Forest Municipal School District

Wings Handbook

A Program for Intellectually Gifted Students in Grade 2-6
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Goals</td>
<td>4</td>
</tr>
<tr>
<td>FMSD Global Goals</td>
<td>5</td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>6</td>
</tr>
<tr>
<td>Creativity</td>
<td>7</td>
</tr>
<tr>
<td>Group Dynamics</td>
<td>8</td>
</tr>
<tr>
<td>Communications</td>
<td>9</td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
</tr>
<tr>
<td>Self-Directed</td>
<td>11</td>
</tr>
<tr>
<td>Career Exploration and Life Skills</td>
<td>12</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>13</td>
</tr>
<tr>
<td>Social-Emotional Needs</td>
<td>14</td>
</tr>
<tr>
<td>Affective Skills</td>
<td>15</td>
</tr>
<tr>
<td>Outcomes Model</td>
<td>17</td>
</tr>
<tr>
<td>School Board Policy</td>
<td>18</td>
</tr>
<tr>
<td>Referral and Identification</td>
<td>24</td>
</tr>
<tr>
<td>Forms</td>
<td>26</td>
</tr>
<tr>
<td>Wings Annual Assessment</td>
<td>28</td>
</tr>
<tr>
<td>ECTAG</td>
<td>31</td>
</tr>
<tr>
<td>Appendix</td>
<td>32</td>
</tr>
<tr>
<td>Observable Characteristics of Gifted Children</td>
<td>33</td>
</tr>
<tr>
<td>Recognizing the Characteristics of Gifted Children</td>
<td>34</td>
</tr>
<tr>
<td>Possible Problems that May Be Associated with Characteristic Strengths of Gifted Children</td>
<td>36</td>
</tr>
<tr>
<td>Some Myths about Gifted Children</td>
<td>37</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>38</td>
</tr>
<tr>
<td>Exploring social and emotional aspects of giftedness in children</td>
<td>40</td>
</tr>
<tr>
<td>Affective Components in the Education of the Gifted</td>
<td>51</td>
</tr>
<tr>
<td>Regulations for the Gifted Education Programs in Mississippi ~ 2013</td>
<td>55</td>
</tr>
</tbody>
</table>
Mission Statement

Forest Municipal School District is committed to having an educational gifted program that targets the individual needs of student abilities, differences, and special interests of intellectually gifted children.

Our goal is to enrich the education of intellectually gifted students through events and activities designed to expose them to a variety of challenging instructional strategies and outcomes.

Providing students with enhanced, differentiated instruction enables our district to nurture the diverse intellectual abilities of our gifted population.
Goals

- Develop thinking skills in order to know how to think and to know how to find and evaluate information
- Increase creative attitudes and creative consciousness
- Develop proficiency and understanding of leadership styles and knowledge of when to use each style effectively.
- Develop the ability to communicate effectively using available technology
- Develop skills to identify and conduct research in areas of interest
- Develop skills to become a self-directed learner to enable the development of in-depth knowledge in areas of interest
- Explore career/professions and develop life skills
- Increase knowledge and appreciation of the visual and performing arts
- Develop an awareness of the social and emotional needs of one's self and others
GLOBAL GOALS

- **Primary Outcome for Intellectually Gifted Education Programs:**
  **Metacognition:** Ability to understand one’s own thinking process combined with the ability to bring together one’s total learning experiences (cognitive and affective) to bear on a new situation, enabling one to appropriately apply that understanding to and empower the new endower, acting responsibly to enjoy the self-motivated discovery of new ideas and/or solutions. In short, it is challenging students to do what others think cannot be done by students that age.

- **A Desired Outcome of the Intellectually Gifted Education Programs:**
  **Love of Learning:** Given carefully designed learning experiences that instill in each student an intense love of learning, the learner will become a lifelong learner and will use their almost limitless ability to learn to the fullest and their learning experience will be a joyous, satisfying one. Learning will be pure enjoyment with a purpose.
OUTCOME CATEGORIES

- **Thinking 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 beliefs and what is true from his/her understanding of what is logically and realistically possible.

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<thead>
<tr>
<th>Sub-Categories</th>
<th>2</th>
<th>3</th>
<th>4</th>
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• **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, creative problem solving, and/or the creative process in an appropriate manner to develop a workable solution(s).

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• **Group Dynamics**: Given a real problem, the student will:
  A) as group leader, select an appropriate leadership style and effectively work with group members identifying group goals and objectives, generating ideas for possible solutions, developing strategies for obtaining acceptance for the solution(s), keeping the group on task, identifying ethical implications of the process and decision(s) of the group, using effective communication skills and appropriate interpersonal skills, and/or
  B) as a member of a group, participate in selecting group goals and objectives, generating ideas for the solution(s), using interpersonal skills and effective communication skills to try to gain acceptance for the idea(s) the students consider to be the best, taking a stand for personal convictions, recognizing and pointing out to others in the group the ethical implications of the idea(s) being considered, and effectively working toward the agreed upon goals and objectives of the group.

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<td>I</td>
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- **Communications:** 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.

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<td>Demonstrate the ability to write effectively</td>
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<tr>
<td>Demonstrate the ability to critically analyze what is presented regardless of the medium</td>
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</tbody>
</table>
• **Research:** 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/solution(s), and present the result before an authentic audience.

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<th>Sub-Categories</th>
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<tr>
<td>Demonstrate the ability to identify related topics/problems</td>
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<td>Demonstrate the ability to formulate a hypothesis/problem</td>
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<td>Demonstrate the ability to use data collection skills appropriate to the problem</td>
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<td>Demonstrate the ability to conduct a feasibility study</td>
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<td>Utilize creative problem skills</td>
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<td>Utilize inductive/deductive reasoning skills</td>
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<td>Demonstrate ethical awareness</td>
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<td>Utilize the ability to make interdisciplinary connections</td>
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<td>Demonstrate effective question formulation</td>
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<tr>
<td>Utilize technology appropriately to facilitate the research for information, data analysis and product presentation</td>
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<td>Demonstrate the ability to take risks</td>
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<tr>
<td>Demonstrate the ability to select appropriate research methodology for problem selected</td>
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<td>Utilize creative abilities</td>
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<td>Utilize effective writing skills</td>
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<tr>
<td>Demonstrate the ability to defend the research design</td>
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<tr>
<td>Demonstrate the ability to defend research findings</td>
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<td>Demonstrate the ability to evaluate the research project</td>
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<tr>
<td>Demonstrate the ability to read and evaluate published research</td>
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</table>
- **Self-Directed**: Given an area of intense interest, the student will develop an in-depth investigation, producing a product appropriate to the design and area studied and will evaluate the product, determining how the investigation could be improved.

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<tbody>
<tr>
<td>Demonstrate the ability to select topics/problems to investigate based upon interest instead of a requirement</td>
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<td>Demonstrate an intense love of learning in areas of interest</td>
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<td>Demonstrate the ability to establish realistic goals</td>
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<tr>
<td>Demonstrate task commitment</td>
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<td>Utilize research skills</td>
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<tr>
<td>Utilize creative problem solving skills</td>
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<tr>
<td>Demonstrate the ability to evaluate efforts/products</td>
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<tr>
<td>Demonstrate the ability to formulate plans for further investigation</td>
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<td>Demonstrate the ability to identify ethical implications arising from their investigation</td>
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<tr>
<td>Utilize technology to create the most effective presentation of the finished product</td>
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<tr>
<td>Demonstrate the ability to identify ways the investigation and/or product could be improved</td>
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<tr>
<td>Utilize risk taking abilities</td>
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<tr>
<td>Utilize decision-making skills</td>
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</table>
**Career Exploration and Life Skills:** Given career choices, the student will research, investigate and analyze different career areas to guide them toward successful life skills while selecting and recognizing appropriate areas of career opportunities.

<table>
<thead>
<tr>
<th>Sub-Categories</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate the ability to use self-directed learning skills.</td>
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<tr>
<td>Practice the ability to formulate questions</td>
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<tr>
<td>Demonstrate a desire for learning and investigating careers in areas of interest</td>
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<td>Demonstrate the ability to utilize technology to retrieve available information</td>
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<td>Demonstrate and utilizes research skills</td>
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<tr>
<td>Demonstrate the ability to evaluate efforts of a career choice</td>
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<td>Utilize decision-making skills</td>
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<tr>
<td>Demonstrate the ability to critically analyze research</td>
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<tr>
<td>Demonstrate the ability to formulate plans for further investigations</td>
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<tr>
<td>Participates in group dynamic activities</td>
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<tr>
<td>Demonstrates good listening skills</td>
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<tr>
<td>Practice using leadership styles in group activities.</td>
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<tr>
<td>Demonstrate the ability to communicate effectively in group activities</td>
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<tr>
<td>Demonstrate effective interpersonal relationship skills</td>
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<tr>
<td>Demonstrate self discipline and the ability to work effectively as a group member</td>
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<tr>
<td>Demonstrate the ability to recognize leadership</td>
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<td>Demonstrate the ability to use creative problem solving skills</td>
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<td>Demonstrate the ability to use effective writing skills and speaking skills</td>
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<td>Demonstrate the ability to accept and understand ethnic differences</td>
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</table>
**Visual and Performing Arts:** As additional avenues to communicate ideas, events and beliefs, the student will be able to incorporate the visual and performing arts through the art disciplines, drama performances, visualization exercises and apply these techniques via art/drama/music as they create products incorporating various learning styles and technology skills.

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<tr>
<td>Utilizing the art disciplines as a useful tool for connecting to other academic disciplines</td>
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<tr>
<td>Participate in different learning styles (visual, kinesthetic, verbal, and social) in order to communicate at an optimum level.</td>
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<tr>
<td>Collaborate on a team to bring an idea to a performance.</td>
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<td>Demonstrate the ability to use creative thinking skills.</td>
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<tr>
<td>Demonstrate the ability to use creative problem solving.</td>
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<tr>
<td>Participate in risk-taking exercises.</td>
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<td>Participate in spontaneous thinking activities.</td>
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<tr>
<td>Demonstrate the ability to use decision-making skills.</td>
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<td>Demonstrate the ability to use research skills….self directed learning skills.</td>
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<tr>
<td>Participate in visualization exercises.</td>
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<tr>
<td>Participate in spontaneous group dynamic activities.</td>
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<tr>
<td>Demonstrate effective speaking skills.</td>
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<tr>
<td>Demonstrate effective writing skills.</td>
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<tr>
<td>Demonstrate the ability to use technology to create art/music/drama product.</td>
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<tr>
<td>Demonstrate the ability to critically analyze presentation regardless of the medium (visual/performing arts)</td>
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<tr>
<td>Demonstrate the ability to establish realistic goals.</td>
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<tr>
<td>Demonstrate task commitment.</td>
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</table>
• **Social-Emotional Needs:** Given the need to understand one’s emotions and one’s self, the student will demonstrate the ability to receive, respond value, organize, and characterize.

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<tbody>
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<td>Demonstrate the ability to receive new information through activities and reading.</td>
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<tr>
<td>Demonstrate awareness, willingness to receive, and selected attention.</td>
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<tr>
<td>Demonstrate the ability to respond and participate.</td>
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<td>Utilize valuing.</td>
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<tr>
<td>Demonstrate valuing through acceptance.</td>
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<tr>
<td>Demonstrate valuing through preference.</td>
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<td>Demonstrate valuing through commitment.</td>
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<td>Utilize organization.</td>
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<td>Demonstrate organization through conceptualization.</td>
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<td>Demonstrate organization of a value system.</td>
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<td>Demonstrate characterization through generalization.</td>
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<td>Demonstrate characterization through internalization.</td>
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</tbody>
</table>

**References:**

- **Social and Emotional Teaching Strategies** by Stephanie A. Nugent, 2005.
- **Affective Skills**: Affective skills deal with an ongoing attention to one’s internal states: the ability to access one’s own feelings, discriminate among them and draw on them to guide behavior. Students must develop these skills in order to:

- Move beyond extrinsic motivation to intrinsic motivation
- Manage emotions
- Experience personal growth
- Accept and appreciate selves
- Effectively use what has been learned in all areas of the curriculum to become self-directed, autonomous learners.

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<th>Sub-Categories</th>
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<td><strong>Awareness of Feelings</strong></td>
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<td>Identify feels and emotions in self</td>
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<td>Understand and analyze feelings and emotions in self</td>
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<td>identify his/her own perceptual filters and defense systems</td>
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<td><strong>Coping Skills</strong></td>
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<td>Express and manage emotions in positive ways</td>
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<td>Identify sources of and possible solutions for stress</td>
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<td>Develop a healthy attitude toward peer pressure</td>
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<td>Develop a healthy perception of perfectionism</td>
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<td><strong>Understanding of Self</strong></td>
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<td>Understand his/her personality style (Myers-Briggs)</td>
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<td>Understand his/her learning style (Gregorc, Gardner, etc.)</td>
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<td>Understand his/her moral development according to Kholberg’s model</td>
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<td>Formulate a personal value system</td>
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<td>Develop an understanding of the nature of giftedness</td>
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<td>Develop an understanding of behavioral norms</td>
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<td>Develop and demonstrate introspection</td>
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<td><strong>Personal Growth</strong></td>
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<td>Identify/assess his/her strengths and weaknesses and use these as a baseline for improvement</td>
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<td>Demonstrate the ability to set goals and take the necessary steps to reach them – use decision making skills, actively take responsibility for choices made, and explore career options</td>
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<td>Develop and demonstrate self discipline – demonstrate task commitment, show evidence of delayed gratification and impulse control, and demonstrate personal motivation</td>
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<td>Develop a healthy attitude toward risk taking by accepting challenges requiring skills in his/her areas of weakness as well as his/her areas of strength, and by stating and supporting personal points of view even when they are</td>
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contrary to accepted ideas expressed by others

| Career Options                      |  |  |  |  |  |  |  |  |
|-------------------------------------|  |  |  |  |  |  |  |  |
| Identify careers                    | I | D | D | M | E | E | E | E |
| Understand requirements for obtaining careers | I | I | D | M |   |   |   |   |
| Set short term and long term career goals | I | I | D | D | M | M | E | E |

| Awareness of Cultures                |  |  |  |  |  |  |  |  |
|-------------------------------------|  |  |  |  |  |  |  |  |
| Recognize contributions and achievements of various cultures | I | D | D | D | M | E | E | E |
| Understand requirements for obtaining careers | I | D | D | D | M | E | E | E |
| Explore customs, traditions, and celebrations of other cultures | I | D | D | D | M | M | E | E |

Affective / Intra-Personal Skills

Sample Resources

MDE’s Suggested Teaching Strategies Notebook Activities:
- Evaluation
- Goal Setting
- Learning Styles
- Risk Taking

Free Spirit Publishing:
- *The Gifted Kids’ Survival Guide*
- *Perfectionism: What’s Bad about Being too Good*
- *Fighting Invisible Tigers: Lifeskills Development*
- *Psychology for Kids*
- Peacetalk Posters
- *Stick Up for Yourself*
- Kid Talk Posters
- *How are you Feeling Today Poster*
- *Learning Styles: Personal Exploration and Practical Applications*
- *SEALS (Self Esteem and Life Skills) Plus*
- *SEALS II*

Dandy Lion Publishing:
- *Personal Projects*

Good Apple:
- *My Relationships with Others*
- *Morals and Values*

J. Weston Walch:
- *Building a Positive Self Concept*

Educational Impressions:
- *What Would You Do?*

Workman Publications:
- *The Kids’ Book of Questions*
OUTCOMES MODEL

M - METACOGNITION
CI = CREATIVITY  R = RESEARCH
C2 = COMMUNICATION  S = SELF-DIRECTED LEARNING
G = GROUP DYNAMICS  T = THINKING

The Outcomes Model clearly displays the total interrelatedness of the outcome categories, process skills, and metacognition. Student mastery of the suggested outcomes will lead to the global outcomes of metacognition and an intense love of learning.

---

Who Has Seen the Wind
Nobody can see the wind,
neither you nor I,
But when the trees bow down their heads,
the wind is passing by.

—Christina Rossetti
Wings

School Board Policy
Section: I Instructional Program
Policy Code: IDE Gifted Education Program

Policy:
The Forest Municipal School District will have in place procedures related to the intellectually gifted program:

IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS

The identification process shall consist of a combination of subjective and objective measures to determine eligibility for the gifted program.

Six steps of the student identification process:

STAGE 1: REFERRAL
There are two types of gifted referral processes:
- Type One - Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.
- Type Two - Individual Referral Process addresses those students who are individually referred for gifted eligibility.

Mass Screening Referral Process
This process requires all Mississippi districts to screen all students in at least one grade level each year. Districts should use a normed group measure of intelligence in the Mass Screening Referral Process. This process should assist in identifying students in underrepresented populations. Students who obtain a full-scale score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the referral process. Students who scored at or above the 85th percentile but lower than the 90th percentile on the normed group measure of intelligence shall be subjected to an Emerging Potential for Gifted Referral Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

The next step in the process will consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. District personnel shall make decisions as to which measures will be used during this step of the Mass Screening Referral Process. A student shall satisfy two of the following additional criteria before moving forward to the LSC Review of Referral Data Stage:
1. a score at or above the superior range on a normed published characteristics of giftedness checklist,
2. a score at or above the superior range on a normed published measure of creativity,
3. a score at or above the superior range on a normed published measure of leadership,
4. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
5. a score at or above the 90th percentile on a normed measure of cognitive ability,
6. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
7. other measures that are documented in the research on identification of intellectually gifted students.

Individual Referral Process
This process involves students who are individually referred for gifted eligibility. 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. Once the student is referred, the district personnel shall collect the data
required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process. Students participating in the Individual Referral Process shall satisfy three of the following criteria before moving forward to the LSC Review of Referral Data Stage:

1. a score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,
2. a score at or above the superior range on a normed published characteristics of giftedness checklist,
3. a score at or above the superior range on a normed published measure of creativity,
4. a score at or above the superior range on a normed published measure of leadership,
5. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
6. a score at or above the 90th percentile on a normed measure of cognitive ability,
7. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
8. other measures that are documented in the research on identification of intellectually gifted students.

Documentation of measures shall be maintained in a written document approved by the local school board indicating that the district is using the state minimal scale/percentile score criteria on all referral measures. This document shall be distributed to district administrators, school counselors, and teachers and shall be available to parents at each school site.

**NOTE:** Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

**STAGE 2: LSC REVIEW OF REFERRAL DATA**

Once the referral data have been collected, the LSC shall review all data and make one of the following recommendations:

1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. the student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. the student has not satisfied minimal criteria on at least three measures and the identification process should stop.

**Provisions for Emerging Potential for Gifted Populations**

At this point the LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist should be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

**STAGE 3: PARENTAL PERMISSION FOR TESTING**

At this time, district personnel shall obtain written parental permission for testing. District personnel shall also notify parents in writing about their rights under FERPA.
STAGE 4: ASSESSMENT
Once the LSC has determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel shall review and compile all data available on the student. This data shall also be made available to a licensed examiner.

The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner’s manuals. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

District personnel shall make decisions as to 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 acceptable minimal scale/percentile scores to be used shall be documented in writing in the district’s Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE. If a district decides to raise its minimal acceptable scale/percentile score for gifted eligibility above the state minimum scale/percentile score, justification shall be provided to the MDE in writing. Included in the justification must be documentation that the district continuously addresses the Emerging Potential for Gifted guidelines as outlined in the regulations.

Emerging Potential for Gifted
Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered one of the following additional measures to determine eligibility:
1. A test of cognitive abilities with a minimal score at the 90th percentile,
2. A group intelligence measure with a minimal score at the 90th percentile, or
3. A district-developed matrix approved by the MDE.
4. Identification criteria, as approved by the MDE on the local district’s Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

Potentially Twice-Exceptional Students
Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the individual test of intelligence (composite score or approved subtest score) or in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student’s teacher of the gifted shall meet with the review committee to discuss the student’s performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.
STAGE 5: ASSESSMENT REPORT
District personnel shall write an Assessment Report, which must contain the following components:

Student’s name,
1. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence,
2. Results of each measure,
3. Name of individual who administered or completed each measure and the date administered or completed,
4. Test behaviors for any individually administered test(s),
5. Interpretation of the results of each individually administered test(s),
6. Name of the person who administered the individual test of intelligence and date test was administered,
7. Qualifications of the individual who administered the individual test of intelligence,
8. Results of the individual test of intelligence to include scores on all subtests and, identified strengths and weaknesses,
9. Name of the person responsible for writing the Assessment Report, his/her signature, and position, and
10. Date of the Assessment Report.

STAGE 6: LSC ELIGIBILITY DETERMINATION
Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

Parental Notification
District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under FERPA.

PRIVATE TESTING:
If a parent has their child privately tested and the child scores at or above the 91st percentile on the individual test of intelligence (composite score or approved subtest score), the student must go through the full referral-to-placement process to be ruled eligible. Before a parent has their child privately tested, the parent selected psychometrist must be aware of previous testing in Phase II to ensure proper procedures are followed.

OUT-OF-STATE GIFTED ELIGIBILITIES:
Out of state students must satisfy Mississippi eligibility criteria before being considered for placement in the gifted program. No temporary placement.

DISTRICT TESTING: The district will test a student for gifted eligibility two (2) times.

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, students 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 is 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 a 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.

An impartial hearing shall be held within forty-five (45) calendar days of receipt of the written request. The District shall obtain as a hearing officer an individual who is not an employee of the District and who is knowledgeable of gifted students. The parent and student may take part in the hearing and have an attorney represent them at their own expense. The District also may be represented by counsel.

The hearing officer shall conduct the hearing so as to give the parents an opportunity to present evidence supporting their claim that their child remain in the gifted program. The District shall be given the opportunity to present evidence supporting its position with respect to the student. A tape recording of the hearing may be made by the District and a copy of the tape recording may be provided to the parents.

The impartial hearing will be conducted in an informal manner with the hearing officer directing the meeting and presentation of evidence. The hearing officer shall make a decision within fifteen (15) calendar days after the conclusion of the hearing. The decision shall be given in writing to the District’s Gifted Coordinator and the parents.

The decision made by the hearing officer shall be final, except that any party aggrieved by the findings and decision shall have the right to bring civil action with respect to the issued of the due process hearing. Such action may be brought in any State court of competent jurisdiction or in a district court of the United States.

ANNUAL SELF-EVALUATION OF THE LOCAL GEP
Each district shall submit to the MDE a copy of the local GEP self-evaluation by June 30 each year. The district shall also maintain a copy on file. 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. A sample self-evaluation document is available online, located in the Advanced Learning and Gifted area of www.mde.k12.ms.us/ci. 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 maintained on file in the district with the evaluation for each rating of 1. The corrective action plan should be succinct.

Exhibits:
Regulations
References:

Original Adopted Date: 6/7/2007  Status: Adopted
Approved/Revised Date: 6/9/14  Record Id: 56794
Wings

Referral & Identification
Wings Referral and Identification

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.

In the referral process:

Stage 1: Referral

Mass Screening Referral Process: NNAT3 is given to all students in the first grade in the spring of the school year.

Individual Referral Process: A student is referred by a teacher, administrator, counselor, parent, another student, or student. Referral form is completed by referring individual. Form is given to either Gifted Contact or District Gifted Coordinator.

Stage 2: LSC Review of Referral Data

The LSC meets to determine one of the following:
- Student satisfied minimal criteria on at least three measures [objective and subjective] and should move forward to the assessment stage,
- Student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be reconsidered at that time, or
- Student has not satisfied minimal criteria on at three measures and the identification process should stop.

Stage 3: Parental Permission for Testing

Parents are notified by letter and must sign permission for the individual intelligence test.

Stage 4: Assessment

The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. To determine the most appropriate test, some of the following may be considered: learning style inventory, test results, and/or discussion with teacher or student. The student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

Stage 5: Assessment Report

Assessment report is written and must include specific components.

Stage 6: LSC Eligibility Determination

The LSC will meet and review all data and determine if eligibility criteria has been satisfied. LSC shall rule the student eligible or not eligible.

Parents will then be notified by letter if the student has been approved as eligible for the intellectually gifted program. If a student is not eligible, a parent will also be notified.

When a student transfers to our school district from a school within the state, a copy of the eligibility ruling must be sent to the Curriculum Office. After review, appropriate placement will be made following parental permission. Out-of-state transfers are subject to the FMSD referral process.
Referral Form: Intellectually Gifted

Name:_________________________ Date:_______ Student ID#:_________________________

School: _______ Forest Elementary _______ Hawkins Middle

Grade:_________ Date of Birth:________________________________________

Name of person making referral (Print):________________________________________

Signature of person making referral:________________________________________

Relationship to student:____________________________________________________

Does the student wear glasses? □ Yes □ No

Does the student wear a hearing aid? □ Yes □ No

Does the student have any allergies? □ Yes □ No If yes, list:________________________

Does the student take medication? □ Yes □ No If yes, list:________________________

Does the student have any disabilities/problems that should be considered when selecting
appropriate assessment measures? □ Yes □ No If so, please describe:________________

Does this child speak English as a second language? □ Yes □ No

Has the student been referred previously for the intellectually gifted program? □Yes □No

Measures used to satisfy referral criteria

1. Measure [Objective]_________________________ Date:_________________ Score__________

2. Measure [Subjective]_________________________ Date:_________________ Score__________

LSC Determination

Moves to assessment stage: □ Yes □ No Date:________________

Need to collect more data: □ Yes □ No Date:________________

Identification process terminated: □ Yes □ No Date:________________

Signature of LSC members:

_________________________________________ ________________________________

Also: Emerging Potential for Gifted Checklist, page 17, Appendix A of Gifted Regulations 2013
GIFTED PUPIL PERSONAL DATA SHEET (GPPDS)

Student Identification

Name: __________________________ Date: __________ Student ID#: __________________

Age: _______ Sex: _______ Race: _______ Date of birth: ____________________________

Name of parent or legal guardian (Print): __________________________________________

Phone number(s): ______________________________________________________________

School: _______ FES _______ HMS Grade placement of student ____________

Parental Consent

I have been informed of the identification process for the gifted program. The Family Education Rights and Privacy Act (FERPA) has been explained to me and I hereby consent to having my child tested in an effort to determine if a gifted eligibility can be satisfied according to criteria in the Gifted Program Regulations.

Signature __________________________________ Date: ______________________

LSC Determination

Based upon the assessment data, the Local Survey Committee has determined that this student is:

______ Intellectually Gifted
______ Not eligible since the data do not indicate that minimal criteria were met for gifted eligibility.

Members Present

Signature: __________________________ Date: __________________________

Signature: __________________________

Signature: __________________________
Wings

Student Annual Reassessment
Wings Annual Reassessment

Annually the district gifted coordinator and gifted teachers shall meet to reassess each gifted student's continuation in the gifted program. Documentation of meeting must include the name(s) of the student(s) discussed, a list of committee members present, and the date of the meeting. Students will be discussed under one of three options:

- Making progress and participates satisfactory in the Wings Program. Student will remain in the Wings Program.

- Not making progress and unsatisfactory participation in the Wings Program. An intervention plan will be developed and implemented for 6-8 weeks. At the end of the intervention period, the reassessment committee will meet and discuss the results of the intervention. If the student is making progress and participating satisfactory [intervention successful], the student will remain in the Wings program.

- If the 6-8 weeks intervention is unsuccessful and the student is still not benefiting from the Wings Program, the reassessment team will recommend that the student be removed from the Wings program.

If the recommendation of the committee is that the student should be removed from the Wings program, the parent must be notified and given the opportunity to discuss the decision with the committee before the student is removed. If the parents do not agree to the removal of the student from the program, the district shall grant the parents a hearing. Specifics to a hearing are discussed in the approved School Board policy.
Wings Annual Reassessment

Date: ________

Name of Student: __________________________________________

The above named student is:

☐ Functioning well in the Wings Program.
   *It is the consensus of the reassessment team that this student will remain in the Wings Program.*

☐ Not functioning well in the Wings Program.
   *An intervention plan will be developed and implemented for 6-8 weeks. At the end of the intervention period, the reassessment committee will make a recommendation.*
   The area(s) of difficulty:
   __________________________________________
   __________________________________________
   __________________________________________

☐ Not benefiting from the Wings Program.
   *It is the consensus of the reassessment team that the student will be removed from the Wings Program.*
   Explain:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Reassessment Committee Signatures:

Wings Teacher / Gifted Contact
________________________________________________________

District Gifted Contact
________________________________________________________

Other
________________________________________________________

A copy of this form must be placed in the student's confidential eligibility file and cumulative folder.
EAST CENTRAL TALENTED AND GIFTED ORGANIZATION (ECTAG)

Description and Purpose
ECTAG is an organization that provides the talented and gifted students of the East Central District the opportunity to be involved with other gifted students of comparable abilities.

The students compete against each other in friendly yet challenging competitions that enhance and develop the six outcome categories or process skills as required by the Mississippi State Department of Gifted Education.

The intent is not to be the sole or primary means through which the process skills are to be taught.

The competitions are hosted by participating schools and include the following:

- Quiz Bowl
- Scrabble
- Chess
- Art
- Creative Writing
- Scholars Bowl
- Egg Drop
- Talent Show
Appendix
Observable Characteristics of Gifted Children

- Sensitivity
- Remembering insults forever
- Doing three things at once
- Doing the outwardly foolish thing, taking up lost causes
- Psychic
- Interest in death and life
- Driven to understand, complexity of understanding
- Wanting to know the reasons for things, origin of things
- Asks, "Why am I here?", "What am I to do?"
- Naive
- Recognition of falsity, no "trophy friends"
- Complexifying solutions
- Finding non-conventional solutions/originality
- Not motivated by extrinsic awards, discomfort with praise
- Passionate
- Undeterred by conventional expectations
- Self taught, non-sequential learning
- Need for precision
- Recognition of unfairness even to other, strong sense of justice
- Making intuitional leaps, making logical projections
- Noticing what no one else does
- Manipulation and bargaining
- Make and follow their own plans, less teachable
- Devise practical experiments to see "What if?"
- Saying, "Actually"
- Large vocabulary, love of big words
- Delayed in toilet training, difficulty in separating from mom
- Early sense of responsibility
- Not wanting to grow up and face the world
- Less physical risk-taking
- Zipping through Piagetian stages
- Friends of both genders, later sexual interests
- Abstract thinkers before having the emotional ability to handle it
- Symbolic thinkers
- Can animate their fears, powerful emotional imagination

Anna Marie Roeper
Recognizing the Characteristics of Gifted Children

ERIC Clearinghouse on Handicapped and Gifted Children (1985) cites three types of characteristics of gifted children: general behavioral, learning, and creative characteristics.

**General Behavior Characteristics:**
Gifted children's behavior differs from that of their age-mates in the following ways:
- Many gifted children learn to read early, with better comprehension of the nuances of language. As much as half the gifted and talented population has learned to read before entering school.
- Gifted children often read widely, quickly, and intensely and have large vocabularies.
- Gifted children commonly learn basic skills better, more quickly, and with less practice.
- They are better able to construct and handle abstractions.
- They often pick up and interpret nonverbal cues and can draw inferences that other children need to have spelled out for them.
- They take less for granted, seeking the "hows" and "whys."
- They can work independently at an earlier age and can concentrate for longer periods.
- Their interests are both wildly eclectic and intensely focused.
- They often have seemingly boundless energy, which sometimes leads to a misdiagnosis of hyperactivity.
- They usually respond and relate well to parents, teachers, and other adults. They may prefer the company of older children and adults to that of their peers.
- They like to learn new things, are willing to examine the unusual, and are highly inquisitive.
- They tackle tasks and problems in a well-organized, goal-directed, and efficient manner.
- They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. "I'd rather do it myself" is a common attitude.

**Learning Characteristics:**
Gifted children are natural learners who often show many of these characteristics:
- They may show keen powers of observation and a sense of the significant; they have an eye for important details.
- They may read a great deal on their own, preferring books and magazines written for children older than they are.
- They often take great pleasure in intellectual activity.
- They have well-developed powers of abstraction, conceptualization, and synthesis.
- They readily see cause-effect relationships.
- They often display a questioning attitude and seek information for its own sake as much as for its usefulness.
- They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies.
- They often have a large storehouse of information about a variety of topics, which they can recall quickly.
- They readily grasp underlying principles and can often make valid generalizations about events, people, or objects.
- They quickly perceive similarities, differences, and anomalies.
- They often attack complicated material by separating it into components and analyzing it systematically.


**Creative Characteristics:**

Gifted children’s creative abilities often set them apart from their age-mates. These characteristics may take the following forms:

- Gifted children are fluent thinkers, able to generate possibilities, consequences, or related ideas.
- They are flexible thinkers, able to use many different alternatives and approaches to problem solving.
- They are original thinkers, seeking new, unusual, or unconventional associations and combinations among items of information.
- They can also see relationships among seemingly unrelated objects, ideas, or facts.
- They are elaborate thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problems.
- They are willing to entertain complexity and seem to thrive on problem solving.
- They are good guessers and can readily construct hypotheses or "what if" questions.
- They often are aware of their own impulsiveness and irrationality, and they show emotional sensitivity.
- They are extremely curious about objects, ideas, situations, or events.
- They often display intellectual playfulness and like to fantasize and imagine.
- They can be less intellectually inhibited than their peers are in expressing opinions and ideas, and they often disagree spiritedly with others’ statements.
- They are sensitive to beauty and are attracted to aesthetic values.
<table>
<thead>
<tr>
<th>Characteristic Strengths</th>
<th>Possible Problem Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquires and retains information quickly</td>
<td>Impatient with others; dislikes basic routine</td>
</tr>
<tr>
<td>Inquisitive; searches for significance</td>
<td>Asks embarrassing questions; excessive in interests</td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td>Strong willed; resists direction</td>
</tr>
<tr>
<td>Enjoys abstractions and problem solving; able to conceptualize &amp; synthesize</td>
<td>Resists routine practice; questions teaching procedures</td>
</tr>
<tr>
<td>Emphasizes truth, equity, and fair play</td>
<td>Worries about humanitarian concerns</td>
</tr>
<tr>
<td>Seeks to organize people and things</td>
<td>Constructs complicated rules; often seen as bossy</td>
</tr>
<tr>
<td>Large vocabulary; advanced, broad information</td>
<td>May use words to manipulate; bored with school and age peers</td>
</tr>
<tr>
<td>High expectations of self and others</td>
<td>Intolerant, perfectionistic; may become depressed</td>
</tr>
<tr>
<td>Creative / inventive; likes new ways of doing things</td>
<td>May be seen as disruptive and out of step</td>
</tr>
<tr>
<td>Intense concentration; long attention span and persistence in areas of interest</td>
<td>Neglects duties or people during periods of focus; resists interruption; stubborn</td>
</tr>
<tr>
<td>Sensitivity, empathy; desire to be accepted by others</td>
<td>Sensitivity to criticism or peer rejection</td>
</tr>
<tr>
<td>High energy and alertness; eagerness</td>
<td>Frustration with inactivity; may be seen as overactive</td>
</tr>
<tr>
<td>Independent; prefers individualized work; reliant on self</td>
<td>May be a non-conformist; may reject parent or peer input</td>
</tr>
<tr>
<td>Diverse interests and abilities; versatility</td>
<td>May appear disorganized or scattered; frustrated over lack of time</td>
</tr>
<tr>
<td>Strong sense of humor</td>
<td>Peers may misunderstand humor; may become &quot;class clown&quot; for attention</td>
</tr>
<tr>
<td>Seeks cause and effect relationships</td>
<td>May experience discomfort with the unclear or illogical (such as traditions or emotions)</td>
</tr>
</tbody>
</table>

*Adapted from Clark (1992) and Seagoe (1974). Source: ERIC Digest #E527  
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Some Myths About Gifted Children

Gifted Kids are like cream that rises to the top in a classroom: Not necessarily. Gifted Children can have hidden learning disabilities that go undiscovered because they can easily compensate for them in the early years. As time goes on though, it becomes harder and harder for them to excel which can lead to behavior problems and depression.

Gifted Kids are so smart they do fine with or without special programs: They may appear to do fine on their own. But without proper challenge they can become bored and unruly. As the years go by they may find it harder and harder as work does become more challenging, since they never faced challenge before.

Gifted and Talented means the same thing: Again, not necessarily. There is no rule that states that a child who is capable of scoring to the high ninety percentiles on group achievement testing must be considered gifted. We must remember that achievement tests like the Metropolitan Achievement Tests are "Grade Level Testing". Such a child is most definitely Academically Talented. But further individualized IQ and out of level academic testing must be given before we can define that child as "Gifted". At the same time, there is no rule that states a child identified as gifted should be Achieving to high standards in the classroom. This type of stereotyping can do serious and irreversible damage to both groups.

ANY child can benefit from enrichment. Academically Talented Children can benefit from Honors (Grade Level) Classes. Intellectually Gifted children need a differentiated curriculum and possibly even a different environment.

They need to go through school with their own age mates: Where it’s true that children need to play and interact socially with other children their age, they do not need to learn with them. Especially in the case of a highly gifted child who may have a chronological age of six and a mental age of 11 who has been reading since two. To put that child in a reading class with other six year olds who are just learning to read is sheer torture for that child.

Giftedness is something to be jealous about: This is perhaps the most damaging myth. More often than not gifted children can feel isolated and misunderstood. They have more adult tastes in music, clothing, reading material and food. These differences to other children can cause them to be shunned and even abused verbally or physically by other children. Experts in the field of gifted education are beginning to address the higher incidences of ADHD and Spelling/Handwriting disabilities in the gifted population verses those in the much larger normal population.
Critical Thinking

Critical thinking is the identification and evaluation of evidence to guide decision making. A critical thinker uses broad in-depth analysis of evidence to make decisions and communicate his/her beliefs clearly and accurately.

A SUPER-STREAMLINED CONCEPTION OF CRITICAL THINKING
Robert H. Ennis, 6/20/02, Author of The Cornell Critical Thinking Tests

Assuming that critical thinking is reasonable reflective thinking focused on deciding what to believe or do, a critical thinker:
1. Is open-minded and mindful of alternatives
2. Tries to be well-informed
3. Judges well the credibility of sources
4. Identifies conclusions, reasons, and assumptions
5. Judges well the quality of an argument, including the acceptability of its reasons, assumptions, and evidence
6. Can well develop and defend a reasonable position
7. Asks appropriate clarifying questions
8. Formulates plausible hypotheses; plans experiments well
9. Defines terms in a way appropriate for the context
10. Draws conclusions when warranted, but with caution
11. Integrates all items in this list when deciding what to believe or do

Critical Thinkers are disposed to:
1. Care that their beliefs be true, and that their decisions be justified; that is, care to "get it right" to the extent possible. This includes the dispositions to
   a. Seek alternative hypotheses, explanations, conclusions, plans, sources, etc., and be open to them
   b. Endorse a position to the extent that, but only to the extent that, it is justified by the information that is available
   c. Be well informed
   d. Consider seriously other points of view than their own
2. Care to present a position honestly and clearly, theirs as well as others'. This includes the dispositions to
   a. Be clear about the intended meaning of what is said, written, or otherwise communicated, seeking as much precision as the situation requires
   b. Determine, and maintain focus on, the conclusion or question
   c. Seek and offer reasons
   d. Take into account the total situation
   e. Be reflectively aware of their own basic beliefs
3. Care about the dignity and worth of every person (a correlative disposition). This includes the dispositions to
   a. Discover and listen to others' views and reasons
   b. Avoid intimidating or confusing others with their critical thinking prowess, taking into account others' feelings and level of understanding
   c. Be concerned about others' welfare

Critical Thinking Abilities:
Ideal critical thinkers have the ability to
(The first three items involve elementary clarification.)

1. Focus on a question
   a. Identify or formulate a question
   b. Identify or formulate criteria for judging possible answers
   c. Keep the situation in mind

2. Analyze arguments
   a. Identify conclusions
   b. Identify stated reasons
   c. Identify unstated reasons
   d. Identify and handle irrelevance
   e. See the structure of an argument
   f. Summarize

3. Ask and answer questions of clarification and/or challenge, such as,
   a. Why?
   b. What is your main point?
   c. What do you mean by...?
   d. What would be an example?
   e. What would not be an example (though close to being one)?
   f. How does that apply to this case (describe a case, which might well appear to be a counter example)?
   g. What difference does it make?
   h. What are the facts?
   i. Is this what you are saying: ____________?
   j. Would you say some more about that?

(The next two involve the basis for the decision.)

4. Judge the credibility of a source. Major criteria (but not necessary conditions):
   a. Expertise
   b. Lack of conflict of interest
   c. Agreement among sources
   d. Reputation
5. Observe, and judge observation reports. Major criteria (but not necessary conditions, except for the first):
   a. Minimal inferring involved
   b. Short time interval between observation and report
   c. Report by the observer, rather than someone else (that is, the report is not hearsay)
   d. Provision of records.
   e. Corroboration
   f. Possibility of corroboration
   g. Good access
   h. Competent employment of technology, if technology is useful
   i. Satisfaction by observer (and reporter, if a different person) of the credibility criteria in Ability # 4 above.
   (The next three involve inference.)

6. Deduce, and judge deduction
   a. Class logic
   b. Conditional logic
   c. Interpretation of logical terminology in statements, including
      (1) Negation and double negation
      (2) Necessary and sufficient condition language
      (3) Such words as "only", "if and only if", "or", "some", "unless", "not both".

7. Induce, and judge induction
   a. To generalizations. Broad considerations:
      (1) Typicality of data, including sampling where appropriate
      (2) Breadth of coverage
      (3) Acceptability of evidence
   b. To explanatory conclusions (including hypotheses)
      (1) Major types of explanatory conclusions and hypotheses:
         (a) Causal claims
         (b) Claims about the beliefs and attitudes of people
         (c) Interpretation of authors' intended meanings
         (d) Historical claims that certain things happened (including criminal accusations)
         (e) Reported definitions
         (f) Claims that some proposition is an unstated reason that the person actually used
      (2) Characteristic investigative activities
         (a) Designing experiments, including planning to control variables
         (b) Seeking evidence and counterevidence
         (c) Seeking other possible explanations
      (3) Criteria, the first five being essential, the sixth being desirable
         (a) The proposed conclusion would explain the evidence
         (b) The proposed conclusion is consistent with all known facts
         (c) Competitive alternative explanations are inconsistent with facts
         (d) The evidence on which the hypothesis depends is acceptable.
         (e) A legitimate effort should have been made to uncover counter-evidence
         (f) The proposed conclusion seems plausible
   B. Make and judge value judgments: Important factors:
      a. Background facts
      b. Consequences of accepting or rejecting the judgment
      c. Prima facie application of acceptable principles
      d. Alternatives
      e. Balancing, weighing, deciding
   (The next two abilities involve advanced clarification.)

9. Define terms and judge definitions. Three dimensions are form, strategy, and content.
   a. Form. Some useful forms are:
      (1) Synonym
      (2) Classification
      (3) Range
      (4) Equivalent expression
      (5) Operational
      (6) Example and nonexample
   b. Definitional strategy
      (1) Acts
         (a) Report a meaning
         (b) Stipulate a meaning
         (c) Express a position on an issue (including "programmatic" and "persuasive" definitions)
      (2) Identifying and handling equivocation
      c. Content of the definition
10. Attribute unstated assumptions (an ability that belongs under both clarification and, in a way, inference)
(The next two abilities involve supposition and integration.)

11. Consider and reason from premises, reasons, assumptions, positions, and other propositions with which they disagree or about which they are in doubt -- without letting the disagreement or doubt interfere with their thinking (“suppositional thinking”)
(The first twelve abilities are constitutive abilities. The next three are auxiliary critical thinking abilities: Having them, though very helpful in various ways, is not constitutive of being a critical thinker.)

13. Proceed in an orderly manner appropriate to the situation. For example:
   a. Follow problem solving steps
   b. Monitor one’s own thinking (that is, engage in metacognition)
   c. Employ a reasonable critical thinking checklist

14. Be sensitive to the feelings, level of knowledge, and degree of sophistication of others

15. Employ appropriate rhetorical strategies in discussion and presentation (orally and in writing), including employing and reacting to “fallacy” labels in an appropriate manner.
Examples of fallacy labels are "circularity," "bandwagon," "post hoc," "equivocation," "non sequitur," and "straw person."

Exploring social and emotional aspects of giftedness in children
Deirdre V. Lovecky
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SUPPORTING EMOTIONAL NEEDS OF THE GIFTED
WWW.SENGIFTED.ORG

Abstract
Parents of gifted children have few guidelines about how to deal with issues resulting from their children’s giftedness. Not only intellectual, but also, social and emotional issues provide challenges for parents. Five social/emotional traits of giftedness (divergent thinking ability, excitability, sensitivity, perceptiveness and entelechy) are described, and the specific issues that parents must face to enable their children to reach their full potential are explored. Parents of gifted children often must devise their own means of understanding problems and issues that arise from their children’s giftedness. There are few guidelines to follow for children who differ from average children not only in intellectual development, but also in social and emotional development. It is not uncommon for gifted children to find that age peers do not share their interests, play by different rules, and appear to engage in pastimes, such as teasing, that many gifted children find puzzling and painful.

In trying to deal with their gifted children’s needs, parents find few resources. Indeed, since gifted children differ from each other as much as they differ from average children, what may work with one may not work with another. Nevertheless, gifted children do appear to have certain social/emotional traits in common including: heightened sensitivity, emotional intensity and reactivity, feeling different, perfectionism and uneven development of intellectual and emotional areas (Erlich, 1982; Janos & Robinson, 1985; Kitano, 1990; Kline & Meckstroth, 1985; Lovecky, 1990a; Roedell, 1984, 1988; Roep, 1982; Silverman, 1983; Tolan, 1989; Webb, Meckstroth, & Tolan, 1982). Some of these social and emotional traits may take the form of particular vulnerabilities for gifted children; for example, both Hollingworth (1942) and Whitmore (1980), working with somewhat different populations of gifted children, suggest that gifted children may have difficulty dealing with their great sensitivity, coping with discrepancies in intellectual, emotional and social development, and finding peers who truly understand and appreciate their unusual and advanced perceptions. Piechowski (1986) describes a model, the concept of developmental potential that explores five dimensions that have social and emotional consequences for gifted children and adults. These include aspects of emotional intensity, sensitivity, empathy and compassion. Piechowski (1991) suggests that the vulnerabilities of the gifted can result in growth towards self-awareness and self-actualization.

This article is an attempt to define five traits common to gifted children that result in social and emotional vulnerability: divergent thinking ability, excitability, sensitivity, perceptiveness and
entelechy. While the traits appear to be an integral part of giftedness, their behavioral manifestations may vary depending on such psychological and physiological factors as tolerance for ambiguity, age, degree of introversion/extraversion, preference for types and levels of sensory input, locus of control, etc.

Although the traits themselves are neutral, their behavioral manifestations give them social significance, suggesting positive or negative perceptions by others. The traits are described as if only one predominates in order to clarify which issues result from particular aspects of each; however, the traits, in real life, overlap to some degree.

The development of the traits was based on observations of 80 gifted children who were psychotherapy clients. In addition, 12 children, known to the author, who were not clients, and their families, contributed to the anecdotal material used in this article. Children ranged in age from 4 to 22 years; 40% were girls and 60% boys. All lived in the Northeast with the vast majority in Rhode Island and Massachusetts. Most were middle class, but all socio-economic groups were included. For example, several children lived with single parents on welfare. Ethnically, most were white. Several children were black (2) or had parents who had emigrated to the United States from Asian, Southeast Asian, and Arabic countries (5). Identification of giftedness was based on obtained IQ scores over 130 (one score on a multi-score test like the Wechsler Scales), overall achievement scores on a standardized achievement test over 95%, selection for a school's gifted program or independent evidence of high creativity based on achievement of portfolios, awards, prizes, etc. Of the 92 children, 23 (9 girls, 14 boys) scored over IQ 150. The scores of these gifted children ranged to over 200.

The observations that served as a basis for this article were gathered in the form of journal notes, correspondence with parents of gifted children, and notes made of issues pertaining to giftedness that arose in therapy. Also biographic data of eminent people was used to determine whether the traits could be delineated in the childhood years of these people (for example, Louisa May Alcott, Rachel Carson, Annie Dillard, Camille Pissarro and Martin Luther King, Jr.).

**Trait Descriptions**

**Divergent Thinking Ability**

Cris, at age 11, loves to make puns. Ask Cris to get something from the pantry, and she pictures an oak tree with hanging pots and pans. Shadows and shapes assume sinister tones as meanings and perceptions shift with her moods. Cris is highly creative in art and writing. Her poetry is exceptional for her age in form, sensitivity and depth. She is also interested in science, and, on her own initiative, is working after school on an original biology project.

Despite her academic successes, Cris is often unhappy at school. She feels misunderstood by both peers and teachers; she complains to her parents that she is different from others, and has no real friends.

Cris is a divergent thinker, someone who prefers the unusual, original, and creative aspects of any topic (Lovecky, 1990b). This means that Cris, like most divergent thinkers, tends not to think first of the response most likely to be thought by others. In fact, divergent thinkers tend to respond in a manner that reflects their fantasy proneness and pun proneness (Lovecky, 1991). There appear to be two types of divergent thinkers: those whose divergent thinking is circumscribed to certain times and subjects, and those who are primary process thinkers and fantasize much of the time. Cris would be an example of the latter type.

Performance and behavior at home and school are often problems for divergent thinkers. One of the reasons for this is that they are often negatively reinforced for their curious questions, unusual answers, dislike of working in groups, and rather morbid imaginations.

Many children who are divergent thinkers appear to be disorganized and absentminded, particularly in school. While adults can compensate for their absent-mindedness by choosing life styles that reward
divergent thinking, it is more difficult for children. Divergently thinking children find many
organizational schema difficult to understand. For example, the standards adults use to organize
schoolwork are based on a linear model while divergent thinkers tend to see things holistically and
make intuitive leaps to correct answers. Furthermore, decision making and setting priorities can be
difficult because the thoughts and feelings of divergent thinkers are so intermeshed that all thoughts
and feelings seem equally interesting and important. Untangling the knot of thought to find a starting
place may be too difficult for these children.

Divergent thinkers like to follow the novelty of an idea, and see where it leads. They may be
disinterested in the usual rewards offered as making something happen, or working with a new idea is
often more rewarding. Because of this, divergently thinking children appear to adults to be rebellious,
unmotivated, inattentive, and disaffected. On another level, the creativity of the child makes adults
uncomfortable. While adults admire the creative product, they are apt to have trouble with the concept
that the essence of creative thinking is rebellion against an accepted standard.

Divergent thinkers also have to deal with being different without understanding why. Often they feel
alone, with no one to understand their uniqueness. If these children can find value in their uniqueness,
and some tolerance from society, a strong sense of self and a sense of connection to others can develop.

Interventions for parents. The goal of caring adults is to help divergent thinkers find validation for
the creative self, to develop this unique self, and to learn to deal with living in a less than appreciative,
sometimes hostile world.

The creative self needs to survive negative encounters with others while developing separate from the
need to please others. The creative child has to learn to please the self by using talents and skills to
meet the demands of task and muse. This can best be fostered by adopting an attitude of play and joy in
creativity, by focusing on the creative process more than on the final product, by finding work that the
child can love more than anything else and by making sure there is sufficient time allotted to pursue
that loved work whether it produces a product or not.

Developing appropriate risk-taking behaviors is also important because risking either too little or too
much can both be destructive of creative work. The divergently thinking, creative child needs some
protection from the type of criticism that focuses on the negative in performance, or which holds to
such high standards that the child will give up rather than risk failure. Equally important is learning to
work for the joy of playing with ideas, and the inherent satisfaction of trying something new, rather
than working for praise. In helping the child to evaluate creative work, focusing on the strengths and
weaknesses of any piece of work is more productive (what about it works, and what does not). The
child needs to know that there is something to be learned from any idea, and doing something that
does not turn out may lead in the future to another idea. This is the method Wang Yani’s father used to
help his daughter, the very young Chinese art prodigy, to develop her unusual gifts (Zhensun & Low,

Divergent thinkers need some help in learning to understand social convention. They tend to lack
understanding of what many think is important in social relationships such as listening to the opinions
of the leaders in the group. For example, in junior high school Marge wanted to be popular; however,
she disregarded the importance of the behaviors that made other girls popular. She refused to
compliment someone she disliked, stated that she did not think it importan to do what everyone else
wanted to do, and would not follow fads. It is their lack of conformity that makes it so difficult for
divergent thinkers to fit in socially. Children like Marge want to be free to march to a different
drummer at the same time that they want to fit in and be like others. Developing more awareness of
what social conformity requires allows divergent thinkers some choice about when to try to be like
others, and when to show their uniqueness.

Divergent thinkers need to find the support of some people with whom they share a dream. Often these
are people whose creative endeavors are similar to theirs. Being with such people, sharing ideas and
work, and finding friendly support can be especially helpful to children who have little in common with most peers and who may find little satisfaction in peer endeavors.

**Excitability**

Jeff, age eight, literally dances his way into a room. He loves art and music, and is very talented in both. His high energy level keeps peers and adults exhausted, however, and while he can concentrate well on creative endeavors, he tends to give short shrift to his more routine school work. Jeff is disliked by peers because he needs to be the center of focus, because he drifts off in the middle of an activity when something more exciting captures his attention, and because he becomes very silly and disruptive when peers wish to be serious. While his antics are initially amusing, peers soon feel annoyed and frustrated with the constant interruption of their activities.

Jeff relates better to adults. His creative endeavors allow him satisfaction since he participates with adults in them. For example, Jeff plays in the youth orchestra, and has performed with adults to adult standards as part of the city symphony. Adults find him well-mannered, eager to work hard and easy to work with. Few adults understand the difficulty Jeff experiences after one of these performances when he once again spends most of his time with peers.

A high energy level, emotional reactivity, and high arousal of the central nervous system characterize the trait of excitability. All three aspects of the trait are not necessarily present in one person (Lovecky, 1990b).

While gifted adults with this trait often focus their energies for long periods of time, enjoy risk taking and challenge, have a wide variety of interests and do many things well, gifted children with this trait are often difficult to live with. Some have such high energy levels and need so little sleep that finding activities to occupy them can be exhausting. Yet, if they can find enough challenge, they are able to concentrate for long periods of time and organize themselves well.

These gifted children have a high need to explore the environment and enjoy new experiences. Many are stimulus-seekers, needing stimulation to moderate their behavior. However, if not provided with the right type of stimulation, they become bored and overstressed. Their energy is often focused on a wide variety of interests, though these may not be academically oriented. When properly channeled, this excitement at life can be stimulating to others. When combined with creative drive and imagination, these children can produce impressive responses to challenging projects. For Sam it began in fifth grade with a character he invented one day while fooling around during social studies. Always the class clown, Sam was able to amuse everyone with his impersonations of famous historical figures. By the time he was in junior high school, Sam’s routine earned him a spot on a local radio show. In high school, he was hosting his own show. The boy who might have spent his time in the principal’s office as a troublemaker was often there instead interviewing the principal on issues of school policy.

Because the necessity for stimulation is so high, some gifted children become conditioned to a need for novelty. They enjoy starting new projects and are enthusiastic about the results, but may have trouble with the final details of actual completion since these tend to be less novel. Thus, some children get caught in a cycle of high interest and enthusiasm, followed by a loss of interest and failure to finish. While such children need flexibility to explore things and to experiment with ideas without having to commit themselves to a finished product, care must be taken that they learn to complete some projects. Not only do they need to learn that there are times when details are important, but they also need to experience the satisfaction that completion brings. The challenge of completing details and the resultant satisfaction become the reward for doing things rather than the excitement of novelty.

Some emotionally reactive children, rather than being stimulus-seekers seem just the opposite. They are stimulus-withdrawers, finding stressful the amounts of stimulation other people find comfortable. They act overwhelmed, irritable, and frightened. Some also have trouble turning off thoughts and feelings so they may feel powerful emotions more intensely, and for a longer time than others. The ordinary stresses of school and peer contact may seem too difficult. To these children, rooms feel too crowded, too noisy, too full of light. The recess yard and lunchroom can provide too much stimulation, and these children react negatively with tears, tantrums, avoidance or physical symptoms. Such
children are often regarded as troublesome by both peers and adults because they find it difficult to go along with the usual way of doing things.

**Interventions for parents.** Difficulty with self-regulation, maintaining comfortable levels of arousal, and finding satisfaction in creative and intellectual pursuits rather than novelty, are issues that challenge parents and teachers of these gifted children.

Children who have difficulty regulating both activity level and amount of arousal need to learn how to find a comfortable level of arousal and how to maintain it for a series of activities. These children need adults to help them to recognize the intensification of feeling experienced in response to frustration, stress, or environmental irritants. Once they recognize the sensation that accompanies such intensification, techniques such as relaxation exercises (Belknap, 1986), withdrawing from the scene, and using self-exploration (Roberts & Buttormson, 1991) to reduce anxiety all can help. Gradually, as these children learn to rely more on recognition of such cues by themselves, they can reduce the level of arousal rather than waiting for disaster to strike or for adults to impose external modes of control.

It can be helpful for children who feel upset under pressure, or who leave many things unfinished to use time to help them structure activities. For example, they can set a short time to work on a task that increases arousal level then switch to a different type of task. Also, learning to use creative expression, imagery, humor and problem-solving techniques (Bagley, 1987) can help these children learn to feel more satisfaction from finishing tasks. This may also reduce reliance on novelty for motivation.

Many of these children thrive on competing. They tend to take to heart suggestions that they should give something their all. Unfortunately, they do not always discriminate activities in which this type of goal setting can be productive from those in which it is not. For many the focus is on doing better than others rather than bettering their own performance. Doing the best one can do, being the best one can be is different from winning, and helping gifted children to understand this difference is crucial. In addition, teaching participation in cooperative endeavors with peers of like ability and interests, and teaching negotiation and problem-solving skills is also important (Kreidler, 1984).

Gifted children who tend to be stimulus-withdrawers need help in dealing with the unpleasant feelings that too much arousal can produce. These youngsters benefit from learning techniques to use to calm themselves including journal writing, holding a favorite object when upset, seeking appropriate comfort, and expressing anger physically, but safely. They need to practice, in advance of a problem arising, how to deal with extremes of feeling. Using reason is helpful as long as it is the children learning to examine fears and finding good solutions, rather than adults attempting to talk them out of it. Some children also need to learn to say “no” to participation in events that lead to extreme arousal. For example, Mark had many problems with sleeping at night because his fears and negative thoughts would keep him awake. Since many of the episodes of wakefulness appeared to be triggered by memories of books, movies and television shows he had seen, he decided to avoid certain movies and made choices about what he watched on television. He usually read two books simultaneously so when a passage was too upsetting, he could close that book, and read the other. Over time. Mark felt more in control of his own life and himself.

**Sensitivity**

Paul, a four-year-old gifted boy, told his parents he wanted to give away some of his favorite toys so that another boy would have toys for the holidays. No one knew where Paul had gotten the idea, but after he insisted for several days, his parents allowed him to give away the toys. Afterwards, Paul sometimes felt happy thinking of his toys having fun with a new boy. A depth of feeling that results in a sense of identification with others (people, animals, nature, the universe) characterizes the trait of sensitivity. Passion and compassion are two different aspects. Passion refers to the depth of feeling that colors all life experience and brings intensity and complexity to the emotional life of these gifted children. Passionate people form deep attachments and react to the feeling tone of experiences: they think with their feelings (Lovecky, 1990b).
Compassion refers to the sense of caring many gifted children show for others, enabling them to make commitments to social causes from a desire to decrease the pain they see others suffering. Compassionate gifted children suffer too, and are apt to relate intensely to the suffering of the world around them. Both Roeper (1982) and Piechowski (1991) describe this empathy and compassion as emotional giftedness.

The passion side of sensitivity refers to an intense commitment to people and ideas. Convinced of the moral right of an action, the gifted child will not give in to any adult rationalization, explanation or attempt to effect a change of mind. These children may also commit themselves to relationships from an early age. Even if hurt by people, they feel that if only the key to understanding could be found, then they would be friends. The focus for this sort of child is on the potential of people rather than on their faults.

The dedication and commitment of passionate gifted children bring them into conflict with adults, but also bring a sense of alliance with the universe. This sense of passionate commitment is powerful, and far outweighs all the conflict that might occur before the goal is attained.

Many sensitive gifted children are highly empathic. They not only know what others feel, but appear to experience the feelings themselves. This is particularly true of intensely negative feelings. While most children know when a parent is angry, these gifted children feel the anger inside themselves, experiencing it as the other person does. In fact, they may think they are angry themselves, but be unable to find an antecedent event that triggered the feeling. This great empathy may mean that they feel so many feelings that they cannot distinguish whose feelings are whose. To use their great empathy without risking being overwhelmed by strong feelings, they need to learn how to separate their feelings from those of others and to understand that they need to feel “with” rather than “for” the other person.

Experiencing the suffering of another person without any means of separating oneself from the pain may mean that too much pain is experienced. These gifted children may try to ease the suffering of the other person by trying to make them happy. If they cannot do so, they may withdraw instead.

Those children who try to cope by making others happy tend to take on too much responsibility for interpersonal interactions. They come to see themselves as responsible for how others feel. Negative affect in another is seen as their own personal failing. Some try to avoid any negative situations by being exceptionally good at all times. Those children who withdraw from feeling too much pain from others may actively avoid people and situations that tend to produce negative feelings. This results in isolation and disconnection from common bonds with others. Learning to separate their feelings from those of other people, and to cope with feeling the suffering of others can lead empathic gifted children to use their understanding of themselves and others to foster relationships.

**Interventions for parents.** Adults who deal with sensitive gifted children need to be aware of the depth of the children’s feelings and to have some understanding of the problem of feeling other people’s feelings and suffering. Since these aspects of sensitivity often lead the gifted child to feel responsible for others’ feelings, particularly those of parents and siblings, parents must help the child understand that in relationships, all involved have a responsibility for what happens, and are responsible for their own feelings.

In working with children who have not yet learned to separate other people’s feelings from their own, adults can help them to cope by learning to build appropriate interpersonal distance. Actual physical distancing techniques may be the needed first step. For example, the child is asked to leave the room and assess what is being felt now, and what was felt prior to start of the problem. Next the child thinks about what the problem really is, and brainstorm some solutions. Finally, the child returns, and the people involved discuss their feelings and the proposed solutions.

Learning the difference between compassion (caring) and empathy (accurate understanding of another’s viewpoint) can also help develop interpersonal space as the child struggles to see things from
others’ perspectives without feeling responsible for their feelings. Sometimes mental imagery helps; for example, building a transparent, magic wall allows one to see and hear others, but keeps out a sense of invasion by other’s feelings.

Some compassionate gifted children can be termed “gifted givers.” They give altruistically, without expecting a return and without measuring the cost. To them, giving is a natural thing to do when confronted by someone’s needs. These gifted children often have a lot to offer others; giving is very rewarding to them.

In dealing with a “gifted giver,” adults need to understand the joy and sharing of self involved, because to discourage this kind of giving from the child means to take away a part of the self. However, these children can learn to examine why they give in any particular circumstance, and how to assess when they should and should not give. Some need to learn about the interpersonal consequences of giving too much, others about receiving. These children may need to understand that their giving may incur a sense of obligation in others so that receiving means another person must then return the giving. It is helpful for gifted givers to understand that there are times when they must receive the giving of others because receiving allows others also to experience the joy of giving. Some gifted children give so much that their families take their giving for granted. These children, and their families, may need to learn the essential difference between being selfish and having a self.

Perceptiveness
Emily was five years old when she noticed the poorest children in her class appeared to get the least from Santa. This seemed unjust to Emily, particularly as she had also noted that parents did not give children Christmas gifts; that was Santa’s job. Years later, Emily remembered this disillusionment as an important marker in her developing awareness of fairness and justice. In ninth grade some of her growing sense of injustice was given voice in a poem she wrote for the school paper satirizing the administration of her high school for its bigotry towards minority students. The poem was not printed, and Emily was punished for “disrespect.” The irony of the charge was not lost on Emily.

An ability to view several aspects of a situation simultaneously, to understand several layers of self within another, and to see quickly to the core of an issue characterize the trait of perceptiveness. Adults with this trait can understand the underlying meaning of personal metaphors, exercise insight and intuition, and see beyond the superficiality of a situation. Truth, justice, and fairness are often issues for these gifted adults. In childhood, perceptiveness manifests itself as intuition, insight, and a need for truth (Lovecky, 1990b).

Perceptive gifted children have a clear sense of honesty and dishonesty. Thus, the differing aspects of themselves that people can show at different times, and are readily accepted at face value by others, are puzzling. The tendency of many people to be nice to someone in person but talk negatively about them when they are not there, makes little sense to these gifted children. To them, truth is more important than feelings, and they seek and tell the truth, sometimes with little regard for how others might feel.

Perceptive thinkers appear to adopt either of two cognitive/emotional positions regarding their relationships with others. These are not necessarily permanent positions as perceptive thinkers can move from one to the other over time. In the first, gifted children wonder why what they see as true is different from what others see. They focus on the perceived cohesion of the others’ viewpoint and wonder what is different about their own. Because they want to connect to others, they perceive this difference as a defect within themselves. Since they have no idea that others are less perceptive than they, they tend to believe what they are told by others and to suppress the doubts they feel. Over time they learn to distrust their own perceptions. Jodi, for example, readily accepts the blame for much of what goes wrong in her life. Because she has so much insight into the underlying causes of problems, she can see ramifications for any action she takes, and she accepts a great deal of personal responsibility for making “wrong” choices.
The second type of perceptive thinker views the world from a standpoint of rightness, not understanding how others can be so lacking in perceptiveness since it is perfectly obvious what is right. They expect adults to be examples of virtue and to practice what they preach. Their view of truth is absolute. This rigid concept of right and wrong is a common developmental issue for all children, but is a particular problem for gifted children who can be insightful, even while being rigid.

The foolishness and unfairness of adults in authority can be particularly difficult for these gifted children to tolerate. To them, it makes no sense that anyone would not want to know the truth, have a mistake corrected, or know the best way to do something. Part of the problem is their intolerance of ordinariness. For these children, everything is important, and they tend to paint the world in larger than life terms because that is how they feel. Rumer Godden discusses this idea when describing her early attempts at writing, much of which was quite melodramatic (Godden, 1987). Helping gifted children learn to tolerate the ordinary, without embracing it, is the challenge for parents and teachers. Hollingworth (1942), in her work with exceptionally gifted children, helped them focus on ways to “suffer fools gladly” by emphasizing tolerance of the ordinary in life.

To perceptive children, the pursuit of truth, the drive to know what truth is, and the need to understand justice and fairness, can supersede awareness of others’ needs. The long term goal for gifted children is to do what they know is right, despite opposition, while at the same time not using all their energy in railing against fate and other people for not recognizing what is so clearly evident. Having the capacity to really understand what underlies expectations for self and others can help gifted children to deal better with the conflict they feel. For example, at about age 12, Annie Dillard (1987) began to explore her own capacity for perceptiveness by wondering how much noticing of herself and others she could do. Too much and she was too paralyzed in her actions; too little and she would miss a whole level of experiencing that provided richness to her life. Finding the balance was what she saw was required.

Interventions for parents. The existential dilemma faced by perceptive gifted children is how to learn to be trusting (but not naive) in a world whose limits and defects they see all too clearly. Trusting relationships, based on mutual respect, that teach children to examine what people really mean and to judge the applicability of coping strategies for particular situations, need to be fostered. Within the context of such relationships, differences of opinion can be explored in an effort to understand how other people experience truth, what most hold as basic truths, and how truth is derived as an absolute. This includes discussion of the difference between absolute right, including moral right, and fairness in dealing with others.

It can be helpful for these children to learn when truth is important and when feelings count more. Since many have trouble making that judgment, parents can be helpful in role playing and thinking aloud about the feelings engendered by the words used. As children learn that feelings also count, and that there can be other opinions that are equally valid, they also learn that there is room for compromise and negotiation.

Also, gifted children should learn that direct action is not always possible. There are times when children and adults cannot speak up or prevent an injustice. In those cases, other strategies that focus attention on a problem may be possible. For example. Amnesty International uses witnessing and reporting from a distance to document such atrocities as slavery, Apartheid, concentration camps, and other violations of human rights. It is important for gifted children to learn how such techniques have led to later change, for example, in South Africa. Also, letter writing, fund raising and other such mundane appearing strategies, often not so visibly successful to gifted children looking for solutions that are larger than life, can accomplish much.

Fostering a sense of interconnectedness with others in the world through the teaching of empathy and ethics is vital in developing the high sense of justice and truth these children possess (Roeper 1989).
Some gifted children have trouble understanding the behavior of age peers. It makes no sense to young gifted children that other children might not want to be shown the best way to do something, or might prefer to do things the way they always have, even if it is not very fair.

These gifted children often profit from an approach in which they study peers as an anthropologist might to discover the rituals and beliefs of other children. For example, it can be very useful for children who are sensitive to teasing to see that most children do not share their sensitivity, and may, in fact, regard teasing as a sort of game. This “Margaret Mead” approach also may help them to understand how fairness and truth may look to peers. Perceptive children may need help with adult relationships as well, particularly in understanding that adults, who are less perceptive than they, may be threatened by what they see. The story of the emperor’s new clothes may be useful in discussing what might have happened were the emperor less willing to know the truth.

**Entelechy**

The fourth grade class was planning Valentine’s Day. Mrs. Ray told the children not to give Jimmy, the class problem, any valentines. Anne bought Jimmy the biggest one she could find, and put it on his desk. It was the only one he got. She did not open her own, but waited until she and Mrs. Ray were alone. Anne took all her valentines, dropping them unopened in the trash in front of Mrs. Ray. The teacher and Anne stared at each other briefly, then, without saying a word, Anne left the room. After that, Mrs. Ray no longer picked so much on Jimmy.

Derived from the Greek word for having a goal, entelechy is a particular type of motivation, need for self-determination, and an inner strength and vital force directing life and growth to become all one is capable of being (Lovecky, 1990b). Gifted adults with this trait are involved in making their own destinies, believe in themselves, and continue on despite obstacles. Because of their tremendous personal courage, they may inspire and sometimes shame others.

Gifted children with entelechy are highly motivated, singleminded in the pursuit of their own goals, and very strong-willed. Abraham Lincoln, for example, was so determined to get an education that he read while doing physical labor and walked miles to borrow books. In a frontier community, he refused to hunt or kill animals (North, 1956). Children high in entelechy, like Lincoln, find the independence, strength of will, and inner spirit to surmount obstacles that would daunt most others.

These gifted children also may experience a sense of destiny. The actions they take have much greater consequences than anyone anticipates, and because they took the action, they become part of a force that determines the future. This does not mean these gifted children know what will happen, or even feel that they are part of planning the future; however, because of their gifts, the actions become much more than they seemed at the time. For example, Samantha Smith, a 10 year old girl, in 1982 wrote a letter to the then Soviet leader, Andropov, because she was worried about nuclear war, and was invited to visit the Soviet Union including a camp for gifted children on the Black Sea. The purpose of the invitation was to suggest that people of both nations wanted peace (Smith, 1985). Though Samantha Smith died only a few years later, her journey was one of the many actions that combined to make a real difference in recent world events. Other young people with a sense of destiny have integrated lunch counters, stood on picket lines, refused to fight in wars they considered immoral, worked for peace, and refused scholarship money and jeopardized academic standing to work for human rights (Hardy, 1990).

Many of these children elicit helping responses from adults who admire the child’s spirit, and see something special within. The mentoring and appreciation of their traits that ensues can help these gifted children survive very difficult lives, yet the very specialness of the gifted child may become a liability. Though these children usually don’t see themselves as very special, some adults treat them as if they do. To insecure adults, the child who exhibits so much spirit and inner confidence can be threatening. Because they feel demeaned by the confidence of the gifted child, some adults attribute their internal discomfort to the child’s “specialness,” and attempt to denigrate or deny the child’s gifts. Consequently, adults may be experienced as either people who are exceptionally willing to help, or people who find fault, make life difficult, or humiliate no matter how hard these gifted children try.
The ability of children high in entelechy to draw helpful people to them results in unlikely friendships. Some children appear to have a type of charisma that permits successful organization of peers into group ventures. These children are the ones to whom peers turn for support, and they may provide the cohesiveness that allows various factions to work together peacefully. They also help others rise above petty jealousies and rivalries because they encourage others to be their own best selves.

These children may find that too much responsibility is expected. While seemingly thriving in the middle of activities and peer relationships, they can be lonely because their interactions center around the needs of others. They are often taken for granted by peers, seen as the one who will always be there, do all the necessary but unglorified work, and is willing to be responsible. The developmental issues for these children are finding inner resources that do not depend on the needs of others for validation, developing a sense of self not bound up in other's exceptionally positive or negative evaluation, and maintaining a positive thrust towards self-determination.

**Interventions for parents.** These gifted children have a particular need for trusted adults who can help them understand the puzzling responses they get from others. The extreme contrast between the positive responses of those seeing them as special for particular traits, and the negative responses of others for these same traits, means children will have difficulty seeing themselves clearly. Focusing on developing a balanced view with strengths and weaknesses defined by them rather than by the more extreme views of others is more likely to build a good self-concept.

Many children high in the trait of entelechy are so strong-willed they may act in self-defeating ways, becoming trapped in negative interactions with others, and needing help in learning to use the strength of will more positively. For example, Clay decided to forego his high school graduation ceremony rather than wear a tie. Since he was the first child and grandchild to graduate with honors, his family was disappointed, but Clay remained adamant. His family attended the ceremony without him.

A strong-willed person is one whose view of how things should be is very clear, and who has a deeply felt need for self-determination. In working with such a child it is helpful to recognize both the positives and negatives of being strong in will. It can mean being stubborn and rebellious, but it also means having the potential to make commitments, and be assertive. For example, Langston Hughes, the black poet, refused to drop out of high school to support his mother and brother as was expected of him. He did so, not from selfishness, but from knowledge that he could do more if he had an education (Meltzer, 1968).

As gifted children learn to understand the meaning of the battles in which they engage, there is room to listen to others' points of view. Understanding what is positive about a particular position, and how to effect a positive result in an interaction through empathy, problem solving and negotiation rather than focusing on getting their own way, can help children unlock themselves from extreme and uncompromising positions.

Children high in entelechy need specific help in finding true friends. This involves knowing what they want from friendship, as well as, learning what they should be expected to give. Those with leadership potential need to learn that others will always expect too much, and that as leaders, they must set limits and sometimes say “no.” The pleasures of their own company, and the self-affirmation that can come through caring for their own very special needs are areas that these gifted children need to explore.

**Conclusion**

If gifted children are to achieve their potential, social and emotional aspects of giftedness must be recognized and developed, for functioning in one area requires functioning in others. Longitudinal studies of gifted children indicate that the most life satisfaction has been obtained by those whose parents were supportive of their needs (Bloom, 1985; Oden, 1968; Subotnik, Karp, & Morgan, 1989). Today's parents are no less desirous of knowledge about the special social and emotional needs of their gifted children. To be effective in helping children deal with issues that will develop due to their
giftedness, parents need to understand how divergent thinking ability, excitability, sensitivity, perceptiveness and entelechy impact on their lives.

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*In order to preserve confidentiality, all clinical examples used in this paper are composites of several children. All are based on events and feelings revealed by children but with no identifying details incorporated. With two exceptions, for which written permission was obtained, no example is exactly like any real child seen in therapy.*

**References**


Affective Component in the Education of the Gifted

Imagine a third grade student, Joe, who is academically gifted, but is such a behavior concern that he is placed in a self-contained special education classroom where most of the students are children with mental retardation. How might such a placement happen? Might it be because Joe never had support in developing social skills? Did Joe not have a curriculum that addressed his affective needs? Given Joe and other similar students, teachers may need to integrate an affective component into their curriculum for gifted students.

What is an Affective Component in a Curriculum?
This question is difficult to answer. Some teachers think that an affective component includes a consideration of learning preferences so that they may more effectively reach their students—helping them get in touch with their own learning style. An affective component also can be perceived as teaching values and morals. Most importantly, it is used to address the basic needs that children have to be appreciated and accepted.

Affective education has a close tie to two domains in Howard Gardner's Multiple Intelligences (1983). The domain of interpersonal intelligence refers to the ability to understand the actions and motivations of other individuals. This information is used to guide social interactions of daily life. Students who can demonstrate interpersonal skills are leaders and organizers in the classroom and exhibit sensitivity to the needs and feelings of others. The second domain, intrapersonal intelligence, refers to the understanding of oneself, cognitive style, feeling, and emotions, and the ability to put this knowledge to use. Providing a supportive environment can encourage the development of these intelligences.

According to Hatch (1990), there are four components of interpersonal intelligence. The components are:

1. Organizing Groups: an essential skill of a leader;
2. Negotiating Solutions: the talent of a leader;
3. Personal Connection: the talent of empathy and connecting, and the ability to recognize and respond appropriately to people's feelings and concerns; and
4. Social Analysis: the ability to detect and have insights about people's feelings, concerns, and motivations, which can lead to an easy intimacy or sense of rapport.

Put together, these components are the skills that lead to interpersonal polish.

Recently, researchers suggested that the concept of Emotional Intelligence (EQ) is as important as Cognitive Intelligence (IQ). Goleman (1995) defines EQ as the ability of people to connect with and work with others. Emotional intelligence helps determine how well people use whatever skills they have, including raw intellect. People who are emotionally adept know and manage their own feelings well. They are able to read and deal effectively with other people's feelings; thus, they are at an advantage in all areas of life (Goleman).

Emotional intelligence is at a premium in the workplace and in the marketplace. When emotionally upset, people cannot remember, attend, learn, or make clear decisions (Goleman, 1995). When a group comes together to collaborate, the ability to socially harmonize will lead to productive and successful completion of a project. Leadership is not domination, but the ability to persuade people to work toward a common goal (Goleman).

Why include an Affective Component?
The cost of emotional illiteracy in the United States has taken a toll in the past decade. As compared to the two previous decades, the 1990s have seen a rise in school violence as evidenced by Columbine, CO, Pearl, MS, Jonesboro, AR, and Paduka, KY. During the past decade in the U.S., the teen rate for forcible rape has doubled, the teen murder rate has quadrupled, the suicide rate has tripled, teen pregnancy has increased, the use of heroin and cocaine has risen dramatically, and teen mental illness has increased (Takanashi, 1993). These trends demonstrate a desperate need for lessons in handling emotions, settling disagreements peaceably, and just plain getting along.
A survey of American employers show that more than half of the people working lack motivation to keep learning and improving in their job. Forty percent are not able to work cooperatively with fellow employees, and fewer than 20% applying for entry-level positions have enough self-discipline in their work habits (Harris Education Research Council, 1991). What employers want from employees are listening and oral communication skills, adaptability and creative responses to setbacks and obstacles, group and interpersonal effectiveness, cooperativeness and teamwork, skills at negotiating disagreements, effectiveness in the organization, the desire to make a contribution, and leadership potential (Goleman, 1998).

Besides reversing these societal negative trends, there are many other reasons that affective education is needed for gifted students. First, gifted children have characteristics that make them particularly vulnerable. While gifted children face emotional issues, as do other children, they may have a heightened awareness of self and can be ultra sensitive. They may have low self-esteem and low perception of their abilities because they are perfectionists and excessively critical of what they can do and achieve (Diaz, 1998). This self-criticism can lead to underachievement due to fear of failure. Gifted children sometimes "hide" their abilities because they fear rejection by peers. Gifted girls, in particular, face the difficulty of being accepted by peers and teachers if they display their full potential. Only when they develop a sense of self, can gifted females develop appropriate career goals and base their career decisions on deeply held values (Badolato, 1998). Second, gifted students sometimes do not have the necessary skills to interact socially and are viewed as "strange" and avoided by peers. This social ineptitude can lead to isolation and loneliness (Goleman, 1995).

Third, studies show a relationship between social and emotional development and a wide array of school related factors (Katz, 1994/1995). The perceived social status among peers, perception of teacher and peers, participation in class discussions, school achievement, self-direction in learning, and completion of schooling can all be linked to a positive or negative self-concept. A positive self-concept can be developed and enhanced through successful experiences in affective education (Frey & Sylvester, 1997). If social and emotional development is not supported, students are deprived of the necessary skills for a successful and satisfying job, family, and community life. Students need to be guided in the development of a strong and positive self-concept (Katz, 1994/1995). After developing these character traits, students need to feel valued and accepted as a person of excellence. An affective component within the gifted curriculum could give students the necessary emotional resources to avoid drugs, delinquent behaviors, violence, high-risk sexual behaviors, depression, and school drop-out (Frey & Sylvester, 1997).

Psychologist Abraham Maslow (1954) identified a hierarchy of needs:
1. physiological needs;
2. safety or security need;
3. need for love and belonging;
4. esteem needs; and
5. self-actualization needs.

As each of these needs are met and incorporated into one's personality, energy is then concentrated into the next level. The result of this process is a lifelong quest seeking new growth and challenges (Katz, 1994, 1995). The inclusion of an affective component within the gifted curriculum can lead gifted students to become self-actualized and lifelong learners ready to meet new challenges.

Fourth, research indicates that several conditions are needed to raise self-esteem and contribute to a positive self-concept. Students must have a feeling of connectiveness and feel part of a group. They must understand their uniqueness as gifted individuals and accept and respect those attributes and qualities that make them different. To raise self-esteem, the children must feel empowered to influence their own life in important ways. There must also be a positive role model to help the child develop standards of behavior (Katz, 1994/1995; Olenchak, 1999).

A positive self-concept and successful academic achievement have a significant relationship. A strong sense of self can be a vital motivational influence in achieving academic performance (Katz, 1994/1995). Self-concept and self-esteem are major influences impacting an individual's desire to work, investigate, learn, solve problems, strive, achieve, and compete.

What Teachers Can Do
Professionals in the field of education have provided some recommendations for what teachers can do to address the social and emotional needs of students, in general, and gifted students, in particular.

First, it is important for teachers to motivate their gifted students. Students without motivation are more likely to lack participation and involvement with the school. Terrell Bell, former Secretary of the U.S. Department of Education said, "There are three important things to remember about education. The first one is motivation, the
second is motivation, and the third is motivation." Research indicates that to enhance classroom motivation, teachers should create a series of successes through praise, encouragement, and intrinsic rewards (Olenchak, 1999). Through guidance from teachers, students can learn that completion of a project is a reward in itself. Ford, Alber, and Heward (1998) also suggest motivation "traps" as a way to encourage gifted children to become engaged in learning. "Traps" are motivational topics used to capture students' attention and interest. The authors suggest the way to motivate is to focus on the gifted child's interests that are personally and culturally meaningful and relevant.

Second, schools must create an atmosphere of excellence, not perfection, to help gifted children become realistic in their outlook on accomplishments. Gifted students often relate school success as equivalent to their individualized personal worth. Belief that perfection is attainable may limit a gifted child from crediting himself with lesser achievements (Katz, 1994/1995). Schools need to provide challenging educational opportunities while maintaining a consistently supportive atmosphere.

Third, open and frequent communication among the adults working with gifted students needs to be encouraged. Parents and teachers should form an alliance to support the children. It is necessary for adults to try and understand the social milieu of the school through the eyes of the child. Talking openly about expectations for students can help the gifted child feel more comfortable in school (Cross, 1997).

Fourth, the teacher can meet social and emotional needs easier if they have taken time to know the child's personality, interests, and needs (Cross, 1997; Olenchak, 1999). By understanding the child's personality, adults working with the child can help the child achieve better understanding and acceptance of his own nature, and anticipate how to react to events and circumstances in his life.

Fifth, teachers need to design specialized curriculum that enhance self-concept. Teachers should praise gifted students for creative, analytical problem solving (Badolato, 1998). Students can be taught to feel good about doing for others, the environment, or the world. Teachers and students should work together to set individual goals and develop a personal relationship. Teachers must recognize students' genuine accomplishments.

Affective components that could be incorporated into the curricula for gifted students include:

* establishing a realistic self-concept;
* demonstrating respect for others;
* showing sensitivity to injustices;
* persisting at a task; and
* being internally motivated.

Possible affective goals might include assisting the student in developing an adequate self-concept and self-esteem, increasing the child's awareness of and sensitivity to others; and promoting social competency (Katz, 1994/1995).

Tying into Krathwohl, Bloom, and Masia's (1964) affective domain model, gifted children can become aware and willing to learn about issues around them. Krathwohl et al.'s affective domain model emphasizes the development of an individual value system. The first level of the model is receiving and is concerned with gaining the student's attention. The student progresses from passive reception to active selection of stimuli. Level two is that of responding where interests are born. The student would move from simple compliance to active initiation and finally into enthusiasm for an interest area. Valuing, the third level, is the heart of affective education. Students would examine their own beliefs, the beliefs of others, assign worth to certain values, and finally commit to living in accordance to chosen values. The last two stages of the taxonomy, organization and characterization, are usually only attained as individuals reach adulthood. These levels require considerable depth and maturity, and a sophisticated thought process (Raths, Harmin, & Simons, 1978).

To include affective strategies in lessons, teachers should deliberately write out goals. Goals should run from a mere awareness of problems to formulation of complex value (Sonnier, 1989). There should be an emphasis on clarification of values, not having the "right" answer.

Finally, Swiatek (1998) suggested some possible school solutions for supporting gifted youth and encouraging them to seek fulfilling social relationships without sacrificing academic achievement or the accuracy of their views about themselves and their abilities.

1. Ability Groups. A group of gifted youth would feel less "different from normal." When gifted students are among similar students, they form a full day support group.
2. Flexible Groups. Using any method of bringing gifted students together for at least part of the school time is beneficial.
3. Counseling Groups. Having a school psychologist or counselor facilitate discussion groups on a regular basis to talk about concerns.

4. Gender-Specific Groups. Have a gifted girls only group to address issues specific to being a gifted female.

5. Interest Groups. Encourage activity with nongifted students with similar interests such as the arts or athletics.

6. Individual Assessment. The teachers need to be a role model by treating all individuals of all ability levels with respect. Teachers need to avoid comparing students' work.

Suggested Projects

Meeting the affective needs of gifted students within the academic curriculum does not have to be a difficult task. Many affective concepts can be introduced, discussed, and taught through projects and service activities. The project may be multidisciplinary or integrated into specific subject areas. The completion of any project should make students feel important, admired, and valued.

A multidisciplinary project could begin with study about an environmental concern in the community, for example, vandalism of the neighborhood park. After students had a chance to discover issues surrounding the concern, they could be encouraged to brainstorm solutions to the problem. If the students came up with a solution of renovating the park with school children doing the work, they could use their math skills to determine the cost of the project. Groups of students could use math skills throughout the project to measure, determine costs, and order supplies, and other groups could use writing skills to ask businesses for financial support for the project. The students could use their knowledge of psychology to "sell" the project to other students, with the end result being one that all the neighborhood children have a stake in the construction and maintenance of the park; therefore, reducing or eliminating vandalism. Students would use leadership and problem-solving skills throughout the entire project.

Another project idea would be for the students to research an organization that benefits the community and use donations. The students could brainstorm ways to make money through a "business." An example would be to roll newspapers to make logs for fireplaces. The students could plan advertisements to solicit the collection of newspapers, as well as sell the completed logs. They would use academic skills to research the worthy cause; estimate expenses and profits; and figure the logistics of collection, production, and marketing. By participating in the project, students would develop a sense of community involvement and accomplishment as they raise money to benefit a community organization.

Another option gifted students may be interesting for mentoring. They could develop a program where they become mentors to younger children and work with them throughout the school year as a service project. Students could develop an application and referral process if teachers wanted the gifted students to help in their classes with specific students needing extra attention. A rubric could be developed for the students to use in evaluating the teacher requests. By using their academic skills to develop the rubric and evaluate applications or requests, gifted students could meet the affective needs of younger at-risk students through mentoring, which would give the gifted students a sense of being needed.

Through affective education, teachers assist students in becoming more involved in their own growth, development, and fulfillment. They are permitted to assume some responsibility in their own educational planning, which will lead toward them becoming responsible, caring adults (Sonnier, 1989). If meaningful, lasting improvements in public education are to be made, it will be necessary for educators to begin the process of incorporating affective strategies into school programs (Sonnier, 1989).

Integrating an affective component into a gifted program could only be a benefit to the students, school, and society. If the basic needs of loving, belonging, self-esteem, and actualization can be met, gifted students may no longer feel the need to hide or deny their gifts and talents, which would only make the world a better place.
Regulations for Gifted Education Programs

2013

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# Regulations for Gifted Education Programs

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>1</td>
</tr>
<tr>
<td>State Definitions</td>
<td>1</td>
</tr>
<tr>
<td>Student Identification Processes</td>
<td>2</td>
</tr>
<tr>
<td>Procedural Safeguards</td>
<td>3</td>
</tr>
<tr>
<td>Local Survey Committee</td>
<td>3</td>
</tr>
<tr>
<td>Identification of Intellectually Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>Identification of Academically Gifted Students</td>
<td>9</td>
</tr>
<tr>
<td>Identification of Artistically Gifted Students</td>
<td>13</td>
</tr>
<tr>
<td>Identification of Creatively Gifted Students</td>
<td>17</td>
</tr>
<tr>
<td>Parental Permission for Placement</td>
<td>21</td>
</tr>
<tr>
<td>Annual Reassessment</td>
<td>21</td>
</tr>
<tr>
<td>Mission/Philosophy Statement</td>
<td>21</td>
</tr>
<tr>
<td>Instructional Management Plan</td>
<td>21</td>
</tr>
<tr>
<td>Programming Options</td>
<td>22</td>
</tr>
<tr>
<td>Class Size</td>
<td>23</td>
</tr>
<tr>
<td>Homework/Classwork</td>
<td>24</td>
</tr>
<tr>
<td>Gifted Teacher Units</td>
<td>24</td>
</tr>
<tr>
<td>Planning Time</td>
<td>25</td>
</tr>
<tr>
<td>Assessment Time</td>
<td>25</td>
</tr>
<tr>
<td>Proposal for Gifted Program</td>
<td>25</td>
</tr>
<tr>
<td>Monitoring and Self-Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>GEP Contact Person</td>
<td>26</td>
</tr>
<tr>
<td>Non-Compliance</td>
<td>26</td>
</tr>
<tr>
<td>Appendix A: Emerging Potential for Gifted Checklist</td>
<td>27</td>
</tr>
<tr>
<td>Appendix B: Gifted Education Program Proposal</td>
<td>28</td>
</tr>
<tr>
<td>Appendix C: MS Code 37-23-171 through 181</td>
<td>30</td>
</tr>
</tbody>
</table>
PURPOSE

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.

The purpose of the 2013 Regulations for the Gifted Education Programs in Mississippi is to ensure that gifted children who demonstrate unusually high potential as described in the proceeding 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.

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. The needs of these students should be addressed based on the program options provided in the Outcomes for Intellectually Gifted Education Programs Grades 2-8 in Mississippi.

“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.
STUDENT IDENTIFICATION PROCESSES

The student identification processes are separated into six stages for each of the four different eligibility categories: intellectually, artistically, and creatively gifted for students in grades 2-12, and academically gifted for students in grades 9-12. The six stages are: referral, LSC review of referral data, parental permission for testing, assessment, assessment report, and the LSC eligibility determination stage. When the district is developing identification procedures, the following shall be considered:

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 ensure a fair evaluation of each individual student.

The identification process shall provide an equitable opportunity for the inclusion of students with an emerging potential for gifted – students who are culturally diverse, underachieving, disabled under the Individuals with Disabilities Education Act (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 and measures administered 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.

Identification as gifted in one area does not automatically make a student eligible for services in one or more of the other areas of giftedness in Mississippi. However, a student with an intellectually gifted eligibility ruling may be served in an academically gifted program in grades 9-12 without obtaining an academically gifted eligibility ruling. Since not all intellectually gifted students are also academically gifted, and since many intellectually gifted students are not high academic achievers in all academic areas, careful consideration shall be given as to the appropriate placement in the academically gifted program. The academically gifted program shall consist of courses only in grades 9-12 deemed “gifted” by the MDE. Any district offering academically gifted courses should also offer comparable courses for students who are not gifted eligible.

Out-of-state gifted eligibilities

Each state has a unique set of eligibility criteria for placement in a gifted program. Hence, a student moving to Mississippi with a gifted eligibility from another state must satisfy Mississippi eligibility criteria before being considered for placement in the gifted program. The eligibility ruling from another state may be used to initiate the referral process in Mississippi. There is no temporary placement in the gifted program while the student goes through the eligibility process within the local district.
NOTE: Students who have a valid Mississippi gifted eligibility ruling do not have to be reevaluated. See the annual reassessment statement for information on continued placement in a gifted program. A Mississippi eligibility determination in any of the four areas shall be accepted by all school districts within state provided the district has a program in the particular area for which the student has eligibility.

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 a Local Survey Committee (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 an 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 students enrolled in the entire district, or a combination of the two.

IDENTIFICATION OF INTELLECTUALLY GIFTED STUDENTS

NOTE: Throughout the identification process, district personnel shall be careful to select measures that target the student’s strengths.
STAGE 1: REFERRAL
There are two types of gifted referral processes:

- Type One - Mass Screening Referral Process addresses those students who are mass screened for gifted eligibility.
- Type Two - Individual Referral Process addresses those students who are individually referred for gifted eligibility.

Mass Screening Referral Process
This process requires all Mississippi districts to screen all students in at least one grade level each year. Districts should use a normed group measure of intelligence in the Mass Screening Referral Process. This process should assist in identifying students in underrepresented populations. Students who obtain a full-scale score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the referral process. Students who scored at or above the 85th percentile but lower than the 90th percentile on the normed group measure of intelligence shall be subjected to an Emerging Potential for Gifted Referral Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process.

The next step in the process will consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. District personnel shall make decisions as to which measures will be used during this step of the Mass Screening Referral Process. A student shall satisfy two of the following additional criteria before moving forward to the LSC Review of Referral Data Stage:

1. a score at or above the superior range on a normed published characteristics of giftedness checklist,
2. a score at or above the superior range on a normed published measure of creativity,
3. a score at or above the superior range on a normed published measure of leadership,
4. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
5. a score at or above the 90th percentile on a normed measure of cognitive ability,
6. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
7. other measures that are documented in the research on identification of intellectually gifted students.

Individual Referral Process
This process involves students who are individually referred for gifted eligibility. 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. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process. Students participating in the Individual Referral Process shall satisfy three of the following criteria before moving forward to the LSC Review of Referral Data Stage:

1. a score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months,
2. a score at or above the superior range on a normed published characteristics of giftedness checklist,
3. a score at or above the superior range on a normed published measure of creativity,
4. a score at or above the superior range on a normed published measure of leadership,
5. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test,
6. a score at or above the 90th percentile on a normed measure of cognitive ability,
7. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or
8. other measures that are documented in the research on identification of intellectually gifted students.

Documentation of measures shall be maintained in a written document approved by the local school board indicating that the district is using the state minimal scale/percentile score criteria on all referral measures. This document shall be distributed to district administrators, school counselors, and teachers and shall be available to parents at each school site.

**NOTE:** Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

**STAGE 2: LSC REVIEW OF REFERRAL DATA**
Once the referral data have been collected, the LSC shall review all data and make one of the following recommendations:
1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or
2. the student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. the student has not satisfied minimal criteria on at least three measures and the identification process should stop.

**Provisions for Emerging Potential for Gifted Populations**
At this point the LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist should be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

**STAGE 3: PARENTAL PERMISSION FOR TESTING**
At this time, district personnel shall obtain written parental permission for testing. District personnel shall also notify parents in writing about their rights under FERPA.
**STAGE 4: ASSESSMENT**

Once the LSC has determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel shall review and compile all data available on the student. This data shall also be made available to a licensed examiner.

The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner’s manuals. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria.

District personnel shall make decisions as to 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 acceptable minimal scale/percentile scores to be used shall be documented in writing in the district’s Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE. If a district decides to raise its minimal acceptable scale/percentile score for gifted eligibility above the state minimum scale/percentile score, justification shall be provided to the MDE in writing. Included in the justification must be documentation that the district continuously addresses the Emerging Potential for Gifted guidelines as outlined in the regulations.

**Emerging Potential for Gifted**

Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered one of the following additional measures to determine eligibility:

1. A test of cognitive abilities with a minimal score at the 90th percentile,
2. A group intelligence measure with a minimal score at the 90th percentile, or
3. A district-developed matrix approved by the MDE.

Identification criteria, as approved by the MDE on the local district’s Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program.

**Potentially Twice-Exceptional Students**

Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the
individual test of intelligence (composite score or approved subtest score) or in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student’s teacher of the gifted shall meet with the review committee to discuss the student’s performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

**STAGE 5: ASSESSMENT REPORT**
District personnel shall write an Assessment Report, which must contain the following components:
1. Student’s name,
2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence,
3. Results of each measure,
4. Name of individual who administered or completed each measure and the date administered or completed,
5. Test behaviors for any individually administered test(s),
6. Interpretation of the results of each individually administered test(s),
7. Name of the person who administered the individual test of intelligence and date test was administered,
8. Qualifications of the individual who administered the individual test of intelligence,
9. Results of the individual test of intelligence to include scores on all subtests and, identified strengths and weaknesses,
10. Name of the person responsible for writing the Assessment Report, his/her signature, and position, and
11. Date of the Assessment Report.

**STAGE 6: LSC ELIGIBILITY DETERMINATION**
Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria have or have not been satisfied. The LSC shall rule that the student is or is not eligible for the intellectually gifted program.

**Parental Notification**
District personnel shall notify in writing the parents of each student tested for the intellectually gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under FERPA.
SCHEMATIC OF IDENTIFICATION PROCESS FOR INTELLECTUALLY GIFTED STUDENTS

STAGE 1
Referral

Mass Screening Process

Individual Referral Process

STAGE 2
LSC Review of Data

Meets Referral Criteria?
Yes
No

STAGE 3
Parent Permission for Testing?
Yes*
No*
*Notify the parents of FERPA rights

Meets emerging potential or twice exceptional provisions for referral?
Yes
No

STAGE 4
Assessment

Yes
Go on to Stage 4

No
End identification process

STAGE 5
Assessment Report

Yes
Go on to Stage 5

No
End identification process

STAGE 6
LSC Eligibility Determination

Meets Eligibility Criteria?
Yes
No

Yes
Notify the parents of LSC eligibility ruling and FERPA rights

NO
Acquire parental permission for placement to serve gifted eligible student

End identification process

NO
Notify the parents of LSC eligibility ruling and FERPA rights

End identification process
IDENTIFICATION OF ACADEMICALLY GIFTED STUDENTS

NOTE: Throughout the identification process, district personnel shall be careful to select measures that target the student’s strengths.

STAGE 1: REFERRAL
Students who are rising ninth graders through rising twelfth graders may be referred by a teacher, parent, peer, self, or any other person having reason to believe that the student might be academically gifted. The person initiating the referral shall sign and date the referral form. District personnel shall collect the data required to satisfy the district’s referral criteria. Only the LSC can stop the identification process once a referral form has been signed and dated.

Referral Criteria
A student shall satisfy at least two of the following criteria before moving to the assessment process:

1. Grade history of A’s and B’s in the pertinent academic area,
2. Portfolio of the student’s work indicating outstanding capabilities in the pertinent academic area (evaluated using a rubric),
3. Group or individual intelligence test administered within the last twelve months,
4. Group or individual achievement test score(s) in the pertinent academic area (individual achievement test must have been administered within the last twelve months), or
5. Other demonstrated achievement and/or potential abilities (with prior approval of the MDE).

Each district shall establish the local minimal acceptable criteria on each measure used at this stage. Documentation of the measures and minimal acceptable criteria for each shall be maintained in a written document and approved by the local school board. This document shall be distributed to district administrators, school counselors, and teachers, and shall be available to parents at each school site.

STAGE 2: LSC REVIEW OF REFERRAL DATA
Once the referral data has been collected, the LSC shall review all data and make one of the following recommendations:

1. The student has satisfied minimal criteria on at least two of the measures stage, and should move forward to the assessment,
2. The student has not satisfied minimal criteria on at least two measures; however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. The student has not satisfied minimal criteria on at least two measures, and the identification process should stop.

STAGE 3: PARENTAL PERMISSION FOR TESTING
At this time, district personnel shall obtain written parental permission for testing. District personnel shall also notify parents in writing about their rights under FERPA.
STAGE 4: ASSESSMENT
Once the LSC has determined that the student should move forward to the assessment stage, district personnel shall review all data available before deciding which measures are most appropriate to be used during assessment. After reviewing the information available, district personnel shall collect measures from at least two of the following assessment criteria. A student shall satisfy minimal state criteria on at least two of these measures.

Assessment Criteria
1. A score at or above the 90th percentile on the total score in the pertinent academic area on a norm-referenced achievement test,
2. A score at or above the 90th percentile in the pertinent academic area on a norm-referenced individual achievement test, or
3. A portfolio of the student’s work demonstrating outstanding achievement in the pertinent academic area over a period of at least six months. The portfolio shall be evaluated using a rubric approved by the MDE.

STAGE 5: ASSESSMENT REPORT
District personnel shall write an assessment report, which must contain the following components:
1. Student’s name,
2. Name of each measure used and date administered or completed,
3. Results of each measure,
4. Test behaviors for any individually administered test(s),
5. Name and credentials of individual who administered any individual test(s),
6. Interpretation of any individually administered test(s),
7. Name of the person responsible for writing the Assessment Report, his/her signature and date, and
8. The date of the Assessment Report.

STAGE 6: LSC ELIGIBILITY RULING
The LSC shall meet to review all data to determine if eligibility criteria has or has not been satisfied. The LSC shall rule that the student is or is not eligible for the academically gifted program.

NOTE: Once a student has been ruled eligible for the academically gifted program, additional eligibilities are not required to provide services in academic areas other than the area of the original eligibility ruling. However, careful consideration shall be given as to the probability of the student being successful in additional areas.

A student with an intellectually gifted eligibility ruling does not need to have an academically gifted ruling to be served in an academically gifted program. Since not all intellectually gifted students are also academically gifted, available data shall be reviewed to determine the probability that the student will be successful in the academic placement.
Parental Notification
District personnel shall notify in writing the parents of each student tested for the academically gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District shall also notify parents in writing about their rights under FERPA.
SCHEMATIC OF IDENTIFICATION PROCESS FOR ACADEMICALLY GIFTED STUDENTS

STAGE 1
Referral

STAGE 2
LSC Review of Data
Meets Referral Criteria?  
Yes  No

YES  Go on to Stage 3
NO  End identification process

STAGE 3
Parent Permission for Testing?  
Yes*  No*
*Notify the parents of FERPA rights

YES  Go on to Stage 4
NO  End identification process

STAGE 4
Assessment

YES  Go on to Stage 5
NO  End identification process

STAGE 5
Assessment Report

STAGE 6
LSC Eligibility Determination
Meets Eligibility Criteria?  
Yes  No

YES  Notify the parents of LSC eligibility ruling and FERPA rights
Acquire parental permission for placement to serve gifted eligible student
NO  Notify the parents of LSC eligibility ruling and FERPA rights
End identification process
IDENTIFICATION OF ARTISTICALLY GIFTED STUDENTS

STAGE 1: 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 artistically gifted. The person initiating the referral shall sign and date the referral form. District personnel shall collect the data required to satisfy the district’s referral criteria. Only the LSC can stop the identification process once a referral form has been signed and dated.

Referral Criteria
A statement is required from an individual with documented expertise in the visual arts indicating that the student is in the top 10% of age peers in ability in the visual arts and has an exceptionally high degree of creativity, plus one of the following:
1. Published checklist of creativity or norm-referenced test of creativity,
2. Published checklist of characteristics for the visual arts or a published test of ability in the visual arts,
3. Individual accomplishment in the visual arts such as recognition at the state level or above,
4. Portfolio of the student’s work evaluated using a rubric, or
5. Other indicators of an exceptionally high degree of ability in the visual arts (with prior approval of the MDE).
Each district shall establish the local minimal acceptable criteria on each measure used at this stage. Documentation of the measures and minimal acceptable criteria for each shall be maintained in a written document and approved by the local school board. This document shall be distributed to district administrators, school counselors, and teachers, and shall be available to parents at each school site.

STAGE 2: LSC REVIEW OF REFERRAL DATA
Once the referral data has been collected, the LSC shall review all data and make one of the following recommendations:
1. The student has satisfied minimal criteria and should move forward to the assessment stage,
2. The student has not satisfied the minimal criteria. However, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. The student has not satisfied minimal criteria, and the identification process should stop.

STAGE 3: PARENTAL PERMISSION FOR TESTING
At this time, district personnel shall obtain written parental permission for testing. District personnel shall also notify parents in writing about their rights under FERPA.

STAGE 4: ASSESSMENT
Once the LSC has determined that the student should move forward to the assessment stage, district personnel shall review all available data before deciding which measures are most appropriate to be used during assessment. District personnel shall collect measures from at least
two of the assessment criteria noted below. At least one of the criteria shall be a measure of creativity. A student shall satisfy minimal acceptable criteria on the measures used.

**Assessment Criteria**

1. Published checklist of creativity with a score in at least the superior range, or a published test of creativity with a score in at least the superior range,
2. Published checklist of characteristics for the visual arts with a score in at least the superior range, or a published test of ability in the visual arts with a score in at least the superior range, or
3. Portfolio of the student’s work (all components of the portfolio shall be the individual efforts of the student and completed during the past twelve months) evaluated using a rubric (with prior approval by the MDE) by an individual who derives his/her main source of income from working in the visual arts area and who certifies in writing that the student has an exceptionally high degree of creativity and ability in the visual arts which places them in the top 5% of their age peers in that visual arts area.

**Individual Audition**

If the student has satisfied minimal criteria as outlined above, the student shall successfully complete an individual live audition before a Panel of Experts. There must be at least three experts on the panel with no more than one being an employee of the district. The teacher in the program may not be a member of the panel. All members of the panel shall meet the following criteria:

1. Possess an advanced degree in the appropriate visual arts area or
2. Derive their main source of income from working in the appropriate visual arts area.

The district shall maintain written documentation confirming the qualifications of each member of the panel. The members of the panel shall observe the student performing in the appropriate visual arts area. The evaluation of the panel shall be performed simultaneously, independently, and without discussion of the results. Each member of the panel will complete a rubric (with prior approval by the MDE) and sign a statement certifying that they find that the student has an exceptionally high degree of creativity and exceptionally high ability in the visual arts that places them in the top 5% of age peers.

**STAGE 5: ASSESSMENT REPORT**

District personnel shall write an Assessment Report which must contain the following components:

1. Student’s name,
2. Names of at least two measures, including the scores on each measure, that were used to determine that the student satisfied minimal acceptable assessment criteria,
3. Individual audition summary,
4. Date that each measure was administered or completed,
5. Completed rubric signed and dated by each member of the panel,
6. Signed statement by each member of the panel certifying the student’s creativity and ability in the visual arts, and,
7. Name of the person responsible for writing the Assessment Report, signature and position, and date of the Assessment Report.
STAGE 6: LSC ELIGIBILITY DETERMINATION
Once the Assessment Report is finalized, the LSC shall meet and review all data and determine if eligibility criteria has or has not been satisfied. The LSC shall rule that the student is or is not eligible for the artistically gifted program.

Parental Notification
District personnel shall notify in writing the parents of each student tested for the artistically gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall also notify parents in writing about their rights under FERPA.
SCHEMATIC OF IDENTIFICATION PROCESS FOR ARTISTICALLY GIFTED STUDENTS

STAGE 1
Referral

STAGE 2
LSCE Review of Data

Meets Referral Criteria?
Yes  No

YES
Go on to Stage 3

NO
End identification process

STAGE 3
Parent Permission for Testing?
Yes*  No*
*Notify the parents of FERPA rights

YES
Go on to Stage 4

NO
End identification process

STAGE 4
Assessment

YES
Go on to Stage 5

NO
End identification process

STAGE 5
Assessment Report

STAGE 6
LSCEligibility Determination

Meets Eligibility Criteria?
Yes  No

YES
Notify the parents of LSC eligibility ruling and FERPA rights
Acquire parental permission for placement to serve gifted eligible student

NO
Notify the parents of LSC eligibility ruling and FERPA rights
End identification process

End identification process
IDENTIFICATION OF CREATIVELY GIFTED STUDENTS

STAGE 1: 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 creatively gifted. The person initiating the referral shall sign and date the referral form. District personnel shall collect the data required to satisfy the district’s referral criteria. Only the LSC can stop the identification process once a referral has been signed.

Referral Criteria
A statement is required from an individual with documented expertise in the performing arts indicating that the student is in the top 10% of age peers in ability in the performing arts and has an exceptionally high degree of creativity, and one of the following:

1. Published checklist of creativity or a published test of creativity,
2. Published checklist of characteristics in the performing arts or a published test of ability in the performing arts,
3. Individual accomplishment in the performing arts such as recognition at the state level or above,
4. Videotape of the student’s performance in the performing arts evaluated using a rubric, or
5. Other indicators of an exceptionally high degree of ability in the performing arts (with prior approval of the MDE).

Each district shall establish the local minimal acceptable criteria on each measure used at this stage. Documentation of the measures and minimal acceptable criteria for each shall be maintained in a written document and approved by the local school board. This document shall be distributed to district administrators, school counselors, and teachers, and shall be available to parents at each school site.

STAGE 2: LSC REVIEW OF REFERRAL DATA
Once the referral data has been collected, the LSC shall review all data and make one of the following recommendations:

1. The student has satisfied minimal criteria and should move forward to the assessment stage,
2. The student has not satisfied minimal criteria. However, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or
3. The student has not satisfied minimal criteria, and the identification process should stop.

STAGE 3: PARENTAL PERMISSION FOR TESTING
At this time, district personnel shall obtain written parental permission for testing. District personnel shall also notify parents in writing about their rights under FERPA.

STAGE 4: ASSESSMENT
Once the LSC has determined that the student should move forward to the assessment phase, district personnel shall review all available data before deciding which measures are most appropriate to be used during assessment. District personnel shall collect measures from at least two of the categories of assessment measures. At least one of the measures shall be a measure of creativity. A student shall satisfy minimal acceptable criteria on the measures used.
Assessment Criteria

1. Published checklist of creativity with a score in at least the superior range, or a published test of creativity with a score in at least the superior range,
2. Published checklist of characteristics for performing arts with a score in at least the superior range, or a published test of ability in the performing arts with a score in at least the superior range, or
3. Videotape of the student’s performance (must have been taped within the past twelve months) evaluated using a rubric (with prior approval by the MDE) by an individual who derives their main source of income from working in the pertinent performing arts area and who certifies in writing that the student has an exceptionally high degree of creativity and ability in the performing arts which places them in the top 5% of age peers.

Individual Audition

If the student has satisfied the minimal criteria as outlined above, the student shall successfully complete an individual live audition before a Panel of Experts. There must be at least three experts on the panel with no more than one being an employee of the district. The teacher in the program may not be a member of the panel. All members of the panel shall meet the following criteria:

1. Possess an advanced degree in the appropriate performing arts area or
2. Derive main source of income from working in the appropriate performing arts area.

The district shall maintain written documentation confirming the qualifications of each member of the panel. The members of the panel shall observe a live performance by the student in the appropriate performing arts area. The evaluation of the panel shall be conducted simultaneously, independently, and without discussion of the results. Each member of the panel will complete a rubric (with prior approval of the MDE) and sign a statement that they find that the student has an exceptionally high degree of creativity and an exceptionally high ability in the performing arts that places them in the top 5% of age peers.

STAGE 5: ASSESSMENT REPORT

District personnel shall write an Assessment Report which must contain the following components.

1. Student’s name,
2. Name of at least two measures, with the score on each measure, that were used to determine that the student satisfied minimal acceptable assessment criteria,
3. Individual audition summary,
4. Date that each measure was administered or completed,
5. Completed rubric signed and dated by each member of the panel,
6. Signed statement by each member of the panel certifying the student’s creativity and ability in the performing arts,
7. Name of person responsible for writing the Assessment Report, signature and position, and
8. Date of the Assessment Report.
STAGE 6: LSC ELIGIBILITY DETERMINATION
Once the Assessment Report is finished, the LSC shall meet and review all data and determine if eligibility criteria has or has not been satisfied. The LSC shall rule that the student is or is not eligible for the creatively gifted program.

Parental Notification
District personnel shall notify in writing the parents of each student tested for the creatively gifted program about the assessment results. District personnel shall offer to explain any of the results about which the parents have questions. District personnel shall offer to explain any of the results that parents have questions about. District personnel shall also notify parents in writing about their rights under FERPA.

Sample Parent Notification Form:
DATE: ______________________
TO: ______________________

Your child was referred to our gifted program – WINGS.

At this present time your child does not meet the referral criteria for consideration toward eligibility in the intellectually gifted program. Below is the two-step process for referral.

Referral Criteria:
Step 1: 90th percentile value on a group measure of intelligence, normed achievement area, or normed measure of cognitive abilities. The process stops if the 90th percentile is not met.
Step 2: 90th percentile or superior range on normed characteristics of giftedness, creativity, or leadership

| Your child did not make the 90th percentile on Step 1.  
| Scored: ________ |
| Your child made the 90th percentile on Step 1 but did not make the 90th percentile on Step 2.  
| Scored: ______________ |

In order for your child to be considered eligible to be tested for the gifted program, your child must meet both of the above criteria. If you require further explanation of this information, please feel free to your child’s school.
SCHEMATIC OF IDENTIFICATION PROCESS FOR CREATIVELY GIFTED STUDENTS

STAGE 1
Referral

STAGE 2
LSC Review of Data

Meets Referral Criteria?
Yes  No

YES  Go on to Stage 3
NO   End identification process

STAGE 3
Parent Permission for Testing?
Yes*  No*
*Notify the parents of FERPA rights

YES  Go on to Stage 4
NO   End identification process

STAGE 4
Assessment

YES  Go on to Stage 5
NO   End identification process

STAGE 5
Assessment Report

STAGE 6
LSC Eligibility Determination

Meets Eligibility Criteria?
Yes  No

YES
Notify the parents of LSC eligibility ruling and FERPA rights
Acquire parental permission for placement to serve gifted eligible student

NO
Notify the parents of LSC eligibility ruling and FERPA rights
End identification process
PARENTAL PERMISSION FOR PLACEMENT

After a student has been ruled eligible for one of the gifted programs, written parental permission for placement shall be obtained before the student is placed in the program.

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, students 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 is 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 a 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. Each local school district should have a policy in place as to how this hearing will be conducted and how the lack of agreement will be resolved.

MISSION/PHILOSOPHY STATEMENT

Each district shall have on file a written Mission/Philosophy Statement with accompanying goals and objectives. This statement shall be available to administrators, teachers, and counselors, and available to parents at the school site.

INSTRUCTIONAL MANAGEMENT PLAN (IMP)

Each local school district shall have a written IMP for the intellectually gifted program and for all other gifted programs (academically gifted, artistically gifted, and/or creatively gifted) that the district offers. The IMP shall include, at a minimum, the following components:
1. District mission/philosophy statement, including goals and objectives;
2. The components of the Mississippi Gifted Education Program Standards:
   a. Differentiated activities,
   b. Scope and sequence of program process skills (outcomes),
   c. Career exploration and life skills,
   d. Exposure to and appreciation for the visual and performing arts,
   e. In-class counseling/guidance for gifted students,
   f. Social-emotional needs of gifted students,
   g. Affective needs of gifted students, and
   h. Needs of gifted at-risk students; and
3. Program outcomes for the specific gifted program(s) offered.
PROGRAMMING OPTIONS

INTELLECTUALLY GIFTED PULL-OUT (GRADES 2-8)
A group of all intellectually gifted students is provided services by a properly endorsed teacher in a self-contained room for a recommended 300 minutes per week, or a minimum of 240 minutes 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.

INTELLECTUALLY GIFTED (GRADES 9-12)
Intellectually gifted students in grades 9-12 may be served in an academically gifted program. They may also be served in an enrichment pull-out program like the one for intellectually gifted students in grades 2-8. They shall be provided these services by a properly licensed teacher holding a gifted endorsement. The class shall satisfy time requirements for a Carnegie Unit course.

ACADEMICALLY GIFTED (GRADES 9-12 ONLY)
The Mississippi Gifted Education Act of 1989 requires that the GEP shall be in addition to and different from the regular program of instruction. Not all academic classes have been approved for the academically gifted program. Local district personnel should reference the gifted section in the Approved Courses for the Secondary Schools of Mississippi to determine if a course may be taught as part of an academically gifted program. The IMP for the course must show how it is in addition to and different from the same course if it were taught in the regular education program. Teachers shall have a valid teaching license in the appropriate secondary area and the gifted endorsement. The class shall satisfy time requirements for a Carnegie Unit Course.

ARTISTICALLY OR CREATIVELY GIFTED PULL-OUT (GRADES 2-8)
Artistically gifted or creatively gifted students are provided services by a properly endorsed teacher in a self-contained classroom for a recommended 300 minutes per week, or a minimum of 240 minutes per week. The activities should develop and enhance the process skills in the outcomes document and the integration of advanced content and individual students’ interest. Activities should also create an appreciation for the multicultural composition of the school and community. The IMP must show how the activities are in addition to and different from classes in the visual/performing arts if they were taught in the regular education program.

ARTISTICALLY OR CREATIVELY GIFTED (GRADES 9-12)
Artistically gifted or creatively gifted students shall be provided courses appropriate to their eligibility ruling. Local district personnel should reference the gifted section in the Approved Courses for the Secondary Schools of Mississippi to determine if a course may be taught as a part
of an artistically gifted or creatively gifted program. The IMP for the program must show how it is in addition to and different from the same course if it were taught in the regular education program. The teacher shall have a valid teaching license in the appropriate secondary area and the gifted endorsement. The district may elect to serve the students in a resource program like the one for artistically gifted or creatively gifted students in grades 2-8. The IMP and the teacher’s credentials are the same as mentioned previously. The class shall satisfy time requirements for a Carnegie Unit course.

DUAL ENROLLMENT
High School students may attend regular classes part of the day and attend one or more classes at a higher grade level within the district, at an Institution of Higher Learning (IHL), or a Community or Junior College (CJC) for a part of the day. All expenses related to attendance at an IHL are the sole responsibility of the student’s family. The classes should be in an academic area identified as a strength during the eligibility process and an academic area of intense personal interest for the student.

NOTE: There is no funding from the state for this option. Students must meet the criteria for participating in dual enrollment classes.

INDEPENDENT STUDY
Students are allowed to conduct an in-depth individual investigation under the supervision of a properly endorsed teacher of the gifted. The student must develop a written contract with the teacher before beginning the investigation. The contract should include the reason for the investigation, the time-line for the investigation, the expected final product, and the expert audience that will critique the final product.

NOTE: A Carnegie Unit may be awarded for the independent study if the student is enrolled in the “Field Experience” course in tandem with the intellectually gifted enrichment pull out course in grades 9-12.

MENTORSHIP
The gifted student is assigned as an intern to a professional or expert in a selected field related to the student’s interest. The student shall develop a written contract with the teacher of the gifted and the mentor.

CLASS SIZE
The Mississippi Gifted Education Act of 1989 requires teachers of the gifted to provide a gifted program that meets the individual needs of the gifted students being served. The recommended size of each class in grades 2-8 is 8-12 students. While local districts have flexibility in the operation of programs, general education class size as mandated in the accreditation standards is inappropriate for gifted classes. The integrity of the program shall be maintained.
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, artistically gifted students, and/or creatively gifted students, by virtue of having been granted one of those gifted eligibility rulings, to make all A’s and B’s. The exception is academically gifted students in grades 9-12 who have been ruled eligible based upon exceptionally high academic achievement in the pertinent area being served.

GIFTED TEACHER UNITS

The gifted education program is an add-on program funded by the state legislature through the Mississippi Adequate Education Program. Gifted teacher units in grades 2-6 shall be calculated as follows:

1. The first teacher unit shall be funded on the basis of a minimum of 20 identified and participating students.
2. The second gifted teacher unit shall be funded when there are 41 identified and participating students.
3. Additional gifted teacher units shall be funded based on the 40 + 1 formula.
4. The teacher serving fewer than 20 students, more than 60 students, or working less than full time in the gifted program shall be prorated.
5. No student may be counted more than once for the purpose of justifying funding of a gifted teacher unit.
6. The data entered into the Mississippi Student Information System (MSIS) shall be the official numbers for the purposes of funding gifted teacher units.

NOTE: If funds are available for permissible programs in grades 7-8, the teacher unit funding formula shall be the same as it is for grades 2-6.

If funds are available for permissible programs in grades 9-12, gifted teacher units in grades 9-12 shall be funded as follows:

1. If a teacher serves at least 7 identified and participating students and no more than 14 identified and participating students, that class period shall be funded.
2. If a teacher serves fewer than 7 identified and participating students or more than 14 identified and participating students, that class period shall be considered for prorated funding.
3. If a teacher serves at least 7 identified and participating students and no more than 14 students (some of whom are not identified), the class period shall be prorated based upon the percentage of identified students in the class.
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 develop activities to meet the individual needs of 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. Additional teachers of the gifted may be assigned assessment time based upon the following formula:
- 1-300 gifted students district wide = 1 assessment teacher
- 301-600 gifted students district wide = 2 assessment teachers
- 601-900 gifted students district wide = 3 assessment teachers

Additional assessment time is earned on multiples of 300 + 1 gifted students.

PROPOSAL FOR GIFTED PROGRAM

The Proposal for Gifted Program Form must be submitted to the State Board of Education 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 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 MDE Office of Curriculum and Instruction for approval prior to implementing those changes.

MONITORING AND SELF-EVALUATION

Local gifted education programs shall be monitored by the Office of Curriculum and Instruction.

Each district shall submit to the MDE a copy of the local GEP self-evaluation by June 30 each year. The district shall also maintain a copy on file. 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. A sample self-evaluation document is available online, located in the Advanced Learning and Gifted area of www.mde.k12.ms.us/ci. 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 maintained on file in the district with the evaluation for each rating of 1. The corrective action plan should be succinct.
**GEP CONTACT PERSON**

Each local district superintendent shall appoint at least one, but no more than two GEP Contacts. These individuals are the link between the district and the Office of Curriculum and Instruction at the MDE. This is not intended to be an additional administrative position at the district level. At least one of the GEP Contacts in the district shall hold a valid gifted endorsement. It is the responsibility of these individuals to keep the superintendent informed about the local gifted education program and all communications from the MDE regarding gifted education programs.

**NON-COMPLIANCE**

Districts must comply with the requirements of the Mississippi Gifted Education Act of 1989 (MS Code 37-23-171 through 181), the requirements of the *Mississippi Gifted Education Program Standards*, the requirements of these gifted program regulations, and the requirements of the *Mississippi Public School Accountability Standards* related to gifted education programs. If a district does not comply with the above requirements or fails to correct a problem identified during a program monitoring visit, the district accreditation status may be downgraded and state funds for the gifted program may be withheld until such time that compliance occurs. The hearing and appeals procedures related to accreditation are outlined in Accreditation Policy 6.0 as indicated in the *Mississippi Public School Accountability Standards*. 
## Appendix A: Emerging Potential for Gifted Checklist

*(Note: Complete this checklist only if there is reason to believe the student will have emerging potential for gifted during the identification process.)*

District personnel shall complete this checklist for any student referred for the gifted program that satisfies one or more of the descriptors for emerging potential for gifted, listed under the Student Identification Processes section of the Gifted Regulations. If some of these elements fit the student being considered, the student could be at a disadvantage when certain measures are used during the identification process. This information is only to be considered when selecting appropriate measures during the identification process.

**Student:** ___________________________  **Grade:** _____  **Teacher:** ________________

**District:** ___________________________  **School:** ___________________________  **Date:** ________________

**Questionnaire Completed By:** ________________________________________________

### Option I

A student who has been diagnosed with ADD/ADHD qualifies for use of the emerging potential for testing criteria as defined in the regulations.

**Date of Diagnosis:** ________________  **Person making diagnosis:** ___________________________

*(Attach a copy of diagnosis and recommendations.)*

### Option II

If the student satisfies five (5) or more of the following criteria, the student may be considered for emerging potential for testing criteria as defined in the regulations.

- _____ The student has limited English proficiency or English is not the primary language in the home.
- _____ Non-standard English interferes with learning activities.
- _____ There is evidence of frequent moves from one school to another or one district to another.
- _____ Few academic enrichment opportunities are available in the home or local neighborhood.
- _____ Home or after-school responsibilities may interfere with the student’s learning activities.
- _____ Cultural values may be in conflict with dominant culture.
- _____ There is a lack of access to cultural activities within the dominant culture.
- _____ The student has poor reading skills.
- _____ The student is frequently absent.
# Appendix B: Gifted Education Program Proposal

**District __________________________ Phone __________________________**

**Gifted Contact Person**

<table>
<thead>
<tr>
<th>INTELLECTUALLY GIFTED</th>
<th>Name of Instrument</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Group intelligence test(s)</td>
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<td></td>
</tr>
<tr>
<td>-Characteristics of giftedness checklist</td>
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<td></td>
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<td>-Measure of creativity</td>
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<td>-Measure of leadership</td>
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<th>ACADEMICALLY GIFTED</th>
<th>Name of Instrument</th>
<th>Score</th>
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<tbody>
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<td>-Group achievement test(s)</td>
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<td>-Individual achievement test</td>
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<td></td>
</tr>
<tr>
<td>-Portfolio*</td>
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</tbody>
</table>

*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.*

<table>
<thead>
<tr>
<th>ARTISTICALLY GIFTED</th>
<th>Name of Instrument</th>
<th>Score</th>
</tr>
</thead>
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<td>-Measure of creativity</td>
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<td></td>
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<td>-Measure of ability in visual arts</td>
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<td>-Portfolio*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.*
### CREATIVELY GIFTED

Check the categories of instruments to be used during the identification process. Only complete the name of the instrument(s) and minimal score if establishing a minimal acceptable criteria higher than that stated in the regulations:

<table>
<thead>
<tr>
<th>Name of Instrument</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure of creativity</td>
<td></td>
</tr>
<tr>
<td>Measure of ability in performing arts</td>
<td></td>
</tr>
<tr>
<td>Portfolio*</td>
<td></td>
</tr>
</tbody>
</table>

*A copy of the rubric that will be used to evaluate the portfolio, including the minimal acceptable score, must be submitted for approval with the program proposal.

### TYPE OF PROGRAM(S)

Check all that apply for the district and indicate the grade level(s) in which each program will be implemented:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>GRADE LEVEL(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Intellectually Gifted Resource*</td>
<td>*Mandated in grades 2-6</td>
</tr>
<tr>
<td>-Academically Placement*</td>
<td>*Available in grades 9-12 only</td>
</tr>
<tr>
<td>-Artistically Gifted Resource</td>
<td></td>
</tr>
<tr>
<td>-Creatively Gifted Resource</td>
<td></td>
</tr>
<tr>
<td>-Dual Enrollment</td>
<td></td>
</tr>
<tr>
<td>-Independent Study</td>
<td></td>
</tr>
<tr>
<td>-Mentorship</td>
<td></td>
</tr>
</tbody>
</table>

### APPROVAL OF PROPOSAL

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent Signature</td>
<td></td>
</tr>
<tr>
<td>GEP Contact Person’s Signature</td>
<td></td>
</tr>
</tbody>
</table>

**Below is for MDE use only:**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Director’s Signature</td>
<td></td>
</tr>
<tr>
<td>Bureau Director’s Signature</td>
<td></td>
</tr>
</tbody>
</table>
§ 37-23-171. Short title

Sections 37-23-171 through 37-23-181 shall be known and may be cited as the "Mississippi Gifted Education Act of 1989."


§ 37-23-173. Legislative findings and declarations; purpose

The Legislature finds and declares that there are many children in the State of Mississippi who are intellectually, academically, creatively and/or artistically gifted and who require additional opportunities to allow them to develop their capabilities to their fullest potential.

Consequently, it is the purpose of Sections 37-23-171 through 37-23-181 to provide for a uniform system of education for gifted children in the public schools of Mississippi, to provide for a nondiscriminatory process of identification of these children, to provide for periodic evaluation of the program and its benefit to the gifted children, and to insure that gifted children are identified and offered an appropriate education.

Further, it is the intent of the Legislature that local districts be given as much flexibility as possible in the operation of their programs and that there be parental involvement in the development and conduct of their programs.


§ 37-23-175. Definitions

For purposes of Sections 37-23-171 through 37-23-181, the following terms shall have the following meanings unless the context shall prescribe otherwise:

(a) "Gifted children" shall mean children who are found to have an exceptionally high degree of intellect, and/or academic, creative or artistic ability.

(b) "Gifted education" shall mean programs for instruction of intellectually gifted children within Grades 2 through 12 and programs for instruction of academically gifted children within Grades 9 through 12 and programs for instruction of creative or artistically gifted children within Grades 2 through 12 of 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.
(c) "Department" shall mean the State Department of Education.

(d) "Board" shall mean the State Board of Education.


§ 37-23-177. General powers and duties of board of education

The board shall have the following powers, duties and responsibilities:

(a) To promulgate and enforce rules, regulations and guidelines to implement the provisions of Sections 37-23-171 through 37-23-181;

(b) To provide technical assistance to local school district personnel in the development, implementation, evaluation and modification of gifted education programs for gifted children;

(c) To review and approve or deny all local school district gifted education programs, or changes therein, submitted pursuant to Sections 37-23-171 through 37-23-181;

(d) To accept and distribute federal funds or funds made available from other sources;

(e) To develop certification requirements for all teaching or nonteaching personnel employed in gifted education programs;

(f) To develop staff development programs for personnel employed in gifted education programs;

(g) To collect such data from all local school districts as may be required to implement Sections 37-23-171 through 37-23-181;

(h) To disseminate information on quality gifted education programs; and

(i) To withhold funds from any school district which refuses or fails to comply with the provisions of Sections 37-23-171 through 37-23-181.


§ 37-23-179. Promulgation of rules, regulations, and guidelines; office for gifted education; implementation of programs of gifted education by local school districts; funding of programs

(1) The board shall specifically promulgate rules, regulations and guidelines which establish model programs of gifted education and also establish minimum criteria for gifted education programs. In providing programs of gifted education, the local district may use the model
programs prepared by the board or may itself develop programs of gifted education which, prior to being implemented, shall be approved by the board, provided, that no such plan or program shall be approved or continued unless it meets the minimum criteria established by the board.

(2) There is hereby created within the department an office for gifted education which shall be staffed by such professional, support and clerical personnel as may be necessary to implement the provisions of Sections 37-23-171 through 37-23-181.

(3) All local school districts may have programs of gifted education for intellectually, creatively and/or artistically gifted students in Grades 2 through 12 and for academically gifted students in Grades 9 through 12 approved by the board. Beginning with the 1993-1994 school year, all local school districts shall have programs of gifted education for intellectually gifted students in Grade 2, subject to the approval of the State Board of Education and the availability of funds appropriated therefor by line-item. Beginning with the 1994-1995 school year, all local school districts shall have programs of gifted education for intellectually gifted students in Grades 2 and 3, subject to the approval of the State Board of Education. Beginning with the 1995-1996 school year, all local school districts shall have programs of gifted education for intellectually gifted students in Grades 2, 3 and 4 subject to the approval of the State Board of Education. Beginning with the 1996-1997 school year, all local school districts shall have programs of gifted education for intellectually gifted students in Grades 2, 3, 4 and 5, subject to the approval of the State Board of Education. Beginning with the 1997-1998 school year, all local school districts shall have programs of gifted education for intellectually gifted students in Grades 2, 3, 4, 5 and 6, subject to the approval of the State Board of Education. The programs shall be funded as a part of the exceptional child programs in accordance with Section 37-19-5(3). Each local school district shall include as a part of its five-year plan a description of any proposed gifted education programs of the district. State funded teacher units for gifted education programs for fiscal year 1994 and thereafter shall be at least the number funded for gifted education programs for fiscal year 1993 and any additional numbers that may be funded by appropriation of the Legislature for those programs. Additional programs above the number authorized statewide and expansion of programs using state funds shall be allowed only in years in which the funding for gifted education teacher units exceeds the number funded for fiscal year 1993. In the Minimum Education Program appropriation bill each year, there shall be a line item specifying the number of special education teacher units that are to be used for gifted education programs.


Sections 37-23-171 through 37-23-181 shall be in addition to and supplemental to the provisions of Sections 37-23-121 through 37-23-131, known as the "Mississippi Learning Resources Law of 1974."