

CLAIBORNE COUNTY PUBLIC SCHOOL DISTRICT
DESTINY GIFTED EDUCATION HANDBOOK
2017 – 2018 Academic School Year
“Your Destiny Plans Your Next Move”



*D*EVELOPING
*E*XCEPTIONAL
*S*CHOLARS
*T*ALENTED
*I*NTELLIGENT
*N*ATURAL
*Y*OUTHFUL

Claiborne County Public School District
Port Gibson, Mississippi
601-437-4232 or 601-437-5070

TABLE OF CONTENTS

Mission Statement and State Definition.....	3
Program Goals and Objectives.....	3
Program Description.....	4
Gifted Education Competencies and Outcomes	5-7
Characteristics of Gifted.....	7
Differences Between Bright and Gifted Student	8
Core Beliefs.....	8 -9
Student Referral and Student Identification.....	9-10
Exit Procedures.....	10/11
In and Out of State Transfers.....	11
Student Evaluation and Reassessment.....	12
Other Options for High Ability Learners Administration/Teachers.....	12

DESTINY

DESTINY'S gifted program is designed for students whose measured intelligence places them in the top five percent nationally. Students attend gifted classes five hours each week. The program begins in the second grade and continues through the sixth grade.

STATE DEFINITION

"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. The needs of these students should be addressed based on the program options provided in the *Outcomes for Intellectually Gifted Education Programs Grades 2-6 in Mississippi*.

Mission Statement

The mission of the Claiborne County School District gifted program is to insure that intellectually gifted children, as defined by the Mississippi Department of Education, are offered appropriate educational experiences that are qualitatively different from those available in the regular classroom in order to provide opportunities for them to realize their abilities and potential.

Program Goals and Objectives

***To expand interests through the development of efficient and effective research**

- >Retrieve information from diverse and various sources
- >Format information using a variety of methods
- >Develop a creative research product
- >Plan and present research findings to an appropriate audience
- >Connect research to contemporary, scientific, and/or technological fields
- >Explore various career choices

***To foster reasoning abilities through the strengthening of thinking skills**

- >Identify the parts of an idea as well as recognize the relationships of those parts
- >Arrange and combine elements in order to form a whole not previously evident
- >Assess the value of an idea or concept as related to its stated purpose
- >Arrive at a conclusion based on reasoning from the specific to the general
- >Demonstrate an understanding of figural relationships

***To encourage originality, fluency, flexibility, and elaboration**

- >Demonstrate the ability to generate a large number of ideas
- >Demonstrate the ability to have ideas in different categories of thought
- >Demonstrate the ability to produce new and/or unique ideas
- >Demonstrate the ability to embellish ideas or products by adding details
- >Utilize the intuitive process
- >Connect apparently irrelevant objects in order to formulate new views to problems

***To provide opportunities to learn leadership and group dynamics skills**

- >Participate appropriately in a group discussion
- >Function as an effective group member
- >Explore the characteristics of a good leader
- >Analyze leadership styles
- >Examine four types of group members

***To assist in developing problem-solving abilities**

- >Identify problems
- >Find facts relating to the situation
- >Define problems
- >Seek solutions to a problem
- >Evaluate proposed solutions
- >Implement the plan

***To help develop sensitivity to others as well as a better understanding of self**

- >Develop a better understanding of and appreciation for self
- >Develop a better understanding of and appreciation for others

Program Description

The Gifted Education Program is designed to meet the individual needs of intellectually talented students by providing an interdisciplinary program that goes beyond the standard grade level curriculum. This program is designed to meet the needs of students who have exceptional creative and critical thinking abilities. The Gifted Education class is not a reward or enrichment program for honor student, Nor does it replace advanced classes for students who excel academically. The Gifted Education Program is an educational intervention for those who need it.

The DESTINY gifted program begins in the second grade and continues through the sixth grade. Each class consists of 7-14 students.

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*. The outcomes are structured to ensure that students have a strong foundation for applying each grade-level standard.

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.

Also, In providing a curriculum, the teachers tailor activities to match the learning styles of each student. The curriculum, based on Bloom’s Taxonomy of Cognitive and Affective Skills, deals with the high mental processes and lessons requiring analysis, synthesis, and evaluation. In addition, special qualities such as originality, fluency of ideas, intellectual curiosity, independence of thought, and conceptual elaboration are stressed. Opportunities are provided to develop roles of leadership and responsibility.

Emphasis is placed on a learning atmosphere that promotes effective self-understanding by helping students know how they feel, how others feel, and how their behavior affects others. Thus, the curriculum provides opportunities for the students to explore, question, communicate, share, create, lead, follow, and make decisions.

The classes will include the following activities:

- *Independent Projects Include work done by one student or by two to three students working together. These projects may be an outgrowth of an entire class study of a given topic, or may stem from an interest of one or more students in an area unrelated to the work in the classroom.

- *Research Provides instruction in techniques of research including the use of the computer as well as other resources.

- *Conceptual Units Consist of a series of lessons on particular topics that relate to a conceptual theme. For example, a unit might center around the concept of “Daring Discoveries” or “Change.” The use of broad concepts encourages the gifted student to make connections, to generalize, and to explore complex ideas.

- *Critical Thinking/ Involves skills of inference, deduction, analysis, drawing conclusions, interpretation, and evaluation as

steps in the process of thinking at deeper levels. Students are provided with opportunities to develop these skills and with instruction in the process of logical thinking.

- *Creative Thinking Teaches the use and development of the four types of creative thinking – fluency, flexibility, elaboration, and originality.

- *Creative Problem Solving Develops the ability of a student to work with a group to create unique solutions to real or contrived problems.

- *Group Dynamics Presents problem solving situations designed to foster Divergent thinking and expose students to many discussion techniques. Group roles are explored and leadership skills are taught.

*Group Discussion	Utilizes two types of discussion groups. The discussion group has as its primary purpose the formation of a plan of consensus or decision so that an agreement on plan used for action may be accomplished. The learning group to help individuals explore ideas and discover meanings through interaction with other people.
*Leadership	Exposes students to the characteristics needed to be good leaders. Students will discover the leadership styles of past and present leaders as well as analyze their own styles.
*Affective Skills	Offers students the opportunities to improve the qualities of intra-and interpersonal relations. Positive affective traits can help students relate to one another with warmth, trust, and respect. Since learning and living with others requires social skills, skill building for Positive relations is important. Learning more about oneself is imperative. Self-awareness leads to self-acceptance and improvement. Becoming one's best self, can aid in all areas of life.

Characteristics of the Gifted Student

Characteristics of Gifted Learners All children may exhibit special talents and/or traits; however, gifted learners possess characteristics that are developed to a much greater extent than other students of the same age, background, and experience. Gifted learners require instructional modifications in order to address their exceptionalities. Some common characteristics of gifted learners are:

- | | |
|--------------------------------|--------------------------------------|
| *Reasons well | *Learns rapidly |
| *Has extensive vocabulary | *Has an excellent memory |
| *Has a long attention span | *Is sensitive |
| *Shows compassion | *Is a perfectionist |
| *Is intense | *Is morally sensitive |
| *Has strong curiosity | *Perseveres in their interests |
| *Has a high degree of energy | *Prefers older companions or adults |
| *Has a wide range of interests | *Has a great sense of humor |
| *Is an early or avid reader | *Is concerned with justice, fairness |
| *Has mature judgment for age | *Is a keen observer |
| *Has a vivid imagination | *Is highly creative |
| *Tends to question authority | *Has facility with numbers |
| *Is good at jigsaw puzzles | |

The Differences Between a Bright Student and a Gifted Student

The Bright Child

Knows the answers
Is interested
Is attentive
Works hard
Answers the questions
Is in the top group
Listens with interest
Learns with ease
Needs 6-8 repetitions for mastery
Understands ideas

The Gifted Child

Asks the questions
Is highly curious
Is mentally and physically involved
Plays around, yet tests well
Discusses in detail, elaborates
Is beyond the group
Shows strong feelings & opinions
Already knows
Needs 1-2 repetitions for mastery
Constructs abstraction

Core Beliefs about Gifted Children Gifted children are unique and are as different from one another as they are from the population as a whole.

- ⊗ Gifted children are not a homogeneous group.
- ⊗ Gifted children may have strengths in one or more areas.
- ⊗ Gifted children may not be “straight-A” students.
- ⊗ Gifted children may evidence uneven development in intellectual, emotional, and physical domains.
- ⊗ Gifted children have potential that is extraordinary and idiosyncratic.

Gifted children exist in all cultural groups, within all economic levels, among populations with other special needs, and in all areas of human endeavor.

- ⊗ Gifted children may be twice exceptional, having gifts as well as disabilities.
- ⊗ Gifted children evidence different characteristics depending on their cultural, educational and economic backgrounds.

Gifted children learn differently and require special educational experiences in order to grow academically and achieve their highest potential.

- ⊗ Gifted children need a firm foundation of knowledge and skills upon which to build content expertise.
- ⊗ Gifted children need instruction tailored to their unique abilities, interests, and learning styles.
- ⊗ Gifted children need academically challenging curriculum that is both accelerated and enriched.
- ⊗ Gifted children need to explore many fields of study, to “fall in love” with ideas, and to study subjects in depth.
- ⊗ Gifted children need to engage in learning that requires persistence and task commitment.
- ⊗ Gifted children need the opportunity to use and develop their creativity and problem-solving skills.

Gifted children, because of heightened intellectual and social-emotional intensities, need support and encouragement from individuals who recognize, validate, and nurture their giftedness. ⚠ Gifted children are a special needs population and can be “at risk.”

- ⚠ Gifted children benefit from the expertise of both classroom teachers and specially trained gifted education teachers.
- ⚠ Gifted children benefit from contacts with intellectual peers and mentors.
- ⚠ Gifted children benefit from parents who help them achieve meaningful social, emotional, and academic goals.
- ⚠ Gifted children are children first and need to be respected for who they are

Student Referral

A student may be referred by a teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student may be intellectually gifted. If you wish to refer a student, please contact, Felicia Brandon at the A. W. Watson Elementary School at (601) 437-5070.

Student Identification

There are two phases to the DESTINY identification process.

In the first phase, a student must meet **three** of the following criteria:

- Group intelligence test given in the last 12 months with a full scale score of 90% or more
- Group and/or individual nationally normed achievement test with a full scale score of 90% or more
- Normed checklist of intellectual skills with a score in the above average range
- Normed checklist of leadership characteristics with a score in the above average range
- Normed checklist of creativity with a score in the above average range

If three of the above criteria are met, the student progresses to the second phase. In the second part of identification, a parent will receive a letter or call informing him/her of parental rights, the required intelligence test score, a description of the gifted program, and a request for permission to administer an individual intelligence test to the child at that time a conference may also be held. No individual test will be given without the parent/s written consent. Upon receipt of the parent's signature, a time for the intelligence test will be scheduled.

A state certified psychometrist will administer the intelligence test. When the district receives a written report from the psychometrist concerning the child's performance on the test, a letter will be sent to the parent/s explaining the scores attained by the student. If a conference to discuss the results is desired, one will be granted.

DESTINY Exit Procedures

Once a student is placed in the gifted program, he/she will most likely continue in the classes. However, students who are unable to maintain satisfactory performance within the structure of the program may be exited. If it becomes necessary for a student to exit DESTINY, the following procedures will be used.

A. If a parent or guardian requests that a student exit the program, he/she must complete an exit form and submit it to the child's gifted teacher. Parents are encouraged not to use the Exit Procedures as a disciplinary action for behavioral or academic punishment but seek alternative methods of modifications prior to removing the child from DESTINY.

B. If the teacher of the gifted requests that a student exit the program, the steps listed below must be followed.

Step 1: Teacher-student conference will be held to discuss what the child needs to do in order for the student to remain in DESTINY.

Step 2: Teacher-parent conference will be held to discuss the issues the child is facing in DESTINY.

Step 3: Teacher-parent-administrator conference will be held to discuss the student's need for exiting the gifted program. If the parent does not choose to attend the meeting, the Exit form will be sent home for a signature. The signed form should be returned to the teacher of the gifted within 5 school days. If the form is not returned, the student will be automatically removed.

Step 4: Copies of the Exit form and other documentation should be placed in the student's cumulative folder and in the gifted folder.

C. If a parent/guardian disagrees with the judgment to exit the child, an appeal can be made using the following steps.

Step 1: The parent/guardian should complete and return the Appeal Form within 5 days of receipt of notification of the exit decision . The form may be picked up at the student's school.

Step 2: The completed form should be sent to:
Special Service Department
Gifted Contact Person
Claiborne County Public School District
404 Market Street
Port Gibson, MS 39150

Step 3: The student's teacher of the gifted will send copies of student work and other documentation to the LSC Committee for review of documentations.

Step 4: The District Gifted local LSC committee team members would make a final decision based on the information involved along with the Superintendent of Education.

D. Re-entry into the gifted program must take place as follows:

Step 1: The parent must submit a written request to the school's Local Gifted LSC Team Committee Members.

Step 2: The LSC will meet, study exit documents, and the written request. From that information, the LSC will develop a suggestion to present to the parent. The suggestion may be to not reenter the program, to reenter the program under specific provisions, or to re-enter the program without any restrictions or provisions.

Step 3: A meeting with the parent/s, student, and LSC will be held to discuss the LSC's opinion on possible reentry to DESTINY.

Step 4: If the student does reenter and does not meet the provisions stated (see Step 3), the child will be exited for the gifted program.

In and Out of State Transfers

Students who are eligible for gifted services in other Mississippi public school districts are eligible for placement in DESTINY if the student enrolls in the Claiborne County School District. Students who participated in gifted programs in another state will be considered for referral just as any other instate student.

Student Evaluation and Reassessment

In grades 2-6, report cards are sent home three times during the school year. The student remains in the gifted program as long as progress is being made. Each year, a committee reassesses each student's participation.

If the committee determines that the student should be removed from the program because of a lack of progress and/or unsatisfactory participation, the student's parents will be contacted. They, then, have the opportunity to discuss the committee's decision with district personnel before the student is removed from the gifted program.

**OTHER OPTIONS FOR HIGH ABILITY LEARNERS
In the Claiborne County School District are:**

- 8th Grade – Pre Algebra
- 10th – 12th Grade – Advanced Placement (AP) Courses
- 9th Grade – Honors Classes in Core Subjects
- Dual Enrollment Classes

**ADMINISTRATION/TEACHERS OF THE CLAIBORNE COUNTY
TEACHER OF DESTINY GIFTED EDUCATION**

Dr. Cardell Williams, Superintendent of Education
Dr. Sandra Nash, Deputy Superintendent
Special Services Director, Mrs. Debra Knox

A. W. Watson Elementary School Principal, Mr. Antwan Reeves
Assistant Principal, Mrs. Verna Grimes

Port Gibson Middle School Principal, Mr. Marvin Harvey
Assistant Principal, Mrs. Glendora Muhammad

Mrs. Felicia Brandon, Gifted Education Teacher/ Gifted Contact Person
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