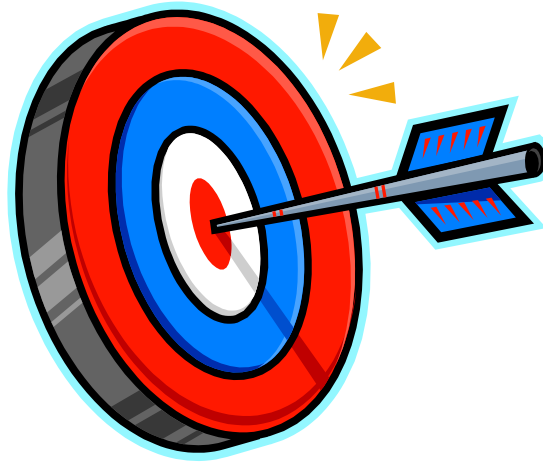


T.A.R.G.E.T.

North Panola School District's Gifted Education Program



Teaching Accelerated Goals and Enrichment Techniques
to Gifted Students

Instructional Management Plan

Serving Intellectually Gifted students at North Panola Schools:

Como Elementary
Crenshaw Elementary
Green Hill Elementary
North Panola Junior High

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TARGET

Welcome to the North Panola School District's Intellectually Gifted Program. This program offers instruction and exploration in various content areas based on student interests and Mississippi Department of Education guidelines. Promotion of appropriate, quality education for students identified as intellectually gifted will be the primary goal.

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.”

The Mississippi Gifted Education Act of 1989, as amended in 1993, mandates that each public school district within the state provide gifted education programs for intellectually gifted students in grades 2-6. All local public school districts may have gifted education programs for intellectually gifted students in grades 7-12, artistically gifted students in grades 2-12, creatively gifted students in grades 2-12, and/or academically gifted students in grades 9-12, subject to the approval of the State Board of Education.

The **North Panola School District** currently serves the Intellectually Gifted population in Grades 2-8. **TARGET** provides services to identified intellectually gifted students by a properly endorsed teacher of the gifted.

**TARGET= Teaching Accelerated Rigorous Goals and Techniques
to Gifted Students**

TARGET is a pull-out program of enrichment for 2nd-8th grade intellectually gifted students in the North Panola School District. Students spend 5 hours per week in **TARGET** classes. **TARGET** students work under specific Instructional Management Plan (IMP) objectives for process skill development as suggested by the Mississippi Department of Education. During the time spent in **TARGET**, students are involved in long and short term intellectual assignments as well as enrichment and extension of regular classroom academic programs based on individual levels of ability, interests, and **MDE** suggested outcomes.

Gifted Education is not a reward, it's an entitlement.

Portions of state law addressing gifted education include Sec 37-23-171 Short title, Sec 37-23-173 Legislative findings and declarations; purpose, Sec 37-23-175 Definitions, Sec 37-23-177 General powers and duties of state board of education, Sec 37-23-179 Promulgation of rules, regulations, guidelines; office for gifted education; implementation of programs of gifted education by local school districts; funding of programs and Sec 37-23-181 Relationship of Secs. 37-23-121 through 37-23-131.

TARGET

The 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.”

Through the implementation of varied instructional strategies, as well as topic development based on students’ strengths, needs, and interests, academic progress is encouraged and accelerated, focusing on the unique intellectual and affective needs of intellectually gifted students. Instructional strategies addressing cognitive and affective needs develop skills in critical and creative thinking, effective decision making, leadership, and group dynamics. These instructional strategies serve to broaden the scope of knowledge and instill independent study skills that will serve the student in their daily lives and throughout their academic career.

In **TARGET**, effective instruction of intellectually gifted students takes place in an **environment** that:

- permits and encourages gifted students to develop their potential through interaction with intellectual peers
- encourages and nurtures inquiry, flexibility, decision making, thinking skills, self-evaluation, and divergent thinking
- honors students’ unique learning and thinking styles, talents, and differences
- provides appropriate modifications for special populations such as:
profoundly gifted, learning disabled gifted, culturally diverse gifted, underachieving gifted, etc.

The curriculum and its delivery system must address the cognitive, affective, and relational characteristics and needs of the intellectually gifted learner which include:

- inquisitiveness / curiosity
- complexity
- an extraordinary learning capacity
- a preference for intuitive / holistic learning and diverse interests
- a tendency toward perfectionism and fear of risk taking
- a need to understand and accept the nature of giftedness
- a need to develop positive, healthy relationship skills
- a need for self-reflection
- a need to search for meaning and connectedness through real life problem solving

**Uneven development:* For example, motor skills may lag behind cognitive and conceptual abilities, particularly in younger intellectually gifted children. Thus, these children can visualize what they want to do, yet their motor skills may not allow them to achieve their goal. This often results in intense frustration and emotional outbursts. In addition, since the cognitive skills are more pronounced than other areas of development, intellectually gifted children and youth may use these to deal with the world, while social and emotional skills remain undeveloped.

TARGET

Mission Statement

The North Panola School District strives to foster the unique intellectual, social, and emotional needs of the Gifted Student, while educating him/her through the development of appropriate services that meet their needs. TARGET will foster, enhance, and maximize the development of intellectually gifted learners by providing a unique educational experience that is in addition to and different from the experiences available in the regular education classroom.

Purpose

The purpose of the Gifted Education Program in the North Panola School District is to provide enriching educational experiences for children who possess a high degree of intelligence. The program is designed to meet the individual needs of the gifted learner and is in addition to and different from the regular classroom's program of study. TARGET offers accelerated learning opportunities and is committed to the motivation and guidance of gifted students through an enriched quality education.

Philosophy

The North Panola School District, in accordance with the Mississippi Department of Education's regulations and standards for gifted education programs, is committed to identifying intellectually gifted students and providing a program of enrichment that addresses their unique talents, needs, and learning styles. Recognizing the intellectual, emotional, and social needs of gifted students; as well as their potential for creativity, higher-level thinking, independent learning, and leadership; the program addresses cognitive and affective needs with a curriculum that is qualitatively different from the regular classroom.

Program Design

The Gifted Education Program in the North Panola School District, in accordance with the MS State Department of Education's standards for gifted education programs, is committed to identifying intellectually gifted students and providing a program of enrichment that addresses their unique talents, needs, and learning styles. We recognize their potential for creativity, higher level thinking, independent learning and leadership.

These students attend TARGET classes a minimum of 5 hours per week, where they are exposed to the challenging opportunities addressing their cognitive and affective needs that are above and beyond those provided in the regular classroom.

TARGET

Goals of Gifted Education

The Gifted Education Program at North Panola Schools shall:

- Provide challenging opportunities of exchanged learning among intellectual peers.
- Ensure a safe environment with a curriculum that meets individual needs.
- Develop life long learners who become productive, creative, and contributing members of society.
- Increase understanding of self and others to develop healthy, positive, and enriching relationships.
- Improve parental and community involvement for the advancement of gifted education

Gifted Education Program Objectives

- To provide an equitable identification process for gifted students which is inclusive and meets requirements as outlined in state regulations.
- To provide a gifted learning environment that allows gifted students to interact with intellectual peers.
- To provide challenging, learning experiences that address the multiple talents, challenges, and cultural diversity of the district's population.
- To provide a challenging, differentiated curriculum and teaching strategies that address the intellectual, cognitive, and affective characteristics of the gifted learner
- To focus on students' interests, strengths, and learning styles in order to encourage a life-long love of learning.
- To provide opportunities for students to develop skills in creative and critical thinking, research, communication, creative and performing arts, leadership, career awareness, life-skills, self-directed learning, group dynamics, and self-evaluation.
- With the assistance of school counselors, to provide differentiated guidance efforts to meet the social-emotional needs of gifted students including those who are underachieving, twice exceptional, and from diverse populations.
- To foster improvement of the gifted program through continued self evaluation and external review/audit.

TARGET

Overview of Gifted Education Competencies

THINKING SKILLS	CREATIVITY
Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.	Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).
INFORMATION LITERACY	COMMUNICATION SKILLS
Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.	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.
AFFECTIVE SKILLS	SUCCESS SKILLS
As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.	Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

TARGET

Qualitatively Differentiated Curriculum for the Gifted

Gifted learners prefer idea-mates rather than age-mates. They enjoy the company of peers because the peer group understands one another.

TARGET's curriculum:

- Focuses on the specific and unique needs of gifted not more of the same kind of work.
- Focuses on specific learning styles of gifted not on the recall of facts, information and knowledge.
- Focuses on more advanced and complex issues and themes that go beyond the regular curriculum not on pre-packed units unrelated to the student's interests or needs.
- Incorporates the process of analysis, synthesis and evaluation not solely on educational games
- Focuses on discovery, open-endedness, and reasoning.
- Focuses on real problems real investigations, and real audiences.
- Encourages self-understanding and self-initiated, lifelong learning.

TARGET

STATE DEFINITIONS

“Intellectually Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. “Academically Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of demonstrated academic ability as documented through the identification process. “Artistically Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the visual arts as documented through the identification process. “Creatively Gifted Children” shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the performing arts as documented through the identification process. “Gifted Education Programs (GEP)” shall mean special programs of instruction for intellectually gifted children in grades 2-12, academically gifted children in grades 9-12, artistically gifted children in grades 2-12, and/or creatively gifted children in grades 2-12 in the public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district.

PURPOSE

To ensure that gifted children who demonstrate unusually high potential as described in the above definitions are identified and offered an appropriate education based upon their exceptional abilities. Because of their unusual capabilities, they require uniquely qualitatively different educational experiences not available in the regular classroom. These uniquely different programs are required to enable gifted students to realize their abilities and potential contributions to self and society.

Intellectually Gifted Pullout Resource (Grades 2-8)

A group of all intellectually gifted students is provided services by a properly endorsed teacher in a resource room for a minimum of five hours per week. The activities 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 of the activities should be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. The activities should enhance the integration of advanced content and individual student's 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. Activities should also create an appreciation for the multicultural composition of the school and community.

TARGET class

TARGET is specifically designed to meet the special needs of intellectually gifted students in the North Panola School District. **This program is not a privilege/reward, nor is removal from it to be used as a means of discipline. No child who qualifies for gifted program services shall be denied access to them at the daily discretion of the teacher.** Regular

classroom teachers are not to withhold students from TARGET for disciplinary reasons, including failure to do homework or class work. No child may be penalized for participating in TARGET. (**Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181**).

PROCEDURAL SAFEGUARDS

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Parents must be notified of their rights under FERPA. It is the obligation of North Panola School District to ensure that parents understand these rights. All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student's cumulative record folder. The files shall be maintained in a separate locked storage facility/file cabinet, and access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to know. Once the referral process begins, parents must be informed of the information/data that is collected. Parents shall have access to these records. Each district shall have a policy that establishes the process that parents shall adhere to when requesting to access these files. Parents shall be made aware of their rights to an explanation of the results of the Assessment Team Report.

LOCAL SURVEY COMMITTEE (LSC)

Each district shall establish an LSC for the GEP. The LSC shall be involved in determining a student's eligibility for an intellectually gifted, artistically gifted, creatively gifted, and/or academically gifted program. The LSC shall include, but is not limited to, gifted education teachers and administrators. It may include regular education teachers, school psychologists or psychometrists, and parents. It should include a special education teacher when a student is being considered for eligibility under the twice-exceptional criteria. The LSC may be a building level committee which is responsible for students enrolled at that school, a district level committee which is responsible for student enrolled in the entire district, or a combination of the two.

STUDENT IDENTIFICATION PROCESSES

Each school should establish a Local Survey Committee (LSC) for the gifted education program. The LSC shall be involved in determining a student's eligibility for an intellectual gifted program. The LSC shall include but is not limited to gifted education teachers and administrators. It may include regular education teachers, psychometrists, and parents.

The student identification processes are separated into six steps for the intellectually gifted. The six steps are: referral, (LSC) review, parental permission for testing, assessment, assessment report, and the eligibility ruling by the LSC.

The identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted programs. No single evaluation method or instrument adequately identifies students who are gifted. Thus, a multi-factored identification process must be followed to insure a fair evaluation of each individual student. The identification process shall provide an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under IDEA guidelines, physically handicapped, ADD/ADHD, as well as students who exhibit classroom behavior such as extreme shyness, short attention spans,

disruptiveness, continual questioning, and anxiety. Throughout the identification process, close attention and careful consideration shall be paid to all information available and collected on each individual student and how that information dictates the kinds of instruments and measures that should be used to correctly assess that student. All instruments administered and measures must have been validated for the specific purpose for which they are being used. Hearing, vision, and general physical examinations are suggested but are not required. District personnel shall make decisions as to which measures will be used during the referral process and what the local minimal acceptable criteria will be for each measure. This information must be documented in writing at the district level.

District personnel shall make decisions as to which measures will be used during the assessment process and whether the minimal acceptable criteria set in regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and minimal acceptable criteria to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to the Office of Gifted Education Programs at the Mississippi Department of Education (MDE) and approved by the State Board of Education (SBE).

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

IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS

Referral

A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. The person initiating the referral shall sign the referral form and date it. Neither grades nor achievement test scores can eliminate students. District personnel shall collect the data required to satisfy the district's referral criteria. The Jacob Javits Act (PL 107-110 sec. 9101) 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, neither grades nor achievement test scores shall eliminate a student from the identification process for the intellectually gifted program. Grades and/or achievement test scores are more appropriately an indicator of academic giftedness. Many intellectually gifted students are not going to be high achieving, teacher pleasing students. All measures collected throughout the identification process shall be selected based upon the strengths of the individual student being considered. Once a referral form has been initiated, signed and dated, only the LSC or parents can stop the identification process.

The student identification processes are separated into six steps for the intellectually gifted. The six steps are: referral, (LSC) review, parental permission for testing, assessment, assessment report, and the eligibility ruling by the LSC.

STAGE 1: REFERRAL

There are two types of gifted referral processes:

- Type One - Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.
- Type Two - Individual Referral Process addresses those students who are individually referred for gifted eligibility.

Mass Screening Referral Process

This process requires all Mississippi districts to screen all students in at least one grade level each year. Districts should use a normed group measure of intelligence in the Mass Screening Referral Process. This process should assist in identifying students in underrepresented populations. Students who obtain a full-scale score at or above the 90th percentile on the normed

group measure of intelligence shall move forward in the referral process. Students who scored at

or above the 85th percentile but lower than the 90th percentile on the normed group measure of intelligence shall be subjected to an Emerging Potential for Gifted Referral Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

The next step in the process will consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. District personnel shall make decisions as to which measures will be used during this step of the Mass Screening Referral Process. A student shall satisfy two of the following additional criteria before moving forward to the LSC Review of Referral Data Stage:

1. a score at or above the superior range on a normed published characteristics of giftedness checklist,
2. a score at or above the superior range on a normed published measure of creativity,
3. a score at or above the superior range on a normed published measure of leadership,
4. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
5. a score at or above the 90th percentile on a normed measure of cognitive ability,
6. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
7. other measures that are documented in the research on identification of intellectually gifted students.

Individual Referral Process

This process involves students who are individually referred for gifted eligibility. A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. The person initiating the referral shall sign the referral form and date it. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process. Students participating in the Individual Referral Process shall satisfy three of the following criteria before moving forward to the LSC Review of Referral Data Stage:

- been
1. a score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,
 2. a score at or above the superior range on a normed published characteristics of giftedness checklist,
 3. a score at or above the superior range on a normed published measure of creativity,
 4. a score at or above the superior range on a normed published measure of leadership,
 5. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
 6. a score at or above the 90th percentile on a normed measure of cognitive ability,
 7. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
 8. other measures that are documented in the research on identification of intellectually gifted students.

Documentation of measures shall be maintained in a written document approved by the local school board indicating that the district is using the state minimal scale/percentile score criteria on all referral measures. This document shall be distributed to district administrators, school counselors, and teachers and shall be available to parents at each school site.

NOTE: Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred for the Individual Referral for Screening Process by anyone. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence.

STAGE 2: LSC REVIEW OF REFERRAL DATA

Once the referral data have been collected, the LSC shall review all data and make one of the following recommendations:

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

Provisions for Emerging Potential for Gifted Populations

At this point the LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist should be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

STAGE 3: PARENTAL PERMISSION FOR TESTING

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

STAGE 4: ASSESSMENT

Once the LSC has determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel shall review and compile all data

available on the student. This data shall also be made available to a licensed examiner. The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner's manuals. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

District personnel shall make decisions as to whether the minimal acceptable criteria set in regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and acceptable minimal scale/percentile scores to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE. If a district decides to raise its minimal acceptable scale/percentile score for gifted eligibility above the state minimum scale/percentile score, justification shall be provided to the MDE in writing. Included in the justification must be documentation that the district continuously addresses the Emerging Potential for Gifted guidelines as outlined in the regulations.

Emerging Potential for Gifted

Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least at the 84th percentile or has a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered one of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90th percentile,
2. A group intelligence measure with a minimal score at the 90th percentile,
3. A district-developed matrix approved by the MDE.

Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

Potentially Twice-Exceptional Students

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the individual test of intelligence (composite score or approved subtest score) and in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

STAGE 5: ASSESSMENT REPORT

District personnel shall write an Assessment Report, which must contain the following

components:

1. Student's name
2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence,
3. Results of each measure
4. Name of individual who administered or completed each measure and the date administered or completed
5. Test behaviors for any individually administered test(s)
6. Interpretation of the results of each individually administered test(s)
7. Name of the person who administered the individual test of intelligence and date test was administered
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 the person responsible for writing the Assessment Report, his/her signature, and position, and
11. Date of the Assessment Report.

STAGE 6: LSC ELIGIBILITY DETERMINATION

Once the Assessment Report is finished, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

Parental Notification

District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under the Family Educational Rights and Privacy Act (FERPA).

Parental Permission for Placement

After a student has been ruled eligible for one of the gifted programs, written parental permission for placement shall be obtained before the student is placed in the program.

Exiting of the Intellectually Gifted Program

Once a child enters the ninth grade, he or she is automatically no longer eligible for 2-8 grade intellectually gifted program. However, the North Panola School District offers options for high ability learners in grades 9-12. Parents have the right to refuse services once a student is deemed eligible for the gifted program. Teachers are not permitted to deny students that are eligible for the gifted program the opportunity to obtain services during the allotted time period. However parents may contact the gifted contact person and request that services may be discontinued via the signature of a refusal of service form.

Out-of-State Gifted Eligibilities

A student moving to Mississippi with an intellectually gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the Intellectually Gifted Program. The intellectually gifted eligibility ruling from another state may be used to initiate the referral process in Mississippi, but may not be used for eligibility purposes. There is no temporary placement in the Intellectually Gifted Program while the student goes through the eligibility process within the school district.

Class Size

The Mississippi Gifted Education Act of 1989 requires teachers of the gifted to provide a gifted program that meets the individual needs of the gifted students being served. The size of each class in grades 2-8 should be fewer than 12 students. Once a class reaches 12 or more students, the integrity of the program could be negatively impacted. General education class size as mandated in the accreditation standards is inappropriate for gifted classes. The integrity of the program shall be maintained.

Pull-Out Resource Gifted Program

A group of all intellectually gifted students is provided services by a properly endorsed teacher in a resource room for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities 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 of the activities should be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. The activities should enhance the integration of advanced content and individual student's 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. Activities should also create an appreciation for the multicultural composition of the school and community.

PROPOSAL FOR GIFTED PROGRAM

The Proposal for Gifted Program Form must be submitted to the SBE for approval prior to providing a program for gifted students. Gifted Program Proposals may be approved for a period of up to five years, depending upon the district's annual self-evaluation on the Mississippi Gifted Education Program Standards and monitoring reports. Whenever a district makes changes to the local gifted program, the district shall submit a new Proposal for Gifted Program Form to the SBE for approval prior to implementing those changes. Districts shall submit a new Proposal for Gifted Program Form to the SBE within three months of the expiration of latest SBE approved proposal.

ANNUAL REASSESSMENT

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include at least the student's teacher of the gifted and a designated administrative representative. Documentation of the meeting must be maintained and must include the name(s) of the student(s) discussed, a list of the committee members present, and the date of the meeting.

Since participation in the gifted program is an entitlement under law, the student should remain in the gifted program as long as they are being successful in the program. Grades and/or success in the regular education program are the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program. Should the committee determine that the student should exit the program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must be notified and given the opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student from the program, the local district shall grant the parents a hearing.

HEARING PROCESS

Parent(s) who are not in agreement with the school-based committee decision to remove their student from the gifted program will present their concerns, orally or in writing, to the principal of the school and the Director of Special Services. The se parties will attempt to resolve the matter informally.

If the parent(s) are not satisfied with the action taken by the principal and Director, the parent(s) shall, within five (5) school days after meeting with the principal and Director, put their concerns in writing and present them to the contact person for gifted programming within the district. The gifted program contact person will schedule a meeting of the District Hearing Team within five (5) school days or a timeframe agreed upon by the parent(s). Parent(s) will be extended an invitation to attend the team meeting. The team will render a written decision based on information shared during the meeting.

REINSTATEMENT PROCEDURES

Students will be considered for reinstatement in the gifted program at the request of the parents and with the recommendation of classroom teachers. Consideration and arrangements for reinstatement in the program will be made through the LSC, with parent(s) in attendance, and documented in the minutes. Parent's signature on the minutes will provide documentation of parental permission to reinstate the student in the program.

ANNUAL SELF-EVALUATION OF LOCAL GEP

Beginning with the 2006-2007 school year, each district shall submit to the MDE a copy of the local GEP self-evaluation. This evaluation shall be made in accordance with the Mississippi Gifted Education Program Standards. It is suggested that the evaluation follow the rubric format of the standards. Written documentation shall be submitted with the evaluation for each rating of 3 or higher. A written corrective action plan approved by the local school board shall be submitted with the evaluation for each rating of 1. This report should be succinct. Falsification of any area of this report could lead to the district's GEP being placed in a probationary status and possible loss of funding.

Instructional Management Program

North Panola Schools has a written IMP for the intellectually gifted program that the district offers. The IMP includes, at a minimum, the following components:

1. District mission/philosophy statement, including goals and objectives,
2. The components of the Mississippi Gifted Education Program Standards,
 - a. Differentiated activities,
 - b. Scope and sequence of program process skills (outcomes),
 - c. Career exploration and life skills,
 - d. Exposure to and appreciation for the visual and performing arts,
 - e. In-class counseling/guidance for gifted students,
 - f. Socio-emotional needs of gifted students,
 - g. Affective needs of gifted students, and
 - h. Needs of gifted at-risk students.
3. Program outcomes for the specific gifted program(s) offered

HOMEWORK/CLASSWORK

Gifted students in grades 2-8 may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It should be noted that some gifted students will not be high academic achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students, by virtue of having been granted the gifted eligibility rulings, to make all A's and B's.

When gifted students miss regular classroom work because of participation in TARGET, they are not to be penalized. Please allow them the opportunity to demonstrate mastery of the skill(s). The students in the TARGET Program are identified as Intellectually Gifted. This is not synonymous with academically gifted.

Regular classroom teachers should avoid introducing new material when gifted students attend TARGET class. Teachers should also communicate regularly with parents and TARGET teacher when academic problems arise. However, "Grades and/or success in the regular education program is the responsibility of the regular classroom teacher and should not be considered as a reason for removal from the gifted program." (*State Regulations, p. 26*). As the academic progress and welfare of the students are always of prime consideration, special situations will be handled on an individual basis.

Emotional Needs of the Gifted Student

Group Counseling sessions will be held at least once a month during TARGET class. Session Topics may include, but are not limited to: Identification, Motivation, Underachievement, Perfectionism, Discipline, Stress, Depression, Communication, Friendships, Independence, Uniqueness, Sensitivity, Educational Needs, Family Relationships, Character Education. Individual Counseling Sessions will be provided as needed in order to support the emotional needs of the gifted student.

CLASS SCHEDULES

Students in the Gifted Classes shall meet a minimum of 5 hours per week, as mandated by the MDE. The Gifted Teacher shall create a schedule to accommodate the gifted students. Administrators, Teachers, and other District Personnel will be given a copy of the schedule for their records.

PLANNING TIME

Each teacher of the gifted in grades 2-8 should have a daily planning period of not more than 60 minutes. This time is needed to allow them to develop activities to meet the individual needs of their gifted students as required by law. Each teacher of the gifted in grades 9-12 should have the same planning time as the regular education teachers at that school.

ASSESSMENT TIME

One teacher of the gifted may be assigned an average of one 60-minute period per day of assessment time to perform the duties related to referral, assessment, and LSC meetings. If the time is combined, it may not exceed one-half day per week.

GIFTED TEACHER'S TIME

All of the gifted program's teacher's instructional time is to be spent with identified, eligible gifted students. Teachers of the intellectually gifted cannot at any time teach students who are not eligible for the gifted program and/or teach the regular instructional program's curriculum to eligible gifted students assigned to them for gifted program services.

GEP CONTACT PERSON

Each local district superintendent shall appoint a GEP Contact Person. This person is the link between the district and the Office of Gifted Education Programs at the MDE. This is not intended to be an additional administrative position at the district level. The GEP Contact Person shall hold a valid gifted endorsement. It is their responsibility to keep the superintendent informed about the local gifted education program and all communications from the MDE regarding gifted education programs.

The North Panola School District's Gifted Teacher also serves as the Gifted Contact Person and the Gifted Education Coordinator.

GIFTED TEACHER UNITS

When the gifted education program funding is provided as an add-on program by the state legislature, the funding formula for gifted teacher units in grades 2-6 shall be as follows:

1. The first teacher unit shall be funded on the basis of a minimum of 20 identified and participating students.
2. The second gifted teacher unit shall be funded when there are 41 identified and participating students.
3. Additional gifted teacher units shall be funded based on the 40 + 1 formula.
4. The teacher serving fewer than 20 students, more than 45 students, or working less than full time in the gifted program shall be prorated.
5. No student may be counted more than once for the purpose of justifying funding of a gifted teacher unit.
6. The data entered into the Mississippi Student Information System (MSIS) shall be the official numbers for the purposes of funding gifted teacher units.

NOTE: If funds are available for permissible programs in grades 7-8, the teacher unit funding formula shall be the same as it is for grades 2-6.

Non-Compliance

Act of 1989, the requirements of the *Mississippi Gifted Education Program Standards*, the requirements of these gifted program regulations, or fails to correct a problem identified during a program monitoring visit, the district accreditation status may be downgraded until such time that compliance occurs. The hearing and appeals procedures related to accreditation are outlined in Accreditation Policy 6.0 as indicated in the *Mississippi Public School Accountability Standards, 2012*.

TARGET

Curriculum Framework

In response to the identified needs of this population, the North Panola School District has synthesized the growing body of research regarding intellectually gifted children and youth into a model that serves as the framework for the Gifted Education Program.

The vision and objectives for gifted students are underpinned by the following principles:

- **Equity** – All students, including students who are gifted, have the right to fair and equitable access to appropriate educational programs that meet their specific learning needs.
- **Recognition of difference** – Students who are gifted are recognized as different from students of their own age in their speed of learning, the insightful quality of their thinking and their advanced ability in one or more areas.
- **Educational excellence** – All students, including students who are gifted, have the right to appropriate educational programs that result in learning outcomes consistent with their abilities.

TARGET offers a differentiated curriculum for intellectually gifted students. It is achieved through many different teaching strategies and through the utilization of :

- **Attributes of Scholarliness**
- **Universal Themes**
- **Depth and Complexity**
- **Novelty/Independent Student**
- **Acceleration**

The differentiation of curriculum for **TARGET** students is achieved through the modification of:

- Process/Thinking Skills
- Content
- Resources/Research Skills
- Products

The primary outcome for Intellectually Gifted Programs in Mississippi is METACOGNITION.

This instructional / curricular framework includes the Mississippi Department of Education's recommended outcomes for the intellectually gifted:

~~TARGET~~

OUTCOMES
— *for* —
Intellectually Gifted
Education Programs
2017

OUTCOMES *for* INTELLECTUALLY GIFTED EDUCATION PROGRAMS



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child


PREFACE

The 2013 Regulations for Gifted Education Programs document defines intellectually gifted children as those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. The purpose of Gifted Education Programs in Mississippi is to ensure that gifted children who demonstrate unusually high potential as described above are identified and offered an appropriate education based upon their exceptional abilities.

Gifted Education Programs in Mississippi shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district. Gifted children require uniquely and qualitatively different educational experiences beyond those available in the general education setting. These educational experiences must address their asynchronous development by supporting cognitive, creative, and affective needs while helping them to realize abilities and maximize potential.

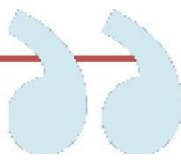
In order for intellectually gifted students in Mississippi to be challenged to reach their full potential, a well-defined set of outcomes/competencies for gifted education programs is essential. Gifted learners have the ability to demonstrate mastery/understanding and the ability to use the process skills outlined in the outcomes/competencies at a much younger age and in greater depth and breadth than non-gifted learners. While many of the outcomes/competencies established in this document are desirable for all students, the point of introduction, pace, depth, and complexity of instruction require significant differentiation for gifted learners.

The overreaching competency for intellectually gifted programs is metacognition, a process skill requiring mastery and use of many other process skills. Simply put, metacognition is “thinking about your own thinking.” Students should be aware of the mental processes they utilize while engaged in learning. They also should learn to self-regulate and oversee their own learning in order to make changes as needed. This cognitive goal should be the primary focus in guiding metacognitive practices and gifted instruction.



Gifted learners need learning experiences that are rich. That is, they need learning experiences that are organized by key concepts and principles of a discipline rather than by facts. They need content that is relevant to their lives, activities that cause them to process important ideas at a high level, and products that cause them to grapple with meaningful problems and pose defensible solutions. They need classrooms that are respectful to them, provide both structure and choice, and help them achieve more than they thought they could. These are needs shared by all learners, not just those who are gifted. But good instruction for gifted learners must begin there.

*Carol Ann Tomlinson, Ed. D.
The University of Virginia*



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 also should create an appreciation for the multicultural composition of the school and community (*Regulations for Gifted Education Programs*, 2013).

To maintain the integrity of gifted education programs in the State of Mississippi, the needs of gifted students should be addressed based on the *Outcomes for Intellectually Gifted Education Programs in Mississippi 2017*. This document shall be the foundation for each school district's Gifted Education Program Instructional Management Plan.

Gifted Children's Bill of Rights

YOU HAVE A RIGHT TO

know about your giftedness.

learn something new every day.

be passionate about your talent area without apologies.

have an identity beyond your talent area.

feel good about your accomplishments.

make mistakes.

seek guidance in the development of your talent.

have multiple peer groups and a variety of friends.

choose which of your talent areas you wish to pursue.

not to be gifted at everything.

Del Siegle, President

National Association of Gifted Children 2007 - 2009

INTRODUCTION

This document is designed for use by teachers who serve gifted children. It is structured to ensure that students have a strong foundation for applying each grade-level standard. Teachers should work to continually build upon the grade-level outcomes, while also challenging students to develop and expand upon each competency through the gifted education program. Teachers may choose to introduce higher outcomes at earlier grade levels to meet the individual needs of students and classes and to ensure that students are appropriately and meaningfully challenged.

Overview of Gifted Education Competencies

THINKING SKILLS	C REATIVITY
Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.	Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).
INFORMATION LITERAC Y	C OMMUNICATION SKILLS
Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.	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.
AFFEC TIVE SKILLS	SUCC ESS SKILLS
As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.	Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

OUTCOMES

by

Competency

Thinking Skills

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

SECOND GRADE OBJECTIVES		
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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
CONVERGENT THINKING <i>(Logical Thinking)</i>	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
CRITICAL THINKING <i>(Decision Making)</i>	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
THIRD GRADE OBJECTIVES		
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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
CONVERGENT THINKING <i>(Logical Thinking)</i>	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

CRITICAL THINKING <i>(Decision Making)</i>	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
FOURTH GRADE OBJECTIVES		
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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
CONVERGENT THINKING <i>(Logical Thinking)</i>	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
CRITICAL THINKING <i>(Decision Making)</i>	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
FIFTH GRADE OBJECTIVES		
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 5.3	Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn
CRITICAL THINKING <i>(Decision Making)</i>	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

MID DLE SCHOOL OBJEC TIVES		
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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 <i>(Logical Thinking)</i>	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 <i>(Decision Making)</i>	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

Creativity

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

SECOND GRADE OBJECTIVES

CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/ Elaboration/Synthesis)</i>	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
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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

THIRD GRADE OBJECTIVES

CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/ Elaboration/Synthesis)</i>	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)

CREATIVE THINKING Williams Model: Affective Domain <i>(Curiosity/Risk-Taking/Complexity/Imagination)</i>	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.)
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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
FOURTH GRADE OBJECTIVES	
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	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
CREATIVE THINKING Williams Model: Affective Domain <i>(Curiosity/Risk-Taking/Complexity/Imagination)</i>	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 Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem <ol style="list-style-type: none"> 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.
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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
FIFTH GRADE OBJECTIVES	
CREATIVE THINKING	CR 5.1 Apply the CPS process to solve an identified problem <ol style="list-style-type: none"> 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

CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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
MID DLE SCHOOL OBJEC TIVES	
CREATIVE THINKING	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 <i>Visual and Performing Arts</i>	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

Information Literacy

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

SECOND GRADE OBJECTIVES

INFORMATION LITERACY

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

THIRD GRADE OBJECTIVES

INFORMATION LITERACY

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

FOURTH GRADE OBJECTIVES	
INFORMATION LITERACY	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
FIFTH GRADE OBJECTIVES	
INFORMATION LITERACY	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
MIDDLE SCHOOL OBJECTIVES	
INFORMATION LITERACY	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

Success Skills

member of a team.

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or

SECOND GRADE OBJECTIVES	
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
CAREER EXPLORATION	SS 2.3 Identify occupational areas of personal interest and aptitude through classroom experiences
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
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
THIRD GRADE OBJECTIVES	
SUCCESS SKILLS	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 3.3 Identify occupational areas of personal interest and aptitude for possible vocational development

LIFE SKILLS	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
COLLABORATION 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)
FOURTH GRADE OBJECTIVES		
DECISION MAKING AND PROBLEM SOLVING SKILLS	SS 4.1	Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions
CAREER EXPLORATION	SS 4.2	Identify career options through experiences and interviews with experts in the field and career counselors
LIFE SKILLS	SS 4.3	Demonstrate the ability to establish budgets and manage money in a variety of situations
COLLABORATION SKILLS	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
FIFTH GRADE OBJECTIVES		
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
CAREER EXPLORATION	SS 5.3	Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations
LIFE SKILLS	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 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
MID DLE SCHOOL OBJEC TIVES	
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
CAREER EXPLORATION	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 MS.4 Demonstrate the ability to adapt to change in a climate of changing expectations and priorities
COLLABORATION SKILLS	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

Affective (Social and Emotional) Skills

COMPETENCY

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, society as a whole.

SECOND GRADE OBJECTIVES

AFFECTIVE SKILLS

- 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

THIRD GRADE OBJECTIVES

AFFECTIVE SKILLS

- 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

FOURTH GRADE OBJECTIVES		
AFFECTIVE SKILLS	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
FIFTH GRADE OBJECTIVES		
AFFECTIVE SKILLS	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
MIDDLE SCHOOL OBJECTIVES		
AFFECTIVE SKILLS	AS MS.1	Demonstrate an understanding of ethical practices
	AS 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

Communication Skills

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.

SECOND GRADE OBJECTIVES		
SPEAKING	CM 2.1	Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities
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
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)
THIRD GRADE OBJECTIVES		
SPEAKING	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
LISTENING	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
WRITING	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

FOURTH GRADE OBJECTIVES		
SPEAKING	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
LISTENING	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
WRITING	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
FIFTH GRADE OBJECTIVES		
SPEAKING	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
LISTENING	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 upon preset criteria developed by teacher and class
	CM 5.5	Listen to oral directions for understanding and organize directions for doing complex tasks

WRITING	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
MID DLE SCHOOL OBJECTIVES		
SPEAKING	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 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 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)

OUTCOMES

— *by* —

Grade Level

Second Grade

THINKING SKILLS

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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
CONVERGENT THINKING <i>(Logical Thinking)</i>	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
CRITICAL THINKING <i>(Decision Making)</i>	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

CREATIVITY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	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
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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
INFORMATION LITERACY		
Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.		
INFORMATION LITERACY	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
SUCCESS SKILLS		
Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.		
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
CAREER EXPLORATION	SS 2.3	Identify occupational areas of personal interest and aptitude through classroom experiences

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
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
AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.	
AFFECTIVE SKILLS	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
COMMUNICATION SKILLS	
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.	
SPEAKING	CM 2.1 Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities

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
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)

Third Grade

THINKING SKILLS	
Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.	
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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
CONVERGENT THINKING <i>(Logical Thinking)</i>	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
CRITICAL THINKING <i>(Decision Making)</i>	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
CREATIVITY	
Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).	
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	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)
CREATIVE THINKING Williams Model: Affective Domain <i>(Curiosity/Risk-Taking/Complexity/Imagination)</i>	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.)
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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
INFORMATION LITERACY	
Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.	
INFORMATION LITERACY	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
SUCCESS SKILLS	
Given a real-life situation, the student will utilize effective organizational, decision making, goal -setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.	
SUCCESS SKILLS	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 3.3 Identify occupational areas of personal interest and aptitude for possible vocational development
LIFE SKILLS	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
COLLABORATION 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)
AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.	
AFFECTIVE SKILLS	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
COMMUNICATION SKILLS		
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.		
SPEAKING	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
LISTENING	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
WRITING	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

Fourth Grade

THINKING SKILLS		
Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.		
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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
CONVERGENT THINKING <i>(Logical Thinking)</i>	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
CRITICAL THINKING <i>(Decision Making)</i>	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
CREATIVITY		
Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).		
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	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
CREATIVE THINKING Williams Model: Affective Domain <i>(Curiosity/Risk-Taking/Complexity/Imagination)</i>	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 Demonstrate the ability to follow the Creative Problem Solving (CPS) process to solve a given problem <ol style="list-style-type: none"> 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.
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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

INFORMATION LITERACY

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.

INFORMATION LITERACY	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

SUCCESS SKILLS

Given a real-life situation, the student will utilize effective organizational, decision making, goal -setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

DECISION MAKING AND PROBLEM SOLVING SKILLS	SS 4.1 Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions
CAREER EXPLORATION	SS 4.2 Identify career options through experiences and interviews with experts in the field and career counselors
LIFE SKILLS	SS 4.3 Demonstrate the ability to establish budgets and manage money in a variety of situations
COLLABORATION SKILLS	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

AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

AFFECTIVE SKILLS	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

COMMUNICATION SKILLS

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.

SPEAKING	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
LISTENING	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

WRITING	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

Fifth Grade

THINKING SKILLS

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 5.3 Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn
CRITICAL THINKING <i>(Decision Making)</i>	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

CREATIVITY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

CREATIVE THINKING	CR 5.1 Apply the CPS process to solve an identified problem <ol style="list-style-type: none"> 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

CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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
INFORMATION LITERACY	
<p>Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.</p>	
INFORMATION LITERACY	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
SUCCESS SKILLS	
<p>Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.</p>	
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
CAREER EXPLORATION	SS 5.3 Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations

LIFE SKILLS	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 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
AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.	
AFFECTIVE SKILLS	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
COMMUNICATION SKILLS	
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.	
SPEAKING	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

LISTENING	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 upon preset criteria developed by teacher and class
	CM 5.5 Listen to oral directions for understanding and organize directions for doing complex tasks
WRITING	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

Middle School

THINKING SKILLS

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

METACOGNITION <i>(Abstract Thinking and Reflection)</i>	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 <i>(Logical Thinking)</i>	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 <i>(Decision Making)</i>	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

CREATIVITY

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

CREATIVE THINKING	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 <i>Visual and Performing Arts</i>	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
INFORMATION LITERACY		
Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/ solutions, and present the results before an authentic audience.		
INFORMATION LITERACY	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
SUCCESS SKILLS		
Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.		
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
CAREER EXPLORATION	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 MS.4	Demonstrate the ability to adapt to change in a climate of changing expectations and priorities

COLLABORATION SKILLS	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
AFFECTIVE (SOCIAL AND EMOTIONAL) SKILLS	
As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.	
AFFECTIVE SKILLS	AS MS.1 Demonstrate an understanding of ethical practices
	AS 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
COMMUNICATION SKILLS	
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.	
SPEAKING	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 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 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)

REFERENCES

During the development of the Intellectually Gifted Education Program Outcomes, the following documents were reviewed by members of the Gifted Education Work Group and Outcomes Sub-Committee:

Alabama Gifted Education Programs: Standards and Student Outcomes. Alabama State Department of Education, 2015.

Florida's Frameworks for K-12 Gifted Learners. Florida Department of Education Bureau of Exceptional Education and Student Services, 2013.

Gifted and Talented Program Approval Standards. Arkansas Department of Education, 2009.

Mississippi College and Career Ready Standards. Mississippi Department of Education, 2016.

NAGC Pre-K to Grade 12 Gifted Programming Standards. National Association for Gifted Children, 2010.

National Core arts Standards: A Conceptual Framework for Arts Learning. State Education Agency Directors of Arts Education, 2014.

P21 Common Core Toolkit. Partnership for the 21st Century Skills, 2011.
South Carolina Gifted and Talented Best Practices Manual. South Carolina Department of Education, 2006.

Suggested Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi. Mississippi State Department of Education, 1994.

Twenty-first Century Student Outcomes. Partnership for 21st Century Learning (P21), 2007.

OUTCOMES
for
**Intellectually Gifted
Education Programs**
2017

SCOPE & SEQUENCE

Thinking Skills

Given a topic/situation, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically (reflectively developing a relationship between facts and values), and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

SECOND GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 2.1	Analyze abstract thinking skills modeled by others	I	D	D	E	E
	TS 2.2	Compose lower-level questions to develop a foundation for higher-level inquiry	I	D	D	E	E
	TS 2.3	Reflect upon learning experiences	I	D	D	E	E
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 2.4	Apply analogical thinking to identify relationships between two familiar items or events to identify an unknown	I	D	D	E	E
	TS 2.5	Apply deductive reasoning of general to specific information to analyze and organize sets of limited clues and reach logical conclusions	I	D	D	E	E
CRITICAL THINKING <i>(Decision Making)</i>	TS 2.6	Distinguish facts from opinions	I	D	D	E	E
	TS 2.7	Inventory, compare, and contrast attributes of varying objects and ideas	I	D	D	E	E
	TS 2.8	Identify, analyze, and evaluate information in order to make decisions, solve problems, and establish priorities	I	D	D	E	E
	TS 2.9	Appraise implications and consequences of personal actions and decisions	I	D	D	E	E

THIRD GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 3.1 Apply abstract thinking skills modeled by others		I	D	D	E
	TS 3.2 Compose elaborating questions to extend and stretch learning		I	D	D	E
	TS 3.3 Analyze, reflect upon, and justify learning experiences		I	D	D	E
	TS 3.4 Observe and analyze reflective thinking modeled by others		I	D	D	E
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 3.5 Apply inductive reasoning from specific to general information to predict probable conclusions		I	D	D	E
	TS 3.6 Apply abstract reasoning to identify relationships in figural analogies from possible options		I	D	D	E
CRITICAL THINKING <i>(Decision Making)</i>	TS 3.7 Construct questions to deepen understanding		I	D	D	E
	TS 3.8 Classify information into logical categories		I	D	D	E
	TS 3.9 Discuss and analyze events in the news to develop an awareness of social issues and world cultures		I	D	D	E
	TS 3.10 Identify and analyze relationship between ideas and data to determine cause and effect of actions and events		I	D	D	E
FOURTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 4.1 Observe, analyze, and apply abstract thinking skills			I	D	D
	TS 4.2 Develop hypothetical questions to explore possibilities			I	D	D
	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			I	D	D

CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 4.4	Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies			I	D	D
	TS 4.5	Utilize analogical reasoning to create analogies using multiple categories			I	D	D
	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			I	D	D
CRITICAL THINKING <i>(Decision Making)</i>	TS 4.7	Utilize intuitive thinking to deepen understanding and analyze varying perspectives			I	D	D
	TS 4.8	Discuss and analyze events and issues for problem identification			I	D	D
	TS 4.9	Assess the organization, content, value, effectiveness, and results of actions/decisions			I	D	D
	TS 4.10	Appraise implications and consequences of personal actions and decisions			I	D	D
FIFTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS 5.1	Develop and ask hypothetical questions to explore possibilities and test relationships				I	D
	TS 5.2	Analyze and establish needs for exploration of chosen topics				I	D
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS 5.3	Demonstrate depth of thought in deductive reasoning by evaluating and justifying data that supports logical conclusions drawn				I	D

CRITICAL THINKING <i>(Decision Making)</i>	TS 5.4 Appraise evaluation techniques for decision making				I	D
	TS 5.5 Assess and analyze local, national, and world issues and defend opinions with supporting evidence				I	D
	TS 5.6 Appraise implications and consequences of local and national events and decisions				I	D
	TS 5.7 Prove or disprove ideas by presenting evidence				I	D
MIDDLE SCHOOL OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
METACOGNITION <i>(Abstract Thinking and Reflection)</i>	TS MS.1 Develop and ask higher-level questions to clarify the coherence and logic of given information					I
	TS MS.2 Reflect upon learning strengths and needs and establish learning goals for independent thinking and autonomous learning					I
CONVERGENT THINKING <i>(Logical Thinking)</i>	TS MS.3 Demonstrate an understanding of analogical reasoning by identifying, explaining, and giving examples of the forms of analogies to support thoughts/ideas					I
	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					I
CRITICAL THINKING <i>(Decision Making)</i>	TS MS.5 Identify, analyze, evaluate, and justify information in order to make decisions, form beliefs, solve problems, and set priorities based on evidence					I
	TS MS.6 Appraise global implications and consequences of historic and current world events					I
	TS MS.7 Recognize and assess hidden agendas					I
	TS MS.8 Assess accuracy and relevance of points used to support conclusions and make decisions					I

Creativity

Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

SECOND GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/ Originality/Elaboration /Synthesis)</i>	CR 2.1	Demonstrate fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a given prompt	I	D	D	E	E
	CR 2.2	Demonstrate flexibility by adapting given ideas, thoughts, products, or plans for many different uses	I	D	D	E	E
	CR 2.3	Demonstrate originality by using given objects in ways different from their intended purposes	I	D	D	E	E
	CR 2.4	Elaborate on given ideas, thoughts, products, or plans to create new possibilities	I	D	D	E	E
	CR 2.5	Demonstrate synthesis by combining given ideas, thoughts, products, or plans in unusual ways	I	D	D	E	E
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	CR 2.6	Experiment with various materials and tools to create products related to personal interest or subject matter	I	D	D	E	E
	CR 2.7	Identify and explain how and where different cultures record and illustrate stories and history of life through art	I	D	D	E	E

THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/ Originality/Elaboration/ Synthesis)</i>	CR 3.1	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to a selected prompt		I	D	D	E
	CR 3.2	Apply flexibility by adapting selected ideas, thoughts, products, or plans for many different uses		I	D	D	E
	CR 3.3	Apply originality by using selected objects in ways different from their intended purposes		I	D	D	E
	CR 3.4	Apply elaboration to selected ideas, thoughts, products or plans to create new possibilities		I	D	D	E
	CR 3.5	Apply synthesis by combining selected ideas, thoughts, products or plans in unusual ways (morphological analysis)		I	D	D	E
	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		I	D	D	E
	CR 3.7	Demonstrate risk-taking by making predictions and experimenting in an unstructured training situation		I	D	D	E
	CR 3.8	Demonstrate complexity by organizing logical steps needed to accomplish selected ideas in a training activity		I	D	D	E
	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		I	D	D	E
	CR 3.10	Apply methods to overcome creative blocks (Brainstorm, SCAMPER, etc.)		I	D	D	E

CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	CR 3.11	Make, explain, and justify connections between artists and artwork or artwork and history		I	D	D	E
	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		I	D	D	E
FOURTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
CREATIVE THINKING Williams Model: Cognitive Domain <i>(Fluency/Flexibility/Originality/Elaboration/Synthesis)</i>	CR 4.1	Apply fluency by brainstorming to generate a large quantity of ideas, thoughts, products, or plans to solve a given problem			I	D	D
	CR 4.2	Apply flexibility by adapting generated ideas, thoughts, products, or plans for many different creative uses to solve a given problem			I	D	D
	CR 4.3	Apply originality in generating original ideas or alternative solutions to given problems			I	D	D
	CR 4.4	Elaborate on identified ideas, thoughts, products or plans to solve a given problem			I	D	D
	CR 4.5	Apply curiosity in compiling questions to be answered to solve a given problem			I	D	D
	CR 4.6	Apply risk-taking by making predictions and experimenting in an unstructured setting to solve a given problem			I	D	D
	CR 4.7	Apply complexity of thought to organize logical steps needed to solve a given problem			I	D	D
	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			I	D	D
	CR 4.9	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			I	D	D

		5. Produce alternative solutions 6. Develop criteria for judging solutions 7. Evaluate alternative solutions using the criteria Select and implement chosen solutions					
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	CR 4.10	Interpret art by analyzing the mood suggested by a work of art and describing relevant subject matter			I	D	D
	CR 4.11	Analyze and utilize principles of design (contrast, repetition, alignment, proximity) to create various products based on subject matter or personal interest			I	D	D
FIFTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
CREATIVE THINKING	CR 5.1	Apply the CPS process to solve an identified 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 Select and implement chosen solutions				I	D
	CR 5.2	Reframe ideas through various points of view to enhance meaning				I	D
	CR 5.3	Examine various meanings, contexts, and points of view including humor and opportunities for change				I	D
	CR 5.4	Apply thinking strategies modeled by mentors				I	D
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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				I	D
	CR 5.6	Develop criteria to analyze a work of art, design, or media to meet an identified goal				I	D

MIDDLE SCHOOL OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
CREATIVE THINKING	CR MS.1 Apply the CPS process to solve an identified problem, develop and present a plan of action to an authentic audience					I
	CR MS.2 Manage creative flow					I
	CR MS.3 Set goals with purpose and meaning					I
	CR MS.4 Adjust the creative process based on feedback					I
	CR MS.5 Focus on the task at hand and long term goal without distraction					I
CREATIVE EXPRESSION <i>Visual and Performing Arts</i>	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					I
	CR MS.7 Apply relevant criteria to examine, reflect upon, and plan revisions to a product in process					I

Information Literacy

COMPETENCY

Given a real situation, the student will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/solutions, and present the results before an authentic audience.

	SECOND GRADE OBJECTIVES		GRADE LEVEL				
			2	3	4	5	MS
INFORMATION LITERACY	IL 2.1	Identify topics for research based on interests	I	D	D	E	E
	IL 2.2	Formulate questions for study	I	D	D	E	E
	IL 2.3	Analyze topics to determine needed research	I	D	D	E	E
	IL 2.4	Interpret research from teacher-approved resources	I	D	D	E	E
	IL 2.5	Assemble information to provide new knowledge or understanding in a particular area	I	D	D	E	E
THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
INFORMATION LITERACY	IL 3.1	Examine a historical event or person by analyzing and synthesizing historical information		I	D	D	E
	IL 3.2	Assemble information by conducting interviews related to research topics		I	D	D	E
	IL 3.3	Employ various digital tools, media, and strategies to locate and collect accurate and reliable information		I	D	D	E
	IL 3.4	Create and visually organize information using maps, webs, chronological order, sequence, or compare/contrast		I	D	D	E

	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		I	D	D	E
FOURTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
INFORMATION LITERACY	IL 4.1	Conduct experiments and investigations by effectively utilizing the Scientific Method			I	D	D
	IL 4.2	Assemble information by utilizing effective survey techniques			I	D	D
	IL 4.3	Create and visually organize information using charts, tables, graphs, evidence, or patterns			I	D	D
	IL 4.4	Justify conclusions and generalizations based upon data gathered through research			I	D	D
FIFTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
INFORMATION LITERACY	IL 5.1	Analyze the difference between primary and secondary sources				I	D
	IL 5.2	Utilize primary and secondary sources to provide new knowledge or understanding in a particular area				I	D
	IL 5.3	Define and identify use of propaganda techniques to clarify ideas, judge information, solve problems, and evaluate reliability of information				I	D
	IL 5.4	Assess the validity, reliability, and relevance of the information collected				I	D
	IL 5.5	Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information				I	D

	MIDDLE SCHOOL OBJECTIVES	GRADE LEVEL				MS
		2	3	4	5	
INFORMATION LITERACY	IL MS.1 Identify areas of individual research based upon intense interest					I
	IL MS.2 Design investigations and defend processes and findings					I
	IL MS.3 Manage the flow of information by applying the appropriate research methodology					I
	IL MS.4 Demonstrate an understanding of hidden agendas by critical analysis and evaluation of information					I
	IL MS.5 Based upon data gathered through research, infer future trends, directions, similarities, and differences					I

Success Skills

COMPETENCY

Given a real-life situation, the student will utilize effective organizational, decision making, goal-setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals whether working individually or as a leader or member of a team.

SECOND GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
SUCCESS SKILLS	SS 2.1 Individually demonstrate the ability to maintain self-control of emotions and actions in a variety of situations	I	D	D	E	E
	SS 2.2 Individually identify and assess the merit and or importance of personal characteristics, ideas, interests, preferences, and products	I	D	D	E	E
CAREER EXPLORATION	SS 2.3 Identify occupational areas of personal interest and aptitude through classroom experiences	I	D	D	E	E
LIFE SKILLS	SS 2.4 Demonstrate the ability to accept responsibility for given tasks and consequences for actions in a variety of situations	I	D	D	E	E
	SS 2.5 Demonstrate the ability to organize, prioritize, and complete tasks in a timely manner	I	D	D	E	E
COLLABORATION SKILLS	SS 2.6 As a group leader, effectively work with group members to keep the group on task	I	D	D	E	E
	SS 2.7 As a group member, demonstrate effective speaking and listening skills	I	D	D	E	E

T H I R D GRADE OBJECTIVES		G R A D E L E V E L				
		2	3	4	5	MS
SUCCESS SKILLS	SS 3.1 Individually demonstrate the ability to organize materials, set priorities, and evaluate progress for task completion		I	D	D	E
	SS 3.2 Individually demonstrate strategies for managing stress, coping with difficulties, and effectively approaching conflict with others		I	D	D	E
CAREER EXPLORATION	SS 3.3 Identify occupational areas of personal interest and aptitude for possible vocational development		I	D	D	E
LIFE SKILLS	SS 3.4 Study and apply the accepted rules of etiquette for interpersonal interaction in a variety of social situations		I	D	D	E
	SS 3.5 Demonstrate initiative in accepting and successfully meeting challenges in a variety of situations		I	D	D	E
COLLABORATION SKILLS	SS 3.6 As a group leader, effectively work with group members to identify problems, ideas, and solutions		I	D	D	E
	SS 3.7 As a group member, work collaboratively in a group (know when to speak and know when to listen)		I	D	D	E
F O U R T H GRADE OBJECTIVES		G R A D E L E V E L				
		2	3	4	5	MS
DECISION MAKING AND PROBLEM SOLVING SKILLS	SS 4.1 Individually identify personal problems, utilize visualization to weigh the possibilities, make judgements, and defend decisions			I	D	D
CAREER EXPLORATION	SS 4.2 Identify career options through experiences and interviews with experts in the field and career counselors			I	D	D
LIFE SKILLS	SS 4.3 Demonstrate the ability to establish budgets and manage money in a variety of situations			I	D	D
COLLABORATION SKILLS	SS 4.4 As a group leader, effectively work with group members to establish goals and objectives for successful collaboration			I	D	D
	SS 4.5 As a group member, work collaboratively to achieve a common goal			I	D	D

FIFTH GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
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				I	D
PERSEVERANCE/TASK COMMITMENT	SS 5.2 Individually demonstrate the ability to persevere and successfully complete tasks in a timely manner even under adverse circumstances				I	D
CAREER EXPLORATION	SS 5.3 Demonstrate and practice the ability to interact in an appropriate manner in a variety of social and business related situations				I	D
LIFE SKILLS	SS 5.4 Examine and apply the accepted rules of business protocol in a variety of business and social situations				I	D
	SS 5.5 Adapt to varied roles, job responsibilities, schedules, and context				I	D
COLLABORATION SKILLS	SS 5.6 As a group leader, effectively work with group members to identify ethical implications of group processes and decisions				I	D
	SS 5.7 As a group member, take a stand for personal convictions and demonstrate respect/tolerance for other points of view				I	D

MIDDLE SCHOOL OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
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					I
ETHICAL AWARENESS	SS MS.2 Individually demonstrate the ability to behave in an honorable and truthful manner under adverse circumstances					I
CAREER EXPLORATION	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					I
LIFE SKILLS	SS MS.4 Demonstrate the ability to adapt to change in a climate of changing expectations and priorities					I
COLLABORATION SKILLS	SS MS.5 As a group leader, assure and defend that the decisions of the group are effective and ethical					I
	SS MS.6 As a group member, demonstrate the ability to work cooperatively to detect moods, temperaments, motivations, and intentions of others					I

Affective (Social and Emotional) Skills

COMPETENCY

As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

SECOND GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
AFFECTIVE SKILLS	AS 2.1 Assess individual learning styles, interests, personality styles, and expression preferences	I	D	D	E	E
	AS 2.2 Identify feelings and emotions in self	I	D	D	E	E
	AS 2.3 Develop behavioral strategies appropriate to the situation	I	D	D	E	E
	AS 2.4 Identify and assess strengths and weaknesses as a baseline for improvement	I	D	D	E	E
	AS 2.5 Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)	I	D	D	E	E
	AS 2.6 Participate in community-building skills	I	D	D	E	E
	AS 2.7 Recognize contributions and achievements of various cultures	I	D	D	E	E

THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS 3.1	Demonstrate an understanding of personal asynchronous development		I	D	D	E
	AS 3.2	Understand and analyze feelings and emotions in self		I	D	D	E
	AS 3.3	Express and manage emotions in positive ways		I	D	D	E
	AS 3.4	Accept responsibility for choices made		I	D	D	E
	AS 3.5	Analyze, evaluate, and respond appropriately to various forms of body language (non-verbal cues)		I	D	D	E
	AS 3.6	Recognize contributions and achievements of various cultures		I	D	D	E
FOURTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS 4.1	Demonstrate an understanding of and reflect upon personal gifted characteristics			I	D	D
	AS 4.2	Demonstrate an understanding and assess the social, emotional and academic implications of giftedness			I	D	D
	AS 4.3	Identify sources and possible solutions of stress and anxiety			I	D	D
	AS 4.4	Develop and model self-discipline			I	D	D
	AS 4.5	Show evidence of delayed gratification and impulse control			I	D	D
	AS 4.6	Demonstrate respect and empathy for others			I	D	D

FIFTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS 5.1	Develop and demonstrate appropriate self-efficacy and self-talk				I	D
	AS 5.2	Identify and utilize appropriate personal perceptual filters and defense systems for situations				I	D
	AS 5.3	Develop and demonstrate a healthy perception of perfectionism in accomplishing tasks				I	D
	AS 5.4	Demonstrate an understanding of how attitudes, attention, and commitment can affect one's knowledge and self-control				I	D
	AS 5.5	Demonstrate the ability to accept failure as a part of growth				I	D
	AS 5.6	Differentiate constructive and destructive criticism				I	D
MIDDLE SCHOOL OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
AFFECTIVE SKILLS	AS MS.1	Demonstrate an understanding of ethical practices					I
	AS MS.2	Develop and demonstrate a healthy response toward peer pressure and expectations of others					I
	AS MS.3	Demonstrate and understanding of ways in which attitudes, attention, and commitment can affect one's knowledge and self-control					I
	AS MS.4	Set goals for self-improvement and take the necessary steps to reach them					I
	AS MS.5	Differentiate constructive and destructive criticism					I
	AS MS.6	Recognize and assess various forms of bias in self and others and demonstrate strategies for addressing bias in social situations					I

Communication Skills

COMPETENCY

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.

SECOND GRADE OBJECTIVES		GRADE LEVEL				
		2	3	4	5	MS
SPEAKING	CM 2.1 Communicate complete thoughts, give directions and instructions, participate in informal speaking activities and storytelling activities	I	D	D	E	E
LISTENING	CM 2.2 Demonstrate effective listening behaviors in formal and informal settings	I	D	D	E	E
	CM 2.3 Give appropriate feedback and contributions of relevant information	I	D	D	E	E
	CM 2.4 Follow oral directions with three or more steps	I	D	D	E	E
WRITING	CM 2.5 Analyze various types of writing (including poetry)	I	D	D	E	E
	CM 2.6 Create original written products based on real or imagined circumstances to communicate ideas and feelings	I	D	D	E	E
	CM 2.7 Write over short time frames (a single sitting or a few class times)	I	D	D	E	E

THIRD GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SPEAKING	CM 3.1	Communicate in complete thoughts with clarity to an audience in formal and informal settings		I	D	D	E
	CM 3.2	Give precise directions and instructions for complex activities		I	D	D	E
LISTENING	CM 3.3	Demonstrate effective listening behaviors in formal and informal settings		I	D	D	E
	CM 3.4	Give appropriate feedback and contributions of relevant information		I	D	D	E
	CM 3.5	Follow oral directions with three or more steps		I	D	D	E
WRITING	CM 3.6	Analyze informal writing styles (essays, journals, diaries, and blogs)		I	D	D	E
	CM 3.7	Utilize informal writing styles (essays, journals, diaries, and blogs) to communicate ideas and feelings		I	D	D	E
	CM 3.8	Support opinions with written reasoning based on facts		I	D	D	E
FOURTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SPEAKING	CM 4.1	Communicate complete thoughts and information with clarity to an appropriate audience			I	D	D
	CM 4.2	Give precise instructions for complex tasks and self-evaluate utilizing preset criteria			I	D	D
	CM 4.3	Participate in a variety of formal/ informal speaking activities and self-evaluate utilizing preset criteria			I	D	D
LISTENING	CM 4.4	Demonstrate effective listening behaviors in formal and informal settings			I	D	D
	CM 4.5	Identify the purpose, content, organization, and delivery of oral communication and evaluate based upon preset criteria developed by teacher and class			I	D	D
	CM 4.6	Listen to oral directions for understanding and organize directions for complex tasks			I	D	D

WRITING	CM 4.7	Analyze the writing style of scripts (commercials, plays, etc.)			I	D	D
	CM 4.8	Create scripts (commercials, plays, etc.) to communicate ideas and feelings			I	D	D
	CM 4.9	Utilize dialog to develop characters			I	D	D
FIFTH GRADE OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SPEAKING	CM 5.1	Use appropriate oral communication for a variety of purposes, and communicate effectively to establish a relationship with an audience				I	D
	CM 5.2	Participate in a variety of formal/ informal speaking activities, evaluating self and peers on criteria determined by the student or others				I	D
LISTENING	CM 5.3	Demonstrate effective listening behaviors (understanding, organizing, and evaluating information)				I	D
	CM 5.4	Identify the purpose, content, organization, and delivery of oral communication, and evaluate based upon preset criteria developed by teacher and class				I	D
	CM 5.5	Listen to oral directions for understanding and organize directions for doing complex tasks				I	D
WRITING	CM 5.6	Analyze a variety of written genres (Comedy, Satire, Thriller, Action, etc.)				I	D
	CM 5.7	Communicate ideas and feelings through application of a chosen genre				I	D
	CM 5.8	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events				I	D

MIDDLE SCHOOL OBJECTIVES			GRADE LEVEL				
			2	3	4	5	MS
SPEAKING	CM MS.1	Utilize appropriate oral communication a variety of purposes and communication effectively to establish, build and maintain a relationship with audience					I
	CM MS.2	Participate in a variety of formal/ informal speaking activities evaluating self and peers on criteria determined by the student or others					I
	CM MS.3	Demonstrate the ability to persuade through oral expression by assimilating multiple facts and opinions to support an argument					I
LISTENING	CM MS.4	Demonstrate effective listening skills in formal and informal settings to facilitate communication					I
	CM MS.5	Identify the purposes, content, organization and delivery of oral communication and evaluate based on preset criteria developed by the student					I
	CM MS.6	Listen to oral directions for understanding and organize directions for doing complex tasks					I
WRITING	CM MS.7	Analyze the writing style of arguments and debates					I
	CM MS.8	Write arguments and debates to support claims with clear reasons and relevant evidence to communicate ideas and feelings					I
	CM MS.9	Write over an extended time frame (multiple class times)					I

TARGET

Creative & Performing Arts

Given exposure to and study of related elements and genre of creative and performing arts, the IGL will apply skills and knowledge to create original works/present given or original skits/performances/presentations.

5A. Creative/Visual Arts

- 5A1. Exposure to Visual Arts
- 5A2. Study of Components of Visual Arts
- 5A3. Participation/Application

5B. Performing Arts

- 5B1. Exposure to Performing Arts
- 5B2. Study of Components of Performing Arts
- 5B3. Participation in Performing Arts Experiences

5A. Creative/Visual Arts

The IGL will demonstrate an understanding and appreciation for the creative/visual arts.

5A1. Exposure to Visual Arts

The IGL will research, compare, and critique periods of art and the works of a variety of artist.

5B2. Components of Visual Arts

The IGL will study the components of color and art in a variety of mediums.

5B3. Participation –Application

The IGL will design and create artwork using a variety of mediums

5B. Performing Arts

The IGL will demonstrate an understanding and appreciation for the performing arts

5B1. Exposure to Performing Arts

The IGL will view, summarize, and compare performing arts experiences

5B2. Components of the Performing Arts

The IGL will study and compare the components of performing arts

5B3. Participation in Performing Arts Experiences

The IGL will apply creative expression through performing arts experiences.

TARGET

Creative & Performing Arts Scope & Sequence

Process Skill	2	3	4	5	6	7	8
Creative Visual Arts							
Exposure toe Visual Arts	I	D	R	M	E	E	E
Study of Components of Visual Arts	I	D	R	R	M	E	E
Participation-Application	I	D	D	R	M	E	E
Performing Arts							
Exposure to Performing Arts	I	D	R	M	E	E	E
Components of Performing Arts	I	D	R	M	E	E	E
Participation in Performing Arts Experiences	I	D	R	R	M	E	E

I – Introduction D - Development R- Reinforcement M - Mastery E – Extension

TARGET

Life Skills

Given a real life situation, the IGL will demonstrate the ability to set goals, apply appropriate skills in organization, management, social interaction, and work ethic to make decisions and solve given or identified problems.

6A. Life Skills Training Experiences

6A1. Goal Setting

6A2. Time Management

6A3. Money Management

6A4. Decision Making

6B. Social Interaction

6B1. Etiquette

6B2. Business Protocol

6C. Work Ethic

6C1. Perseverance/Task Commitment

6C2. Initiative

6C3. Responsibility

6C4. Team Work

6C5. Integrity/Ethical Awareness

6D Exploratory Experiences

6D1. Simulations

6D2. Problem Solving

6A. Life Skills Training Experiences

The IGL will investigate, analyze, and evaluate life skill training experiences.

6A1. Goal Setting

The IGL will demonstrate understanding of setting goals. Become familiar with the elements of effective goal setting, and complete a self-audit.

6A2. Time Management

The IGL will demonstrate time management skills by setting goals for completion of projects and meeting deadlines.

6A3. Money Management

The IGL will demonstrate money management skills through a variety of practice activities and simulations

6A4. Decision Making

The IGL will outline, weigh, make final judgments, and defend a decision.

6B. Social Interaction

The IGL will role-play and demonstrate understanding of appropriate rules of social interaction in given situations

6B1. Etiquette

The IGL will discuss, role-play, and apply rules of etiquette in a variety of situations

6B2. Business Protocol

The IGL will discuss, role-play, and apply knowledge of business protocol in simulations

6C. Work Ethic

The IGL will demonstrate an understanding of behaviors necessary for success in the classroom and workplace

6C1. Perseverance/Task Commitment

The IGL will discuss the characteristics of perseverance and demonstrate ability to persevere by completing chosen or given tasks

6C2. Initiative

The IGL will discuss and demonstrate initiative in a variety of situations

6C3. Responsibility

The IGL will discuss and demonstrate the characteristics of responsibility in a variety of situations

6C4. Team Work

The IGL will demonstrate the ability to cooperatively as a member of a team.

6C5. Integrity/Ethical Awareness

The IGL will discuss characteristics and importance of integrity and ethical awareness in personal and professional relationships.

6D. Exploratory Experiences

The IGL will apply life skills to real-life exploratory experiences in a variety of situations

6D1. Simulations

The IGL will participate in activities that simulate real-life in a variety of situations

6D2. Problem-Solving

The IGL will identify and research a real-life problem, brainstorm possible solutions, predict consequences, select best alternatives, develop a plan of action, and evaluate results

TARGET

Curriculum Framework

Life Skills Scope & Sequence

Process Skill	2	3	4	5	6	7	8
Life Skill Training Experiences							
Goal Setting	I	D	D	R	M	E	E
Time Management	I	D	R	R	M	E	E
Money Management	I	D	D	R	M	E	E
Decision Making			I	D	R	M	E
Social Interaction							
Etiquette	I	D	D	R	M	E	E
Business Protocol	I	D	D	R	M	E	E
Work Ethic							
Perseverance / Task Commitment	I	D	D	R	R	M	E
Initiative	I	D	D	R	M	E	E
Responsibility	I	D	R	R	M	E	E
Team Work	I	D	D	R	R	M	E
Integrity/Ethical Awareness	I	D	D	R	R	M	E
Exploratory Experiences							
Simulations	I	D	D	R	M	E	E
Problem Solving	I	D	R	R	M	E	E

I – Introduction D - Development R- Reinforcement M - Mastery E – Extension

TARGET**Career Exploration**

Given the opportunity to research and experience career options, the IGL will identify occupational areas of personal interest and aptitude for possible vocational development.

7A. Career Research

7B. Interviews

7C. Mentorships

7D. Internships

7A. Career Research

The IGL will participate in career research to develop an awareness of career options, educational requirements, job descriptions, responsibilities, and potential income of a variety of careers

7B. Interviews

The IGL will conduct interviews of individuals in various career fields.

7C. Mentorships

The IGL will participate in mentorships to provide career exploration experiences

7D. Internships

The IGL will investigate internships to provide career exploration experiences

Scope & Sequence

Process Skill	2	3	4	5	6	7	8
Career Research	I	D	R	M	M	E	E
Interviews	I	D	R	M	M	E	E
Mentorships	I	D	D	R	M	E	E
Internships			I	D	R	M	E

TARGET

Curriculum Framework

Group Dynamics

Given a problem, IGL will:

(as a leader) – select and appropriate leadership style and effectively work with group members identifying group goals and objectives, generating ideas for possible solutions, developing strategies for obtaining acceptance for solutions, keeping the group on task, identifying ethical implications for the process and decisions, using effective communication skills, and appropriate interpersonal skills and,

(as a member) – participate in selecting group goals and objectives, generating ideas for the solutions, using interpersonal skills and effective communication skills to gain acceptance for the ideas, taking a stand for personal convictions, recognizing ethical implications of the ideas being considered, and effectively working toward the agreed upon goals of the group.

8A. Listening Skills

8B. Speaking Skills

8C. Goal Setting

8D. Interpersonal Relationships

8D.1 Respect/Tolerance for Others' Viewpoints

8D.2 Ethical Awareness

8D.3 Commitment to Convictions

8D.4 Ability to Compromise

8D.5 Self Discipline

8D.6 Risk Taking

8D.7 Task Commitment

8E. Working Cooperatively

8F. Leadership Skills

8G. Evaluation Skills

8A. Listening Skills

The IGL will listen attentively and respond appropriately in small/large group activities.

8B. Speaking Skills

The IGL will interact and respond appropriately in small/large group activities

8C. Goal Setting

The IGL will contribute to setting goals as a member of a small/large group.

8D. Interpersonal Relationships

The IGL will develop the awareness of the human capacity to detect moods, temperaments, motivations, and intentions of others in a variety of activities

8D1. Respect/Tolerance for Others Viewpoint

The IGL will demonstrate respect/tolerance for the views of others

8D2. Ethical Awareness

The IGL will recognize personal, local, regional, national, and global implications of ethical standards set/observed and implications of situations/event/ideas in general.

8D3. Commitment to Convictions

The IGL will demonstrate the ability to remain committed to convictions in the face of opposition and opinions of others.

8D4. Ability to Compromise

The IGL will demonstrate the flexibility to consider opinions of others and compromise for the good of the group.

8D5. Self-Discipline

The IGL will demonstrate self-discipline and control in a group setting.

8D6. Risk Taking

The IGL will demonstrate the willingness to expose oneself to failure, take a guess, function under conditions devoid of structure, and defend one's own ideas.

8D7. Task Commitment

The IGL will demonstrate the ability to stay with a task until completed.

8E. Working Cooperatively

The IGL will demonstrate the ability to work cooperatively as a contributing member of a group.

8F. Leadership Skills

The IGL will identify personal leadership traits, determine the appropriate leadership styles needed for individual and whole group members, and effectively communicate to the group in order to accomplish a task.

8G. Evaluation Skills

The IGL will make a judgment regarding the merit/worth of an idea/object/activity using problem identification, criteria setting, verification idea setting, and judgment.

TARGET

Group Dynamics Scope & Sequence

Process Skill	2	3	4	5	6	7	8
Listening Skills	I	D	D	R	M	E	E
Speaking Skills	I	D	D	R	M	E	E
Goal Setting	I	D	D	R	M	E	E
Interpersonal Relationships	I	D	D	R	M	E	E
Respect/Tolerance for Others' Point of View	I	D	D	R	M	E	E
Ethical Awareness	I	D	D	R	M	E	E
Commitment to Convictions	I	D	R	M	E	E	E
Ability to Compromise	I	D	D	R	M	E	E
Self Discipline	I	D	D	R	M	E	E
Risk Taking	I	D	D	R	M	E	E
Task Commitment	I	D	D	R	M	E	E
Working Cooperatively	I	D	R	R	M	E	E
Leadership Skills	I	D	D	R	R	M	E
Evaluation Skills	I	D	R	R	M	E	E

I – Introduction D - Development R- Reinforcement M - Mastery E – Extension

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

- Simulations
- Literature Studies
- Thematic Units
- Concept Units
- Projects
- Computers
- Business Ventures
- Mentorships
- Demonstrations
- Experiments
- Role Playing
- Contests/Competitions
- Arts / Aesthetics
- Community Involvement
- Lateral Thinking Puzzles
- Brainteasers
- Design Techniques
- Drama / Music
- Debate
- Socratic Seminars
- Studies of Eminence
- Journals
- Small Group Instruction
- Independent Study
- Use of Multiple Intelligences
- Individual Conferencing
- Webbing
- Mind Maps
- Service Learning
- Creative Products
- Problem Solving Competitions
- S.H.O.P.
- Questioning
- Portfolios
- Mass Media Productions

North Panola School District

Gifted Education Program

TARGET

Rigorous Instruction

Rigorous instruction is designed to develop students' capacity to

- Think accurately and with clarity.
 - Identify and consider multiple meanings and interpretations.
 - Take and support a position.
 - Resist impulsivity and engage in disciplined inquiry and thought.
 - Work within and outside the bounds of standard conventions, and develop their own standards of evaluation.
 - Use and adapt what they know to deal with uncertainty and novelty.
 - Adjust their approach when presented with new constraints.
 - Tolerate uncertainty and work through ambiguity and complexity
-
- ***Rigor fosters persistence.*** When students must dig for the answers, they discover the value of the search. A little effort leads to small rewards, and more effort over an extended period leads to greater ones.
 - ***Rigor fosters resilience.*** When students learn to engage in rigorous thinking and inquiry, they learn how to manage and work through frustration to solve problems on their own. They develop a tolerance for uncertainty, acquire the skills and the disposition to handle struggle, and build a track record of overcoming tough challenges.
 - ***Rigor fosters flexibility.*** Rigorous instruction helps students grasp that learning is messy and unpredictable, and that understanding is something to be pursued through multiple pathways that are often complex, layered, and ambiguous.
 - ***Rigor fosters purposefulness.*** Students come to see that they are learning in order to make meaning, to broaden their own understanding, and to solve interesting problems.
 - ***Rigor fosters metacognition.*** Rigorous instruction asks students to think about their learning goals, select appropriate strategies for pursuing those goals, and reflect on the effectiveness of their chosen approach.
 - ***Rigor fosters ownership.*** When students must make meaning for themselves, they come to own what they have learned. Rather than be passive recipients of knowledge, students actively participate in constructing knowledge, filling in unstated information and imposing order on what they are learning.

- ***Rigorous instruction asks students to make nuanced judgments.*** There may be several solutions to a problem, each with costs and benefits, and students learn to choose from a range of available options. They consider and apply multiple, sometimes conflicting, criteria and wrestle with shades of meaning in order to come to a solution or a conclusion. And students learn to defend their choices even when there is no clear "right" answer.
- ***Rigorous instruction requires effortful learning.*** Students cannot be passive recipients of knowledge; they must work at learning, make meaning on their own, and impose structure on apparent disorder. While we provide students with proactive support to prevent unproductive struggle, we do give them space to pursue understanding and resolve problems independently.
- ***Rigorous instruction is intentional.*** Students are asked to strategically pursue a learning goal. They must build on prior knowledge and make informed choices. In rigorous classrooms, students are actively engaged in analyzing, synthesizing, and evaluating ideas for themselves.
- ***Rigorous instruction involves uncertainty.*** Not everything that students need to know is readily apparent, and the "right" answer is not always obvious. In fact, there may not be just one right answer at all. And because rigorous instruction asks students to take learning paths that are not tightly scripted, there are times when not even the teacher knows exactly what will happen next. Rigorous instruction asks students to embrace learning as a not-so-tidy process of applying skills and knowledge and adapting them to new situations.
- ***Rigorous instruction builds self-regulation skills.*** It asks students to reflect on and manage the learning process in a strategic and mindful way. They learn how to tell when they are confused, how to select appropriate strategies, how to pace themselves, when and how to ask for help, how to persist through frustration, and how to tell whether they are struggling productively or destructively.
- ***Rigorous instruction is relevant.*** Students don't memorize facts or acquire new skills without also understanding their real-world application. That doesn't mean that every rigorous learning experience results in a direct real-world application, but it does mean that even when students are engaged in simulated activities or practice exercises, they can make the connection between what they are doing and how it might be useful outside the classroom.
- ***Rigorous instruction is relative.*** There is no absolute value for rigor, nor is it inherent in content or in the instructional strategies themselves. Rigorous instruction is within, but at the outer edges of, students' capabilities and helps students to expand what they can do. Rigor is "in reach"—and that reach is different for every student, in each grade level, and within each discipline

TARGET

Choosing a Topic for a Mini-Unit

Student Centered (democratic)

Brainstorming – students will be allowed to brainstorm possible unit topics according to their interests, intelligences, and learning styles.

Clustering – students will narrow the choices, combine as needed, and organize the topics

Voting – the students will vote openly and /or anonymously on the topics. The number of votes will determine the rank.

Teacher Centered (autocratic)

Topic Choice – even though this is the least effective, this is typically the first unit of the year due to necessity. This will allow the students to be stimulated from the very first day of class.

Expansion/Modification –teacher will administer interest inventories, multiple intelligence checklists, learning style surveys, etc. This will assist the teacher with determining the expansion, extension, relevance and rigor for the unit.

Length of the units will be determined by:

- Materials/resources availability
- Student interests
- Student readiness
- Student multiple intelligence
- Objective effectiveness

TARGET

Developing the Mini Unit

Ideas

Once the overall topic has been selected, the teacher and/or students can use the webbing techniques to generate subtopics of interests

Resources

- Gather the trade and resource books, audio files, DVD's, etc. from school and public libraries to aid in teaching the topic.
- Check existing files and resources
- Gather information from media outlets
- Research internet resources for interactive websites, web quests, scavenger hunts, etc.
- Contact parents, community members, teachers, etc for a list of possible guest speakers
- List culminating activities such as field trips, community service projects, etc.

Objectives

The teacher will refer to the instructional management plan to determine which objectives will be targeted for the unit of study. Additionally, the teacher will determine the specific materials students need to learn.

Research

The teacher will research and compile a list of the resources, objectives, activities, etc for the unit. The teacher will also determine the amount of research the students will conduct within the unit. The teacher will develop handouts as needed.

Activities

After thoroughly perusing the resources and research lists, the teacher will brainstorm activities for the unit, referring as needed to the North Panola School District Instructional Management Plan. The activities will consist of differentiation and reflect the unit and objectives.

Communication

The teacher will publish the unit in the TARGET Times Newsletter. This will keep the parents informed of the events and skills that are occurring in the classroom. The teacher may involve the local media to showcase the gifts as well.

Note:

A unit may never be totally finished. Revising and Editing are normal. Keep the overall goals in mind.

TARGET

Implementing a Mini-Unit

Introduction

The teacher should plan to utilize some of the most thought provoking and stimulating material as the first activity in the unit.

Visual/Audio/Technology Aides

The teacher should create and display eye, catching, provocative posters, bulletin boards, etc. to stimulate student interests. Sound bytes, music, etc. can also be used. Vocabulary can be posted about the room as well. Leave room for student models and creations. Incorporate technology to enhance the 21st century learner.

Activities

The objectives of the unit should be explained to the students so they understand what they should accomplish. The explanation should be tailored to fit to maturity level of the students. A pre-test can be implemented. Activities should lend themselves to the diverse learning styles, intelligences, and Bloom's Taxonomy.

Daily Events

To quickly inform the students about the class daily events, post a listing for the students to keep them informed and engaged. A catchy title based on the unit's theme.

Routine

Establish a routine for students who finish early, or tire of tasks provided. These tasks should be meaningful and engaging. Seek your differentiation options such as curriculum compacting, acceleration, individual interest research, etc.

Media

Take numerous photos and publish them in the class/school newsletter, the class/school website, the local newspaper, etc. The local radio and television stations should be aware of your units as well.

Note: Challenge the students, but don't overwhelm them.

Units are ongoing: you may add, delete, rearrange as needed.

Sample Mini-Units

S.W.A.G. (Students with Amazing Gifts)

Through the Eyes of a Gifted Child

Nobel Peace Prize

Our Great State: Mississippi

Election Connection

African-American Inventors

When I Grow up...

One Can Make a Difference

Fractured Fairy Tales

Financial Fitness

Etiquette

Christmas Around the World

Family: Ties, Trees, & Traditions

Forensic Science

On Trial: The Case of

African-American Literature

Hispanic Culture

Musical Genres

Alternative Communication: ASL, Braille, Morse Code

The Art of Performing

Native American Legends

TARGET

Student Unit Suggestions

List your top ten subjects, topics, themes, etc. you wish to explore in TARGET this year. Arrange them in order from your most favorite (#1) to your least favorite (#10). You may also provide a justification for your choices.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

TARGET

GIFTED: A DIFFERENTIATED CURRICULUM

Content modifications for gifted students should:

- be abstract, complex, varied
- involve issues of organization, study of people, methods of inquiry.

Process modifications for gifted students should:

- involve higher order thinking processes
- promote creative and critical thinking
- require problem solving
- involve group interaction
- have variable levels of pacing
- allow for debriefing of the process
- involve open-endedness
- allow for freedom of choice.

Product modifications for gifted students should:

- involve real world problems
- be for real world audiences
- require real deadlines
- require transformation of learning
- involve appropriate assessment and evaluation
- involve extended or accelerated outcomes.

Learning environment modifications for gifted students should:

- be flexible and open
- encourage independent and intrinsic learning
- be accepting and non-judgmental
- encourage complex and abstract thought.

Strategies to develop students' creative and divergent thinking skill:

- Fluency - measured by number of responses to a theme
- Flexibility - measured by the variety of changes or categories
- Originality - measured by degree of unusual or uncommon responses
- Elaboration - embellishment or expansion of the idea
- Risk-taking - willingness to try different or difficult things
- Curiosity - ability to seek many alternatives, depth of study
- Complexity - capacity to explore or discover
- Imagination - power to visualize, dream or conceive forms of action symbolically

TARGET

CURRICULUM MODIFICATIONS

Higher Order Thinking

Through curriculum activities and discussions, students develop skills in critical thinking, such as distinguishing between fact and opinion, determining cause and effect, and analyzing information. Teachers promote critical thinking in the classroom through questioning techniques and by guiding students in verbalizing inner thought processes. Higher order thinking is often the learning objective of class discussions which occurs in each unit of study. Games, scenarios, maps, graphs, plot and theme analysis, are also used for this purpose.

Creative Problem Solving

Problem solving in social studies classes most often focuses on real-life situations. These may relate to individuals, families, school, the community, the state, the nation, or the world. Students may be actively involved in discussions and cooperative learning groups to seek facts, define problems, brainstorm for ideas, decide on solutions, and evaluate findings. An emphasis is placed on fluency, flexibility, and originality in both writing and analysis.

Technology and Information Skills

Technology and the teaching of information skills are incorporated into class assignments. Classes may prepare lessons and reports in the Computer Lab, developing skills in word processing and in using the Internet. Many students use and develop these skills on home computers as well. On selected projects students are expected to retrieve information from both primary and secondary sources and to prepare a bibliography according to accepted form.

Pace

Students in "gifted" classes explore units of study based on the curriculum for their grade level. Students who master concepts quickly may move on to enrichment activities. Students may be grouped to allow for acceleration through certain units or activities. Students also may be allowed to work through some content areas independently. The class format is changed frequently to allow for different styles.

Depth

Many units of study are covered in greater depth in "gifted" classes than in regular classes. Enrichment is also offered to extend and increase depth of knowledge and to add depth to the understanding of concepts. The emphasis is on process rather than just content.

Breadth

Many classroom activities and discussions require application to real life situations. Community Service and Awareness opportunities are explored as well.

Content

Students in "gifted" classes study the language arts, social studies, and science curriculum for their grade level. Differentiation occurs through increased pace, depth, breadth, and through increased attention to learning styles and teaching approaches used. Because some acceleration occurs allowing more time, additional high-interest units of study, and projects may be included.

Process

In "gifted" classes students are often involved in product-oriented learning experiences. Learning style modifications may be made to benefit all or some students. Teaching is often concept oriented leading to higher-level thinking rather than being based merely on knowledge and comprehension. Students are often given choices in the direction of their learning with flexibility in assessment as well. Emphasis is placed on teaching students "how" to think not "what" to think -- divergent, abstract, critical, creative, constructive, independent, logical, liberal, and artificial thinking should be explored. There is also quite an emphasis on open-ended problems and projects.

Product

In "gifted" classes students are offered opportunities to demonstrate their learning in a variety of ways--including paper/pencil exercises, tests, portfolios, journals, multimedia presentations, cooperative learning group activities, individual project work, artwork, and the use of maps and graphs. Expectations are for excellence, and students are encouraged to use their potential to do their best work. Choices are offered that meet both hemispheres of the brain.

Continuity

The curriculum is aligned to assure continuity across grade levels. T.A.R.G.E.T. objectives are also a focus for continuity.

TARGET

Enrichment Opportunities

Use your knowledge of the gifted child's interests to come up with other creative ideas to keep them interested in learning. The extra time and effort it takes to come up with ideas will be rewarded when you see that the boredom is gone and the gifted children are more motivated to continue learning. Giving the gifted child the opportunity to advance in the lessons can help keep them from getting bored. Allow them to move ahead of the rest of the class.

Acceleration

- Fewer tasks assigned to master standard
- Assessed earlier or prior to teaching
- Clustered by higher order thinking skills

Complexity

- Used multiple higher level skills
- Added more variables to study
- Required multiple resources

Depth

- Studied a concept in multiple applications
- Conducted original research
- Developed a product

Challenge

- Advanced resources employed
- Sophisticated content used
- Cross-disciplinary applications made
- Reasoning made explicit

Creativity

- Designed/constructed a model based on principles or criteria
 - Provided alternatives for tasks, products & assessments
- Emphasized oral & written communication to real world audience

Remember, gifted students' lessons and instructional planning might have slight variances in context and outcome, but lessons should still be fun and engaging. Providing gifted students with accessible learning materials and learning goals will go a long way towards igniting their fire and passion for learning.

TARGET

ASSESSMENT OPTIONS FOR GIFTED STUDENTS

Assessment is a tool for instruction. It should reflect what students know, not just what they don't know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed. The assessment in T.A.R.G.E.T. is authentic.

Attention to Mastery

Mastery is assessed in many traditional and non-traditional ways. Paper/pencil testing is used as well as hands-on activities and project work. For the most part assessment is made of participation within a group. Teachers may, at times, involve students in the assessment process with self-evaluation activities, journal evaluation, student editing, conferencing with teachers and some grade level teams are incorporating student-led conferences as an additional method of self evaluation.

Higher Level Thinking

Many teaching objectives call for higher order thinking from students in predicting, analyzing, or applying their knowledge. Higher learning must often be assessed by using alternative methods. Teachers of "gifted" classes use various methods to gain evidence of "knowing" through "doing" on the part of the student which can then be observed by the teacher. Some of these methods include projects and investigations, essay questions, portfolios, and teacher questioning and observation. Authentic assessment can occur in situations in which the student is placed in a real or simulated scenario to find the extent to which he/she can use expected competencies in "real life". Activities emphasize analysis, synthesis, and evaluation.

Creative Problem Solving

In the "gifted" classroom students are often asked to perform tasks requiring complex thinking ability, such as decision-making, problem-solving, creative thinking, persuasion and argument, and predicting or forecasting. These types of tasks involve students in brainstorming about ideas, formulating hypotheses, researching for information, reaching a solution, and evaluating the results. Projects of this type are student-centered with the teacher as a facilitator and often occur at the end of a unit. Assessment, often using a rubric, is based upon a range of student performances.

CURRICULUM COMPACTING

Although enrichment and acceleration may be part of the process, compacting encompasses much more. It is, in fact, more closely associated with diagnosis and prescription: a method used in remedial education to point out learning objectives students have not yet mastered. Instruction is intended to help them “catch up” with the rest of the class. With compacting, pretesting identifies learning objectives already mastered, and students are allowed to ‘test out” of certain academic exercises and move on to new material.

Curriculum compacting is a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace.

The compacting process has three basic phases:

- Determine the goals and objectives of the regular curriculum
- Assess students for previous mastery of there objectives
- Substitute more appropriate (challenging) options

These components can be broken down into eight steps:

1. Identify the relevant learning objectives in a given subject area or grade level
2. Find or develop some means of pretesting students on one or more of these objectives prior to instruction
3. Identify students who may benefit from curriculum compacting and should be pretested
4. Pretest students to determine their mastery levels of the chosen objectives
5. Eliminate practice, drill or instructional time for students who have demonstrated prior mastery of these objectives
6. Streamline instruction of those objectives students have not mastered but are capable of mastering more quickly than their classmates
7. Offer enrichment or acceleration options for students whose curriculum has
8. Keep records of this process and the instructional options available to “compacted” students

TARGET

Students' Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative, and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Teacher's Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes. Throughout a learning experience, the teacher must scaffold the learning for students.

Classroom Options for Gifted Instruction

- Regular classroom differentiation
- Projects (Self-Direction)
- Compacting (Diagnostic/Prescriptive)
- Creative or Critical Thinking Skills
- Interdisciplinary/Multidisciplinary learning
- Affective curriculum
- Acceleration of content, process
- In-depth content options
- Extracurricular services

Issues in Grouping and Acceleration Grouping

- Timeframes for grouping
- Subject Areas
- Teacher Qualifications
- Documentation of student growth
- Tailoring instruction
- Flexibility
- Type of Grouping most beneficial for student & program

Acceleration

- Consider the degree of giftedness and specific aptitude(s)
- Teacher qualifications
- Program articulation
- "Natural" transition points
- Non-intellective characteristics
- Flexibility

TARGET

Classwork Evaluation

Name _____ Date _____

Campus _____ Term _____

Unit/Theme _____ Score _____

Score	0	1	2	3	4
Task	I did not complete the task.	I put forth a marginal amount of effort	I put forth a satisfactory amount of effort.	I put forth an impressive amount of effort	I put forth excellent effort!
Utilized Time Management					
Provided Best Effort					
Worked Independently					
Worked Cooperatively					
Maintained a Neat Work Area					
Respected Peers					
Completed Tasks					
Maintained a Positive Attitude					
Followed Directions					
Wrinkled my Brain					

TARGET

Reflection Log

Name _____ Date _____

Campus _____ Term _____

Unit/Theme _____ Score _____

Things I learned:

My best work:

How I can maintain/improve:

My favorite activity (include justification):

My least favorite activity (include justification):

Grade I deserve (include justification):

My overall evaluation (choose 1):
4 – Exceptional 3- Impressive 2-Good 1- Unsatisfactory 0 – Unacceptable

TARGET
Today in TARGET...

Name _____ Date _____

Campus _____ Term _____

Unit/Theme _____ Score _____

Today in class I did the following:

I learned:

Questions I have include...

Connections I made....

New vocabulary I acquired...

I excelled...

My favorites...

TARGET

My Agenda for Today

Name _____ Date _____

Campus _____ Term _____

Unit/Theme _____ Score _____

Activity	Outcome/ Process Skill	Effort Points
1. Plan today's activities and set priorities.		

Evaluation for Progress/Effort:

4- Exceptional

3- Impressive

2- Marginal

1-Unsatisfactory

0-Unacceptable

Comments: On Back

Self-Evaluation	Peer Evaluation	Teacher Evaluation

Thinking Skills (TS)	Creativity (CR)	Information Literacy (IL)	Communication Skills (Cs)	Affective Skills (AS)	Success Skills (SS)
Leadership (LS)	Group Dynamics (GD)	Life Skills (LS)	Creative & Performing Arts (CPA)	Visual & Performing Arts (VPA)	

TARGET

21st Century Standards

- Focuses on 21st century skills, content knowledge and expertise.
- Builds understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasizes deep understanding rather than shallow knowledge
- Engages students with the real world data, tools, and experts they will encounter in college, on the job, and in life--students learn best when actively engaged in solving meaningful problems
- Allows for multiple measures of mastery

21st Century Curriculum and Instruction

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

21st Century Learning Environments

- Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allows equitable access to quality learning tools, technologies and resources
- Provides 21st century architectural and interior designs for group, team and individual learning.
- Supports expanded community and international involvement in learning, both face-to-face and online

TARGET

21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

21st century interdisciplinary themes into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

TARGET

Classroom Expectations

What you can expect from your teacher - Ms. Middleton

- provide my best efforts in teaching
- respect your child's needs
- maintain open lines of communication
- create engaging lessons and activities
- foster and challenge your child's thinking

What I expect of you – the student

- provide your best efforts in participation and completion of assignments
- listen, think, and engage actively
- respect your peers, faculty, staff, and property
- initiate learning and challenge yourself
- Remember NPSD's Code of Conduct – PRIDE:
 - Prepared
 - Respectful
 - Initiative
 - Dependable
 - Excellence

What I expect of you – the parent

- inquire about knowledge gained in TARGET
- become an active member of TARGET Parent Advocacy Group
- attend TARGET and school functions (PTO, Open House, Book Fairs, etc)
- maintain open lines of communication
- celebrate your child's successes daily

Reminders

- As a TARGET student, you are viewed as a model citizen in your school, your community, and in the North Panola School District.
- TARGET meets a minimum of 5 hours per week. You will miss your regular class meetings on the day you have TARGET. I will provide you with an assignment log to help you with your organizational skills.
- Please inform me of "need to know" information. This information includes: illness, stress, death in family, academic concerns, bullies, etc.

I am unable to assist if I am unaware of the situations and circumstances.

TARGET

What you should not see in the gifted classroom:

- More of the same kind of work from the regular education program and classroom
- Focus on the use of activity books and/or the ditto(s)
- Focus on recall of facts, information, and knowledge
- Focus on pre-packaged units and /or mini-unit that have no relevance to the needs of the gifted students being served
- Focus on hobbies and interests of the teacher of the gifted
- Focus on competitions or educational games
- Focus on cookbook approaches to classroom activities
- Focus on “things” simply because they are not covered in the regular education program
- Traditional classroom setting
- Focus on a single learning style

What you should see in the gifted classroom:

- Focus on specific and unique identified needs of gifted students
- Focus on specific interests of the gifted students being served, identified with input from the students
- Focus on the identified learning styles of the students
- Focus on more advanced and complex issues and themes that go beyond the domain of the regular education program
- Focus on CREATING new ideas and products
- Focus on analysis, synthesis, and evaluation
- Focus on discovery, open-endedness, and reasoning
- Focus on identification of real problems, real investigations, and real audiences
- Focus on self-understanding
- Focus on self-directed learning
- Focus on self-initiated, lifelong learning
- Focus on creativity
- Focus on process skills
- Focus on Metacognition
- Focus on development of individual strengths and individual interests
- Focus on small group and individual investigations

ConradCastle, PhD Coordinator
Gifted Education Program
Mississippi Department of Education

TARGET

In TARGET, we will complete activities that are in addition to and different from those in the regular classroom. Although we will incorporate Literacy, Numeracy, and Technology into our Units of Study, we will place emphasis on the Gifted Outcomes, as well as our Multiple Intelligences, Learning Styles, Thinking Skills, Reasoning Skills, Questioning Skills, Productivity, and the Soft Intelligences.

MDE Gifted Outcomes	Learning Styles	Multiple Intelligences	Soft Intelligences
Thinking Skills Creativity Group Dynamics Communication Research Self-Directed Learning	Visual Auditory Tactile Kinesthetic	Verbal/Linguistic Logical/Mathematical Visual/Spatial Bodily/Kinesthetic Musical/Rhythmical Naturalistic/Environmental Interpersonal/Social Intrapersonal/Self Existential/Spiritual	Personal Emotional Social Organizational Motivational

Thinking Skills	Reasoning Skills	Questioning Skills	Productivity
Higher Order Critical Creative Strategic Lateral Vertical Analytic Holistic 6 Hat Socratic Divergent Abstract Spontaneous Analogical Reflective	Metacognitive Deductive Inductive Analogical Comparative Conditional Systematic Logical Intuitive Figural	Socratic 6 Hat Divergent Evaluative Essential Strategic	Decision-Making Problem-Solving Organizing Evaluating Classifying Analyzing Integrating Elaborating Summarizing

Creativity, Curiosity, Adventure, and Ambition are also fostered.

TARGET

Essential Elements of a Quality Gifted Education Classroom

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 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.

TARGET

Gifted Kids' Bill of Rights

by Marissa K. Lingen

Each gifted child can say...

- 1) I have the right to challenge myself. I should realize that my interests and my thoughts are valid and should be pursued. If you don't limit me, I'm less likely to limit myself.
- 2) I have the right not to have other people interfere with my learning. I am not a teacher's aide, nor am I the sole source of all group projects--I should not be treated as if I was.
- 3) I have the right not to be physically or mentally abused for being gifted. If a teacher looks the other way while others taunt me or beat me up, he or she is in the wrong--there is nothing wrong with me for being smart. If a teacher or other authority figure is doing the abusing, it is still wrong, and I have the right to recourse.
- 4) I have the right to be looked at as a human being. Nobody should ever assume that everything in my life is okay just because I'm smart.
- 5) I have the right to make mistakes. This right I must guard most closely against myself. Chances are pretty good I have always been my own worst critic. I must remember that I am not perfect, and that that's okay.
- 6) I have the right to ask for help. If you cannot help me, don't pretend--try to find someone who can. I learn quickly, but I don't learn by osmosis. Sometimes I will need a hand, and my needs are just as valid as those of students who learn slowly.
- 7) I have the right to be my age. If I'm a smart 7-year-old, I'm a smart 7-year-old, not a short 30-year-old.
- 8) I have the right not to be forced into your notions of childhood. If I want to be a marine biologist when my classmates want to be firefighters, so be it.
- 9) I have the right to an advocate. Please remember that the system is skewed against me, for you adults. If you see these rights being violated, speak for me, and help me speak for myself.
- 10) I have the right to some privacy. Not everything I do should be put on a microscope slide just because I'm smart. Let me decide what to share with the world and what to keep.

TARGET

Parents of the Gifted

1. Did your child walk and talk earlier than most other children of his age and gender?
2. Did she show a comparatively early interest in words?
3. Does he have an exceptionally large vocabulary for his age?
4. Did she show an early interest in clocks, calendars, jigsaw puzzles?
5. Did he show an early interest in numbers?
6. Did she show an early interest in reading?
7. Does he express curiosity about many things?
8. Does she have more stamina and strength than other children of her age and gender?
9. Does he tend to associate with children older than himself?
10. Does she act as a leader among children of her own age?
11. Does he have a good memory?
12. Does she show unusual reasoning power?
13. Does he have an unusual capacity for planning and organizing?
14. Does she relate information gained in the past to new knowledge she acquires?
15. Does he show more interest in creative effort and new activities than in routine and repetitive tasks?
16. Does she try to excel in almost everything she does?
17. Does he concentrate on a single activity for a prolonged period of time without getting bored?
18. Does she usually have a number of interests that keep her busy?
19. Does he persist in his efforts in the face of unexpected difficulties?
20. Does she figure out her own solutions to problems and show uncommon "common sense"?
21. Does he have a sense of humor that is advanced for his age?
22. Does she show sensitivity to the feelings of others?
23. Does he show a comparatively early interest in questions of right and wrong, religion, God, and/or justice?
24. Does she make collections that are more advanced or unusual than those of others in her age group?
25. Does he show an intense interest in some artistic activity, such as drawing, singing, dancing, writing, or playing a musical instrument?
26. Does she make up stories that are vivid and dramatic, or relate her experiences with a great deal of exact detail?
27. Does he like puzzles and various kinds of "problem" games?
28. Does she have exceptional abilities in mathematics?
29. Does he show an unusual interest in science or mathematics?
30. Does she show awareness of things that are new or novel?

Your child may be intellectually gifted!

TARGET

Parent Association for Gifted Education (PAGE)

"Parenting a gifted child is like living in a theme park of full thrill rides. Sometimes you smile. Sometimes you gasp. Sometimes you scream. Sometimes you laugh. Sometimes you gaze in wonder and astonishment. Sometimes you're frozen in your seat. Sometimes you're proud. And sometimes, the ride is so nerve-wracking, you can't do anything but cry."

Carol Strip & Gretchen Hirsh, in Webb, Gore, Amend, & DeVries

PAGE is an organization of parents, faculty, staff, community, etc. who advocate for North Panola School District's Gifted Education Program. POG members serve as volunteers, guest speakers, donators, fundraisers, and advocates. Officers are elected each school year in order to better serve the students. POG meets a minimum of four times a year with student performances (once per term). Officers and interested parties meet as needed.

Parents of gifted children need opportunities to share parenting experiences with one another. It takes the persistence of large groups of parents to ensure that provisions for gifted children are kept firmly in place. It is important for parents of children with any special needs to meet with teachers early in the school year, work regularly with teachers, and stay both involved in their child's education and informed about gifted education in general.

The key to raising gifted children is to respect their uniqueness, their opinions and ideas, and their dreams. It can be painful for parents when their children feel out of sync with others, but it is unwise to put too much emphasis on the importance of fitting in; children get enough of that message in the outside world. At home, children need to know that they are appreciated for being themselves.

"If our children do not get the opportunity to learn all they are able to learn, it is because not enough people insist on appropriate education for them. As parents we must organize to become a respected and sizable force which can make a difference." - Gina Ginsberg Riggs

Are you willing to make a commitment to enhance your child's learning?

Are you willing to make a difference?

Are you willing to join PAGE?

North Panola School District

Gifted Education Program

TARGET

TARGET Advocacy Group (TAG)

TAG is an organization of parents, faculty, staff, community, etc. who advocate for North Panola School District's Gifted Education Program. POG members serve as advocates for Gifted Education at North Panola Schools. Officers are elected each school year in order to better serve the students. TAG meets at least once a year to discuss the state of gifted education.

Purpose

- To provide recommendations on the goals and priorities of the gifted program
- To show support for gifted programs
- To provide information on the impact of conditions within the school community on gifted identification and processes
- To advocate for children who are under-represented in receiving gifted services

Please contact LaShana Middleton if you wish to serve on the TAG Committee.

TARGET

Group Counseling Sessions

Gifted Students are unique and talented in their own right. Adjusting to our gifts can be enjoyable and frustrating as these students face pressures and stereotypes often. The school counselors will assist with providing a forum for the students to discuss issues affecting them. Group Counseling sessions will be held at least once a month during TARGET class. Session Topics may include, but are not limited to:

- Identification
- Motivation
- Underachievement
- Overachievement
- Perfectionism
- Discipline
- Stress
- Depression
- Bullies/Bullying
- Communication
- Friendships
- Independence
- Uniqueness
- Sensitivity
- Organization
- Tactfulness
- Self Confidence
- Educational Needs
- Family Relationships
- Character Education
(Trustworthiness, Honesty, Responsibility, Fairness, Caring, Citizenship)

Individual Counseling Sessions will be provided as needed.

Mrs. Cassidy, Green Hill Elementary

Ms. McKinney, Crenshaw Elementary

Mr. Harrington, Como Elementary

Ms. Ballentine, North Panola Jr High

North Panola School District

Gifted Education Program

TARGET

The 21st Century Gifted Learner

**Motivated
Committed
Responsible
Focused
Creative
Innovative
Analytical
Logical
Engaged
Resilient
Independent thinker
Globally aware
Socially aware
Emotionally aware
Technologically connected
Academically connected
Persistent
Problem solver
Interactive
Collaborative**

Typical Mindsets that Put Out the Fire and Discourage Achievement:

1. Expectation of the 'Easy A'
2. "Aren't you supposed to entertain us?"
3. Failure and mistakes are 'No-No's' = No risk-taking or thinking outside the box
4. The only thing school offers is boring, scripted, low-level, undifferentiated, test-driven curriculum
5. Instant Gratification: The 'Buy Now, Pay Later' syndrome
6. It isn't cool to be gifted

TARGET

Differentiation Options

By choosing from the columns below you can customize the amount of preparation time in lesson planning.	
Low Prep Differentiation	High Prep Differentiation
<p>Choices of books</p> <p>Homework options</p> <p>Use of reading buddies</p> <p>Varied journal prompts</p> <p>Orbitals</p> <p>Varied pacing with anchor options</p> <p>Student-teacher goal setting</p> <p>Work alone or together</p> <p>Flexible seating</p> <p>Varied computer programs</p> <p>Varied supplemental materials</p> <p>Options for varied modes of expression</p> <p>Varying scaffolding on same organizer</p> <p>Computer mentors</p> <p>Think-Pair-Share by readiness, interest, learning profile</p> <p>Use of collaboration, independence, and cooperation</p> <p>Open-ended activities</p> <p>Mini-workshops to reteach or extend skills</p> <p>Jigsaw</p> <p>Explorations by interest</p> <p>Games to practice mastery of information and skills</p> <p>Multiple levels of questions (Bloom's taxonomy)</p>	<p>Tiered activities or labs</p> <p>Tiered products</p> <p>Webquests</p> <p>Independent studies</p> <p>Multiple texts</p> <p>Alternative assessments</p> <p>Learning contracts</p> <p>Multiple-intelligence options</p> <p>Compacting Spelling by readiness</p> <p>Entry points</p> <p>Varying organizers</p> <p>Lectures coupled with graphic organizers</p> <p>Community mentorships</p> <p>Interest groups</p> <p>Tiered centers</p> <p>Interest centers</p> <p>Literature circles</p> <p>Stations</p> <p>Complex instruction</p> <p>Group investigation</p> <p>Tape-recorded materials</p> <p>Teams, Games, and Tournaments</p> <p>Choice Boards</p> <p>Simulations</p> <p>Problem-based Learning</p> <p>Graduated rubrics</p>

<http://www.eht.k12.nj.us/~Jonesj/Differentiated%20Instruction/1%20DI%20Strategies.htm>
<http://daretodifferentiate.wikispaces.com/Choice+Boards>

TARGET

Gifted Students: True or False

Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others, and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

TRUTHS About Gifted Students

- Gifted students are often perfectionists and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer." Mappers may get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age mates that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need help with concrete study- and test-taking skills. They may not be able to select one answer in a multiple choice question because they see how all the answers might be correct.
- Gifted students who do well in school may define success as getting an "A" and failure as any grade less than an "A." By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Adapted from **College Planning for Gifted Students, 2nd edition**,
by Sandra Berger

TARGET

Bright Child vs. Gifted Learner

Knows the answers		Asks the questions
Is interested		Is highly curious
Is attentive		Is mentally and physically involved
Has good ideas		Has wild, silly ideas
Works hard		Plays around, yet tests well
Answers the questions		Discusses in detail, elaborates
Top group		Beyond the group
Listens with interest		Shows strong feelings and opinions
Learns with ease		Already knows
6-8 repetitions for mastery		1-2 repetitions for mastery
Understands ideas		Constructs abstractions
Enjoys peers		Prefers adults
Grasps the meaning		Draws inferences
Completes assignments		Initiates projects
Is receptive		Is intense
Copies accurately		Creates new design
Enjoys school		Enjoys learning
Absorbs information		Manipulates information
Technician		Inventor
Good memories		Good guesses
Enjoys straightforward, sequential presentation		Thrives on complexity
Is alert		Is keenly observant
Is pleased with own learning		Is highly self-critical
		--from Challenge Magazine, 1989

The Bright Child (High Achiever)	The Gifted Learner	Possible Problems Associated with Giftedness
Knows the answers	Asks the questions	Possible gullibility
Is interested	Is highly curious	Takes on too many activities
Is attentive	Is mentally and physically involved	Difficulty in accepting the illogical
Has good ideas	Has wild, silly ideas: unusual imagination	Viewed as weird by others; feels stifled by lack of creative opportunities
Works hard	Plays around, yet tests well	Disruptive in class; class clown
Answers the questions	Discusses in detail, elaborates	Tendency to challenge, question authority, unwilling to listen to opinions of others
Top group	Beyond the group	Bored with regular assignments
Listens with interest	Shows strong feelings and opinions	Dominates the discussion
Learns with ease	Already knows	Bored; can become mischievous
6-8 repetitions for mastery	1-2 repetitions for mastery	Becomes bored and frustrated; dislikes repetition
Understands ideas	Constructs abstractions	Frustrated when others don't understand
Enjoys peers	Prefers adults	Receives negative adult attitudes to smartness; viewed as a show-off, odd, superior
Grasps the meaning	Draws inferences; thinks "outside the box"	Not interested in details; rejection of the known, need to invent for oneself; invents own systems, sometimes conflicting
Completes assignments	Initiates projects	Refuses to do rote homework
Is receptive	Is intense; persistent; can concentrate on tasks of high interest for extended periods	Has difficulty with listening skills; may disrupt class routine; feels stifled by restrictions; perceived as stubborn, uncooperative; difficult to move into another topic or task; resistant to interruption
Copies accurately	Creates new designs	Viewed as unmotivated when restricted
Enjoys school	Enjoys learning; wide, diverse range of interests	Viewed as lack of attention span or concentration
Absorbs information	Manipulates information; creates new questions; ideas form existing knowledge	Seen as off task; appear to be day dreaming or not paying attention
Technician	Inventor	
Good memorizer	Good guesser	Viewed by teachers and others as not paying attention or resistant to learning
Enjoys straightforward, sequential presentation	Thrives on complexity	Dislikes shallow curriculum
Is alert	Is keenly observant	Occasional resistance to direction
Is pleased with own learning	Is highly self-critical	Perfectionist; fears failure, avoids new situations to avoid possible failure; unrealistically high goals
Diligent worker	High energy level	Needs less sleep; becomes frustrated with inactivity, lack of challenge or active inquiry, lack of progress
Eager to please	Unusual emotional depth and intensity	Very sensitive; feels confused if thoughts and feelings not taken seriously; vulnerable to criticism; need for success and recognition
Concerned with fairness in the present	Concerned with adult/moral issues; concerned with fairness and justice on a grander scale	Develops a cynical attitude; receives intolerance from peers; feels frustrated or angry; critical of others
Feels like one of the group	Feels isolated and different from others; independence in work and study; self-reliance; need for freedom of movement and action	Low self-esteem; regards difference as bad
Laughs at jokes; repeats them	Has a keen sense of humor; invents jokes	Uses humor inappropriately; feels confused or rejected when others don't understand
	Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music or drawing	Lack of homogeneity in group work; need for flexibility and individualization, need for help in exploring and developing interests; need to build basic competencies in major interests
Is a social butterfly	Friendliness and outgoingness	Need for peer group relations in many types of groups; problems in developing social leadership

TARGET

Group Counseling & Mentoring Sessions

Gifted Students are unique and talented in their own right. Adjusting to our gifts can be enjoyable and frustrating as these students face pressures and stereotypes often. The school counselors will assist with providing a forum for the students to discuss issues affecting them. Group Counseling / Mentoring sessions will be held at least once a month during TARGET class. Mentor Partnerships include, but are not limited to:

Communicare

Janeka & John Rice, Substance Abuse Specialist /Life Skills Curriculum Counselor

MS Tobacco Free Coalition of Panola, Lafayette, & Pontotoc Counties

Justin Pope, Director

STOP Coalition (Stop the Ongoing Problem)

Mr. John C. Morris, President

Scared Straight

Albert Perkins, Panola Co. Sheriff Dept.

Y.O.U. (Youth Opportunities Unlimited)

Evelyn Jossell, Executive Director

Delta D.R.E.A.M (DaRing to Excel thru Education, Advocacy, & Modeling)

Lillie Henson, Program Director

Let's Talk it Out

Billy Brown, Executive Director

Boys & Girls Club of Panola County

Boy Scouts of America

Girl Scouts: Heart of the South

Local Clergy, Government Officials, Law Enforcement and Community Leaders

NAACP – Panola County Chapter

Panola County Alumni Chapters of Colleges & Universities

MS Valley State

Delta State University

Jackson State University

Mississippi State University

Alcorn State University

University of MS

Local Chapters of Fraternities and Sororities

Alpha Phi Alpha Fraternity, Inc.

Alpha Kappa Alpha, Inc.

Kappa Alpha Psi Fraternity, Inc.

Delta Sigma Theta Sorority, Inc.

Phi Beta Sigma Fraternity, Inc.

Zeta Phi Beta Sorority, Inc

TARGET**PEER RELATIONSHIPS**

According to James R. Delisle of Kent State University, a gifted student once said to him, “I don’t know what’s more difficult about being gifted—living up to the label for my parents and teachers or living it down in front of my friends.” When a student is identified as gifted s/he possesses a certain trait that is neither common to, nor appreciated by, all: “heightened intelligence.” Giving him/her the opportunity to discuss the sensitive and relevant issues related to acceptance by age-mates will allow him/her to see that others, too, may experience similar acceptance problems. (Delisle 1992)

For many high ability students, the number one priority is finding a friend. Gifted students often select friends who are their mental age rather than their chronological age. According to Roedell (1985) “the term ‘peer’ does not mean people of the same age, but refers to individuals who interact at an equal level around issues of common interest.” In essence, the more highly gifted a student is, the less likely s/he will find true peers among age mates.

Keeping this in mind, special efforts are needed to help high ability students find companions with similar interests and abilities. “With true peers, gifted students can be themselves, laugh at the same jokes, play games at the same level, share the depth of their sensitivity, and develop more-complex values” (Silverman 2000). In addition, Silverman believes that “children learn to love others only when they have achieved self-love.” This process typically involves the following stages:

1. self-awareness;
2. finding kindred spirits;
3. feeling understood and accepted by others;
4. self-acceptance;
5. recognition of the differences in others; and, eventually,
6. development of understanding, acceptance, and appreciation of others.

Counselors may be asked to assist gifted students find true peers, help them gain self-acceptance, and guide them toward accepting others. (Silverman 2000)

TARGET

CHARACTERISTICS OF GIFTED CONCERNS WITH PEER RELATIONSHIPS

- The student doesn't have an opportunity to find a "true peer" (Silverman 2000) due to heightened intelligence.
- Gifted students often struggle to balance the expectations of family, teachers, and friends.
- High ability students often view themselves as different from their age peers--which can be either positive or negative. For example, "I feel as though I don't have the same interests as my friends" or "I feel out of place in my class."
- As children mature and become more socially conscious, they also become more aware of what behaviors are considered normal or regular by the majority. This awareness can lead to the desire for conformity.
- If the high ability student is from a minority background, "true peers" may be limited. In addition, peers from their minority group may perceive the gifted student as trying to be "white."

TARGET

COUNSELING ASPECTS OF GIFTED PEER RELATIONSHIPS

- High ability students benefit from unrestricted social interaction with other high ability students.
- Group counseling sessions of homogeneous gifted students encourage understanding and acceptance from peers.
- Individual counseling sessions can foster self-acceptance.
- Mentoring and “near peers” often help high ability students find their “true peers.” Near peers is an affective program where older gifted students are paired with younger students and serve as a mentor or a tutor.
- Share books about other successful nonconformists.
- Encourage students to find an email pen pal or to join special interest clubs, such as chess club, model cars, or Mensa.
- Suggest students enroll in a Saturday or evening class they might enjoy.

FAMILY CONCERNS WITH GIFTED PEER RELATIONSHIPS

- Parents of gifted students often put more emphasis on their social adjustment than with their scholastic development.
- Unpopularity and poor peer relationships may lead to maladjustment and social problems in adulthood.
- Giftedness is *someone you are*, not *something you do*.
- Discuss with your child why some kids are well-liked.
- Talk about behaviors that aren’t generally accepted by other kids.
- Talk about the differences between being popular and being a friend.
- Be aware that most gifted students want to *belong* more than they want to be *smart*.

TARGET

Gifted Underachievement

CHARACTERISTICS OF UNDERACHIEVEMENT IN GIFTED STUDENTS

- The student tends to be disorganized; schoolwork is often either missing or incomplete.
- Even though the student has a very high IQ, grades begin to decline or are consistently below his/her ability to achieve, and s/he seems disinterested in school.
- The student makes excuses or blames others for his/her problems.
- There is too much socializing or, by contrast, the student is a loner.
- The student demonstrates emotional frustration and exhibits low self-esteem.
- S/he has difficulty concentrating on the task at hand.
- Another exceptionality or disability has been identified and s/he is consistently lacking skills in at least one subject area.
- The student comes from a lower socioeconomic background.

FAMILY ISSUES ON UNDERACHIEVEMENT

- Sibling rivalry may be a factor in underachievement.
- Parents may have low self-esteem and are overprotective of their children.
- Parents either place an overemphasis on work or, in contrast, have an anti-work attitude.
- Parents may place emphasis on product and not process.
- The family may be frustrated with the lack of performance by a child with high potential.
- Parents may try:
 - a) Working with the school and counselors to set small goals.
 - b) Regularly communicating with the child's teacher to look for progress.
 - c) Joining a parent support group for gifted children.
 - d) Continuing to encourage the child's interests.
 - e) Encouraging participation in enrichment activities that involve other achieving gifted children.
 - f) Setting up a study environment at home.

TARGET

COUNSELING ASPECTS FOR UNDERACHIEVEMENT IN GIFTED STUDENTS

- Priorities need to be established, moving the student toward setting goals and initiating follow-through on his/her own.
- Encourage positive changes by focusing on strengths and remediating weaknesses, one at a time.
- Compare the child with his/her own progress and capabilities, not against others.
- Use counseling interventions, either individual, group, or family, to become familiar with the child's background and what's going on at home.
- Use the Myers-Briggs Personality Inventory to assess students' learning styles and personality types.
- Conduct individual or small-group sessions to build student self-esteem and to give students an opportunity to share personal fears and disillusionment.
- Consider the possibility that underachievers may have perfectionist tendencies and choose to underachieve rather than to try and fail.
- Have gifted achievers and underachievers role-play to learn from one another.
- Suggest differentiation or curriculum compacting to teachers.
- Provide bibliotherapy resources as well as real-world experiences, such as mentorships or internships, in an area of the student's potential career interest.

TARGET

Strategies to Remedy Underachievement

Luckily, it is easier to reverse patterns of underachieving behavior than it is to define the term underachievement.

Whitmore (1980) describes three types of strategies that she found effective in working with underachieving behaviors in students:

- **Supportive Strategies.** Classroom techniques and designs that allow students to feel they are part of a "family," versus a "factory," include methods such as holding class meetings to discuss student concerns; designing curriculum activities based on the needs and interests of the children; and allowing students to bypass assignments on subjects in which they have previously shown competency.
- **Intrinsic Strategies.** These strategies incorporate the idea that students' self-concepts as learners are tied closely to their desire to achieve academically (Purkey and Novak, 1984). Thus, a classroom that invites positive attitudes is likely to encourage achievement. In classrooms of this type, teachers encourage attempts, not just successes; they value student input in creating classroom rules and responsibilities; and they allow students to evaluate their own work before receiving a grade from the teacher.
- **Remedial Strategies.** Teachers who are effective in reversing underachieving behaviors recognize that students are not perfect - that each child has specific strengths and weaknesses as well as social, emotional and intellectual needs. With remedial strategies, students are given chances to excel in their areas of strength and interest while opportunities are provided in specific areas of learning deficiencies. This remediation is done in a "safe environment in which mistakes are considered a part of learning for everyone, including the teacher.

The key to eventual success lies in the willingness of parents and teachers to encourage students whenever their performance or attitude shifts (even slightly) in a positive direction.

Some students, particularly those who are highly capable and participate in a variety of activities, appear to be high achievers when learning in a highly structured academic environment, but are at risk of underachieving if they cannot establish priorities, focus on a selected number of activities, and set long-term goals. On the other hand, some students appear to be underachievers but are not uncomfortable or discouraged. They may be quite discontent in middle or secondary school (in part because of the organization and structure), but happy and successful when learning in an environment with a different structural organization. They may handle independence quite well.

Underachievement is made up of a complex web of behaviors, but it can be reversed by parents and educators who consider the many strengths and talents possessed by the students who may wear this label.

TARGET

Social and Emotional Characteristics of Gifted Children Which May Pose Challenges

- perceptiveness
- high involvement and preoccupation; need to understand
- heightened sensitivity
- perfectionism
- uneven integration of intellectual abilities
- emotional intensity
- feelings and early awareness of being different
- asynchronous development of physical, intellectual, social, emotional aspects
- anxiety caused by advanced knowledge
- early adolescence (some children, especially highly gifted, may skip the latency stage of development)
- need for mental stimulation
- excitability and overexcitability
- need for precision
- tendency toward introversion

TARGET

Emotional Concerns with Gifted Children

Asynchronous development occurs when a child's development in one or more of the following areas greatly exceeds development in the others: physical, intellectual, social, or emotional. Just because a child is highly intellectually developed does not mean that they will also be highly emotionally developed as well. *Suggestion:*

- Allow gifted children to work with many different peer groups.
- Sometimes they may work with intellectual peers.
- At other times they may be happy with their social peer group.

Stress can be a problem for gifted children. While a little stress is okay, too much can have negative effects on gifted kids. One such effect is a decrease in creativity. If the problem is not alleviated prior to 4th grade, it can have long term and harmful effects on children including: tension, extreme competitiveness, impatience, headaches, and depression. *Suggestions for battling stress:*

- Deep-breathing
- Reducing the amount of caffeine in their diet
- Exercise
- One-at-a-time-thinking
- "Space" for daydreaming

Providing space for daydreaming should be a part of the gifted child's environment and routine. Do not always expect the child to think logically and creatively. Allow a private space, an 'office' or a 'think tank,' where your child can think and rejuvenate. Help them balance solidarity and interpersonal time.

TARGET

Perfectionism

Perfectionism can run rampant in gifted kids. Of course a healthy dose of perfectionism can allow people to get things done in a timely manner and reach expectations. On the other hand, unhealthy levels of perfectionism can incapacitate gifted kids without the coping mechanisms to deal with them. *Suggestions for dealing with perfectionism:*

- Allow yourself to make several mistakes a day
- Participate in non-graded or judged activities
- Take risks
- Try something new
- Relish your accomplishments

Adapted from Galbraith and Delisle, 1996

Generally, the effects of perfectionism, if compounded over time can lead learners to believe that they must always perform at high levels. Such thinking can cause these students undue stress, just as it does in adults. Encourage children to take safe risks and to be cognizant of feeling perfectionistic. Give them coping strategies for dealing with these feelings and continue to recognize who they are, not just what they're able to do.

TARGET

Why we need to Identify

As pre-service teachers today, we are at a time where it is encouraged to foster every student's individual learning needs. With the appropriate tools in our toolbox, we can differentiate instruction for all levels of learners. Gifted students are at high risk for isolation, boredom and underachievement if measures aren't taken to make necessary adaptations for them. Here is an exaggerated example of the need to identify.

A FABLE? --printed in The Instructor, April. 1968

One time the animals had a school. The curriculum consisted of running, climbing, flying and swimming, and all the animals took all the subjects.

The duck was good in swimming, better than his instructor, and he made passing grades in flying, but he was practically hopeless in running. He was made to stay after school and drop his swimming class in order to practice running. He kept this up until he was only average in swimming. But, average is acceptable, so nobody worried about that but the duck.

The eagle was considered a problem pupil and was disciplined severely. He beat all the others to the top of the tree in the climbing class, but he had used his own way of getting there.

The rabbit started out at the top of his class in running, but had a nervous breakdown and had to drop out of school on account of so much makeup work in swimming.

The squirrel led the climbing class, but his flying teacher made him start his flying lessons from the ground instead of the top of the tree, and he developed charley horses from overexertion at the takeoff and began getting C's in climbing and D's in running.

The practical prairie dogs apprenticed their offspring to a badger when the school authorities refused to add digging to the curriculum.

At the end of the year, an eel that could swim well, run, climb, and fly a little was made valedictorian.

TARGET

LINKS FOR FAMILIES WITH GIFTED CHILDREN

Mississippi Association for Gifted Children
www.muw.edu/magc/index.htm

Karnes Center for Gifted Studies
www.usm.edu/gifted/

Hoagies' Gifted Education Parent Page
www.hoagiesgifted.org/parents.htm

National Association for Gifted Children
www.nagc.org/

ERIC Digests about Gifted Education
ericec.org/gifted/gt-menu.html

Gifted Resources
amby.com/educate/gifted.html

Gifted Developmental Center
www.gifteddevelopment.com/

Duke Talent Identification Program
www.tip.duke.edu/

Summer Institute for the Gifted (SIG)
www.giftedstudy.com/

Davidson Institute
www.ditd.org/

Supporting Emotional Needs of the Gifted
www.SENGifted.org

The National Research Center on Gifted and Talented
www.gifted.uconn.edu

The Council for Exceptional Children
www.cec.sped.org

The Association for the Education of Gifted Underachieving Students
www.aegus1.org

Nurturing Social-Emotional Development of Gifted Children
www.kidsource.com/kidsource/content2/social_development_gifted.html