**Monroe City RI School**

**Gifted and Talented**

**Program Handbook**

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**Shannon Quinn**

**Teacher, GT Program**

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**Welcome to Monroe City R-I Gifted and Talented.**

**Mission Statement**

The mission of the Monroe City R-I Gifted and

Talented program is to provide a challenging learning

environment that nurtures the unique potential of gifted and

talented students so that as citizens they can contribute ethically

and productively to our world as well as our community.

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**Who Are The Gifted?**

There are many definitions for giftedness. They all have one element in common: A gifted person is *someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression*. Some of these abilities are very general and can affect a broad spectrum of the person's life, such as leadership skills or the ability to think creatively. Some are very specific talents and are only evident in particular circumstances, such as a special aptitude in mathematics, science, or music.

The term *giftedness* provides a general reference to this spectrum of abilities without being specific or dependent on a single measure or index. It is generally recognized that approximately five percent of the student population, or three million children, in the United States are considered gifted.

A person's giftedness should not be confused with the means by which giftedness is observed or assessed. Parent’s, teacher’s or student’s recommendations, a high mark on an examination, a high IQ score, are not giftedness; they may be a signal that giftedness exists. Some of these indices of giftedness are more sensitive than others to differences in the person's environment.

The National Association for Gifted Children (NAGC) does not subscribe to any one theory of the nature of human abilities or their origins. We assert that there are children who demonstrate high performance, or who have the potential to do so, and that we have a responsibility to provide optimal educational experiences for talents to flourish in as many children as possible, for the benefit of the individual and the community. We advocate that schools must provide educational experiences appropriate to the needs of all children, including those who are high-ability, gifted learners.

Educational programs adapted to meet the needs of gifted learners are referred to as *differentiated*. In order to develop exceptionally high ability to its fullest potential, educational programs based on appropriate curricular and instructional modifications beyond that typically provided in most classrooms are necessary. Some of the needs of gifted students can be met in regular classrooms with adequate teacher training and support services. Some cannot. Further, gifted students, as is the case for all students, are not a homogeneous group with needs that can be satisfied through a single administrative adjustment. We support the use of a variety of educational services to enable educators to meet the needs of gifted learners, and, indeed all learners.

From the National Association for Gifted Children (NAGC) – Parent Resources -

<http://www.nagc.org/ParentInfo/index.html>

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**Definitions of Gifted**

U.S. DEPARTMENT OF EDUCATION

Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These children require differentiated educational programs and services in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

General intellectual ability

Specific academic aptitude

Creative or productive thinking

Leadership ability

Visual and performing arts

Monroe City R-I School District

Monroe City’s Gifted Program currently identifies and serves students who demonstrate high performance in the general intellectual ability, specific academic aptitude, and creative/productive thinking categories.

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**Characteristics of Giftedness**

Developed by

Dr. Linda Silverman

**Compared to other children his/her age, how many of these descriptors fit your child?**

\* Reasons well *(good thinker)* \* Learns rapidly

\* Has extensive vocabulary \* Has an excellent memory

\* Has a long attention span *(if interested)* \* Sensitive *(feelings hurt easily)*

\* Shows compassion \* Perfectionist

\* Intense \* Morally sensitive

\* Has strong curiosity \* Perseverant in their interests

\* Has high degree of energy \* Prefers older companions or adults

\* Has a wide range of interests \* Has a great sense of humor

\* Early or avid reader *(if too young to read, loves being read to)*

\* Concerned with justice, fairness

\* Judgment mature for age *at times*

\* Is a keen observer

\* Has a vivid imagination

\* Is highly creative

\* Tends to question authority

\* Has facility with numbers

\* Good at jigsaw puzzles

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**A gifted child has many of the following traits...**

• Has a long attention span and an advanced ability to concentrate

• Memorizes easily and can quickly recall information needed for a particular situation

• Learns basic skills quicker and with less practice than peers

• Can spot inconsistencies

• May be able to "track" two or more things simultaneously

• Has keen powers of observation - notes details and mistakes easily

• Likes to create & invent

• Has great curiosity and inquisitiveness about a wide range of subjects

• Loves playing around with numbers in his/her head

• Has a highly developed vocabulary and uses terms correctly

• Has the ability to cope with more than one idea at a time. Loves complexity

• Seeks out challenges

• Shows alertness and quick response to new ideas

• Generates many ideas & multiple solutions to problems

• Shows originality, versatility, and resourcefulness in coping with problems and situations

• Asks a great deal of relevant questions

• Shows perseverance in dealing with problems

• Has a highly developed sense of moral responsibility

• Reads widely - May have been a very early reader

• Has a keen sense of humor

• Likes to move around and get things done - Very active, but with purpose

• Loves to invent or create rather than follow the paths of others

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**CHARACTERISTICS OF THE YOUNG GIFTED CHILD**

• Started to walk and talk before most other children you know about.

• Is at least a little taller, heavier, and stronger than others his or her age.

• Shows an interest in time clocks, calendars, yesterday and tomorrow, and days of the week.

• Learned to read even though not yet five years old. Likes to read.

• Arranges toys and other possessions, putting the same kinds of things together.

• Knows which numbers are larger than others.

• Can count and point to each item as he or she “plays house” or different games.

• Creates make-believe playmates.

• Is interested in what is on television and in newspapers, in addition to cartoons and comics.

• Learns easily so that you have to tell him or her something only once.

• Show impatience with jobs around the house that seem to have no meaning, such as putting toys away when he or she is just going to have to take them out again.

• Asks “Why?” often and really wants to know the answer. Is curious about a lot of things…from tiny a tiny insect and how it’s “made” to a car and how it “works.”

• Doesn’t like to wait for other children to catch up. Sticks with a task longer than others do. Won’t give up easily.

• Does things differently in ways that make good sense, whether it’s piling up blocks, setting the table, or drying dishes.

• Likes to be with older children and can keep up with them.

• Collects things, likes to organize them, and doesn’t want anyone to mess them up.

• Can carry on a conversation and enjoys it. Wants your ideas and likes you to listen to his or her brainstorms. Uses big words and know what they mean.

• Shows an interest in drawing and music, knows colors, and has rhythm.

• Makes up jokes. Has a good sense of humor.

Abraham, 1977, Coleman, L.J. Schooling the Gifted

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**Gifted and Talented Students are not all alike**

Creativity

Scholarship

Self-Leadership Discipline \*

Commonly referred to ranges of giftedness

Moderately Gifted (IQ 130 - 145)

Highly Gifted = (IQ 145 - 160)

Extremely Gifted = (IQ 160 - 180)

Profoundly Gifted = (IQ 180+)

Some gifted students are brilliant creative innovators; yet lack the self-discipline or the leadership abilities to achieve their goals. Some are disciplined scholars, who need to develop their creative thinking skills in order to solve advanced level problems.

The Monroe City R-I Gifted and Talented Program is working to develop a differentiated curriculum to help each student develop that balance of scholarship, leadership, self-discipline and creativity, that leads to greater levels of confidence, skill and personal achievement.

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**AFFECTIVE CHARACTERISTICS OF THE GIFTED**

• Unusual sensitivity to the expectations and feelings of others.

• Keen sense of humor—may be gentle or hostile.

• Large accumulation of information about emotions that has not been brought to awareness.

• Heightened self-awareness, accompanied by feelings of being different.

• Idealism and sense of justice, which appear at an early age.

• Earlier development of an inner locus of control and satisfaction.

• Unusual emotional depth and intensity.

• High expectations of self and others, often leading to high levels of frustration with self, others, and situations.

• Perfectionism.

• Strong need for consistency between abstract values and personal actions.

• Advanced levels of moral judgment.

Adaptation from:

Clark, Barbara (1983). Growing Up Gifted (2nd Ed.)

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**POSSIBLE PROBLEMS** THAT MAY BE ASSOCIATED WITH **CHARACTERISTIC STRENGTHS** OF GIFTED CHILDREN

Strengths Possible Problems

Acquires/retains information quickly Impatient with others; dislikes basic routine.

Inquisitive; searches for significance/Asks embarrassing questions; excessive in interests.

Intrinsic motivation/Strong-willed; resists direction.

Enjoys problem solving; able to conceptualize, abstract, synthesize/Resists routine practice; questions teaching procedures.

Seeks cause-effect relations/Dislikes unclear/illogical areas.

Emphasizes truth, equity, and fair play/ Worries about humanitarian concerns.

Large vocabulary; advanced, broad information/May use words to manipulate; bored with school and age-peers.

High expectations of self and others/ Intolerant, perfectionist; may become depressed.

Creative and inventive; likes new ways of doing things/May be seen as disruptive and out of step.

Intense concentration; long attention span and persistence in areas of interest/Neglects duties or people during periods of focus; resists interruption; stubbornness.

Sensitivity, empathy; desire to be accepted by others/Sensitivity to criticism or peer rejection.

High energy, alertness, eagerness/ Frustration with inactivity; may be seen as hyperactive.

Independent; prefers individualized work; reliant on self/May reject parent or peer input; nonconformity.

Diverse interests and abilities; versatility/May appear disorganized or scattered; frustrated over lack of time.

Strong sense of humor/ Peers may misunderstand humor; may become "class clown" for attention.

Adapted from Clark (1992) and Seagoe (1974).

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**Program Goals**

Students will

• Apply their general intellectual abilities through performance of complex mental tasks

• Further develop their creative/productive thinking abilities through the generation of original products reflecting the use of higher level thought processes

• Further develop their specific subject matter aptitudes through the utilization of advanced content and processes to produce original complex products

• Seek original solutions to self-selected problems reflecting use of higher level thought processes

• Become self-directed learners

• Become more aware of and cope more successfully with their giftedness in relation to themselves and others.

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**Academic Performance Indicators**

Student performance on the following indicators is measured to observe individual growth over time. To allow for individual growth, each indicator may not be assessed every year, but each indicator will be measured multiple times throughout the student's years in the program.

*Goal 1: Student uses advanced higher order thinking and problem solving skills*.

Standard A: Applies higher order thinking skills

LOGIC: Practices inductive, deductive, and syllogistic reasoning

ANALYSIS: Separates information into its fundamental parts

SYNTHESIS: Combines fundamental parts to form a whole; conveys ideas to new contexts

Standard B: Applies complex problem solving processes to real world problems

PROBLEM IDENTIFICATION: Identifies the nature of the problem including underlying issues

PROPOSE SOLUTIONS: Forms criteria for acceptable solutions; predicts outcomes

EVALUATION: Applies standards and criteria in making judgments; makes valid conclusions

*Goal 2: Student communicates ideas through advanced level products and/or performances.*

Standard A: Performs high level reading and writing skills

PERSPECTIVE: Discerns between fact, opinion, bias, and propaganda

LANGUAGE: Uses advanced vocabulary and figurative language

WRITING: Prepares creative and expository papers; develops and supports an original thesis

Standard B: Uses advanced research skills

HYPOTHESIS FORMATION: Develops a research question to guide research

METHODOLOGY OF IMPLEMENTATION: Uses data from multiple sources INTERPRETATION OF RESULTS: Connects research to learning; makes conclusions based on research

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Standard C: Demonstrates well developed communication and presentation skills both with and without use of technological support

PRESENTATION: Composes oral presentations to effectively communicate ideas

PRODUCT: Produces developmentally appropriate emulation of professional products/performances

TECHNOLOGY: Utilizes available technology to enhance communication

**Program Description**

Participants in the Gifted and Talented Education Program are selected from grades K - 6, and are provided with 180 minutes of instruction per week. They are grouped by grade levels, and generally meet for either two 90 minute sessions or one 190 minute session.

Program activities are designed to provide students with opportunities to develop and utilize their abilities in areas of creative and functional writing, researching/reporting, and higher level thinking skills.

**Discovery Based Learning**

Discovery Based Learning is an active learning process that supports the intellectual, social, emotional, physical and inner development of gifted children.

**Engage:** Students and teacher define inquiry questions and process. Together, they select questions to explore.

**Explore:** Students and teacher implement activities to explore inquiry and manage/assess the group interactions.

**Explain:** Students articulate their observations and ideas. They share and clarify the terms and language they have learned. They present their learning/project to the whole class and justify their conclusions based on academic knowledge.

**Elaborate:** Opportunities to expand on concepts and make connections to the real world are provided.

**Evaluate:** Students reflect on their performance and outcomes. Students and teacher assess the learning.

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**Principles of a Differentiated Curriculum for the Gifted & Talented**

• Present content that is related to broad based issues, themes or problems.

• Integrate multiple disciplines into the area of study.

• Present comprehensive, related and mutually reinforcing experiences within an area of study.

• Allow for the in-depth learning of a self-selected topic within the area of study.

• Develop productive, complex, abstract, and/or higher level thinking skills.

• Focus on open-ended tasks.

• Develop research skills and methods.

• Integrate basic skills and higher level thinking skills into the curriculum.

• Encourage the development of products that challenge existing ideas and produce “new ideas.”

• Encourage the development of self-understanding, i.e. recognizing and using one’s abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.

• Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

**Student Evaluations**

**Progress reports** are sent to parents of participants at the end of each quarter. Individual conferences may be arranged as needed.

**Report Cards** Students in the gifted program do not receive a letter grade on their report card. A formal Parent-Teacher conference is scheduled at the end of the first quarter. The teacher will be available at that time for conferences as needed.

**Teacher-created and student- generated rubrics** are used to evaluate students’ progress and product.

**Parent Resources**

Organizations Supporting Gifted Education

**National Association for Gifted Children (NAGC)**, [**http://www.nagc.org/**](http://www.nagc.org/)1155 15th St., NW, Suite 1002, Washington, DC 20005. (202) 785-4268.

NAGC is the largest national group organized on behalf of gifted and talented children. It sponsors conferences and workshops, disseminates information, and publishes materials of interest to parents and teachers of the gifted. Members receive a subscription to Gifted Child Quarterly and the membership newsletter.

**American Association for Gifted Children at Duke University http://www.aagc.org/index.html** Box 90270Durham, North Carolina 27708-0270 The nation's (US) oldest advocacy organization for gifted children.

**Gifted Association of Missouri** PO Box 1495 Jefferson City, MO 65102 www.mogam.org

Books about Gifted

• *Parent's Guide to the Education of Preschool Gifted Children* - R.Felker

• *College Planning for Gifted Students* - Sandra Berger

• *Everyday Enrichment for Gifted Children at Home and School* - H.Kanigher

• *Gifted Kids Speak Out* - James Delisle, PhD

• *Gifted Kids Survival Guide for Ages 10 & Under* - Judy Galbraith

• *Gifted Kids Survival Guide for Ages 11-18* - Judy Galbraith

• *The Gifted Kids Survival Guide II* - James Delisle and Judy Galbraith

• *The Gifted Kids Survival Guide* - Judy Galbraith

• *How to Help You Child with Homework* - M. Radencich and JSchumm

• *Raisin' Brains: Surviving My Smart Family*- Karen Isaacson –A humorous look inside the home of 5 very gifted children...

• *Smart Girls Gifted Women* - Barbara Kerr, PhD

• *The Survival Guide for Parents of Gifted Kids* - Sally Walker

• *Upside-Down Brilliance: The Visual Spatial Learner* – Linda Silverman Ph.D.

• *You Know Your Child is Gifted When...* - Judy Galbraith