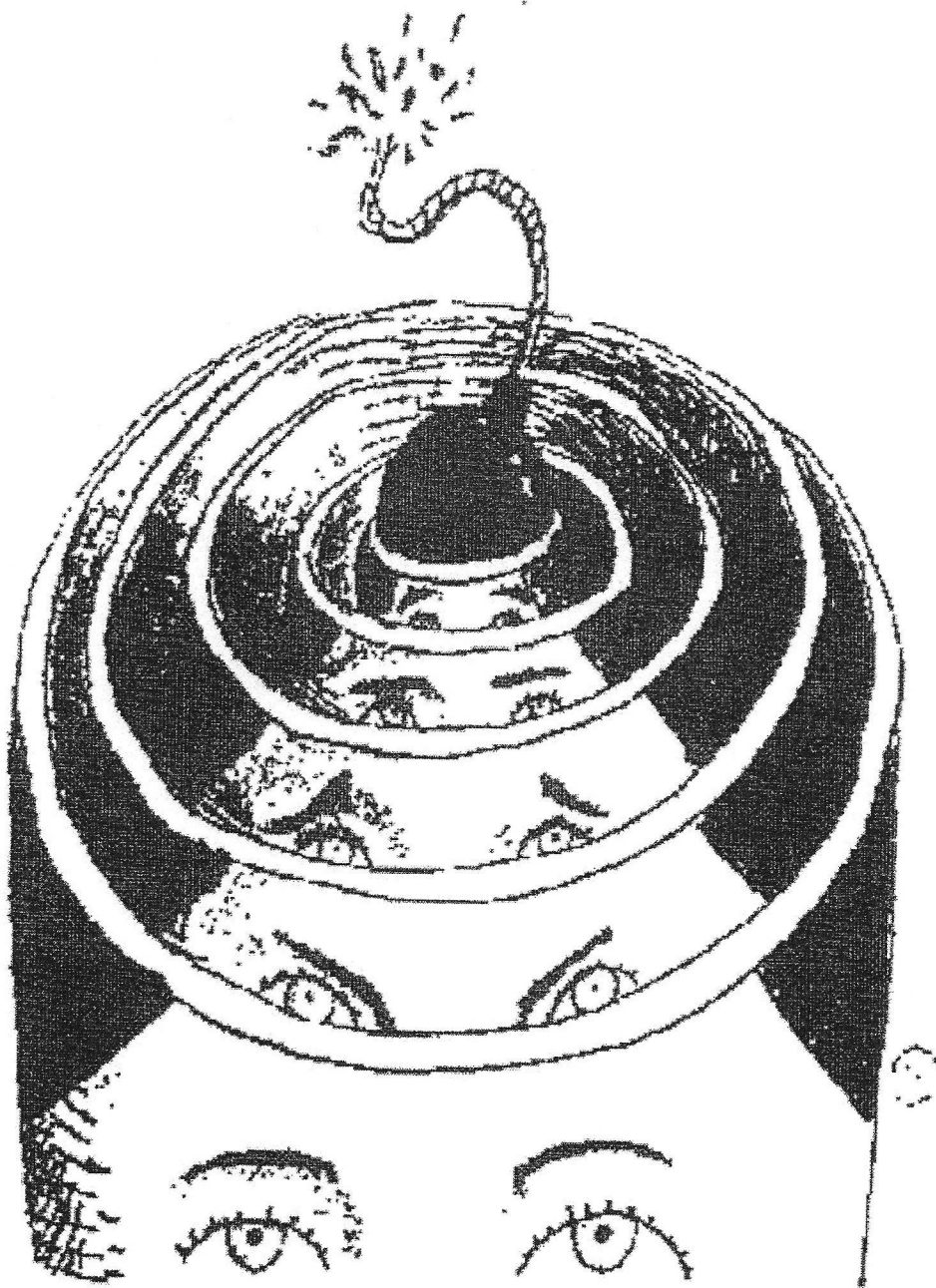
Who is listening? Who will act?

### References

- Dirkes, M. A. (1983). Anxiety in the gifted: Pluses and minuses. *Roeper Review*, 6(2), 68-70.
- Higham, S.J., & Buescher, T.M. (1987). What young gifted adolescents understand about feeling "different." In T.M. Buescher (Ed.). *Understanding gifted and talented adolescents* (pp. 26-30). Evanston, IL: The Center for Talent Development.
- Schmitz, C.C., & Galbraith, J. (1985). *Managing the social and emotional needs of the gifted: A teacher's survival guide*. Minneapolis, MN: Free Spirit.
- Silverman, L.K. (Ed.) (1993). *Counseling the gifted and talented*. Denver: Love Publishing.
- Silverman, L.K. (1987). Applying knowledge about social development to the counseling process with gifted adolescents. In T.M. Buescher (Ed.). *Understanding gifted and talented adolescents* (pp. 40-44). Evanston, IL: The Center for Talent Development. - See more at: <http://www.sengifted.org/archives/articles/gifted-kids-at-risk-whos-listening#sthash.pNB11UKX.dpuf>

Counseling At-Risk Students

# Counseling At-Risk Students



## Definition

Counseling is the act of talking things over for a deliberate purpose or design. This includes the exchange of ideas, deliberation, consultation, and advice.

At-Risk Gifted Students may display some of the following characteristics:

- Economically disadvantaged
- Underachieving academically
- Perfectionism
- Low self-esteem
- Unaccepted by peers
- Etc...

Gifted students will receive counseling services on an as needed basis.

## Outcomes

1. Gifted At-Risk Students shall be provided with guidance and counseling to help them reach their potential.
  - A. The student will be given the opportunity to discuss different situations with the gifted teacher.
  - B. The student will be given access to a school counselor who has had special training to provide appropriate counseling services for gifted at-risk students.
  - C. The student will be provided a continuum of specialized counseling services. These may include attention for underachievement as well as overcoming barriers of low-income, socio-emotional issues, twice exceptional students, and cultural difference. This may include counseling services through Region III Mental Health.

There is not a *Scope and Sequence* section for the area of *Counseling At-Risk Students* because services are rendered on an as needed basis. These services will be evaluated and determined on an individual basis. Different students have different counseling needs so there is not a way to determine at which grade level a student should be introduced or have developed, mastered, and extended services.



## Sample Resources

Prufrock:

*Multicultural Mentoring of the Gifted and Talented*  
*Differential Guidance for the Gifted-Revisited*

Hoagies Gifted:

*Failing at Fairness: How Our Schools Cheat Girls*  
*Counseling the Gifted and Talented*  
*Gifted Kids At Risk: Who's Listening?*

# Family Educational Rights and Privacy Act (FERPA)

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

### 34 C.F.R. Part 99

#### SUBPART A—GENERAL

##### Sec. 99.1 To which educational agencies or institutions do these regulations apply?

(a) Except as otherwise noted in Sec. 99.10, this part applies to an educational agency or institution to which funds have been made available under any program administered by the Secretary. If—

(1) The educational institution provides educational services or instruction, or both, to students; or

(2) The educational agency provides administrative control of or direction of, or performs service functions for, public elementary or secondary schools or postsecondary institutions.

(Authority: 20 U.S.C. 1210, 1232g, 3487, 3977)

(b) This part does not apply to an educational agency or institution solely because students attending that agency or institution receive non-monetary benefits under a program referenced in paragraph (a) of this section, if no funds under that program are made available to the agency or institution.

(c) The Secretary considers funds to be made available to an educational agency or institution of funds under one or more of the programs referenced in paragraph (a) of this section—

(1) Are provided to the agency or institution by grant, cooperative agreement, contract, subgrant, or subcontract; or

(2) Are provided to students attending the agency or institution and the funds may be paid to the agency or institution by those students or educational purposes, such as under the Pell Grant Program and the Guaranteed Student Loan Program (Titles IV-A-3 and IV-B, respectively, of the Higher Education Act of 1965, as amended).

(d) If an educational agency or institution receives funds under one or more of the programs covered by this section, the regulations in this part apply to the recipient as a whole, including each of its components (such as a department within a university).

(6) FR 59295, Nov. 21, 1996.

##### Sec. 99.2 What is the purpose of these regulations?

The purpose of this part is to set out requirements for the protection of privacy of parents and students under Sec. 444 of the General Education Provisions Act, as amended.

(6) FR 59291, Nov. 21, 1996.

(Note: 34 CFR 300.360-300.376 concern requirements regarding confidentiality of information relating to handicapped children who receive benefits under the Education of the Handicapped Act.)

##### Sec. 99.3 What definitions apply to these regulations?

The following definitions apply to this part:

"Act" means the Family Educational Rights and Privacy Act of 1974, as amended, enacted as Sec. 444 of the General Education Provisions Act.

"Attendance" includes, but is not limited to:

(a) Attendance in person or by correspondence; and

(b) The period during which a person is working under a work-study program.

"Directory information" means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic

teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

(Authority: 20 U.S.C. 1231g(a)(1)(A))

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means.

(Authority: 20 U.S.C. 1231g(b)(1))

"Educational agency or institution" means any public or private agency or institution to which this part applies under Sec. 99.1(a).

(Authority: 20 U.S.C. 1231g(a)(3))

"Education records"

(a) The term means those records that are:

(1) Directly related to a student; and

(2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

(b) The term does not include:

(1) Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

(2) Records of a law enforcement unit of an educational agency or institution, but only if education records maintained by the agency or institution are not disclosed to the unit, and the law enforcement records are:

(i) Maintained separately from education records;

(ii) Maintained solely for law enforcement purposes; and

(iii) Disclosed only to law enforcement officials of the same jurisdiction;

(3)(i) Records relating to an individual who is employed by an educational agency or institution, that:

(A) Are made and maintained in the normal course of business;

(B) Relate exclusively to the individual in that individual's capacity as an employee; and

(C) Are not available for use for any other purpose.

(ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.

(4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:

(i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;

(ii) Made, maintained, or used only in connection with treatment of the student; and

(iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and

(5) Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

(Authority: 20 U.S.C. 1231g(a)(4))

"Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary education.

(Authority: 20 U.S.C. 1231g(d))

"Institution of postsecondary education" means an institution that provides education to students beyond the secondary school level;

"secondary school level" means the educational level (not beyond grade 12) at which secondary education is provided as determined under State law.

(Authority: 20 U.S.C. 1232g(4))

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

"Party" means an individual, agency, institution, or organization.

(Authority: 20 U.S.C. 1232g(3)(A))

"Personally identifiable information" includes, but is not limited to:

- (a) The student's name;
- (b) The name of the student's parent or other family member;
- (c) The address of the student or student's family;
- (d) A personal identifier, such as the student's social security number or student number;
- (e) A list of personal characteristics that would make the student's identity easily traceable; or
- (f) Other information that would make the student's identity easily traceable.

"Record" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

"Secretary" means the Secretary of the U.S. Department of Education or an official or employee of the Department of Education acting for the Secretary under a delegation of authority.

"Student," except as otherwise specifically provided in this part, means any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records.

[51 FR 19291, Nov. 21, 1996.]

**Sec. 99.4 What are the rights of parents?**

An educational agency or institution shall give full rights under the Act to either parent, unless the agency or institution has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

**Sec. 99.5 What are the rights of students?**

(a) When a student becomes an eligible student, the rights accorded to, and consent required of, parents under this part transfer from the parents to the student.

(b) The Act and this part do not prevent educational agencies or institutions from giving students rights in addition to those given to parents.

(c) If an individual is or has been in attendance at one component of an educational agency or institution, that attendance does not give the individual rights as a student in other components of the agency or institution to which the individual has applied for admission, but has never been in attendance.

(Authority: 20 U.S.C. 1232g(4))

[53 FR 11943, Apr. 11, 1988, as amended at 51 FR 3183, Jan. 7, 1993]  
EFFECTIVE DATE: These regulations take effect on February 16, 1995.

**Sec. 99.6 Removed and reserved**

[61 FR 59291, Nov. 21, 1996.]

**Sec. 99.7 What must an educational agency or institution include in its annual notification?**

(a) (1) Each educational agency or institution shall annually notify parents of students currently in attendance, or eligible students currently in attendance, of their rights under the Act and this part.

(2) The notice must inform parents or eligible students that they have the right to—

- (i) Inspect and review the student's education records;
- (ii) Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;

(iii) Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and Sec. 99.31 authorize disclosure without consent; and

(iv) File with the Department a complaint under Secs. 99.63 and 99.64 concerning alleged failures by the educational agency or institution to comply with the requirements of the Act and this part.

(3) The notice must include all of the following:

(i) The procedure for exercising the right to inspect and review education records.

(ii) The procedure for requesting amendment of records under Sec. 99.20.

(iii) If the educational agency or institution has a policy of disclosing education records under Sec. 99.31(e)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

(b) An educational agency or institution may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights.

(1) An educational agency or institution shall effectively notify parents or eligible students who are disabled.

(2) An agency or institution of elementary or secondary education shall effectively notify parents who have a primary or home language other than English.

(Approved by the Office of Management and Budget under control number 1580-0207)

(Authority: 20 U.S.C. 1232g(e) and (f).  
[53 FR 11943, Apr. 11, 1988; 51 FR 19366, May 27, 1986; 61 FR 59291, Nov. 21, 1996.]

**SUBPART B—WHAT ARE THE RIGHTS OF INSPECTION AND REVIEW OF EDUCATION RECORDS?**

**Sec. 99.10 What rights exist for a parent or eligible student to inspect and review education records?**

(a) Except as limited under Sec. 99.12, a parent or eligible student must be given the opportunity to inspect and review the student's education records. This provision applies to—

- (1) Any educational agency or institution; and
- (2) Any State educational agency (SEA) and its components.

(i) For the purposes of subpart B of this part, an SEA and its components constitute an educational agency or institution.

(ii) An SEA and its components are subject to subpart B of this part if the SEA maintains education records on students who are or have been in attendance at any school of an educational agency or institution subject to the Act and this part.

(b) The educational agency or institution, or SEA or its component, shall comply with a request for access to records within a reasonable period of time, but not more than 45 days after it has received the request.

(c) The educational agency or institution, or SEA or its component shall respond to reasonable requests for explanations and interpretations of the records.

(d) If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the educational agency or institution, or SEA or its component, shall—

- (1) Provide the parent or eligible student with a copy of the records requested; or

(2) Make other arrangements for the parent or eligible student to inspect and review the requested records.

(c) The educational agency or institution, or SEA or its component shall not destroy any education records if there is an outstanding request to inspect and review the records under this section.

(f) While an education agency or institution is not required to give an eligible student access to treatment records under paragraph (b)(4) of the definition of "Education records" in Sec. 99.3, the student may have those records reviewed by a physician or other appropriate professional of the student's choice.

[Authority: 20 U.S.C. 1232g(a)(1)(A) and (B)]  
[61 FR 59296, Nov. 21, 1996.]

#### Sec. 99.11 May an educational agency or institution charge a fee for copies of education records?

(a) Unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's education records, an educational agency or institution may charge a fee for a copy of an education record which is made for the parent or eligible student.

(b) An educational agency or institution may not charge a fee to search for or to retrieve the education records of a student.

[Authority: 20 U.S.C. 1232g(a)(1)(D)]

#### Sec. 99.12 What limitations exist on the right to inspect and review records?

(a) If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review, or be informed of only the specific information about that student.

(b) A postsecondary institution does not have to permit a student to inspect and review education records that are:

(1) Financial records, including any information those records contain, of his or her parents;

(2) Confidential letters and confidential statements of recommendation placed in the education records of the student before January 1, 1975, as long as the statements are used only for the purposes for which they were specifically intended; and

(3) Confidential letters and confidential statements of recommendation placed in the student's education records after January 1, 1975, if:

(i) The student has waived his or her right to inspect and review those letters and statements; and

(ii) Those letters and statements are related to the student's:

- (A) Admission to an educational institution;
- (B) Application for employment; or
- (C) Receipt of an honor or honorary recognition.

(c)(1) A waiver under paragraph (b)(3)(i) of this section is valid only if:

(i) The educational agency or institution does not require the waiver as a condition for admission to or receipt of a service or benefit from the agency or institution; and

(ii) The waiver is made in writing and signed by the student, regardless of age.

(2) If a student has waived his or her rights under paragraph (b)(3)(i) of this section, the educational institution shall:

(i) Give the student, on request, the names of the individuals who provided the letters and statements of recommendation; and

(ii) Use the letters and statements of recommendation only for the purpose for which they were intended.

(3)(i) A waiver under paragraph (b)(3)(i) of this section may be revoked with respect to any actions occurring after the revocation.

(ii) A revocation under paragraph (c)(3)(i) of this section must be in writing.

[Authority: 20 U.S.C. 1232g(a)(1)(A), (B), (C), and (D)]  
[61 FR 59296, Nov. 21, 1996.]

### SUBPART C—WHAT ARE THE PROCEDURES FOR AMENDING EDUCATION RECORDS?

#### Sec. 99.20 How can a parent or eligible student request amendment of the student's education records?

(a) If a parent or eligible student believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy, he or she may ask the educational agency or institution to amend the record.

(b) The educational agency or institution shall decide whether to amend the record as requested within a reasonable time after the agency or institution receives the request.

(c) If the educational agency or institution decides not to amend the record as requested, it shall inform the parent or eligible student of its decision and of his or her right to a hearing under Sec. 99.21.

[Authority: 20 U.S.C. 1232g(a)(2)]

[13 FR 11940, Apr. 11, 1948; 33 FR 19368, May 27, 1968; 61 FR 59296, Nov. 21, 1996.]

#### Sec. 99.21 Under what conditions does a parent or eligible student have the right to a hearing?

(a) An educational agency or institution shall give a parent or eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

(b)(1) If, as a result of the hearing, the educational agency or institution decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall:

- (i) Amend the record accordingly; and
- (ii) Inform the parent or eligible student of the amendment in writing.

(2) If, as a result of the hearing, the educational agency or institution decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the agency or institution, or both.

(c) If an educational agency or institution places a statement in the education records of a student under paragraph (b)(2) of this section, the agency or institution shall:

(1) Maintain the statement with the contested part of the record for as long as the record is maintained; and

(2) Disclose the statement whenever it discloses the portion of the record to which the statement relates.

[Authority: 20 U.S.C. 1232g(a)(2)]

[61 FR 59296, Nov. 21, 1996.]

#### Sec. 99.22 What minimum requirements exist for the conduct of a hearing?

The hearing required by Sec. 99.21 must meet, at a minimum, the following requirements:

(a) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.

(b) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

(c) The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.

(d) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised under Sec. 99.21. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

(e) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

(f) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

(Authority: 20 U.S.C. 1222(a)(2))

**SUBPART D—MAY AN EDUCATIONAL AGENCY OR INSTITUTION DISCLOSE PERSONALLY IDENTIFIABLE INFORMATION FROM EDUCATION RECORDS?**

**Sec. 99.30 Under what conditions is prior consent required to disclose information?**

(a) The parent or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records, except as provided in Sec. 99.31.

(b) The written consent must:

- (1) Specify the records that may be disclosed;
- (2) State the purpose of the disclosure; and
- (3) Identify the party or class of parties to whom the disclosure may be made.

(c) When a disclosure is made under paragraph (a) of this section:

(1) If a parent or eligible student so requests, the educational agency or institution shall provide him or her with a copy of the records disclosed; and

(2) If the parent of a student who is not an eligible student so requests, the agency or institution shall provide the student with a copy of the records disclosed.

(Authority: 20 U.S.C. 1222g(b)(1) and (b)(2)(A))  
(35 FR 11943, Apr. 11, 1965, as amended at 58 FR 3148, Jan. 7, 1993)

**Sec. 99.31 Under what conditions is prior consent not required to disclose information?**

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by Sec. 99.30 if the disclosure meets one or more of the following conditions:

(1) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

(2) The disclosure is, subject to the requirements of Sec. 99.34, to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll.

(3) The disclosure is, subject to the requirements of Sec. 99.35, to authorized representatives of:

- (i) The Comptroller General of the United States;
- (ii) The Secretary; or
- (iii) State and local educational authorities.

(4)(i) The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

- (A) Determine eligibility for the aid;
- (B) Determine the amount of the aid;
- (C) Determine the conditions for the aid; or

(D) Enforce the terms and conditions of the aid.

(ii) As used in paragraph (a)(4)(i) of this section, "financial aid" means a payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.

(Authority: 20 U.S.C. 1222g(b)(1)(D))

(5)(i) The disclosure is to State and local officials or authorities to whom this information is specifically—

(A) Allowed to be reported or disclosed pursuant to State statute adopted before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or

(B) Allowed to be reported or disclosed pursuant to State statute adopted after November 19, 1974, subject to the requirements of Sec. 99.38.

(6)(i) The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

- (A) Develop, validate, or administer predictive tests;
- (B) Administer student aid programs; or
- (C) Improve instruction.

(ii) The agency or institution may disclose information under paragraph (a)(6)(i) of this section only if:

(A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization; and

(B) The information is destroyed when no longer needed for the purposes for which the study was conducted.

(iii) If this Office determines that a third party outside the educational agency or institution to whom information is disclosed this paragraph (a)(6) violates paragraph (a)(6)(ii)(B) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

(iv) For the purposes of paragraph (a)(6) of this section, the term "organization" includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

(7) The disclosure is to accrediting organizations to carry out their accrediting functions.

(8) The disclosure is to parents of a dependent student, as defined in Sec. 152 of the Internal Revenue Code of 1954.

(9)(i) The disclosure is to comply with a judicial order or lawfully issued subpoena.

(ii) The educational agency or institution may disclose information under paragraph (a)(9)(i) of this section only if the agency or institution makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with—

(A) A Federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

(B) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

(iii) If the educational agency or institution initiates legal action against a parent or student and has complied with paragraph (a)(9)(ii) of this section, it may disclose the student's education records that are relevant to the action to the court without a court order or subpoena.

(10) The disclosure is in connection with a health or safety emergency, under the conditions described in Sec. 99.36.

(1) The disclosure is information the educational agency or institution has designated as "directory information," under the conditions described in Sec. 99.37.

(2) The disclosure is to the parent of a student who is not an eligible student or to the student.

(3) The disclosure is to an alleged victim of any crime of violence, as that term is defined in Sec. 16 of title 18, United States Code, of the results of any disciplinary proceeding conducted by an institution of postsecondary education against the alleged perpetrator of that crime with respect to that crime.

(b) This section does not forbid an educational agency or institution to disclose, nor does it require an educational agency or institution to disclose, personally identifiable information from the education records of a student to any parties under paragraphs (a)(1) through (11) and (13) of this section.

(Authority: 20 U.S.C. 1232g(a)(5)(A), (b)(1), (b)(2), (b)(3)(B), and (3).)  
(3) FR 11943, Apr. 11, 1984; 33 FR 19361, May 27, 1968, as amended at 52 FR 11149, Jan. 7, 1991; 61 FR 59296, Nov. 21, 1996.]

### Sec. 99.32 What recordkeeping requirements exist concerning requests and disclosures?

(a)(1) An educational agency or institution shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student.

(2) The agency or institution shall maintain the record with the education records of the student as long as the records are maintained.

(3) For each request or disclosure the record must include:

- (i) The parties who have requested or received personally identifiable information from the education records; and
- (ii) The legitimate interests the parties had in requesting or obtaining the information.

(b) If an educational agency or institution discloses personally identifiable information from an education record with the understanding authorized under Sec. 99.33(b), the record of the disclosure required under this section must include:

(1) The names of the additional parties to which the receiving party may disclose the information on behalf of the educational agency or institution; and

(2) The legitimate interests under Sec. 99.31 which each of the additional parties has in requesting or obtaining the information.

(c) The following parties may inspect the record relating to each student:

- (1) The parent or eligible student.
- (2) The school official or his or her assistants who are responsible for the custody of the records.

(3) Those parties authorized in Sec. 99.31(a)(1) and (3) for the purposes of auditing the recordkeeping procedures of the educational agency or institution.

(4) Paragraph (a) of this section does not apply if the request was from, or the disclosure was to:

- (1) The parent or eligible student;
- (2) A school official under Sec. 99.31(a)(1);
- (3) A party with written consent from the parent or eligible student;

(4) A party seeking directory information; or

(5) A party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

(Approved by the Office of Management and Budget under control number 1830-0508)  
(Authority: 20 U.S.C. 1232g(b)(1) and (b)(4)(A).)  
(61 FR 59296, Nov. 21, 1996.)

### Sec. 99.33 What limitations apply to the redisclosure of information?

(a)(1) An educational agency or institution may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student.

(2) The officers, employees, and agents of a party that receives information under paragraph (a)(1) of this section may use the information, but only for the purposes for which the disclosure was made.

(b) Paragraph (a) of this section does not prevent an educational agency or institution from disclosing personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the educational agency or institution if:

(1) The disclosures meet the requirements of Sec. 99.31; and

(2) The educational agency or institution has complied with the requirements of Sec. 99.32(b).

(c) Paragraph (a) of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas under Sec. 99.31(a)(9), to disclosures of directory information under Sec. 99.31(a)(11), or to disclosures to a parent or student under Sec. 99.31(a)(12).

(d) Except for disclosures under Sec. 99.31(a)(9), (11), and (12), an educational agency or institution shall inform a party to whom disclosure is made of the requirements of this section.

(e) If this Office determines that a third party improperly rediscloses personally identifiable information from education records in violation of Sec. 99.33(a) of this section, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

(Authority: 20 U.S.C. 1232g(b)(4)(B).)  
(61 FR 59297, Nov. 21, 1996.)

### Sec. 99.34 What conditions apply to disclosure of information to other educational agencies or institutions?

(a) An educational agency or institution that discloses an education record under Sec. 99.31(a)(2) shall:

(1) Make a reasonable attempt to notify the parent or eligible student at the last known address of the parent or eligible student, unless:

(i) The disclosure is initiated by the parent or eligible student; or

(ii) The annual notification of the agency or institution under Sec. 99.6 includes a notice that the agency or institution forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;

(2) Give the parent or eligible student, upon request, a copy of the record that was disclosed; and

(3) Give the parent or eligible student, upon request, an opportunity for a hearing under Subpart C.

(b) An educational agency or institution may disclose an education record of a student in attendance to another educational agency or institution if:

(1) The student is enrolled in or receives services from the other agency or institution; and

(2) The disclosure meets the requirements of paragraph (a) of this section.

(Authority: 20 U.S.C. 1232g(b)(1)(B).)  
(61 FR 59297, Nov. 21, 1996.)

**Sec. 99.35** What conditions apply to disclosure of information for Federal or State program purposes?

(a) The officials listed in Sec. 99.31(a)(3) may have access to education records in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs.

(b) Information that is collected under paragraph (a) of this section must

(1) Be protected in a manner that does not permit personal identification of individuals by anyone except the officials referred to in paragraph (a) of this section; and

(2) Be destroyed when no longer needed for the purposes listed in paragraph (a) of this section.

(c) Paragraph (b) of this section does not apply if:

(1) The parent or eligible student has given written consent for the disclosure under Sec. 99.30; or

(2) The collection of personally identifiable information is specifically authorized by Federal law.

(Authority: 20 U.S.C. 1232g(b)(3))

**Sec. 99.36** What conditions apply to disclosure of information in health and safety emergencies?

(a) An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(b) Nothing in this Act or this part shall prevent an educational agency or institution from—

(1) Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community;

(2) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials within the agency or institution who the agency or institution has determined have legitimate educational interests in the behavior of the student; or

(3) Disclosing appropriate information maintained under paragraph (b)(1) of this section to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

(c) Paragraphs (a) and (b) of this section will be strictly construed.

(Authority: 20 U.S.C. 1232g(b)(1)(D) and (2))  
[33 FR 11943, Apr. 11, 1968; 53 FR 19568, May 27, 1988; 61 FR 30297, Nov. 21, 1996.]

**Sec. 99.37** What conditions apply to disclosing directory information?

(a) An educational agency or institution may disclose directory information if it has given public notice to parents of students in attendance and eligible students in attendance at the agency or institution of:

(1) The types of personally identifiable information that the agency or institution has designated as directory information;

(2) A parent's or eligible student's right to refuse to let the agency or institution designate any or all of those types of information about the student as directory information; and

(3) The period of time within which a parent or eligible student is to notify the agency or institution in writing that he or she does or wants any or all of those types of information about the student designated as directory information.

(b) An educational agency or institution may disclose directory information about former students without meeting the conditions in paragraph (a) of this section.

(Authority: 20 U.S.C. 1232g(a)(5)(A) and (B))

**Sec. 99.38** What conditions apply to disclosure of information as permitted by State statute adopted after November 19, 1974 concerning the juvenile justice system?

(a) If reporting or disclosure allowed by State statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, an educational agency or institution may disclose education records under Sec. 99.31(a)(5)(F)(B).

(b) The officials and authorities to whom the records are disclosed shall certify in writing to the educational agency or institution that the information will not be disclosed to any other party, except as provided under State law, without the prior written consent of the parent of the student.

(Authority: 20 U.S.C. 1232g(b)(1)(D))  
[61 FR 59297, Nov. 21, 1996.]

**SUBPART E—WHAT ARE THE ENFORCEMENT PROCEDURES?**

**Sec. 99.60** What functions has the Secretary delegated to the Office and to the Office of Administrative Law Judges?

(a) For the purposes of this subpart, "Office" means the Family Policy Compliance Office, U.S. Department of Education.

(b) The Secretary designates the Office to:

(1) Investigate, process, and review complaints and violations under the Act and this part; and

(2) Provide technical assistance to ensure compliance with the Act and this part.

(c) The Secretary designates the Office of Administrative Law Judges to act as the Review Board required under the Act to enforce the Act with respect to all applicable programs. The term "applicable program" is defined in Sec. 400 of the General Education Provisions Act.

(Authority: 20 U.S.C. 1232g(f) and (2), 1234)  
[33 FR 11943, Apr. 11, 1968, as amended at 58 FR 3189, Jan. 7, 1993]

**Sec. 99.61** What responsibility does an educational agency or institution have concerning conflict with State or local laws?

If an educational agency or institution determines that it cannot comply with the Act or this part due to a conflict with State or local law, it shall notify the Office within 45 days, giving the text and citation of the conflicting law.

(Authority: 20 U.S.C. 1232g(f))

**Sec. 99.62** What information must an educational agency or institution submit to the Office?

The Office may require an educational agency or institution to submit reports containing information necessary to resolve complaints under the Act and the regulations in this part.

(Authority: 20 U.S.C. 1232g(f) and (2))

**Sec. 99.63** Where are complaints filed?

A parent or eligible student may file a written complaint with the Office regarding an alleged violation under the Act and this part.

The Office's address is: Family Policy Compliance Office, U. S. Department of Education, Washington, D.C. 20202-4605.

(Authority: 20 U.S.C. 1232(g)(1)  
[33 FR 3149, Jan. 7, 1993, 41 FR 29297, Nov. 21, 1996.]

#### Sec. 99.64 What is the complaint procedure?

(a) A complaint filed under Sec. 99.63 must contain specific allegations of fact giving reasonable cause to believe that a violation of the Act or this part has occurred.

(b) The Office investigates each timely complaint to determine whether the educational agency or institution has failed to comply with the provisions of the Act or this part.

(c) A timely complaint is defined as an allegation of a violation of the Act that is submitted to the Office within 180 days of the date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation.

(d) The Office extends the time limit in this section if the complainant shows that he or she was prevented by circumstances beyond the complainant's control from submitting the matter within the time limit, or for other reasons considered sufficient by the Office.

(Authority: 20 U.S.C. 1232(g)(1)  
[33 FR 11943, Apr. 11, 1968, as amended at 51 FR 1189, Jan. 7, 1991.]

#### Sec. 99.65 What is the content of the notice of complaint issued by the Office?

(a) The Office notifies the complainant and the educational agency or institution in writing if it initiates an investigation of a complaint under Sec. 99.64(b).

The notice to the educational agency or institution—

- (1) Includes the substance of the alleged violation; and
- (2) Asks the agency or institution to submit a written response to the complaint.

(b) The Office notifies the complainant if it does not initiate an investigation of a complaint because the complaint fails to meet the requirements of Sec. 99.64.

(Authority: 20 U.S.C. 1232(g)(2)  
[34 FR 3189, Jan. 7, 1997.]

#### Sec. 99.66 What are the responsibilities of the Office in the enforcement process?

(a) The Office reviews the complaint and response and may permit the parties to submit further written or oral arguments or information.

(b) Following its investigation, the Office provides to the complainant and the educational agency or institution written notice of its findings and the basis for its findings.

(c) If the Office finds that the educational agency or institution has not complied with the Act or this part, the notice under paragraph (b) of this section:

- (1) Includes a statement of the specific steps that the agency or institution must take to comply; and
- (2) Provides a reasonable period of time, given all of the circumstances of the case, during which the educational agency or institution may comply voluntarily.

(Authority: 20 U.S.C. 1232(g)(3)

#### Sec. 99.67 How does the Secretary enforce decisions?

(a) If the educational agency or institution does not comply during the period of time set under Sec. 99.66(c), the Secretary may, in accordance with part E of the General Education Provisions Act—

- (1) Withhold further payments under any applicable program;
- (2) Issue a complaint to compel compliance through a cease-and-desist order; or
- (3) Terminate eligibility to receive funding under any applicable program.

(b) If, after an investigation under Sec. 99.66, the Secretary finds that an educational agency or institution has complied voluntarily with the Act or this part, the Secretary provides the complainant and the agency or institution written notice of the decision and the basis for the decision.

(Note: 34 CFR Part 75 contains the regulations of the Education Appeal Board.)  
(Authority: 20 U.S.C. 1232(g)(4); 20 U.S.C. 1234)  
[33 FR 11943, Apr. 11, 1968, 53 FR 19368, May 27, 1988, as amended at 32 FR 3149, Jan. 7, 1991.]



**Gifted Contact Person (2017 – 2018)**

Sherra McElroy  
Ingomar Attendance Center  
1384 County Road 101  
New Albany, MS 38652  
Telephone: 662-534-2680  
Fax: 662-534-3624  
Email: [mcelroys@union.k12.ms.us](mailto:mcelroys@union.k12.ms.us)

## Union County School District's Professional Development Plan

### OBJECTIVES:

The primary professional development objectives are two-fold. The first objective is to improve student achievement by providing Union County School District stakeholders with innovative teaching strategies, technology utilization and assessment tools to enhance curriculum implementation and incorporate other growth-promoting skills based in the annual needs assessment survey(s). A second objective is to provide Union County School District stakeholders with a greater awareness of current educational issues and accountability as public school educators. Efforts to achieve these objectives may include the following types of activities: conferences, workshops, classroom observations, classes, training sessions, etc.

### ACTIVITIES:

Professional Development Activities are planned for each year based on the Needs Assessment conducted in the spring. As a result of this assessment the following activities were provided as professional development activities for the staff.

1. Curriculum Development (Training provided by textbook company in New Math textbooks. Training on Diagnostic Assessment instruments for K-2).
2. Teachers were encouraged to attend workshops and conferences on improving reading, writing, and math skills.
3. Integration of technology workshops was held for all subject areas.
4. Sessions were held on Health Related Issues that included CPR Training, First Aid, etc.
5. Special Education Teachers were given training on the writing of Individual Education Plan.

## **VISION:**

The professional development vision for the Union County School District is to provide stakeholders with growth opportunities that will enhance the education of all students in the district. These opportunities will be developed to align with the district's Tech Prep Initiative and Title I Five Year Parental Plan.

## **PLANNING:**

A multidisciplinary team will develop activities for each year based on goals, objectives and needs. Team meetings will be documented and maintained at the district level. In developing activities, the committee will incorporate the following components:

- Has a shared vision with goals for improving student performance
- Was school-initiated
- Was developed as a result of stakeholder input
- Utilized shared decision-making on three local levels within the district (teachers, school administration & district administration).
- Includes a variety of growth options for the individual and organization
- Includes time for hands-on practice, networking and collegiality
- Focuses on core academic areas of the curriculum with emphasis on the incorporation of technology
- Incorporates components for creating safe and orderly schools.

**COLLABORATION:**

Efforts will be made to utilize resources such as the Mississippi State Department of Education, North Mississippi Education Consortium, local community college & universities and other state and federally funded agencies in providing such activities.

**EVALUATION:**

The staff will use data from statewide assessment to assure that achievement's improving in each school. Analysis will include looking at student progress-student-by-student, teacher-by-teacher, grade-by-grade and making comparisons within the district. Evaluation methods may include surveys, interviews and observations. The district's professional development coordinator will be responsible or gathering and maintaining evaluation data.

## ATTACHMENT B

### INFORMATION RELATING TO THE LOCAL SURVEY COMMITTEE

#### Local Survey Committee Definition

A team involved in determining a child's identification for an Artistically Gifted, Creatively Gifted, Intellectually Gifted, or Academically Gifted eligibility determination.

#### Members of a Local Survey Committee

Members on the LSC include, but are not limited to:

1. administrators, such as superintendents, assistant superintendents, principals and coordinators of gifted programs, and
2. gifted education, special education or regular education teachers, guidance counselors, school psychologists or psychometrists.

Local Survey committee members, including a chairperson, are appointed by the district superintendent. The Local Survey Committee chairperson must have knowledge of the gifted education process and have a degree in education or an educationally related field. The chairperson and one other member should be permanent members of the committee. Additional members should serve on the committee when a child with whom they work is being considered for referral or services. Parents may meet with the committee when their child is being discussed.

#### Types of Local Survey Committees

There are three types of Local Survey Committees which are acceptable:

1. the individual school LSC which is responsible for children enrolled in one school,
2. the system-wide LSC which is responsible for children enrolled in an entire school district, and
3. a combination of the individual school and system-wide LSC.

# **Appendix: Forms & Publications**

# Intellectually Gifted Referral Form

## Intellectually Gifted 2006 Gifted Program Regulations MDE/Union County School District

Referral: Date \_\_\_\_\_

### Identification Criteria

Satisfied at least two of the following:

- \_\_\_\_\_ 1. Group IQ tests (last 12 months)
- \_\_\_\_\_ 2. Achievement tests score (s) 90<sup>th</sup>tile or better
- \_\_\_\_\_ 3. Existing individual IQ tests (last 12 months)
- \_\_\_\_\_ 4. Other measures documented in the research on identification of intellectually gifted students:  
Criterion Reference Test with scores of Advance  
in Reading, Math, and Language

LSC Meeting: Date \_\_\_\_\_

- \_\_\_\_\_ 1. Student moves forward to assessment.
- \_\_\_\_\_ 2. Additional data to be collected.
- \_\_\_\_\_ 3. Identification process terminated.

Potentially Disadvantage Checklist: \_\_\_\_\_ Yes \_\_\_\_\_ No

Parental Permission for testing and FERPA given. Date \_\_\_\_\_

### Phase I Assessment Criteria

Student satisfied any three of the following:

- \_\_\_\_\_ 1. Full scale score of 90<sup>th</sup> percentile or above on a group IQ test.
- \_\_\_\_\_ 2. Score at or above the 90<sup>th</sup> percentile on a normed measure of cognitive abilities.
- \_\_\_\_\_ 3. Score at or above the 90<sup>th</sup> percentile on a total language, total math, total reading, total science, total social studies, or composite on a normed achievement test (May not use the MCT scores)
- \_\_\_\_\_ 4. Score at or above superior range on a normed characteristic of giftedness checklist
- \_\_\_\_\_ 5. Score at or above superior range on a normed of creativity
- \_\_\_\_\_ 6. Score at or above superior range on a normed measure of leadership
- \_\_\_\_\_ 7. Other prior approval by the SBE.

### Phase II Assessment Criteria

\_\_\_\_\_ Score at or above the 90<sup>th</sup> percentile composite or full scale on an individual test of intelligence.

Disadvantaged criteria Applied: \_\_\_\_\_ Yes \_\_\_\_\_ No

- \_\_\_\_\_ 1. Score of 90<sup>th</sup> percentile or above on a test of cognitive abilities.
- \_\_\_\_\_ 2. Score at or above the 90<sup>th</sup> percentile on a group IQ test.
- \_\_\_\_\_ 3. Matrix (approved by MDE)

Twice-Exceptional Criteria Applied: \_\_\_\_\_ Yes \_\_\_\_\_ No

# LSC Meeting for Review of Identification and Testing Criteria Form

LSC Meeting for Review of Identification and Testing Criteria

Date \_\_\_\_\_

Assessment Report:

Date \_\_\_\_\_

- \_\_\_\_\_ 1. Student's name
- \_\_\_\_\_ 2. Name of at least three measures from Assessment Phase I
- \_\_\_\_\_ 3. Results of each measure
- \_\_\_\_\_ 4. Name of individual who administered or completed each measure and date
- \_\_\_\_\_ 5. Test behaviors for any individually administered test(s)
- \_\_\_\_\_ 6. Interpretations for each individually administered test(s)
- \_\_\_\_\_ 7. Name of the person who administered the intelligence test and the name of the test
- \_\_\_\_\_ 8. Qualifications of the individual who administered the individual test of intelligence
- \_\_\_\_\_ 9. Results of the individual test of intelligence to include scores on all subtests and identified strengths and weaknesses
- \_\_\_\_\_ 10. Name of person responsible for writing the Assessment Report, his/her signature and position
- \_\_\_\_\_ 11. Date of the report

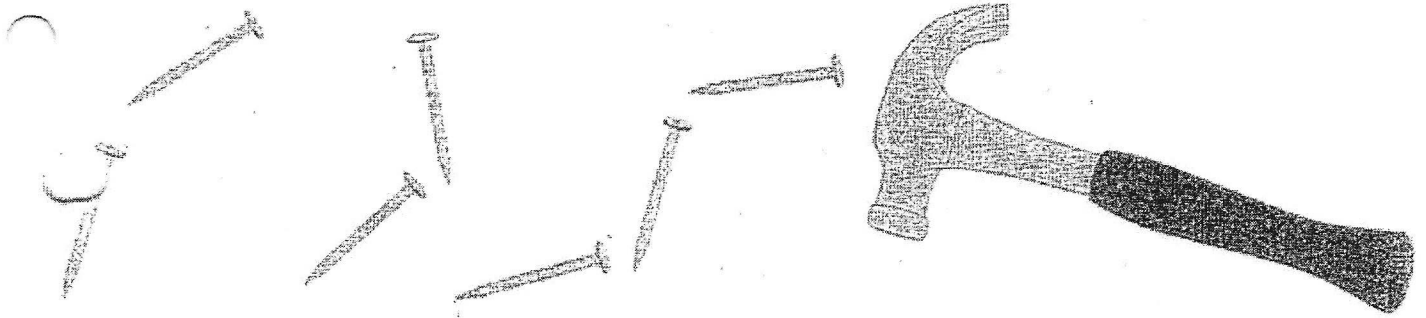
Eligibility Determination by the LSC: Date \_\_\_\_\_



## Gifted Pupil Personal Data Sheet (GPPDS)

Gifted Pupil Personal Data Sheet (GPPDS)	
District: _____	
School: _____	
Gifted Contact Person: _____	
District phone #: _____	
Student Identification	
Name: _____	Age: _____ Sex: _____ Race: _____
Date of birth: _____	Student ID#: _____
Name of parent or legal guardian (Print): _____	
Phone number(s): _____	Grade placement of student: _____
Address: _____	
Parental Consent	
<p>I have been informed of the identification process for the gifted program. The Family Education Rights and Privacy Act (FERPA) has been explained to me and I hereby consent to having my child tested in an effort to determine if a gifted eligibility can be satisfied according to criteria in the Gifted Program Regulations.</p>	
Signature: _____	Date: _____
LSC Determination	
<p>Based upon the assessment data, the Local Survey Committee has determined that this student is:</p>	
<input type="checkbox"/> Intellectually Gifted	<input type="checkbox"/> Academically Gifted
<input type="checkbox"/> Artistically Gifted	<input type="checkbox"/> Creatively Gifted
<input type="checkbox"/> Not eligible since the data do not indicate that the minimal criteria were met for a gifted eligibility.	
Members Present	
Print name: _____	Signature: _____
Print name: _____	Signature: _____
Print name: _____	Signature: _____
Print name: _____	Signature: _____
Date of decision: _____	

# "Nail Down" Testing Form



PLEASE NAIL DOWN SOME FACTS SO WE CAN PICK THE BEST TEST

Student's Name \_\_\_\_\_ School/Grade \_\_\_\_\_

Person Completing Form \_\_\_\_\_ Relationship to Student \_\_\_\_\_

PLEASE CHECK ALL THAT APPLY:

### CONCENTRATION

- Has a hard time sitting still
- Concentration broken when people are moving around
- Usually asks you to repeat directions
- Needs quiet to work
- Can concentrate no matter what is happening

### WORKING PACE

- Tasks completed slowly and methodically
- Tasks completed at an average rate
- Tasks completed quickly If so,
  - Accurately OR  Carelessly

### CUES TO THINKING STYLE

- Uses more advanced speech than peers
- Produces more elaborate drawings than peers
- Reads a lot
- Pays attention to details
- Is better at science and math than reading
- Chooses to work puzzles or play board games

### SHYNESS

- Painfully shy
- Average
- Never meets a stranger
- Carries on conversations easily with
  - Peers  Teachers  Other Adults

### EXHIBITS PROBLEM SOLVING STRATEGIES BY:

- Telling you how to do it
- Showing you how to do it
- Writing about how to do it
- Building it
- Drawing it

A FEW MORE QUESTIONS ARE ON THE BACK. PLEASE CONTINUE.

Does this child wear glasses?  Yes  No

Does this child use a hearing aid?  Yes  No

Does this child take medication?  Yes  No If yes, please specify reason :

Does this child speak English as a second language?  Yes  No

Does this child have any speech or hearing problems?  Yes  No If yes, please describe:

**ANY OTHER COMMENTS THAT MAY BE HELPFUL:**

**Thank You!**

Prather/Humble Checklist  
Revised 7/2000

# EBY Gifted Behavior Index General Checklist

## EBY GIFTED BEHAVIOR INDEX GENERAL CHECKLIST

NAME \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_ GRADE OR YEAR \_\_\_\_\_  
 RATED BY \_\_\_\_\_ TOTAL SCORE \_\_\_\_\_

**DIRECTIONS:** Please rate this student in terms of the following behavioral descriptors. Circle the number which indicates the level or degree of each behavior you have observed.

- 5 = Evidence of this behavior is shown consistently in most activities
- 4 = Evidence of this behavior is shown often in many activities
- 3 = Evidence of this behavior is shown occasionally in some activities
- 2 = Evidence of this behavior is shown infrequently in activities
- 1 = Evidence of this behavior is shown rarely or never

### PERCEPTIVENESS

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Distinguishes between important and unimportant elements, issues and problems | 5 | 4 | 3 | 2 | 1 |
| 2. Perceives and uses subtle and mature patterns, connections and relationships. | 5 | 4 | 3 | 2 | 1 |

### ACTIVE INTERACTION WITH THE ENVIRONMENT

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 3. Is active rather than passive; Volunteers or chooses to work on self-selected tasks | 5 | 4 | 3 | 2 | 1 |
| 4. Energetically searches for information, ideas and solutions to problems             | 5 | 4 | 3 | 2 | 1 |

### REFLECTIVENESS

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5. Shows mature, in-depth understanding of complex ideas in self-selected topics or talent areas | 5 | 4 | 3 | 2 | 1 |
| 6. Works for accuracy; Thinks out the best possible solutions or conclusions                     | 5 | 4 | 3 | 2 | 1 |

### PERSISTENCE

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 7. Displays focus, concentration, and absorption on self-selected tasks      | 5 | 4 | 3 | 2 | 1 |
| 8. Overcomes problems and difficulties to solve problems and finish products | 5 | 4 | 3 | 2 | 1 |

**PLEASE TURN TO OTHER SIDE**

**EBY GIFTED BEHAVIOR INDEX  
GENERAL CHECKLIST**

**INDEPENDENCE**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 9. Is a self-starter; Works with little or no assistance or support              | 5 | 4 | 3 | 2 | 1 |
| 10. Expresses strong preferences and ideas; Redefines goals to fit own interests | 5 | 4 | 3 | 2 | 1 |

**GOAL ORIENTATION**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 11. Has high intrinsic standards; Revises and improves products to meet them | 5 | 4 | 3 | 2 | 1 |
| 12. Can state and discuss goals and plans to achieve them                    | 5 | 4 | 3 | 2 | 1 |

**ORIGINALITY**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 13. Is a risk-taker; Is willing to experiment with novel ideas and forms of expression | 5 | 4 | 3 | 2 | 1 |
| 14. Synthesizes elements from many sources into fresh, new ideas and products          | 5 | 4 | 3 | 2 | 1 |

**PRODUCTIVITY**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 15. Shows fluency of ideas and/or products; Makes many responses to a problem or challenges | 5 | 4 | 3 | 2 | 1 |
| 16. Works efficiently; Finishes high quality products on or before deadline                 | 5 | 4 | 3 | 2 | 1 |

**SELF EVALUATION**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 17. Knows own strengths and weaknesses; Uses strengths; Selects appropriately challenging tasks | 5 | 4 | 3 | 2 | 1 |
| 18. Monitors own progress; Knows when to revise and when a product is finished                  | 5 | 4 | 3 | 2 | 1 |

**EFFECTIVE COMMUNICATION OF IDEAS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 19. Ideas and purposes are stated with clarity   | 5 | 4 | 3 | 2 | 1 |
| 20. Uses appropriate methods and styles of communication to match purpose (e.g. illustrations, models, graphs) | 5 | 4 | 3 | 2 | 1 |

**EBY GIFTED BEHAVIOR INDEX  
MECHANICAL/TECHNICAL/INVENTIVENESS CHECKLIST**

NAME \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_ GRADE OR YEAR \_\_\_\_\_  
 RATED BY \_\_\_\_\_ TOTAL SCORE \_\_\_\_\_

Descriptions of Student's recent inventions, mechanical or technical products and processes seen by the rater:

---



---



---

**DIRECTIONS:** Please rate this student in terms of the following behavioral descriptors. Circle the number which indicates the level or degree of each behavior you have observed in his or her MECHANICAL TECHNICAL AND INVENTIVE Activities.

- 5 = Evidence of this behavior is shown consistently in most art activities
- 4 = Evidence of this behavior is shown often in many art activities
- 3 = Evidence of this behavior is shown occasionally in some art activities
- 2 = Evidence of this behavior is shown infrequently in art activities
- 1 = Evidence of this behavior is shown rarely or never in art activities

**PERCEPTIVENESS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Sees ways to repair and improve objects, processes  | 5 | 4 | 3 | 2 | 1 |
| 2. Understands the relationships of parts to the whole | 5 | 4 | 3 | 2 | 1 |

**ACTIVE INTERACTION WITH THE ENVIRONMENT**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 3. Actively seeks out mechanical, hands-on-tasks | 5 | 4 | 3 | 2 | 1 |
| 4. Seeks information to solve technical problems | 5 | 4 | 3 | 2 | 1 |

**REFLECTIVENESS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5. Carefully considers or makes in-depth plans     | 5 | 4 | 3 | 2 | 1 |
| 6. Works for accuracy, precision and craftsmanship | 5 | 4 | 3 | 2 | 1 |

**PLEASE TURN TO OTHER SIDE**

**EBY GIFTED BEHAVIOR INDEX  
MECHANICAL/TECHNICAL/INVENTIVENESS CHECKLIST**

**PERSISTENCE**

- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 7. | Becomes absorbed in technical projects, processes                           | 5 | 4 | 3 | 2 | 1 |
| 8. | Overcomes difficulties and obstacles to define and solve technical problems | 5 | 4 | 3 | 2 | 1 |

**INDEPENDENCE**

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 9.  | Initiates task to fix, improve or invent an object | 5 | 4 | 3 | 2 | 1 |
| 10. | Rejects S.O.P.; redefines problems and solutions   | 5 | 4 | 3 | 2 | 1 |

**GOAL ORIENTATION**

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 11. | States mechanical goal and plans for reaching it   | 5 | 4 | 3 | 2 | 1 |
| 12. | Revises & improves products and or goals as needed | 5 | 4 | 3 | 2 | 1 |

**ORIGINALITY**

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 13. | Experiments with technical objects, processes     | 5 | 4 | 3 | 2 | 1 |
| 14. | Synthesizes inventive solutions from many sources | 5 | 4 | 3 | 2 | 1 |

**PRODUCTIVITY**

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 15. | Is fluent in number or complexity of projects attempted | 5 | 4 | 3 | 2 | 1 |
| 16. | Completes high quality, usable products, processes      | 5 | 4 | 3 | 2 | 1 |

**SELF-EVALUATION**

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 17. | Allocates time and materials to ensure success with increasingly complex technical tasks | 5 | 4 | 3 | 2 | 1 |
| 18. | Values practical, workable solutions & products  | 5 | 4 | 3 | 2 | 1 |

**EFFECTIVE COMMUNICATION OF IDEAS**

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 19. | Uses appropriate terminology, drawings, plans, and models to discuss or explain technical ideas | 5 | 4 | 3 | 2 | 1 |
| 20. | Is able to describe purpose and value of products   | 5 | 4 | 3 | 2 | 1 |

**EBY GIFTED BEHAVIOR INDEX  
SOCIAL/LEADERSHIP CHECKLIST**

NAME \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

SCHOOL \_\_\_\_\_ TEACHER \_\_\_\_\_ GRADE OR YEAR \_\_\_\_\_

RATED BY \_\_\_\_\_ TOTAL SCORE \_\_\_\_\_

Descriptions of Student's recent social or leadership roles, activities and products seen by rater:

---



---



---

**DIRECTIONS:** Please rate this student in terms of the following behavioral descriptors. Circle the number which indicates the level or degree of each behavior you have observed in his or her SOCIAL/LEADERSHIP ACTIVITIES.

- 5 = Evidence of this behavior is shown consistently in most social activities
- 4 = Evidence of this behavior is shown often in many social activities
- 3 = Evidence of this behavior is shown occasionally in some social activities
- 2 = Evidence of this behavior is shown infrequently in social activities
- 1 = Evidence of this behavior is shown rarely or never in social activities

**PERCEPTIVENESS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Perceives and emphasizes significant social issues  | 5 | 4 | 3 | 2 | 1 |
| 2. Recognizes & uses roles and relationships in groups | 5 | 4 | 3 | 2 | 1 |

**ACTIVE INTERACTION WITH THE ENVIRONMENT**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 3. Actively seeks out leadership in social activities | 5 | 4 | 3 | 2 | 1 |
| 4. Displays energy and enthusiasm during social tasks | 5 | 4 | 3 | 2 | 1 |

**REFLECTIVENESS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 5. Expresses mature, in-depth ideas on social issues | 5 | 4 | 3 | 2 | 1 |
| 6. Works for authentic solutions to complex problems | 5 | 4 | 3 | 2 | 1 |

PLEASE TURN TO OTHER SIDE



**EBY GIFTED BEHAVIOR INDEX  
SOCIAL/LEADERSHIP CHECKLIST**

**PERSISTENCE**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 7. Concentrates; becomes absorbed in group activities | 5 | 4 | 3 | 2 | 1 |
| 8. Helps group overcome problems and obstacles        | 5 | 4 | 3 | 2 | 1 |

**INDEPENDENCE**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 9. Initiates ideas; readily takes on leadership role | 5 | 4 | 3 | 2 | 1 |
| 10. Expresses strong ideas, preferences and opinions | 5 | 4 | 3 | 2 | 1 |

**GOAL ORIENTATION**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 11. States goals and plans for reaching them         | 5 | 4 | 3 | 2 | 1 |
| 12. Is able to inspire group to meet or exceed goals | 5 | 4 | 3 | 2 | 1 |

**ORIGINALITY**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 13. Generates spontaneous interactions with others                              | 5 | 4 | 3 | 2 | 1 |
| 14. Synthesizes ideas from group members into unique solution or plan of action | 5 | 4 | 3 | 2 | 1 |

**PRODUCTIVITY**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 15. Encourages group to take on and complete tasks | 5 | 4 | 3 | 2 | 1 |
| 16. Motivates group to finish tasks by deadline    | 5 | 4 | 3 | 2 | 1 |

**SELF-EVALUATION**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 17. Gauges progress and talents by their social effect | 5 | 4 | 3 | 2 | 1 |
| 18. Monitors progress, time and resources of group     | 5 | 4 | 3 | 2 | 1 |

**EFFECTIVE COMMUNICATION OF IDEAS**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 19. Persuades group to adopt and use ideas, methods  | 5 | 4 | 3 | 2 | 1 |
| 20. Is selected to be the spokesperson for the group | 5 | 4 | 3 | 2 | 1 |

**Letter to Parents for Placement  
UNION COUNTY SCHOOL DISTRICT**

**Assistant Superintendent  
Ronald Scott**

Board of Trustees:  
Gary Gray  
Terry Cook  
Buddy Dixon  
Johnny Rakestraw  
Dr. James Bryson

Telephone: 662-534-1960  
Facsimile: 662-534-1961  
<http://www.union.k12.ms.us>  
[jweeden@mde.k12.ms.us](mailto:jweeden@mde.k12.ms.us)  
[rscott@mde.k12.ms.us](mailto:rscott@mde.k12.ms.us)

Dear Parent(s):

Your son/daughter \_\_\_\_\_ has been referred as a possible candidate for the Union County School District Gifted Program, LINK.

In order to process this referral further, your permission is needed on the enclosed Gifted Pupil Personal Data Sheet (GPPDS). Also, included is the Summary of the Union County School District Identification Process as well as a copy of the Family Educational Rights and Privacy Act. If you have any questions concerns these rights please contact me.

Please return the enclosed Gifted Pupil Personal Data Sheet (GPPDS) with your signature. If you have any questions or concerns please contact me at 662-534-1957.

Sincerely,

Enclosures: 3

Consent for Placement

**Union County School District Gifted  
Consent for Placement for  
Intellectually Gifted Students**

\_\_\_\_\_ has permission for placement into the LINK  
(Student name)

Program of Union County School District.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

# Dismissal Form

## UNION COUNTY SCHOOL DISTRICT

OFFICE OF THE SUPERINTENDENT  
Ken Basil

Assistant Superintendent  
Ronald Scott

Board of Trustees:  
Mickey Basil  
Mike Browning  
Terry Cook  
Wayne Mahon  
DaphniaMcMillen

Telephone: 662-534-1960  
Facsimile: 662-534-1961  
<http://www.union.k12.ms.us>  
[baslik@union.k12.ms.us](mailto:baslik@union.k12.ms.us) Wayne  
[rscott@union.k12.ms.us](mailto:rscott@union.k12.ms.us)

## L.I.N.K. Dismissal Form

To whom it may concern:

I request that my child, \_\_\_\_\_, enrolled at  
Student Name

\_\_\_\_\_ school, be dismissed from the L.I.N.K.  
School Name

Program for Intellectually Gifted students.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

EAST UNION

INGOMAR

MYRTLE

WEST UNION

250 CARTER AVENUE . POST OFFICE BOX 939 . NEW ALBANY, MISSISSIPPI 38652

## Regulations & Standards for the Gifted Education Programs in Mississippi (2013)

Mississippi Department of Education - Advanced Learning and Gifted Main Page  
<http://www.mde.k12.ms.us/ESE/ALGP>

2013 Gifted Education Program Regulations can be found at:

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf>

2013 Standards for Gifted Education in Mississippi

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Advanced%20Learning%20and%20Gifted%20Programs/2013-Gifted-Standards.pdf>

2017 Outcomes for Intellectually Gifted Education Programs

<http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/outcomes-2017-print.pdf?sfvrsn=2>