

DESTINY

Developing Exceptional Scholars (who are) Talented, Intelligent, Natural, and Youthful

**Claiborne County School District's
Gifted Education Program**

Instructional Management Plan for Intellectually Gifted Students



"Gifted children are as diverse as humanity itself"

**A. W. Watson Elementary School
Port Gibson Middle School
(Mrs. Felicia Brandon, GT)**

DESTINY

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

The **MDE** defines **intellectually gifted** students as:

“those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.”

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

The **Claiborne County Public School District** currently serves the Intellectually Gifted population in Grades 2-6. **DESTINY** provides services to identified intellectually gifted students by a properly endorsed teacher of the gifted.

DESTINY= Developing Exceptional Scholars (who are) Talented, Intelligent, Natural and Youthful

DESTINY is a pull-out program of enrichment for 2nd-6th grade intellectually gifted students in the Claiborne County School District. Students spend 5 hours per week in **DESTINY** classes. **DESTINY** students work under specific Instructional Management Plan (IMP) objectives for process skill development as suggested by the Mississippi Department of Education. During the time spent in **DESTINY**, students are involved in long and short term intellectual assignments as well as enrichment and extension of regular classroom academic programs based on individual levels of ability, interests, and **MDE** suggested outcomes.

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

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

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The Mississippi Department of Education regulations require that “gifted students are grouped together for a minimum of five hours per week to participate in enrichment activities developed to enhance the integration of advanced content and student interests utilizing higher level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth and human relations exercises, leadership skills, and creative expression.”

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

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

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

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

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

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

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Mission Statement

The Claiborne County Public School District strives to foster the unique intellectual, social, and emotional needs of the Gifted Student, while educating him/her through the development of appropriate services that meet their needs.

DESTINY will foster, enhance, and maximize the development of intellectually gifted learners by providing a unique educational experience that is in addition to and different from the experiences available in the regular education classroom.

Purpose

The purpose of the Gifted Education Program in the Claiborne County School District is to provide enriching educational experiences for children who possess a high degree of intelligence. The program is designed to meet the individual needs of the gifted learner and is in addition to and different from the regular classroom's program of study.

DESTINY offers accelerated learning opportunities and is committed to the motivation and guidance of gifted students through an enriched quality education.

Philosophy

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

Program Design

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

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

Goals of Gifted Education

The Gifted Education Program at Claiborne County Schools shall:

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

Gifted Education Program Objectives

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

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MDE Gifted Outcomes

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.

OUTCOMES

for

Intellectually Gifted Education Programs

2017

SCOPE & SEQUENCE



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

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

What you should not see in the gifted classroom:

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

What you should see in the gifted classroom:

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

ConradCastle, PhD Coordinator
Gifted Education Program
Mississippi Department of Education

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Essential Elements of a Quality Gifted Education Classroom

www.ocps.k12.fl.us/framework/gi/guide/index.htm 1999

A quality gifted education classroom/school program is characterized by the following evidence:

- ☐ The teacher is endorsed in gifted education.
- ☐ Students are being challenged to perform to their maximum potential; genuine differentiated programming, not more of the same or simply acceleration of content
- ☐ Cognitive goals, objectives, and activities are clearly defined.
- ☐ Goals and activities are related to social/emotional development; guidance and counseling are addressed on a regular basis.
- ☐ The teacher recognizes varying student learning styles and needs and facilitates lessons that honor students unique talents and differences
- ☐ Program paperwork is completed correctly and is in compliance with legal statutes.
- ☐ Varied and creative teaching strategies and materials are being utilized; less use of lecture/direct instruction method.
- ☐ Appropriate modifications are being made for students from special populations such as learning disabled gifted, ESL gifted, culturally diverse gifted, profoundly gifted, underachieving gifted, etc.
- ☐ There is regular, effective communication with students, families, and faculty. (newsletter, conferences, etc.)
- ☐ Parent meetings and/or workshops are offered.
- ☐ Students are actively engaged during each class meeting. (discussions, presentations, group work, conferences, simulations, learning centers, etc.)
- ☐ Students are participating in service learning projects.
- ☐ Students are engaged in original product development.
- ☐ Students participate in self and peer evaluation of performance.
- ☐ Students are cognitively stimulated to use analysis, synthesis, and evaluation as regular thinking processes.
- ☐ Students use metacognition to evaluate cognitive processes regularly used to solve problems.

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STATE DEFINITIONS

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

PURPOSE

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

Intellectually Gifted Pullout Resource (Grades 2-8)

A group of all intellectually gifted students is provided services by a properly endorsed teacher in a resource room for a minimum of five hours per week. The activities in the gifted class should develop and enhance the process skills in the outcomes document, the teaching strategies notebook, and required components of the gifted program standards document. Some of the activities should be short-term exploratory activities that introduce students to ideas and concepts not normally covered in the regular education program. The activities should enhance the integration of advanced content and individual student's interests utilizing higher-level thinking skills, creative problem solving, critical thinking skills, research skills, personal growth and human relations exercises, leadership skills, and creative expression. Activities should also create an appreciation for the multicultural composition of the school and community.

DESTINY'S Class

DESTINY is specifically designed to meet the special needs of intellectually gifted students in the Claiborne County School District. **This program is not a privilege/reward, nor is removal from it to be used as a means of discipline. No child who qualifies for gifted program services shall be denied access to them at the daily discretion of the teacher.** Regular classroom teachers are not to withhold students from DESTINY for disciplinary reasons, including failure to do homework or class work. No child may be penalized for participating in TARGET. **(Mississippi Gifted Education Act of 1989, Mississippi Code Sections 37-23-171 through 37-23-181)**

PROCEDURAL SAFEGUARDS

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

LOCAL SURVEY COMMITTEE (LSC)

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

STUDENT IDENTIFICATION PROCESSES

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

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

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

Hearing, vision, and general physical examinations are suggested but are not required. District personnel shall make decisions as to which measures will be used during the referral process and what the local minimal acceptable criteria will be for each measure. This information must be documented in writing at the district level.

District personnel shall make decisions as to which measures will be used during the assessment process and whether the minimal acceptable criteria set in regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and minimal acceptable criteria to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to the Office of Gifted

Education Programs at the Mississippi Department of Education (MDE) and approved by the State Board of Education (SBE).

IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS

Referral

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

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

Exiting of the Intellectually Gifted Program

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

Out-of-State Gifted Eligibilities

A student moving to Mississippi with an intellectually gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the Intellectually Gifted Program. The intellectually gifted eligibility ruling from another state may be used to initiate the referral process in Mississippi, but may not be used for eligibility purposes.

There is no temporary placement in the Intellectually Gifted Program while the student goes through the eligibility process within the school district.

ANNUAL REASSESSMENT

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

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

HEARING PROCESS

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

If the parent(s) are not satisfied with the action taken by the principal, the parent(s) shall, within five (5) school days after meeting with the principal, put their concerns in writing and present them to the contact person for gifted programming within the district.

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The gifted program contact person will schedule a meeting of the District Hearing Team within five (5) school days or a timeframe agreed upon by the parent(s). Parent(s) will be extended an invitation to attend the team meeting. The team will render a written decision based on information shared during the meeting.

REINSTATEMENT PROCEDURES

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

HOMEWORK/CLASSWORK

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

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

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

Emotional Needs of the Gifted Student

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

PROPOSAL FOR GIFTED PROGRAM

The Proposal for Gifted Program Form must be submitted to the SBE for approval prior to providing a program for gifted students. Gifted Program Proposals may be approved for a period of up to five years, depending upon the district's annual self-evaluation on the Mississippi

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Gifted Education Program Standards and monitoring reports. Whenever a district makes changes to the local gifted program, the district shall submit a new Proposal for Gifted Program Form to the SBE for approval prior to implementing those changes. Districts shall submit a new Proposal for Gifted Program Form to the SBE within three months of the expiration of latest SBE approved proposal.

ANNUAL SELF-EVALUATION OF LOCAL GEP

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

GEP CONTACT PERSON

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

CLASS SCHEDULES

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

PLANNING TIME

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

ASSESSMENT TIME

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

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GIFTED TEACHER'S TIME

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

The Claiborne County School District's Gifted Teacher also serves as the Gifted Contact Person.

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Gifted Kids' Bill of Rights

by Marissa K. Lingen

Each gifted child can say...

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

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Parents of the Gifted (POG)

"Parenting a gifted child is like living in a theme park of full thrill rides. Sometimes you smile. Sometimes you gasp. Sometimes you scream. Sometimes you laugh. Sometimes you gaze in wonder and astonishment."

Sometimes you're frozen in your seat. Sometimes you're proud. And sometimes, the ride is so nerve-wracking, you can't do anything but cry."

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

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

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

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

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

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

Are you willing to make a difference?

Are you willing to join POG?

Claiborne County School District

Gifted Education Program

DESTINY

Group Counseling Sessions

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

- Identification
- Motivation
- Underachievement
- Overachievement
- Perfectionism
- Discipline
- Stress
- Depression
- Bullies/Bullying
- Communication
- Friendships
- Independence
- Uniqueness
- Sensitivity
- Organization
- Tactfulness
- Self Confidence
- Educational Needs
- Family Relationships
- Character Education

(Trustworthiness, Honesty, Responsibility, Fairness, Caring, Citizenship)

Individual Counseling Sessions will be provided as needed.

Dr. Bridgette Muhammad, Elementary Counselor

Dr. Sarai Johnson, Middle School Counselor

**Dr. Tomora Thomas, Mental Health Counselor/Therapist for Claiborne County
School District**

Claiborne County School District

DESTINY

Gifted Education Program

Group Counseling & Mentoring Sessions

Gifted Students are unique and talented in their own right. Adjusting to our gifts can be enjoyable and frustrating as these students face pressures and stereotypes often. The school counselors will assist with providing a forum for the students to discuss issues affecting them.

Group Counseling / Mentoring sessions will be held at least once a month during DESTINY class. Mentor Partnerships include, but are not limited to:

Communication

Claiborne County Extension Service

P.E.A.R.L.S & G.E.N.T.S Purity, and Purpose, Excellence in Education, Authenticity, Respectful Relationships, Leadership, Sisterhood & Gentlemen, Empowered to Network Toward Success(Mentoring Group)

D-Girls and Boys Steppers (Mrs. Cassandra Buck)

Boys & Girls Club

Boy Scouts of America

Girl Scouts

Local Clergy/ Faith Based Community

NAACP – Claiborne County Chapter

Alcorn State Alumni – Warren County Chapter

Alpha Phi Alpha Fraternity, Inc.

Kappa Alpha Psi Fraternity, Inc.

Phi Beta Sigma Fraternity, Inc.

Delta Sigma Theta Sorority, Inc.

Alpha Kappa Alpha, Inc.

Zeta Phi Beta Sorority, Inc

A. W. Watson Elementary G.E.N.T.S. and P.E.A.R.L.S.

School and Community Counselors

Claiborne County School District

Gifted Education Program

DESTINY

The 21st Century Gifted Learner

**Motivated
Committed
Responsible
Focused
Creative**

Innovative
Analytical
Logical
Engaged
Resilient
Independent thinker
Globally aware
Socially aware
Emotionally aware
Technologically connected
Academically connected
Persistent
Problem solver
Interactive
Collaborative

Typical Mindsets that Put Out the Fire and Discourage Achievement:

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

Claiborne County School District

DESTINY

Gifted Education Program

Differentiation Options

By choosing from the columns below you can customize the amount of preparation time in lesson planning.	
Low Prep Differentiation	High Prep Differentiation
Choices of books Homework options Use of reading buddies Varied journal prompts	Tiered activities or labs Tiered products Webquests Independent studies

<p>Orbitals</p> <p>Varied pacing with anchor options</p> <p>Student-teacher goal setting</p> <p>Work alone or together</p> <p>Flexible seating</p> <p>Varied computer programs</p> <p>Varied supplemental materials</p> <p>Options for varied modes of expression</p> <p>Varying scaffolding on same organizer</p> <p>Computer mentors</p> <p>Think-Pair-Share by readiness, interest, learning profile</p> <p>Use of collaboration, independence, and cooperation</p> <p>Open-ended activities</p> <p>Mini-workshops to reteach or extend skills</p> <p>Jigsaw</p> <p>Explorations by interest</p> <p>Games to practice mastery of information and skills</p> <p>Multiple levels of questions (Bloom's taxonomy)</p>	<p>Multiple texts</p> <p>Alternative assessments</p> <p>Learning contracts</p> <p>Multiple-intelligence options</p> <p>Compacting Spelling by readiness</p> <p>Entry points</p> <p>Varying organizers</p> <p>Lectures coupled with graphic organizers</p> <p>Community mentorships</p> <p>Interest groups</p> <p>Tiered centers</p> <p>Interest centers</p> <p>Literature circles</p> <p>Stations</p> <p>Complex instruction</p> <p>Group investigation</p> <p>Tape-recorded materials</p> <p>Teams, Games, and Tournaments</p> <p>Choice Boards</p> <p>Simulations</p> <p>Problem-based Learning</p> <p>Graduated rubrics</p>
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<http://www.eht.k12.nj.us/~Jonesj/Differentiated%20Instruction/1%20DI%20Strategies.htm>

<http://daretodifferentiate.wikispaces.com/Choice+Boards>

Claiborne County School District DESTINY Gifted Education Program

Gifted Students: True or False

Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are nerds and social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.

- Gifted students need to serve as examples to others, and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

TRUTHS About Gifted Students

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

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

Claiborne County School District

DESTINY

Gifted Education Program

Bright Child vs. Gifted Learner

Knows the answers		Asks the questions
Is interested		Is highly curious
Is attentive		Is mentally and physically involved
Has good ideas		Has wild, silly ideas
Works hard		Plays around, yet tests well

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

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

Gifted Underachievement

CHARACTERISTICS OF UNDERACHIEVEMENT IN GIFTED STUDENTS

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

FAMILY ISSUES ON UNDERACHIEVEMENT

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

COUNSELING ASPECTS FOR UNDERACHIEVEMENT IN GIFTED STUDENTS

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

Strategies to Remedy Underachievement

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

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

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

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

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

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

