

Richton School District

Intellectually Gifted: 2nd through 6th Grades

Instructional Management Plan

2017-2018

R

Richton School District
Intellectually Gifted: 2nd through 6th Grades
Instructional Management Plan
2017-2018



Clay Anglin, Superintendent
Vera Lampley, Federal Programs Director
Wendy Lee, Gifted Contact/Teacher
wlee@richton.k12.ms.us
601-788-6975

District Mission Statement

The mission of the Richton School District program for intellectually gifted is to create a learning environment that fosters and encourages thinking, creativity, metacognition, healthy and enriching relationships, and appropriate expectations and understanding of self.

Goals and Objectives of the Gifted Education Program

To provide a qualitatively differentiated curriculum through in-depth enrichment and extension of core curriculum in order to develop and maintain our students' commitment to the love of learning as a lifelong process.

To help students understand themselves, develop social interest and a feeling of belonging in order to assist them in reaching their intellectual potential.

The State of Mississippi defines Intellectually Gifted Children and Gifted Education Programs as follows:

- 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.
- Gifted Education Programs (GEP) shall mean programs of instruction for intellectually gifted children within Grades 2 through 12, programs of instruction for academically gifted children within Grades 9 through 12, and programs of instruction for creatively and/or artistically gifted children within Grades 2 through 12 in 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.

The purpose of this programming is to identify those students who demonstrate unusually high achievement and/or potential for unusually high achievement. Because of their unusual capabilities, they require uniquely qualitatively differentiated educational programs not usually available in the regular classroom. These uniquely different programs are required to enable the gifted students to realize their potential contributions to self and society. Programming is offered through a pull-out resource program. Mississippi regulations require that intellectually gifted students be provided services by a properly endorsed teacher in a resource room for a minimum of 300 minutes per week.

The Richton School District provides programming for students who meet the criteria for intellectually gifted in second through sixth grade.

The identification process consists of a combination of subjective and objective measures to determine eligibility for the gifted program and includes an equitable opportunity for the inclusion of students who are culturally diverse, underachieving, disabled under IDEA guidelines, physically handicapped, or ADD/ADHD. Throughout the identification process, district personnel are careful to select measures that target the student's strengths.

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA). Access to this information is restricted to those personnel working directly with the identification process, or have a documented need to access. Parents have the right to view their children's records at any time.

Richton School District
Intellectually Gifted: 2nd through 6th Grades
Instructional Management Plan
2017-2018

Course Goal (s):

The annual goals of this course are to further develop thinking skills, self-directed learning, and self-evaluation.

“The primary outcome (for an intellectually gifted course) is Metacognition, a process skill requiring mastery of and use of many other process skills.” (Mississippi Department of Education, 1994) Metacognition literally means thinking about one’s own thinking.

Academic Discipline:

Gifted Studies

Number of Classes per week:

1 per grade

Number of minutes per class per week:

minimum of 300 minutes (5 hours)

Outcome Categories:

These outcomes are suggested for all Intellectually Gifted Education Programs, grades 2-8, within the State of Mississippi.

The gifted outcome categories are:

- Thinking Skills
- Creativity
- Information Literacy
- Success Skills
- Affective (Social and Emotional) Skills
- Communication Skills

Gifted Curriculum Instruction: Strategies and Methodologies

- a. Daily warm-up activities
- b. Group activities
- c. Mini-unit activities
- d. Personality activities
- e. Question and answer sessions
- f. Research opportunities
- g. Field trip opportunities
- h. Journals
- i. Individual conferencing
- j. Thematic units
- k. Projects
- l. Graphic organizers
- m. Mind mapping
- n. Experiments
- o. Individual conferencing
- p. Service learning
- q. Robotics
- r. Portfolios
- s. Visual Arts
- t. Performing Arts
- u. Career explorations
- v. Life skills

Gifted Curriculum Instruction: Assessment

- a. Checklists
- b. Evaluation sheets
- c. Rubrics
- d. Teacher observation
- e. Surveys

Gifted Curriculum Instruction: Differentiated Instruction

- a. Topic choices
- b. Product variations
- c. Process strategies
- d. Tiered activities
- e. Project options
- f. Research self-selection

Major Gifted Outcomes:

1. Thinking Process Skills:

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

- Metacognition
- Convergent Thinking
- Critical Thinking

2. Creativity:

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

- Creative Thinking
- Written Expression

3. Information Literacy:

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

- Information Literacy

4. Success Skills:

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

- Success Skills

- Career Exploration
- Life Skills
- Collaboration Skills

5. Affective (Social and Emotional) Skills:

As a gifted learner, the student 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 experiences in themselves and others by understanding and embracing giftedness, appropriately coping with stress in order to become healthy, responsive, contributing, and productive members of classroom communities and society as a whole.

- Affective Skills

6. Communication Skills:

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based upon available resources, technology, audience, and time available for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

- Speaking
- Listening
- Writing