

Enhancing the Chance

Gifted and Talented Education HANDBOOK

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INTRODUCTION

Each gifted and talented program across the state is unique. All programs have mandated state standards which insure quality and fairness in the administering of the programming, but each individual school district has the freedom to customize its program to meet the needs of participating students and the community.

The purpose of this handbook is to serve as a guide in program development and implementation of the Junction City Schools Gifted and Talented Program. Revisions will and should occur as teachers, students, parents, and administrative personnel interact and react to the program and the curriculum.

Definitions of Giftedness

Gifted learners are children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

(U. S. Dept. 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/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

(U. S. Dept. of Education)

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

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts (Sidney Marland-U.S. Commissioner of Education)

Giftedness is that precious endowment of ***potentially*** outstanding ability, which allows a person to interact with the environment with a high level of achievement and creativity. (The Council for Exceptional Children)

Those who manifest giftedness obvious have some ***inherent or inborn factors*** plus the motivation and stamina to learn from and cope with the rigors of living.

(AGATE)

PHILOSOPHY

Junction City School District believes that each student should be offered educational experiences which provide opportunities for the realization of maximum student potential.

The Gifted and Talented program assumes a multi-dimensional approach to the learning process by emphasizing cognitive, affective, and creative domain developmental experiences which help the student become a fully functioning, mentally healthy person who uses his/her talents to become what he/she is capable of becoming.

The design of our program is to develop the life-long learning processes of the gifted, the intrinsic desire for excellence, and a determination to work for personal fulfillment and the benefit of society.

Junction City Gifted and Talented Program Goals

I. The identification process is comprehensive, fair, understandable, and in accordance with state standards.

1. The state compliance standards concerning identification are being followed.
2. The identification process identifies students matching the program definition.
3. The identification process is free of any method that might discriminate based on culture, handicapping condition, socioeconomic status, or any other condition.
4. Identified students reflect the composition of the school population at large.
5. The identification process is understood by stakeholders.

II. Curriculum and instruction honors individual learning styles and interests, nurtures appreciation of cultural diversity, introduces innovative topics, encourages research, critical thinking, communication skills, creative thinking, affective growth and use of technology within the framework of mandated gifted and talented skill development.

1. The activities in the program allow for the pursuit of individual interests.
2. The activities in the program reflect consideration for varied learning styles.
3. The activities in the program expand students' interest by exposing them to differentiated topics.
4. Students utilize research skills which develop independent learning.
5. The activities in the program develop students' critical thinking, communication skills, creative thinking, and affective growth.
6. The activities honor individual and cultural diversity.
7. Skills as mandated by the state Gifted and Talented standards are effectively addressed in all programming decisions and activities.
8. Students are provided opportunities to utilize technology.

III. The administration and management of the program is according to state guidelines and effectively provides services which are well documented and available to stakeholders.

1. The program serves all students in Kindergarten through 12th grade via whole group enrichment, pullout classes, or within PreAP and AP courses.
2. All state compliance standards are met.
3. All aspects of program administration/management are documented and available for review by all stakeholders.
4. The program Handbook addresses all areas of the Arkansas Department of Education's Gifted and Talented Rules and Regulations.

IV. The program actively seeks to involve parents and the community in the program in meaningful ways that value both input and participation.

1. Program awareness is achieved through newspaper articles, brochures, the program website, newsletters, and through sharing of program activities at civic organizations.
2. Parents and community members are included on the Advisory Committee.

3. The public is made aware annually of their opportunity to nominate students for the program via newspaper articles and at the yearly district meeting.
4. Parents are encouraged to participate in the program.

V. Professional development seeks both to educate the faculty as to the nature and needs of gifted students and other areas related to the program, and to extend the knowledge of the gifted and talented teacher/coordinator.

1. All staff members have a clear understanding of the characteristics and needs of gifted students as well as the identification process.
2. Staff development concerning creative thinking and critical thinking is provided.
3. The gifted and talented coordinator/teacher is involved in ongoing efforts to extend his/her expertise in the field by attending workshops, coordinator's meetings, and taking advantage of other opportunities.
4. Materials such as books, journals, provided internet articles, etc. focusing on gifted and talented education are made available to staff.

VI. Program Evaluation is meaningful, calculated, involves all stakeholders and is the vehicle for program improvement.

1. The evaluation process involves all stakeholders.
2. The evaluation process draws data from a variety of sources and utilizes a multiple methods for gathering that information.
3. The information garnered from the evaluation process is relevant to stakeholders and is used to effect positive and meaningful change in the program.
4. An Action Plan is developed and implemented based on the evaluation findings.
5. A Timeline is followed to effect the recommendations of the Action Plan.
6. The Program Evaluation is shared with stakeholders.

CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

GENERAL CHARACTERISTICS

- They typically learn to read earlier --as many as half of the gifted and talented population have learned to read before entering school. They often read widely, quickly, and intensely and have large vocabularies.
- They commonly learn basic skills better, more quickly, and with less practice.
- They are better able to construct and handle abstractions than their age mates.
- They take less for granted, seeking the “how” and “why.”
- They display a better ability to work independently at an earlier age for longer periods of time than other children.
- They can sustain longer periods of concentration and attention.
- They are usually able to respond and relate to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers.
- They are frequently able to pick up and interpret nonverbal cues and can draw inferences which other children have to have spelled out for them.

CREATIVE CHARACTERISTICS

- They are fluent thinkers, able to produce a large quantity of possibilities, consequences, or related ideas.
- They are original thinkers, seeking new, unusual associations and combinations among items of information. They also have an ability to see relationships among seemingly unrelated objects, ideas, or facts.
- They are flexible thinkers, able to use many different alternatives and approaches to problem solving.
- They are elaborate thinkers, producing new steps, ideas, and responses.
- They are good guessers and can construct hypotheses or “what if” questions readily.
- They have a high level of curiosity about objects, ideas, situations, or events.
- They are more willing than their peers in expressing opinions and ideas.
- They have a sensitivity to beauty.

LEARNING CHARACTERISTICS

- Gifted and talented children often show keen powers of observation, exhibit a sense of the significant, and have an eye for important details.
- They often read a great deal on their own.
- They take pleasure in intellectual activity.
- They have rapid insight into cause/effect relationships.
- They tend to like structure, organization, and consistency in their environment.
- They often have a large storehouse of information regarding a variety of topics which they can recall quickly.
- They have a well developed common sense.

BEHAVIORAL CHARACTERISTICS

- They are willing to examine the unusual and are highly inquisitive
- Their behavior is often well organized, goal directed, and efficient with respect to tasks and problems.
- They enjoy learning new things and new ways of doing things.
- They have a longer attention and concentration span than their peers.

- They have a highly developed moral and ethical sense.
- They may seek to conceal their abilities so as not to “stick out.”
- They often have a well developed sense of self and a realistic idea about their capabilities and potential. (prepared by Bruce Boston; Fairfax, Virginia.)

CHARACTERISTICS WHICH HAMPER IDENTIFICATION OF GIFTED

- Frustration with inability to master certain academic skill
- Learned helplessness
- General lack of motivation
- Disruptive classroom behavior
- Perfectionism
- Super-sensitivity
- Failure to complete assignments
- Lack of organizational skills
- Demonstration of poor listening and concentration skills
- Deficiency in tasks emphasizing memory and perceptual abilities
- Low self-esteem
- Unrealistic self-expectations
- Absence of social skills with some peers

Culturally neutral checklist for the identification of giftedness

Maker, Neilsen, Rogers and Kanevsky (1994) devised a twelve-point checklist for giftedness that they believe is culturally neutral.

- *Humour*: exceptionally keen sense of the comical, the bizarre, and the absurd.
- *Motivation*: intense desires to know, do, feel, create or understand.
- *Interests*: ardent, sometimes unusual, passionate, sometimes fleeting.
- *Communication/Expressiveness*: extraordinary ability to convey meaning or emotion through words, actions, symbols, sounds, or media.
- *Inquiry*: probing exploration, observation or experimentation with events, objects, ideas, feelings, sounds, symbols, or media
- *Problem-solving*: outstanding ability to bring order to chaos through the invention and monitoring of paths to a goal; enjoyment of challenge.
- *Sensitivity*: unusually open, perceptive, or responsive to experiences, feelings and to others.
- *Intuition*: sudden recognition of corrections or deeper meanings without conscious awareness, reasoning or thought.
- *Reasoning*: outstanding ability to think things through and consider the implications and alternatives; rich, highly conscious and goal oriented thought.
- *Imagination/Creativity*: extraordinary capacity for ingenious, flexible use of ideas, processes, or materials.
- *Memory/Knowledge/Understanding*: unusual capacity to acquire, integrate, retain and retrieve information or skills.
- *Learning*: ability to acquire sophisticated understandings with amazing speed and apparent ease.

IDENTIFICATION PROCEDURES

The Junction City Gifted and Talented Program utilizes the following procedures to identify academically gifted and creatively talented students from all cultural and economic backgrounds for participation in the Junction City Program.

Parents/guardians of nominated students are notified of the student's nomination through an identification packet. The letter also includes a parent/guardian questionnaire designed to gather pertinent information about the referred student along with a form which must be signed by the parent giving the gifted coordinator permission to test the referred student. The questionnaire and permission to test form must be returned prior to testing the student.

CASE STUDY

A Case Study will be developed for each referred student which will include a variety of sources in order to obtain an overall picture of the nominated student's abilities. The Case Study may include:

1. Slosson IQ Test
2. Thinking Creatively with Pictures (creativity test) by E. Paul Torrance
3. Group Achievement Test -- Arkansas Augmented Benchmark Exam, Iowa Test of Basic Skills, EOC Exams
4. COGAT Abilities Test
5. Grades
6. Products --such as poetry, photo essays, projects, etc. to document ability, creativity, and motivation
7. Interest Inventory --to determine areas of interest to the student

SCREENING

A Screening Committee composed of the **G.T. Coordinator/Teacher** (who serves as chairman), the **building principal, guidance counselor**, and a **minimum of two classroom teachers** meets to identify students whose case studies indicate a need for gifted and talented services.

All information is contained on a "blind review" summary sheet to determine the student's need; however, should special circumstances warrant the committee may be told the identity of the student (for instance, a blind student was placed several years ago requiring the committee understand why the "Thinking Creatively With Pictures" creativity test was not administered). The final participation decision will consider the student as an individual and his/her potential for realization of needs to be met by the program.

PROGRAM PARTICIPATION

1. Parent Notification of Identified Students

- a. Parent/s or guardians will be notified by letter of their child's selection and may request a conference to go over the results
 - b. Identified students will only be placed in the program if the student and parents agree that the program is in the best interests of the student and after parents sign a form giving permission for the student to participate in the program
2. Parent Notification of Non-Identified Students
- a. Parents of any child nominated for the program are notified by letter of the committee's decision for non-placement
 - b. Parents are encouraged to view their son/daughter's test results and made aware of the process to follow if they disagree with the non-placement decision

APPEALS PROCEDURE

Parents who wish to appeal the decision of the case study/placement committee should contact the Coordinator of the Gifted and Talented Program for a conference. All placement criteria will be reviewed with the parents. If parents still believe placement is warranted, the Placement Committee, composed of the principal, counselor, two classroom teachers, and the G.T. facilitator will again meet to insure that a proper decision was reached. If an error occurred, the appropriate change will be made.

TRANSFER STUDENT NOMINATIONS

Transfer students, after confirmation of participation from their previous school, will be evaluated and considered for participation –this may or may not require testing, however no student is automatically placed in the program without an evaluation of their ability and need to participate.

ONGOING NOMINATION PROCESS

Although nominations are formally requested once a year, student nominations are accepted at any time during the school year, fostering an open door policy which thereby provides for the placement of new students throughout the year.

IDENTIFYING POTENTIAL

Efforts are made to identify potential in students who may not fit the stereotypical description many have of a gifted student. The gifted and talented coordinator conducts workshops and or provides handouts with staff that addresses the characteristics of giftedness, especially those in underserved populations. Teachers are also made aware of the so-called *negative* characteristics of giftedness which often disguise giftedness.

The gifted and talented coordinator/teacher also is continually involved in noticing creative and critical thinking talent in primary grade students when in the

classroom by using a variety of measures such as checklists to record responses of particular students that suggest exceptional/original thinking.

DISSEMINATION OF IDENTIFICATION PROCESS

The program utilizes the following approaches to insure that all stakeholders are aware of the identification process:

1. Teachers receive a digital copy of the G.T. Handbook which includes the identification process at the beginning of each school year.
2. A newspaper article in the MODERN NEWS announces a request for nominations and explains the identification process.
3. The gifted and talented coordinator talks about the identification process to parents at the annual community school meeting.

NOMINATION PROCESS

The nomination procedure consists of accepting referrals of potentially gifted students for the screening/selection committee by:

1. Teacher Nomination
2. Parent Nomination
3. Peer Nomination
4. Self Nomination
5. Community Member Nomination

EXIT PROCEDURE

When considering the removal of a student from the gifted and talented program, special attention is given to examining the reasons for non-performance. The emphasis is on meeting the social, emotional, and academic needs of the student. The plan of action in such a case is as follows:

- a. The g.t. teacher contacts the parents and discusses the needs of the student. Parents are told that the g.t. teacher will meet with the student and working together with that student develop a plan. The parents are contacted again by the teacher who explains the plan.
- b. Should the student continue to struggle, the parents are contacted by the G.T. teacher and asked to attend a conference with the G.T. teacher, the principal, and the student. A second plan of action and time schedule will be set. Any plan that results in a student being temporarily removed from the gifted and talented program must be agreed upon by the Selection Committee. If the student's performance improves during the timeframe of the plan, the student will remain in the program.
- c. If the student's performance fails to improve after the second plan, the Selection Committee --which includes the principal, guidance counselor, two classroom teachers, and the GT specialist --will meet to consider the

student and his/her need to remain in the program or to exit the program. The committee will consider multiple criteria in the decision making process; a student will not be exited due to a single criterion problem, such as grades. If the committee determines it is in the best interest of the student to remain in the program, the GT specialist will again begin at step “a” of the district Exit Procedure to develop a new plan that addresses the needs of the student and encourages success both in the program and in the classroom. Should the committee determine it is in the best interest of the student to exit the program, the appropriate form stating that the student is removed from the gifted and talented program, along with cited reasons, will be signed and dated by all members of the placement committee as well as the student’s parents. A copy of the form will be placed in the student’s permanent folder, and a copy will be given to the parents.

- d. In the event that the parent/s or guardian of an identified student wish for their son/daughter to be exited from the program, an Exit Request Form is signed by the parent/s or guardian, and the student is immediately removed from the program.

ANNUAL REVIEW OF PLACEMENT

The purpose of annual review is to closely evaluate where the student is in his/her growth both within the gifted program and in the regular classroom, thereby insuring continued growth, and if necessary, setting in place procedures that seek to assist a student who is not being successful in either/or setting. While aspects of this process occur throughout the school year, the annual review provides feedback that is valuable for program evaluation and also enables students to reflect on their personal level of responsibility and task commitment.

1. Students participating in the G.T. resource room setting complete the self-evaluation survey in April/May
2. At the end of the school year, or at whatever point, achievement test data comes in, the G.T. facilitator checks the scores of identified students and “red flags” any student who is not achieving at a level appropriate for his/her potential.
3. Each red flagged student meets with the G.T. facilitator to discuss both his/her self evaluation as well as achievement tests results
4. The student and the G.T. facilitator work together to formulate a plan with the intent of addressing weak areas and/or concerns
5. Should an area of concern be determined warrants exiting the program, the exit procedure will be followed.

Junction City Gifted and Talented Program

Exit Request Form

Date: _____ **Student:** _____

Grade: _____ **Date of Birth:** _____

Reason for Exit

Request: _____

Person Making Exit Request: _____

Please circle:

Yes No A conference has been held with the parent and student

Yes No A Student Improvement Plan was developed and implemented

The district Gifted and Talented Selection Committee has determined that it is in the best interest of the student to exit him/her from the Harrisburg Gifted and Talented Program. Once exited, the student will have to go through the identification and selection process again if he/she wishes to re-enter the program.

Signature(s) of Gifted/Talented Selection Committee members (three required):

Name	Title	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Written notification of the reasons for the exit must be provided to the parent and student. A copy of this form and the written notification will be kept on file by the program coordinator.

**Junction City Gifted and Talented Program
Furlough Request Form**

Date: _____ **Student:** _____

Grade: _____ **Date of Birth:** _____

Parent/Student Request

District Gifted/Talented Selection Committee Recommendation

Reason for furlough: _____

Estimated length of furlough: _____

Upon the selection committee's recommendation, the following performance goals should be accomplished for the student to return to the program:

The performance goals were shared with the parent at a conference on _____ Date

Signature(s) of Gifted/Talented Selection Committee members (three required):

Name	Title	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parent/Guardian Signature _____ Date _____

Student Signature (if appropriate) _____ Date _____

PROGRAM FORMAT

ENRICHMENT PROGRAM

Students in the primary grades participate in a weekly thirty minute whole-group enrichment class planned and taught by the gifted and talented facilitator. The emphasis is on creative/critical thinking and affective growth and providing meaningful insight into each child's potential. Activities follow the program scope and sequence for K/1 and build upon previously learned skills. Each learning experience focuses on:

1. **Fluent thinking** –the ability to think of a large number of ideas. The intent is to build a large store of information for children to draw upon later on.
2. **Flexible thinking** –teaches children to shift their thoughts to different categories. Kids find themselves being more original because they have taken a detour in their thinking. The results are ideas that are more clever, uncommon, and inventive.
3. **Elaborative thinking** –the ability to enrich an idea or product by adding details –it is somewhat like taking an ordinary tree and adding ornaments. This helps children be more descriptive leaving very little to the imagination.
4. **Curiosity** –a strong desire to know something. Most children are FULL of this already; however we often tire of their “whys?” Children will learn to test out and to confirm guesses about the unfamiliar or unknown.
5. **Willingness to take a calculated risk** –this encourages a child to predict. This also encourages children to set goals in anticipation of success and to consider the chance of failure. It helps them develop a tolerance for insecurity so common in every day living.
6. **Preference for complexity** –a willingness to accept a challenge. We want children to dig into knotty problems. Challenges in school and in life may be in the form of complicated ideas, difficult problems, or complex tasks –kids need a “I can” attitude.

ELEMENTARY SCHOOL PROGRAM

(K-3): Classes by G.T. teacher 30 minutes at least once a month and classroom teacher every week: The gifted and talented teacher meets with 8 elementary classes providing direct contact with students. The curriculum is based on whole group enrichment using hands on activities, books, creative problem solving, educational clips, and affective education. Teachers have been given a scope and sequence for teaching in the cognitive and affective areas of education.

(4-6 Identified): Classes by GT teacher/Classroom teacher/Consultant teacher: 150 min/week

Junction City Elementary Campus

The Junction City Gifted and Talented Elementary Program begins identifying students in kindergarten. Identified students in grades 4-6 participate in a pull-out enrichment class that meets one day a week for an hour and a half each day that is provided by a teacher of GT or a Consultant teacher working under the supervision of the GT Coordinator. Learning topics and activities are differentiated from the regular classroom and find multi-age students working on the same type of projects at different levels of expertise based on age and ability. The curriculum is designed to involve students in topics of high interest that serve as the vehicles for gifted and talented Scope and Sequence skill development as mandated by the Arkansas Department of Education.

All students in Kindergarten through third grade are provided gifted and talented enrichment by the gifted and talented teacher or classroom teacher with GT teacher supervision 30 minutes a week. The focus is on beginning critical thinking/creative thinking skill development as prescribed in the program's Scope and Sequence.

SECONDARY PROGRAM

(Grades 7 -12): Classes by Pre-AP and AP teachers: high school G.T. students were given the option to enroll in one or more Pre-AP or AP classes. Pre-AP and AP choices include History, English, Science, and Math. Students choosing not to take the Pre-AP or AP curriculum will continue to be served by

secondary content. The GT Coordinator, Mitzi Thompson, or GT Teacher, Teresa Brady, will make an effort to provide lessons monthly which will promote affective education and assist Pre-AP teachers.

The curriculum in the gifted and talented program follows the state-mandated skills and the program Scope and Sequence building and extending skill development. Students are involved in cross-curricular explorations on topics completely alien to anything they will encounter in their regular classrooms. The program focuses a great deal upon research skills and affective development at this level recognizing both as vital to independent learning and productivity in life. Students are exposed to the arts through plays, art exhibits, etc. broadening their range of interest and exposing them to experiences foreign to our rural area. The secondary program is invaluable in providing students a sense of “gifted continuity” which honors continued explorations in the creative process and recognizes that adolescence is a time of stress for most gifted teens and thereby provides them a safe haven for affective growth.

JUNCTION CITY GIFTED AND TALENTED PROGRAM CURRICULUM DESCRIPTION

As mandated by the Arkansas Department of Education, the Junction City Gifted and Talented Program's curriculum differs not only in degree, but in kind from curriculum in the regular classroom. The curriculum is not "more of the same," although it is coordinated with the district's basic curriculum objectives and assists students in skill development vital to success on the Arkansas Benchmark. Curriculum modifications in the program are made in content, process and/or product from those of the regular classroom. Differentiation is also found in level of complexity, pace of learning, and degree of abstractness. Topics or units of study are completely foreign to those occurring in the regular classroom.

The Junction City Gifted and Talented Program curriculum involves students in process skills as mandated by the state gifted standards and in the new Common Core requirements. Products are the main means of practicing G. T. skills and require new techniques, materials, and forms.

Areas of study, which are the vehicles for skill development, are unitized into term or semester length themes. Other units of study focus on student interests. Pretests and post-tests are used to determine growth. Students also design and utilize scoring rubrics for a variety of learning situations. Students are encouraged as independent learners and are involved in research that requires competence in utilizing various technologies. Communication skills are fostered through the sharing of ideas and projects.

The curriculum is a living, changing entity which relies upon the synergy of a free-thinking, high expectation, limitless atmosphere of learning that honors affective growth.

SELECTION OF THE G.T. FACILITATOR

The Role of the Teacher

In a study conducted to determine characteristics gifted students ages 6 to 16 found to be those of the ideal teacher, the following results were found and emphasize an importance placed on basic needs.

ITEMS MENTIONED 50% OF THE TIME:

- Someone who understands them
- Someone who has a sense of humor
- Someone who makes learning fun
- Someone who is cheerful

ITEMS MENTIONED 30% OF THE TIME

- Someone who supports and respects them
- Someone who is intelligent
- Someone who is patient
- Someone who is firm with them
- Someone who is flexible

ITEMS MENTIONED OCCASIONALLY

- Someone who knows the subject
- Someone who explains things carefully
- Someone who is skilled at group processes

While every child is a unique being, all children have certain basic needs. Gifted children are no different in that they, too, have those same basic needs. A wise teacher realizes that learning either will not take place or will be minimized unless those needs are first met.

HIRING CERTIFIED PERSONNEL IN THE JUNCTION CITY SCHOOL DISTRICT

All prospective employees must fill out an application form provided by the District, in addition to any resume provided, all of which information is to be placed in the personnel file of those employed.

The Junction City School District is an equal opportunity employer and shall not discriminate on the grounds of race, color, religion, national origin, sex, age, or disability.

1. Qualifications: All school employees must satisfy the requirements of the Arkansas State Law and the policies of the Board of Education.

2. Employment Procedures:

a. Employment of all personnel, other than the Superintendent, shall be nominated by the Superintendent and approved by the Board. Should a person that has been nominated be rejected by the Board, the Superintendent will submit another name.

b. All teaching applicants must present a written application, and if requested by the Superintendent, must attend a personal interview. All applicants must submit (3) references from persons who have knowledge of the applicant's qualifications and character.

c. All teaching personnel shall be elected as evidenced by a written contract, signed by the employee and the Board President and Secretary. The contract shall be binding on both the employer and the employee.

JOB DESCRIPTION for Gifted/Talented Coordinator/Teacher

1. Planning and administrating the district's gifted program in consultation with teachers, administrators, and parents. These duties include:

- a. Identification and programming for gifted
- b. Preparing materials and methods for teaching the gifted
- c. Developing a curriculum for teaching the gifted
- d. Testing and evaluation of gifted students
- e. Facilitating special projects and events within the gifted program
- f. Program documentation
- g. Conducting community awareness
- h. Conducting staff development activities
- i. Working with classroom teachers, counselors, administrators, and other personnel

2. Preparing an annual program application which addresses all G.T. standards

STUDENT EVALUATION:

A variety of student evaluation strategies are employed throughout the year. Students are involved in Pretests/Posttests screenings to determine skill and unit mastery. Students continually utilize rubrics, many which they develop themselves.

The program utilizes a report card, listing skills and attitudes geared toward the development of potential. The report card is given to parents at the spring Parent/Teacher Conference. Throughout the year, parents are urged to call for a conference anytime they wish further information or have a concern. At the end of the school year students complete a self-evaluation of their performance in the gifted/talented classroom.

Student performance on state mandated testing provides a picture of areas of strength and areas for growth. These scores serve to provide the gifted and talented coordinator an indicator of skill areas that may be addressed within the context of the program's scope and sequence.

Classroom teachers are continually involved in a two-way dialogue with the teacher of gifted students, especially if there is a concern. This is accomplished through email, as well as face-to-face discussions.

COMMUNITY INVOLVEMENT

The Junction City Gifted and Talented Program will have a working partnership between school personnel and other members of the community. The district's program will have an Advisory Committee made up of school personnel, parents, as well as community members.

The gifted program will be part of the yearly district community meeting in order to make the community aware of program options.

The Junction City School District will provide ongoing opportunities for community awareness and involvement of and within our program through website, school facebook page, brochures, handbooks, parent newsletters, and other various community sources.

STAFF DEVELOPMENT PLAN

The Junction City Gifted and Talented will provide ongoing staff development for all administrators and teachers in the area of gifted education.

The entire staff will be trained in various areas of gifted education including the following:

- **characteristics and needs of the gifted**
- **identification procedures --identification of low SES/minorities**
- **teaching strategies**
- **creativity**
- **affective needs of the gifted**

The district will provide time to allow for staff development within the school district or by attending off campus in-service opportunities. The gifted and talented coordinator will be responsible for providing less formal means of staff development as well including:

- **adding books and journals to the school's professional library**
- **sharing articles and other professional information**
- **providing information on gifted and talented workshops**
- **providing short in-building staff meetings**

- **sharing identified students' products with the entire staff**

PROGRAM EVALUATION JUNCTION CITY GIFTED AND TALENTED PROGRAM

PHILOSOPHY:

Program evaluation is a form of disciplined inquiry designed to assist in making judgments about our district's program for the purpose of making it better serve students while maintaining state mandated standards. It provides a way to gather, consider, and report information to parents, staff, the school board, students, the community, and those officials at the State Department of Education responsible for overseeing gifted programs throughout our state.

Evaluation results are used to document the need for the program and the effectiveness of program implementation. Information gained through program evaluation is useful in determining program strengths and weaknesses, and looking at the impact the program has on participating students, the school, and community at large.

Program evaluation reflects a commitment to creating and maintaining a quality program for our children and insures accountability. The benefits of effective program evaluation include realization of ways to effect meaningful improvement in the program coupled with enhanced relations between and with all stakeholders.

KEY EVALUATION COMPONENT AREAS:

- Identification Process
- Curriculum/Instruction
- Program Administration/Management
- Parent/Community Involvement
- Professional Development
- Program Evaluation

KEY STAKEHOLDERS INVOLVED IN THE EVALUATION:

- School board members
- Community members
- Advisory Committee
- Parents
- Classroom teachers
- School administrators
- Students

DATA RESOURCE BANK ITEMS FOR GATHERING INFORMATION:

- Interviews
- Observation
- Surveys
- Focus Group Discussions
- Student Products
- Pretest and Posttests
- G.T. Newsletters and other communication
- Staff Professional Development Handouts

EVALUATION QUESTIONS ADDRESSING PROGRAM GOALS/COMPONENT AREAS

Identification Process

1. Are all the state compliance standards met?
2. Does the identification process identify students matching the program definition?
3. Do identified students match the total school population?
4. Is the process free of any method that would discriminate based on culture, handicapping condition, socioeconomic status, or any other condition?
5. Is the identification process understood by stakeholders?

Curriculum/Instruction

1. Do the activities in the program allow for the pursuit of individual interests?
2. Do the activities in the program reflect consideration for varied learning styles?
3. Do the activities in the program expand students' interest?
4. Do students utilize research skills which develop independent learners?
5. Do the students develop critical thinking skills, communication skills, creative thinking, and experience affective growth?
6. Is diversity of individuals and cultures nurtured?
7. Are skills mandated in the state Gifted and Talented standards being effectively addressed?
8. Are students provided opportunities to utilize technology?

Program Administration/Management

1. Does the program serve students in kindergarten through twelfth grade?
2. Are all the state compliance standards met?
3. Is program documentation comprehensive and available to stakeholders?
4. Does the Handbook address all areas of the Arkansas Department of Education's Gifted and Talented Rules and Regulations?
5. Are funds spent in a manner that is both effective and efficient?

Parent/Community Involvement

1. Are opportunities provided for parent/community awareness through the newspaper, brochures, newsletters, etc.
2. Are parents and community members included on the Advisory Committee?
3. Is the public made aware annually of their opportunity to nominate students for the program?
4. Are parents encouraged to participate in the program?

Professional Development

1. Do staff members have a clear understanding of the characteristics and needs of gifted students? Do they thoroughly understand the identification process?
2. Are opportunities provided for staff development in creativity and critical thinking skills?
3. Is the gifted and talented coordinator/teacher growing in his/her understanding of the field by attending workshops, coordinator's meetings, etc..

4. Are materials such as books and journals focusing on gifted and talented education made available to staff?

Program Evaluation

1. Does the evaluation process involve all stakeholders?
2. Does the evaluation process draw data from a variety of sources?
3. Is the information garnered from the evaluation process related to stakeholders and used to effect positive and meaningful change in the program?
4. Is an Action Plan developed and implemented based on the evaluation findings?
5. Is a Timeline in place and followed to effect the recommendations of the Action Plan?

The program will utilize focus groups and interviews annually in the spring to discuss predetermined questions addressing the program goals. The group will be led by the G.T. facilitator. Each year a different “group” of stakeholders will be targeted to garner an in-depth evaluation of a specific part of the program. For instance, one year the evaluation may focus on the whole group enrichment program; classroom teachers, the principal, students, and parents of enrichment students would be the targeted groups. The following year another aspect of the program would be evaluated, insuring that program evaluation is both extensive and intensive. In May a findings report will be emailed to members of the Advisory Committee. The G.T. facilitator will begin work on a draft of a preliminary Action Plan based on the findings; the Advisory Committee will meet in early fall to discuss the report and make final recommendations for the Action Plan with specific goals targeted and timelines established for their realization. The G.T. facilitator will then write the final Action Plan to accompany the Findings Report which will be emailed to the Advisory Committee for approval. The Findings Report will be emailed to the superintendent, principals, school board, and teachers; it will also be made available at the required District Public Meeting, posted to the school website, and included in the Arkansas Department of Education annual program application.

**Questions to be Addressed by
Parents, Teachers, Students, Administrators,
School Board Members, Community Members**

Identification

1. What do you know about the identification process?
2. In what ways could the identification process become better understood by others including students, parents, staff, and community?
3. Do you see ways that the program might better identify students, particularly those that often slip through the cracks? What types of students do you think may be those students who slip through the cracks?

Curriculum/Instruction

1. In what ways, if any, does the G.T. curriculum challenge students and expand their interests?
2. In what ways, if any, does the G.T. curriculum help students become more responsible and capable of coping with the challenges of living?
3. What opportunities, if any, do you believe the program provides identified students that would not be possible in the regular classroom?

Program Administration/Management

1. How effective do you believe the G.T. Handbook is in letting stakeholders better understand how the program is administered and managed?
2. In what ways, if any, is the g.t. program effective and appropriate for identified students at all levels K-12?

Parent/Community Involvement

1. In what ways, if any, do the newsletters and the information packets effectively inform parents and the community about the program? What methods might be utilized to better inform stakeholders that are not currently being used?
2. In what ways, if any, does the program encourage parent involvement? What suggestions would you have to involve more parents in the program?

Professional Development

1. How effective do you believe the comprehensive information packets are in educating the staff in the characteristics and needs of gifted and talented students?
2. What methods or ideas do you have for better equipping regular classroom teachers to serve gifted students?

Program Evaluation

1. In what ways, if any, is the evaluation process of the Junction City Gifted and Talented Program fair and comprehensive?
2. What suggestions do you have for improving the evaluation process to obtain as much information as possible from the largest number of stakeholders?

Specific Questions to be Addressed by Students
Identification

1. What do you know about how students are placed in the G.T. program?
2. What types of students, who are not in the program, do you think should be in the program but are not? What qualities do these students have that you believe show they should be in the program? Why do you think they have never been nominated for the program?

Curriculum/Instruction

3. Explain what is different about the curriculum and learning in G.T. from that in the regular classroom.
4. In what ways, if any, does being in G.T. help you be more responsible and better able to cope with challenges?

Program Administration/Management

5. How effective do you think the G.T. Handbook is in letting you know exactly what the program is about?
6. In what ways, if any, does the program change to meet your needs as you become older? (This question will be used with students in grades 4-12)

Parent/Community Involvement

7. Talk about ways that let your parents know what is going on in the program. In what ways, if any, do the newsletters and information packets help? What other ways do you think would be valuable in keeping your parents better informed about what you are doing in g.t.?
8. In what ways, if any, does the G.T. program encourage your parents to get involved in the program? What are some ideas you have for getting your parents involved in the program?

Professional Development

9. Do you have any areas of concern from being in the G.T. pull-out program? How might the g.t. program help you be more effective and challenged in the regular classroom?

Program Evaluation

10. In what ways, if any, do you think the evaluation process of the Junction City Gifted and Talented Program is fair? What are ways to make the process more effective.

Gifted and Talented Scope and Sequence

JUNCTION CITY PUBLIC SCHOOL GIFTED/TALENTED EDUCATION SCOPE AND SEQUENCE

The Scope and Sequence of the Junction City Schools Gifted/Talented Program provides a detailed map clearly listing skill development progression. All skills are taught within the context of differentiated learning topics which involve students in actively applying the skills they are learning while extending those in which they are proficient or have obtained mastery. The curriculum utilizes technology as an investigative tool and in the creation of products.

KEY: I=INTRODUCE
D=DEVELOP
M=MAINTAIN
R=REINFORCE

Strands	Grade Level Ranges					
	2	3	4/5	6	7/9	10/12
CRITICAL THINKING – Strand 1						
Standard 1: Core Processes – students shall demonstrate understanding of core processes fundamental to a differentiated curriculum						
ANALYSIS						
CRIT. 1.1 Analyze a main idea in oral Written, and/or non-verbal form	I	D	M	M	R	R
CRIT 1.2 Examine the relationship among Ideas and data	I	D	M	M	R	R
CRIT 1.3 Provide supporting evidence for a particular idea, principle or generalization	I	D	M	M	R	R
CRIT 1.4 Classify information into logical Categories	I	D	M	M	R	R
CRIT 1.5 Scrutinize information and draw Conclusions based on given or discovered Principles	I	D	M	M	R	R
CRIT 1.6 Apply the concept of the part-to-Whole and the whole-to-part relationships	I	D	M	M	R	R
SYNTHESIS						
CRIT 1.7 Combine concepts, principles,	I	D	D	M	R	R

and generalizations to generate a new understanding						
CRIT 1.8 Adapt information to be used in a different manner	I	D	D	M	R	R
CRIT 1.9 Formulate compelling predictions based on available information or as a result of an action	I	D	D	M	R	R
EVALUATION						
CRIT 1.10 Establish criteria for judging accuracy, relevance, or quality	I	D	M	R	R	R
CRIT 1.11 Assess, according to the criteria, the organization, content, value, effectiveness and results of actions, decisions, ideas, or data	I	D	M	R	R	R
CRIT 1.12 Defend, according to the criteria, accuracy and relevance of points used to support conclusions/predictions		I	D	M	R	R
CRIT 1.13 Prove or disprove ideas by presenting evidence		I	D	D	M	R
Standard 2: Application –Students shall apply reasoning techniques to demonstrate understanding of the core processes						
LOGICAL REASONING						
CRIT 2.1 Demonstrate use of inductive reasoning by:						
a. Determining cause and effect	I	D	M	M	R	R
b. Analyzing open-ended problems	I	D	M	M	R	R
c. Reasoning by analogy	I	D	M	M	R	R
d. Making inferences		I	D	D	M	R
e. Determining relevant information			I	D	M	R
f. Recognizing relationships	I	D	D	M	R	R
g. Solving insight problems	I	D	D	M	M	R
CRIT 2.2 Demonstrate use of deductive thinking skills by:						
a. Identifying contradictory statements			I	D	M	R
b. Analyzing syllogisms						R
c. Solving spatial problems	I	D	D	M	R	R
CRIT 2.3 Distinguish between logical and			I	D	M	R

illogical arguments						
INFERENCE						
CRIT 2.4 Interpret the meaning of statements	I	D	D	M	R	R
CRIT 2.5 Identify probable causes and effects	I	D	D	M	R	R
CRIT 2.6 Use generalizations to solve problems or justify decisions	I	D	D	M	R	R
CRIT 2.7 Make predictions	I	D	D	M	R	R
CRIT 2.8 Identify and support personal assumptions and/or those of others			I	D	M	R
CRIT 2.9 Identify and support personal points of view and/or those of others		I	D	M	R	R
PROBLEM SOLVING						
CRIT 2.10 Define/describe the problem	I	D	D	M	M	R
CRIT 2.11 Determine desired outcome	I	D	D	M	M	R
CRIT 2.12 Brainstorm possible solutions	I	D	D	M	M	R
CRIT 2.13 Establish criteria and test selected solutions	I	D	D	M	M	R
CRIT 2.14 Evaluate solutions	I	D	D	M	M	R
CRIT 2.15 Draw conclusions and implement solution(s)	I	D	D	M	M	R
DECISION MAKING						
CRIT 2.16 State desired goal/condition	I	D	D	M	R	R
CRIT 2.17 State obstacles to goal/condition	I	D	D	D	M	R
CRIT 2.18 Identify alternatives	I	D	D	D	M	R
CRIT 2.19 Examine alternatives	I	D	D	D	M	R
CRIT 2.20 Rank alternatives	I	D	D	D	M	R
CRIT 2.21 Choose best alternative	I	D	D	D	M	R

CRIT 2.22 Evaluate actions	I	D	D	M	R	R
INTERPRETATION						
CRIT 2.23 Analyze the motives of an author, speaker, or artist (e.g., to persuade, inform, entertain, elaborate, etc.)			I	D	M	R
CRIT 2.24 Analyze and critique the stylistic forms used by an author, speaker, or artist (e.g., metaphors, symbolism, irony, satire, understatement, exaggeration, personification, etc.)			I	D	M	R
CRIT 2.25 Compare and contrast different interpretations of a single work			I	D	M	R
COMMUNICATION						
CRIT 2.26 Distinguish between relevant and irrelevant points			I	D	M	R
CRIT 2.27 Demonstrate and apply verbal and non-verbal techniques used to influence thinking (e.g., generalities, emotional appeals, biased print and non-print materials, body language, etc.)			I	D	M	R
CRIT 2.28 Use formal and/or informal debate to consider various positions			I	D	M	R
COMPLEXITY						
CRIT 2.29 Explore an idea or issue, examine the implication, and sift information for clarity		I	D	D	M	R
CRIT 2.30 Expand and/or restructure an original idea (e.g., by adding details and integrating new ideas, etc.)	I	D	D	M	R	R
CRIT 2.31 Evaluate the political, social, and economic implications of current issues			I	D	M	R
CRIT 2.32 Distinguish and understand/acknowledge multiple perspectives			I	D	M	R
CREATIVE THINKING-Strand 2						
Standard 1: Core Processes – Students shall demonstrate understanding of core processes						

fundamental to a differentiated curriculum						
FLUENCY						
CRET 1.1 Utilize brainstorming techniques	I	D	D	M	R	R
CRET 1.2 Generate many alternatives in problem finding and problem solving	I	D	D	M	R	R
CRET 1.3 Generate many alternatives in both verbal and non-verbal representations of ideas and feelings	I	D	D	M	R	R
FLEXIBILITY						
CRET 1.4 Generalize new and different approaches to problems	I	D	D	M	R	R
CRET 1.5 Examine and change attributes (SCAMPER technique: Substitute, Combine, Adapt, Modify-Minify-Magnify, Put to another use, Eliminate, Reverse)	I	D	D	M	R	R
CRET 1.6 Adapt a single idea or material to many different uses	I	D	D	M	R	R
CRET 1.7 Transfer and apply a principle or concept to different areas	I	D	D	M	R	R
ORIGINALITY						
CRET 1.8 Create unique products or ideas by combining materials or ideas	I	D	D	M	R	R
CRET 1.9 Generate unique solutions to problems	I	D	D	M	R	R
CRET 1.10 Generate unique answers to questions	I	D	D	M	R	R
CRET 1.11 Use familiar objects in ways different from their intended purpose	I	D	D	M	R	R
CRET 1.12 Generate unique answers to questions	I	D	D	M	R	R
ELABORATION						
CRET 1.13 Determine need for appropriate detail	I	D	D	M	R	R
CRET 1.14 Recognize gaps and missing elements	I	D	D	M	R	R

CRET 1.15 Embellish objects, concepts, or questions	I	D	D	M	R	R
CURIOSITY						
CRET 1.16 Pose speculative questions	I	D	D	M	R	R
CRET 1.17 Examine unfamiliar concepts	I	D	D	M	R	R
CRET 1.18 Analyze conceptual relationships and interpretations		I	D	D	M	R
CRET 1.19 Question discrepancies in thought or information			I	D	M	R
CRET 1.20 Examine the relationship between problem finding and problem solving	I	D	D	M	M	R
IMAGINATION						
CRET 1.21 Create alternate outcomes/scenarios, endings, etc.	I	D	D	M	R	R
CRET 1.22 Demonstrate an ability to overcome conceptual blocks (e.g., environmental, expressive, cultural, perceptual, etc.)	I	D	D	M	R	R
RISK TAKING						
CRET 1.23 Defend personal beliefs and ideas	I	D	D	M	M	R
CRET 1.24 Challenge discrepancies in thought or information and develop alternative perspectives			I	D	M	R
CRET 1.25 Predict consequences of risk taking	I	D	D	M	M	R
CRET 1.26 Assume responsibility for a course of action	I	D	D	D	M	R
CRET 1.27 Identify societal challenges and propose solutions			I	D	M	R
INDEPENDENT AND GROUP INVESTIGATION –Stand 3						
Standard 1: Core Processes – Students shall demonstrate						

understanding of core processes fundamental to a differentiated curriculum						
QUESTIONING						
G 1.1 Formulate questions to gather relevant information	I	D	D	M	R	R
G 1.2 Discriminate between fact and opinion		I	D	D	M	R
G 1.3 Discriminate between relevant and irrelevant information		I	D	D	M	R
G 1.4 Discriminate between reliable and unreliable sources of information		I	D	D	M	R
INFORMATION GATHERING						
G 1.5 Use a variety of appropriate sources, including individual/community resources and primary/secondary resources	I	D	D	M	M	R
G 1.6 Formulate a plan for gathering information	I	D	D	M	M	R
G 1.7 Use electronic resources to gather and communicate information	I	D	D	M	M	R
G 1.8 Develop and use appropriate vocabulary and terminology	I	D	D	M	M	R
G 1.9 Use a variety of methods (e.g., note cards, paraphrasing written material, interviews, observation, etc.) to collect data		I	D	M	M	R
ORGANIZING						
G 1.10 Compare and contrast data			I	D	M	R
G 1.11 Group and label according to common attributes		I	D	M	M	R
G 1.12 Categorize and classify groups of concepts or objects according to given criteria or identify the scheme or standard by which they have been ordered (e.g., time, sizes, alphabetical order, etc.)		I	D	M	M	R
G 1.13 Prioritize objects/concepts by degree of personal importance		I	D	M	M	R
PRODUCT DEVELOPMENT						

G 1.14 Design an original product based on information gathered and share the product with an appropriate audience	I	D	D	M	R	R
G 1.15 Establish a realistic process for completing a product	I	D	D	M	R	R
G 1.16 Develop a set of criteria by which the product will be evaluated	I	D	D	M	R	R
G 1.17 Gather evaluative data from appropriate sources			I	D	M	R
G 1.18 Evaluate the product	I	D	D	M	R	R
PERSONAL GROWTH –Strand 4						
Standard 1: Core Processes- Students shall demonstrate understanding of core processes fundamental to a differentiated curriculum						
SELF-CONCEPT						
PG 1.1 Identify own special abilities, limitations, and styles	I	D	D	M	R	R
PG 1.2 Set standards and goals appropriate to ability level		I	D	D	M	R
PG 1.3 Develop and practice an attitude that fosters success	I	D	D	M	R	R
PG 1.4 Embrace the concept of lifelong learning	I	D	D	M	R	R
PG 1.5 Evaluate constructive and destructive criticism and put it into perspective		I	D	D	M	R
PG 1.6 Evaluate the need for independence in thought and action	I	D	D	M	M	R
PG 1.7 Appreciate differences in learning styles and their appropriateness to specific tasks/situations	I	D	D	M	M	R
INTERPERSONAL RELATIONS						
Pg 1.8 Respect the worth and rights of others	I	D	M	M	R	R

PG 1.9 Develop a sensitivity to the feelings of other people	I	D	M	M	R	R
PG 1.10 Discover abilities and limitations of others	I	D	M	M	R	R
PG 1.11 Consider different points of view	I	D	D	M	R	R
PG 1.12 Accept and offer constructive criticism	I	D	D	M	R	R
PG 1.13 Understand that people are interdependent	I	D	D	M	R	R
PG 1.14 Identify one's role as a member of various groups	I	D	M	M	R	R
PG 1.15 Establish priorities necessary to group interaction	I	D	D	M	R	R
COPING WITH FAILURE						
PG 1.16 Accept responsibility for own actions and ideas	I	D	D	M	M	R
PG 1.17 Accept that all individuals experience failure	I	D	D	M	M	R
PG 1.18 Risk a mistake or failure	I	D	M	M	R	R
PG 1.19 Differentiate between achievable and non-achievable goals	I	D	D	M	R	R
PG 1.20 Try difficult tasks	I	D	D	D	M	R
PG 1.21 Analyze the cause of a failure or mistake	I	D	D	D	M	R
PG 1.22 Accept failure as a constructive part of a developmental process	I	D	D	M	M	R
COMMUNICATION						
PG 1.23 Express ideas, opinions, and feelings verbally and nonverbally	I	D	D	M	R	R
PG 1.24 Express information gathered through individual research	I	D	D	M	R	R
PG 1.25 Translate one form of communication into a different form of	I	D	D	M	M	R

communication						
PG 1.26 Evaluate the effect of body language			I	D	M	R
LEADERSHIP						
PG 1.27 Define and assess characteristics of leadership			I	D	M	R
PG 1.28 Discriminate between positive and negative attributes of a leader			I	D	M	R
PG 1.29 Analyze the motivational aspects of effective leadership			I	D	M	R
PG 1.30 Participate in activities that develop leadership	I	D	D	M	M	R
PERSONAL DECISION MAKING						
PG 1.31 State desired goal/condition	I	D	D	M	M	R
PG 1.32 State obstacles to goal/condition	I	D	D	M	M	R
PG 1.33 Identify alternatives	I	D	D	M	M	R
PG 1.34 Examine alternatives	I	D	D	M	M	R
PG 1.35 Rank alternatives	I	D	D	M	M	R
PG 1.36 Choose best alternative	I	D	D	M	M	R
PG 1.37 Evaluate actions	I	D	D	M	M	R
TECHNOLOGY (adapted from National Technology Standards)						
CREATIVITY & INNOVATION						
T 1.1 Generate idea/products	I	D	D	M	R	R
T 1.2 Use models/simulations	I	D	D	M	R	R
T 1.3 Identify trends/forecast			I	D	M	R

possibilities						
COMMUNICATION/ COLLABORATION						
T 2.1 Collaborate with peers using digital media	I	D	M	R	R	R
T 2.2 Communicate to multiple audiences using media	I	D	M	R	R	R
RESEARCH & INFORMATION FLUENCY						
T 3.1 Plan strategies to guide inquiry		I	D	D	R	M
T 3.2 Effectively & ethically use information from a variety of sources		I	D	D	R	M
T 3.3 Evaluate information based on effectiveness			I	D	R	M
CRITICAL THINKING, PROBLEM SOLVING						
T 4.1 Define authentic problems and pertinent questions	I	D	D	R	M	M
T 4.2 Analyze data to determine conclusions		I	D	D	R	M
DIGITAL CITIZENSHIP						
T 5.1 Practice responsible use of technology	I	D	D	R	M	M
T 5.2 Exhibit a positive attitude toward use of technology	I	D	R	M	M	M
TECHNOLOGY OPERATIONS						
T 6.1 Understand & use technology systems	I	D	D	D	M	R

T 6.2 Select & use applications effectively	I	D	D	D	M	R
T 6.3 Troubleshoot applications/systems		I	D	D	M	R
T 6.4 Transfer current knowledge to learning new technologies	I	D	D	M	R	R
SERVICE LEARNING						
SL 1.1 Recognize the relevance of the academic subject to the real world	I	D	D	M	R	R
SL 1.2 Students will recognize that they can have an impact in the world; whether this impact is positive or negative is a choice they make	I	I	D	D	M	R
SL 1.3 Students will learn project planning and communication skills						
SL 1.4 Develop an understanding of what it means to provide service and be responsible for others						
SL 1.5 Provide a needed service to one or more individuals and/or an agency or institution						

GLOSSARY

Affective domain – the realm of feelings which affects attitudes, values, and emotional control.

Area of giftedness – the particular ability in which one excels or has the potential to excel:

- Creative and production thinking –possessing outstanding imagination, innovative or creative reasoning ability in problem solving and/or high attainment in original or creative thinking.
- General intellectual ability – possessing superior intelligence with potential or demonstrated achievement in several fields of study.
- Leadership ability – possessing the natural ability to influence others.
- Specific intellectual ability – possessing superior ability or potential in a specific course of study such as science, math, and language arts.

Characteristics – those traits within an individual which help to define and identify gifted ness

Cognitive domain – the whole realm of thinking skills

Creativity – the thinking skills that allow for the transformation of old information to solve new problems or to bring something new into existence.

Evaluation – the gathering and analyzing of information that can be used to make decisions relative to student needs or educational programs.

- Objective –evaluating instruments which yield data in terms of measurable student behavior or program objectives
- Subjective – non-test measures of student growth or educational programs such as rating scales, checklists, interviews, logs, and anecdotal recording systems based on observation

Identification – a process which is used through accumulating a variety of data to determine if a student is in need of special education services.

Independent Study – students are allowed to pursue an area of interest extensively, in which they acquire, interpret, analyze, evaluate, and report information and ideas.

Philosophy – a statement of principles based upon beliefs, concepts, and attitudes from which the educational direction of a district or program is derived.

Program Goals – statements expressed in global terms indicating desired exemplary functioning of the gifted program in all areas directly or indirectly affecting optimum service to gifted students and other stakeholders.

“Our greatest natural resource is the mind of a child.” (Walt Disney)

NOTES