

KIRKSVILLE R-III SCHOOL DISTRICT

PROGRAM FOR GIFTED STUDENTS

Amended Fall 2011

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KIRKSVILLE R-III SCHOOL DISTRICT

POLICIES AND PROCEDURES FOR THE GIFTED PROGRAM

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Guidelines

The Gifted Program's purpose is to provide an educational environment beyond that offered in the regular school program and to meet the identified needs of the gifted student. The type of programming requires a differentiated instructional program which involves higher cognitive process and concepts, and teaching methods which meet students who are gifted, advanced abilities and style of learning.

Program Goals

The district goals include identifying all gifted students, providing differentiated programming, providing staff development, and involvement in community. The district will seek funds through grants and local monies to provide materials, equipment and facilities to maintain a quality program. Staff development will address content, process, products, and training for general education teachers. Appendix A contains information on the State Assisted Program and Administrative Rule; Comprehensive Service Model; Pull-Out Model with Beliefs, Mission, Goals, and Objectives; and Collaborative Model with Beliefs, Mission, Goals and Objectives.

Identification and Evaluation

Student identification involves four stages: referral, screening, individual evaluation and qualification or placement (Appendix B).

Screening and Referral:

Screening information is obtained from the permanent records and other sources. Information must include state and nationally-normed achievement scores, group intelligence test scores, the previous grades, anecdotal records demonstrating creative problem solving and general creativity, recommendations from teachers, parents, and other personnel and other assessments. If a student transfers with a 96th percentile total battery or composite on a nationally normed achievement test (or other test scores) the building counselor will screen this information. The following protocol will be followed within a quarter.

Referral checklists	Screening Schedule	Committee review	Individual Evaluation	Committee Review & Identification	Notification
Submitted to counselor by January 31	February 15- March 15	March 15-April 15	April 15-May 15	Deadline May 22	Before June 1

Parents, teachers, principals, or other school staff referrals will be submitted to the guidance counselors. The building counselors will compile scores from the achievement tests and share this information with the review committee which must include a gifted specialist. The counselor will communicate with the referring staff member, parent, and teacher of the gifted to determine if the referral information meets the criteria for testing. Screening criteria includes, but is not limited to:

1. Curriculum based assessments
2. Achievement test scores

3. Teacher recommendation
4. Grades
5. Anecdotal
6. Portfolios

The committee has the authority to recommend gifted assessment when circumstances dictate it's in the best interest of the student. Characteristics of gifted students are listed in Appendix D.

If the team determines further information is required, a letter and permission for evaluation will be sent to the student's parents/legal guardians (Appendix C) by the counselor.

Individual Evaluation:

Beginning no later than April 15, the guidance counselor will initiate one or more of the following assessments:

1. Wechsler Intelligence Scale for Children-IV (WISC-IV)
2. Stanford-Binet Intelligence Scale-IV
3. Screening Assessment for Gifted Elementary Students (SAGES) (Problem Solving/Critical Thinking assessment)
4. Williams' Creativity Assessment Packet
5. Wide Range Achievement Test (WRAT)
6. Kaufman Brief Intelligence Test (K-BIT)

A single re-evaluation by program personnel can be requested based on the following circumstances: 1) two years have elapsed since the previous intelligence test was administered; 2) written documentation from the parent or a physician documenting that a child was ill during the first testing session or was absent from school the day prior to or after testing due to illness; or 3) written documentation from a physician that a child was tested prior to being diagnosed with a disability that could have adversely affected testing performance (Rockwood School District).

Selection:

The review committee, which includes a gifted specialist, will meet no later than May 22 to determine if the student's diagnostic results meet the criteria for placement in the Gifted Program. The committee will discuss delimitations and limitations that might impact the validity and reliability of the evaluation process. The counselor will place assessment results in the student's cumulative folder and give the teacher of the gifted a copy of the test summary sheet. A letter informing the parents/legal guardians of the results must be sent by the counselor (Appendix C). If the student is eligible parents/legal guardians must sign the permission for services (Appendix C) and return the form to the school office.

For the student to be eligible selection criteria must be met:

1. Intellectual Ability: Scores on an individual intelligence test at or above the 96th percentile or two scores from group intelligence tests, both at or above the 96th percentile.

2. Academic Ability: Scores on standardized achievement tests at or above the 96th percentile. Scores on the Terra Nova or any nationally normed test are sufficient if at or above the 96th percentile and an individualized achievement score is not necessary.
3. Creativity, Reasoning, and Problem Solving: An instrument such as the Williams or SAGES will indicate outstanding ability.
4. Performance: Nominations supported by documented evidence of outstanding performance by one or more persons (teachers, staff, external professionals, peers, and parents) which could include checklists. Also, outstanding performance in a general academic area and other areas.

Students Transferring Into Kirksville:

A review committee, which must include a gifted specialist, will determine if transfer records include equivalent placement requirements. If so, the student will be placed in the Kirksville R-III Schools' Gifted Program. If not, further evaluation is needed to determine whether a transfer student qualifies for placement.

Withdrawal:

When a student is not successful in the Kirksville R-III Schools' Gifted Program a review committee which must include a gifted specialist will convene to re-evaluate and determine the best placement for the student.

Caseloads

The gifted program should provide adequate instructional time and sufficient number of students for each instructional position. Class or group size should not exceed 15 nor be less than 5 students. The Kirksville R-III Gifted Program is an Educational Resource Teacher (ERT) Model with collaboration. The teacher of the gifted provides direct instruction to groups of students who are gifted in a "pull out" program from the regular classroom for one or more sessions per week. Eighty percent of the ERT's time may include small group instruction, arranging mentorships, directing independent study, helping classroom teachers modify instruction to meet the needs of gifted students who are in their classroom (e.g., curriculum compacting), horizontal enrichment, classroom observations for the purpose of evaluating gifted student, designing or providing special activities to meet the affective needs of gifted students, and working with gifted students within the regular classroom.

During the other 20 percent or less of the ERT's time, allowable activities include serving on an instructional team to help teachers modify curriculum for gifted students and other advanced learners and conducting occasional demonstration lessons within the regular classroom. However, such demonstration lessons should not be a regular assignment for the ERT and should not constitute release time for the classroom teacher. Another allowable activity, when done as part of the regular school day, is coordinating contests such as Odyssey of the Mind or Future Problem Solving, which may include students other than identified gifted students. Coordinating contests, however, should not be construed as requiring the ERT to sponsor extensive out-of-school activities.

Student contact hours at the elementary vary from 5 hours a week, at the middle school/junior high 5 periods a week. The number of gifted students in the program shall be no more than 5% plus exemption of the enrollment in the school district. The state recommends a caseload of approximately 25 or more students per teacher based on 300 or more minutes per week. (Appendix E).

Records

The teacher of the Gifted Program will maintain the teacher records of students who qualified for the program and the counselor will maintain the permanent test of the students who qualified and did not qualify. The files for the gifted will contain a copy of the cover letter to the parents regarding testing, the test composite page with scores, the protocols, teacher questionnaire, the letter notifying the parents about eligibility, and permission for the student to participate in the gifted program. Consent to participate must be granted yearly by the qualifying student's parents/legal guardians. The files should be kept in a locked cabinet. Records will also be kept regarding number of referrals, qualifying and non-qualifying students and participation.

The teacher will maintain records and reports for student evaluation. At the end of the year, the teachers will turn in a report to the Director of Gifted. This report would include numbers, evaluation of student, and an evaluation of the program. The teacher of the gifted will monitor student progress throughout the year. At any time, a student is having difficulties or achievement is declining, the teacher of the gifted will refer this child back to the team. The team will meet to determine appropriateness of placement and if the program is meeting the needs of the student.

Program Components

Elementary:

The program for students who are gifted (K-5) provides differentiated instruction (appendix F), incorporating content and processes based on high levels of thinking (Bloom's Taxonomy) and creativity in the areas of language arts, social studies, science, mathematics and affective education. The higher level cognitive approach with an integrated curriculum will provide experiences outside the regular classroom instruction to the students in the gifted program who have varied individual needs. The activities will help students to explore, investigate and expand their knowledge base, as well as challenge, stimulate, and motivate the students to complete projects. These activities will be an accelerated program aimed at high-level conceptualization and higher thinking skills. The program will also provide collaboration between the classroom teacher and the teacher for the students who are gifted to enhance understanding of the way students who are gifted learn, methodologies, strategies, and compacting within the regular education classroom (Appendix G). The ERT or teacher of the gifted will spend 20% of the time with general classroom activities. These activities can include serving on an instructional team helping teachers modify curriculum for students who are gifted and other advanced learners, working with individual teachers on modifying and compacting when related to students who are gifted, conducting occasional demonstration lessons in general education classroom, coordinating contests (not sponsoring extensive out of school activities). The teachers may fill out a Request for Assistance form requesting various assistance (Appendix D).

An orientation will be held for qualifying students and parents/legal guardians at the beginning of each school year. Individual orientations will be held as needed, throughout the year.

Services will be provided through a pull-out model and teacher collaboration. The students will be in the program for five hours a week. The purpose is to provide enrichment in order to meet the needs of the student. The student participating in the gifted program can be excused from standard classroom assignments and activities missed during the scheduled “class”. In such cases where make-up is required an extension of time should be commensurate with the routine absentee policy for their classroom. Students should not be penalized for participating in the program for gifted students. Students in grades 2-5 are accountable for concepts, principles, and strategies presented while they are out of the classroom. Compacting is recommended. Most students attending classes for the gifted have projects and assignments from the gifted teacher. The homework policy is in Appendix H.

Scheduling for students in the gifted program will be full-day scheduling at the elementary level and periods at the secondary level. If a conflict with special classes exists the teacher of the gifted program will meet with the parents, classroom teacher and specialist in regards to scheduling. Conflicts in scheduling will be avoided if possible.

Middle School/Junior High:

The program for gifted students (grades 6-8) provides differentiated instruction, incorporating content and higher level thinking skills (Bloom’s Taxonomy) in the areas of language arts, math, social studies, science, and affective education. The activities are to provide experiences outside the general education program. The students will learn to develop a proposal or contract for projects. Within this cooperative plan, the student will explore and choose enrichment activities that correlate with their language arts, math, social studies, science or other curricula. These plans will help guide a student in developing a product to be shared with audiences, working cooperatively in groups, building leadership skills and developing social skills. Collaborative programming with the classroom teachers will help to build differentiated instruction in the regular education class (Appendix G). Other activities may include after school activities, affective groups, mentorships, etc.

High School:

The program for students who are gifted (grades 9-12) allows the students to obtain services through a variety of options. Dual Enrollment Weighted Classes, Capstone, (affective needs included) and afterschool activities. Students may enroll in Capstone Class and elect to do a mentorship with an individualized project. This is a pull-out class, non-weighted, and graded. The student will choose a project. The project may vary from research experiments, to presentation. Projects will be developed through written papers, portfolios, exhibitions, videos, etc. The class may include class for affective needs or individual projects. Another option is after school activities which might be a quiz bowl, game night, or community service.

Program Curriculum

The curriculum for the gifted program is based on creativity, problem solving, research, communications, thinking skills, and affective education. The curriculum is developmental and builds on the skills taught the previous years in the six areas (see Appendix I).

The curriculum was developed using a combination of Bloom's Taxonomy, Torrence's Creativity, Odyssey of the Mind process, Suchman's Questioning Techniques, DeBono's Productive Thinking Strategies, etc. (see Appendix J for references and reading list).

Program Evaluation

The Elementary Gifted Program will be evaluated by student, teacher, and parent assessment. Student projects will be evaluated by student's self-assessment and teacher evaluation. Parent contact and conference will be through a parent meeting in the fall and spring. The teacher of the gifted program will send narrative evaluations at the end of each semester. Student, parent, and classroom teacher questionnaires will be disseminated by the teacher of the gifted program at the end of the year to gather information related to content, learning, and program delivery.

The Junior High School Program for the Gifted will be evaluated by goal mastery on projects. The end of the year questionnaire will evaluate content, learning, and program delivery. Also, student questionnaires will provide input about content, learning and program delivery. (Samples of a questionnaire for evaluation are in Appendix K.)

District Evaluation

Based on information and reports from the teachers of the Gifted Program, the Director of Gifted will write an overall evaluation. This evaluation will be used to make revisions in the program components, develop curriculum, propose budget and so forth. This final report will summarize students' progress and overall program effectiveness.

Teacher Certification

Certification For Teachers of Gifted

- I. General Requirements:
 - A. A valid Missouri teaching certificate
 1. For areas with certification, this certificate must be at the grade level(s) or in the subject area(s) of the teaching assignment.
 2. For areas without certification, this certificate must be in a related area at the grade level(s) assigned, with competencies in the teaching area.
 - B. Two years teaching experience in the classroom
 - C. Psychology/Education of the Exceptional Child

I. Professional Requirements:

- A. A minimum of nine semester hours selected from five basic fields of knowledge:
 - 1. A Survey of Gifted and Talented Education
 - 2. Program Planning and Development: An Understanding of Administration and Supervision of Gifted Programs
 - 3. Screening, Assessing, and Evaluating Gifted Students
 - 4. Curriculum and Instruction for the Gifted
 - 5. Meeting the Affective Needs of Gifted Children
- B. A minimum of one graduate course in research procedures.
- C. A three semester credit hour practicum, beyond the courses required for elementary and secondary certification, involving college or university supervised instruction of gifted students. (The practicum is waived for teachers who can verify a minimum of two years teaching experience in a state-approved gifted program.)
- D. Teachers with three or more years of experience in a state-approved gifted program may receive credit for up to six credit hours of required course-work based on documentation of successful completion of other related courses or clock hours of inservice training.

AFTER SEPTEMBER 1, 1995, IN ORDER TO RECEIVE FUNDING FOR GIFTED EDUCATION PROGRAMS, A DISTRICT MUST EMPLOY FULLY CERTIFICATED TEACHERS IN THE AREA OF GIFTED EDUCATION.

APPENDIX A

STATE ASSISTED PROGRAM FOR GIFTED

STATE ADMINISTRATIVE RULE

PULL-OUT MODEL

BELIEFS

MISSION

GOALS

OBJECTIVES

COLLABORATIVE MODEL

BELIEFS

MISSION

GOALS

OBJECTIVES

APPENDIX A

STATE ASSISTED PROGRAM FOR GIFTED DESE 1999

Introduction:

By law and tradition, Missouri school districts are expected to provide programs of instruction suitable for the full range of student ability, from handicapped and disadvantaged learners through those who are academically advanced. In 1973, the General Assembly recognized there is a limited number of academically advanced students whose mental capacity and learning potential are so great that they could be classified as “gifted” and that these students need services beyond the level of those ordinarily provided. As a result, in 1973, the General Assembly authorized the state program for gifted students and provided for the partial reimbursement of the additional cost of instructional personnel and materials necessary to provide appropriate programs for those students. In so doing, the General Assembly did not intend to diminish in any way the regular program of instruction or to support existing programs for the academically advanced (superior) students. The intent was clearly to support special efforts to improve the educational opportunities available for students who are identified as gifted.

The state special education law (H.B. 474) enacted in 1973, authorized the State Board of Education to establish standards for state aid for special programs for gifted students. The following sections of state law pertain to gifted education programs eligible for state assistance:

Section 162.675, RSMo, defines gifted children as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

Section 162.720, RSMo, states that school districts may establish programs for gifted children “where a sufficient number of children are determined to be gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs . . .” and states that the State Board of Education “shall determine standards for such programs. Approval of such programs shall be made by the State Department of Education based upon project applications submitted by July fifteenth of each year.”

Section 162.975, RSMo, authorizes reimbursement of “approved programs for gifted children; state aid not to exceed three-fourths of the cost of instructional personnel and special materials listed and approved on the project application shall be apportioned.”

In accordance with the definition of giftedness which is set forth in the law, the state-approved programs for the gifted will be in the general academic areas and/or in the fine arts. It is

recognized that gifted students are capable of outstanding performance in one or more academic areas and may also display outstanding ability in one or more of the fine arts. It is further recognized that outstanding intellectual, creative thinking, and reasoning abilities contributed singly and in various combinations to such performance.

Consequently, school districts will need to assess a variety of student abilities and to design appropriate programs which will challenge and develop these abilities. This responsibility is addressed within the standards of the Missouri School Improvement Program. According to standard 8.2, each “district identifies gifted and talented students at all levels and provides them differentiated instruction suitable for their levels of intellectual, physical, and social maturity.”

Research in the field of education suggests that only 2 to 3 percent of the school-aged population is gifted to the extent that its development requires special educational services. Because of the variance among the populations served by Missouri school districts, it is recognized that the percentage of gifted students identified in some school districts may be greater than that suggested by research. In order to accommodate these differences, the State Rule has set the maximum percentage which can be served in academic gifted programs at 5 percent of the enrollment in the school(s) or grade level(s) served. Gifted programs designed in the fine arts areas may serve a maximum of 2 percent of the school and grade level enrollments.

It is important to note that differentiated educational programs for gifted students are not designed for the typical superior student who is frequently an excellent scholar, can earn A grades, and achieve academic honors. The educational needs of such students should be met by existing school programs. Gifted programs are reserved for the 2-3 percent of students who are as far from the superior student in potential as the superior is from the average student. The task is to identify this small percentage of students with truly exceptional needs and to provide educational opportunities which will challenge and develop fully their abilities.

Administrative Manual and Guideline. (1999) State Assisted Program for Gifted Students, p. 1-2. Jefferson City, Missouri: Department of Elementary and Secondary Education.

APPENDIX A

STATE ADMINISTRATIVE RULE DESE 1999

5 CSR 50.200.010 Programs for Gifted Children:

PURPOSE: The Department of Elementary and Secondary Education, referred to as the Department, has the responsibility under Section 162.720, RSMo (1986) to approve applications for special programs for gifted students and provide state aid to school districts for these programs. This rule establishes the standards for program approval and establishes the allowable costs and administrative procedures for the programs.

Editor's Note: The Secretary of State has determined that the publication of this rule in its entirety would be unduly cumbersome or expensive. The entire text of the material referenced has been filed with the Secretary of State. The material may be found at the Office of the Secretary of State or at the headquarters of the agency and is available to any interested person at a cost established by state law.

1. For the purpose of special programs for gifted students eligible for state aid, gifted students are defined as those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered or expected in the regular school program of the district. The special programs for these gifted students shall be designed in the general academic area and/or in the fine arts.
2. Annually, the Department solicits applications from eligible elementary and secondary school districts which shall be due as of a date and in a form established by the Department.
3. Applications for state reimbursement, must, to be approvable, demonstrate that the applicant has:
 - A. Established a systematic process for identification and selection of gifted students. This process shall use multiple criteria for identification and selection such as, but not limited to, objective measures and competent professional evaluation;
 - B. Maintained on file in the district: The project goals and learner objectives which should be achieved by gifted students participating in the program; the program activities of the project which shall be beyond the level normally provided in regular school programs and which contribute particularly to meeting the identified unmet needs of gifted students; information to show that the program for which state

aid is requested will not supplant services offered in the regular school program; and an evaluation design which will be used to determine the effectiveness of the project as a whole and the project's impact upon participating students.

- C. Listed the number of gifted students in the project and the amount of time gifted students will spend in the state-funded program;
 - D. Listed each individual instructional staff position for which state aid is requested and for each position, the amount of time which will be spent exclusively in the state-assisted gifted program, the number of gifted students to be served, and the delivery system to be used;
 - E. Listed the total amount of money to be expended on each type of special instructional materials for which state aid is requested;
- 4. The number of gifted students in the state-funded program shall be no more than five percent (5%) of the enrollment in the school(s) or grade level(s) to be served by the project if the program is designed to encompass general academic areas. Districts may petition the Department for permission to exceed the five percent (5%) limit on the number of students served in such academic programs. Permission to exceed the five percent (5%) limit shall be applicable only to the time period covered by the program application. The number of gifted students to be served may be no more than two percent (2%) of the enrollment in participating school(s) or grade level(s) if the program is limited to the fine arts;
 - 5. Instructional personnel in the staff positions for which state aid is approved under the special program for gifted students must hold a valid Missouri teaching certificate at the grade level(s) or in the subject area(s) which they are assigned to teach. If a teacher is responsible for teaching in an area for which Missouri certification is not available, the teacher must have a valid Missouri teaching certificate in a related area, at the grade level(s) served, and competencies in the teaching area. After September 1, 1995, in order to receive funding for gifted education programs, a district must employ teachers certificated in the area of gifted education.
 - 6. Instructional personnel time for which state aid is approved under the program for gifted students shall be used exclusively to serve students who are identified as gifted and are designated as participants in the approved special program for gifted students.
 - 7. Only special materials which are beyond those ordinarily provided in regular public school programs and are required to achieve the project goals and objectives will be approved by the Department. Local school districts may be provided state aid under section 162.975, RSMo for not more than seventy-five percent (75%) of the following costs of the special program for gifted students if these costs are included in project applications and approved by the Department:
 - A. Salaries, fixed charges and other fringe benefits regularly provided for instructional personnel at the rate applied to all other staff members

with similar qualifications and duties. The cost for salaries, fixed charges and other fringe benefits shall not exceed the costs that would be required to appropriately serve five percent (5%) of the target populations in the school(s) or grade level(s) included in the state-funded program.

- B. Costs of special instructional materials approved on the project application, not to exceed fifty dollars (\$50) per pupil. The costs of special instructional materials shall not exceed fifty dollars (\$50) times the number of students equal to five percent (5%) of the target populations in the school(s) or grade level(s) served by the state-funded program.
8. Instructional positions and assignments approved in a gifted project application shall be supported by names of staff members and assignments reported to the Department on the annual core data reports.
 9. At the end of the school year, the school district shall file an amended budget summary with the Department reflecting the actual amount expended for instructional salaries and special materials approved in the project application. If the state aid paid to a district exceeds the established reimbursement percent of the actual expenditures for salaries or for special materials, the Department will make the appropriate adjustment in the subsequent school year's state aid.
 10. The school district shall maintain auditable records of approved project expenditures.

APPENDIX A

KIRKSVILLE R-III SCHOOLS GIFTED CHILD EDUCATION PROGRAM COLLABORATIVE MODEL (20% of the Program in Kindergarten and First Grade)

BELIEFS

We Believe That . . .

- Modification in the curriculum, paced instruction, and acceleration is necessary for the development of students who are gifted and high achieving.
- Classroom teachers, parents, and administrators need to understand the cognitive and affective needs of students who are gifted and high achieving.
- Parents provide information that help educators identify the needs of gifted and high achieving students.
- Schools provide opportunities for higher level thinking skills, emphasize strengths and interests of students who are gifted and high achieving.
- Students who are gifted and high achieving need experience with flexible groupings, critical thinking, problem solving, affective experiences and materials that extend beyond the basic curriculum.
- Administrative, teacher, parent and community support is important to the success of programming for students who are gifted and high achieving.
- Technology is important in the curriculum of students who are gifted and high achieving.

MISSION

The mission of the Collaboration Model is:

**TO GUARANTEE SERVICE TO THE REGULAR CLASSROOM TEACHER WHICH
WILL ADDRESS THE STRENGTHS, INTERESTS, AND NEEDS OF GIFTED
STUDENTS AND TO HELP IDENTIFY YOUNG CHILDREN WHO MAY BE
GIFTED**

through the modification of curriculum content, process/method of instruction, and products of learning.

COLLABORATIVE GOALS

The Kirksville R-III District goals are:

1. To provide collaborative services to classroom teachers
2. To provide differentiated curriculum to students who are gifted in the regular education setting.
3. To provide resources and support to classroom teachers.
4. To support building strategies for enrichment opportunities for students who require such needs.
5. To identify young children who may be gifted.

The mission of the program for gifted students is **TO PROVIDE AN EXTENDED IN-DEPTH INTERACTION WITH INTELLECTUAL PEERS, ACCESS TO EXTENSIVE ADVANCED RESOURCES, AND A DIFFERENTIATED CURRICULUM** designed to meet the cognitive and affective needs of highly gifted students.

GOALS

The Kirksville R-III District goals are:

1. To provide identification of all gifted students.
2. To provide differentiated programming to meet the diverse needs (academic and affective) of students who are gifted.
3. To provide in-service opportunities for classroom teachers, regarding characteristics, needs, identification, and curricular instruction of students who are gifted.
4. To provide appropriate curriculum, materials, equipment, and technology.

OBJECTIVES

1. By 2001-2002, all gifted students according to state definition for giftedness, identified, and receiving services which meet their educational needs, if desired.
2. By 2002, to have students who are gifted and their families receiving affective education if desired.
3. By 2003, to have the staff recognize and support the need for education of the gifted by using differentiated classroom practices.
4. By 2001, parents and community will be aware of the program for students who are gifted.

**KIRKSVILLE R-III SCHOOLS
GIFTED CHILD EDUCATION PROGRAM
PULL-OUT MODEL
(80% of the Program)**

BELIEFS

We Believe That . . .

- Children who are gifted have unique needs in the areas of academic and emotions and have a right to pursue their high aspirations.
- Peer groups and interaction for children who are gifted can be of similar levels intellectually and/or chronologically and are important in development.
- Learning for children who are gifted takes place in school and outside of school in other environments.
- Children who are gifted exhibit traits of giftedness before school age.
- Adaptation and modifications of the education of students who are gifted is important for development of the student who is gifted.
- Classroom practices directly affect learning and development of children who are gifted.
- Students who are gifted benefit socially and emotionally from being educated with a variety of peers within a classroom setting when differentiated curriculum, cooperative groups, thematic units and other methods are used.
- Administrators, teachers, parents, and community are important for the success of the program.

MISSION

The mission of the Gifted Child Education Program, as the primary advocate of gifted children in the community is:

To guarantee services for gifted children

“those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth

and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.” (H.B. 474, Section 162.675, RSMo), that address their individual needs and abilities.

OBJECTIVES

1. By 2002, teachers serving the students who are gifted and high achieving will have collaborated with the classroom teachers in regards to demonstration lessons and modifying curriculum.
2. By 2002, regular classroom teachers will modify the content, processes, and products of learning and/or accelerate learning appropriately for gifted students and high achieving students.
3. By 2000, regular education teachers will be using resources and support from the teachers of the students who are gifted.

APPENDIX B

IDENTIFICATION AND EVALUATION PROCEDURES MODEL

IDENTIFICATION PROCEDURES

APPENDIX B

GIFTED STUDENT IDENTIFICATION PROCESS

I. SCREENING	II. REFERRAL	III. INDIVIDUAL EVALUATION	IV. INDIVIDUAL EVALUATION AND SELECTION
100% of the students enrolled in the target grade spans should be included in preliminary screening.	10 to 20% of the enrollment considered for further evaluation	Approximately 15% of the enrollment should be evaluated individually.	1-5% of the enrollment may be selected for program

REGULAR INSTRUCTIONAL PROGRAM

80-90% of the student enrollment will be determined appropriately placed in the regular program, which includes special provisions for the handicapped and disadvantaged.	10-20% of the enrollment will probably be superior students who need an accelerated instructional program	GIFTED PROGRAM 5-10% of the enrollment may need differentiated educational provisions
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Note: Percentages used are those that may be considered appropriate for a typical school district.

APPENDIX B

KIRKSVILLE R-III SCHOOLS IDENTIFICATION PROCEDURES FOR ACADEMICALLY GIFTED PROGRAM

Each student must meet three of four criteria as established by the Missouri Department of Elementary and Secondary Education, for placement in a State-Assisted Gifted Program.

The four criteria are:

1. Achievement Evaluation (group or individual)
2. Intelligence Evaluation (individual)
3. Other Documented Evidence (this includes behavioral checklists, rating scales, portfolio-documentation...)
4. Creativity, problem-solving ability as documented by assessment through a valid procedure or recognized instrument.

Identification process may be instigated or put in motion in any of the following ways:

1. Individual student achievement at or above the 96% (total battery) as indicated by a nationally normed assessment.

Gifted Observational Checklist to be completed by classroom teacher

Intelligence as measured individually by age-appropriate instrument (Wechsler-R tests or Stanford-Binet-IV or TONI for hard to identify or traditionally unrepresented; full-scale score must be 130 or above (98%))

2. Parent referral (completion of gifted-observational-checklist by referring parent(s) [documentation of cited evidences in written narrative or student-portfolio presentation])

Committee decision regarding whether or not evidence is sufficient and it is in the child's best interest, to proceed with testing at this time (gifted resource teachers, counseling staff, principal, classroom teacher, parents...)

STOP.....OR.....

Group achievement score on Nationally normed instrument At or above 96% (total battery) Ex: Terra Nova	OR	Individually administered achievement as measured by instrument such as Woodcock-Johnson-R ...at or above 96% composite score
---	----	--

STOP.....OR.....

Intelligence as measured individually by age-appropriate instrument (Wechsler-R tests or Stanford-Binet-IV or See P. 18, TONI); full scale score must be 130 or above (98%)

3. Kirksville teacher/staff referral, completion of gifted-observational checklist by referring persons(s) [documentation of cited evidences in written narrative or student-portfolio presentation]

Committee decision regarding whether or not evidence is sufficient and it is in child's best interest, to proceed with testing at this time (gifted resource teachers, counseling staff, director of special services, principal, classroom teacher, parents...)

STOP.....OR.....

Group achievement score on Nationally normed instrument At or above 96% (total battery) Ex: Terra Nova	OR	Individually administered achievement as measured by instrument such as Woodcock- Johnson-R,...at or above 96% composite score
---	----	--

STOP.....OR.....

Intelligence as measured individually by age-appropriate instrument (Wechsler-III or Stanford-Binet-IV Tests, See P. 18 TONI); full scale score must be 130 or above (98%); administered by state certified psychometrist.

4. Intelligence as measured individually by age-appropriate instrument (Wechsler-III or Stanford-Binet-IV Tests); full scale score must be 130 or above (98%), P. 18, See TONI; administered by state certified psychometrist

Completion of Gifted Observational-Checklist (parent and/or teacher)

AND

Achievement as measured on a nationally normed group or individual achievement test...at or above 96%.

5. Student participation in gifted program in another school district and moving into Kirksville R-III School District.
 - a. With criteria in place that meets or exceeds that of Kirksville R-III Gifted program

OR

With partial criteria for eligibility in place

Assessment of missing components needed for placement.

APPENDIX C

**GIFTED REFERRAL
PERMISSION TO TEST
SUMMARY SHEET
NOTIFICATION
PARENT PERMISSION**

APPENDIX C

KIRKSVILLE R-III SCHOOL DISTRICT

REFERRAL FOR GIFTED PROGRAM

Student Name: _____ Birthdate: _____ Grade: _____

Teacher: _____ School: _____ Date: _____

Screening Information:

Test Scores:

Date: _____

Test: _____

AREA	PERCENTILE OR SCORE
------	---------------------

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Grades: _____ Quarter: _____

Reading: _____ Language Arts: _____ Social Studies _____

Math: _____ Science: _____

Other Test Scores:

Portfolio or Supporting Information (attached)-Briefly Describe:

Other comments about this student's strengths/abilities:

Attach Teacher Checklist/Observation
Return to Building Counselor

APPENDIX C

KIRKSVILLE R-III SCHOOL DISTRICT GIFTED OBSERVATION CHECKLIST

Student: _____ DOB: _____ Grade: _____

School: _____ Teacher: _____

Completed by Referring Person: _____ Date: _____

Please rank the student by the following criteria:

- | | 3 Almost Always | 2 Occasionally | 1 Seldom | 0 Never |
|-------|-----------------|--|----------|---------|
| _____ | 1. | Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by “richness” of expression, elaboration, and fluency. | | |
| _____ | 2. | Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age). | | |
| _____ | 3. | Has quick mastery and recall of factual information. | | |
| _____ | 4. | Has rapid insight into cause-effect relationships: tries to discover the how and why of things; asks may provocative questions (as distinct from informational or factual questions);wants to know what makes things or people tick. | | |
| _____ | 5. | Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things. | | |
| _____ | 6. | Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc., than others. | | |
| _____ | 7. | Reads a great deal on his/her own, usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. | | |
| _____ | 8. | Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers. | | |
| _____ | 9. | Becomes absorbed and truly involved in certain topics or problems and is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.) | | |
| _____ | 10. | Is easily bored with routine tasks. | | |
| _____ | 11. | Needs little external motivation to follow through in work that initially excites him. | | |
| _____ | 12. | Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products. | | |
| _____ | 13. | Prefers to work independently; requires little direction from teachers. | | |
| _____ | 14. | Is interested in many “adult” problems such as religion, politics, sex, race – more than usual for age level. | | |
| _____ | 15. | Often is self assertive (sometimes even aggressive);stubborn in his/her beliefs. | | |
| _____ | 16. | Likes to organize and bring structure to things, people, and situations. | | |

- _____ 17. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgements on events, people, and things.
- _____ 18. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
- _____ 19. Generates a large number of ideas or solutions to problems and questions; offers unusual (“way out”), unique, clever responses.
- _____ 20. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.
- _____ 21. Is a high risk taker; is adventurous and speculative.
- _____ 22. Displays a good deal of intellectual playfulness; fantasizes; imagines (I wonder what would happen if ...”), manipulates ideas (i.e. changes, elaborates on them); is often concerned with adapting, improving, and modifying institutions, objects and systems.
- _____ 23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
- _____ 24. Is unusually aware of his/her impulses and more open to the irrational in himself; shows emotional sensitivity.
- _____ 25. Is sensitive to beauty; attends to aesthetic characteristics of things.
- _____ 26. Nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.
- _____ 27. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.

Kirksville R-III School District

Administrative Offices
1209 South First
Kirksville, Missouri 63501

Phone (660) 665-7774
Fax (660) 665-3281

PERMISSION TO TEST

Date: _____

TO: Parent/Guardian of _____

Your child has been referred for initial or further testing in the gifted program. Additional information is needed to determine if your child qualifies and is in need of such services. We are requesting permission for screening and/or evaluation of your child. Please complete and return this form tomorrow. When the testing is completed, you will be notified. If you have questions, please contact the following person: _____

Your student has been selected on teacher recommendation and previous test scores. Each child recommended should feel very proud of their accomplishments. Not every child recommended will be able to be placed in the program. We hope the parents will help their child to understand that it is an honor to be recommended and to help them understand that everyone has special strengths and talents. It is very important that the child not feel as if they have failed if they are not placed in the program. As hard as it is to explain to a child, they need to understand that just a few points can make a difference for this program. This may be one of the first experiences your child has had with feeling as if they have "failed" if they are not placed in the program. Please keep this in mind during the selection process and support your child.

Test(s) to be given: _____

Additional Comments:

Kirksville Primary
1815 East Hamilton

Ray Miller Elementary
2010 East Normal

Kirksville Junior High School
1515 South Cottage Grove

Kirksville Senior High School
1300 South Cottage Grove

Kirksville Area Technical Center
1103 South Cottage Grove

Student Name: _____ School: _____ Grade: _____

_____ I have received and read this notice. I give the Kirksville R-III School District permission to complete the evaluation of my child for the gifted program.

_____ I have received and read this notice and I choose to Not have my child participate in the evaluation for the gifted program.

Parent or Guardian

Date

Sincerely,

Building Counselor
Phone Number

APPENDIX C

KIRKSVILLE R-III GIFTED PROGRAM
SUMMARY SHEET
GRADES K-1

Cognitive Testing:

WPPSI-R

Performance:

Object Assembly _____
Geometric Design _____
Block Design _____
Mazes _____
Picture Completion _____
Animal Pegs _____

Verbal:

Information _____
Comprehension _____
Arithmetic _____
Vocabulary _____
Similarities _____
Sentences _____

Performance IQ _____
Verbal IQ _____
Full Scale IQ _____

Stanford Binet – IV:

Verbal Reasoning

Vocabulary _____
Comprehension _____
Absurdities _____
Verbal Relations _____
Sum of Subtest _____
Verbal Reasoning _____

Abstract/Visual Reasoning

Pattern Analysis _____
Copying _____
Matrices _____
Paper Folding
and Cutting _____
Sum of Subtest _____
Abstract/Visual
Reasoning _____

Quantitative Reasoning

Quantitative _____
Number Series _____
Equation Building _____
Sum of Subtests _____
Quantitative Reasoning _____

Short-Term Memory

Bead Memory _____
Memory for
Sentences _____
Memory for
Digits _____
Memory for
Objects _____

Sum of Area SAS _____
Test Composite _____

Achievement:

Woodcock-Johnson Achievement-Revised

CTBS

Reading _____
Math _____
Written Lang. _____
Science _____
Social Studies _____
Humanities _____
Broad Knowledge _____

Reading _____
Language _____
Math _____
Total Battery _____

Creativity, Reasoning and Problem Solving Ability:

Williams Test of Divergent Thinking

Fluency _____
Flexibility _____
Originality _____
Elaboration _____
Title _____

SAGES

Reasoning _____
School Acquired
Information _____
Divergent
Production _____
Sum of SS _____

Other Tests

Performance:

Comments:

APPENDIX C

**KIRKSVILLE R-III GIFTED PROGRAM
SUMMARY SHEET
GRADES 1-5 AND 6-8**

Cognitive Testing:

WISC-III

Verbal:

Information _____
Similarities _____
Arithmetic _____
Vocabulary _____
Comprehension _____
Digit Span _____

Performance:

Picture Completion _____
Coding _____
Picture Arrangement _____
Block Design _____
Object Assembly _____
Symbol Search _____
Mazes _____

Verbal IQ _____
Performance IQ _____
Full Scale IQ _____

Stanford Binet - IV

Verbal Reasoning

Vocabulary _____
Comprehension _____
Absurdities _____
Verbal Relations _____
Sum of Subtest _____
Verbal Reasoning _____

Quantitative Reasoning

Quantitative _____
Number Series _____
Equation Building _____
Sum of Subtests _____
Quantitative Reasoning _____

Sum of Area SAS _____
Test Composite _____

Abstract/Visual Reasoning

Pattern Analysis _____
Copying _____
Matrices _____
Paper Folding &
Cutting _____
Sum of Subtest _____
Abstract/Visual
Reasoning _____

Short-Term Memory

Bead Memory _____
Memory for
Sentences _____
Memory for
Digits _____
Memory for
Objects _____

Achievement:

Reading _____
Math _____
Written Lang. _____
Science _____
Social Studies _____
Humanities _____
Broad Knowledge _____

Reading _____
Language _____
Math _____
Total Battery _____

Creativity, Reasoning and Problem Solving Ability:

Williams Test of Divergent Thinking

Fluency _____
Flexibility _____
Originality _____
Elaboration _____
Title _____

SAGES

Reasoning _____
School Acquired
Information _____
Divergent
Production _____
Sum of SS _____

Other Tests

Performance:

Comments:

Kirksville R-III School District

Administrative Offices
1209 South First
Kirksville, Missouri 63501

Phone (660) 665-7774
Fax (660) 665-3281

APPENDIX C

NOTIFICATION

Date: _____

To Parent/Guardian of _____,

Your child was evaluated for the Kirksville R-III Schools Gifted Program. The gifted program provides additional academic programming as an intervention for students who are gifted. The programming focuses on the needs of the student in relation to high level cognitive abilities, affective processes, and learning styles. Differentiated instruction is provided to meet these needs of the student who is gifted.

In order to qualify for the program your child must score in the 96 percentile or above in three of the four areas:

Your child (qualifies or does not qualify) for the gifted program. If your child qualifies, please sign the attached permission and return this form. If you have any questions about the test scores or the program, please call the Counselor at your building.

Sincerely,

Guidance Counselor
Phone Number:

Kirksville Primary
1815 East Hamilton

Ray Miller Elementary
2010 East Normal

Kirksville Junior High School
1515 South Cottage Grove

Kirksville Senior High School
1300 South Cottage Grove

Kirksville Area Technical Center
1103 South Cottage Grove

Kirksville R-III School District

Administrative Offices
1209 South First
Kirksville, Missouri 63501

Phone (660) 665-7774
Fax (660) 665-3281

APPENDIX C

KIRKSVILLE R-III SCHOOL DISTRICT

PARENT PERMISSION FOR GIFTED PROGRAM

Date: _____

To Parent/Guardian of _____,

Your child _____ in _____ grade qualifies for the Gifted Program. The program involves differentiated curriculum to meet the needs of your child. The child should have a need for more academic challenges, be willing to spend additional time on academic pursuits, and have a desire to learn more.

Your child will receive services _____ hours a week in a _____ program at _____. Additional services will be through collaboration with the regular education teacher. Other services will be _____.

Please sign for your child's participation in the program. If you have any questions, please call me at _____. Thank you.

Sincerely,

Teacher of the Gifted Program



_____ I give permission for my child _____ to participate in the program for students who are gifted.

_____ I do not give permission for my child _____ to participate in the program for the students who are gifted.

Parent/Guardian _____ Date _____
Address _____

Phone (W) _____
(H) _____

APPENDIX D

**KIRKSVILLE R-III SCHOOLS
PROGRAM FOR THE GIFTED**

REQUEST FOR ASSISTANCE

Teacher _____ Grade Level _____ Building _____

Student _____ Date of Request _____

I am requesting assistance to help with the educational program of the above student from the program for students who are gifted. I am interested in the following:

_____ collaborative conference

_____ modifying curriculum

_____ integrated curriculum

_____ demonstration lesson

_____ resources for ideas

_____ more information about the student's needs

_____ other: _____

Days and times I can meet with you are _____.

APPENDIX E

CHARACTERISTIC OF GIFTED STUDENTS NEEDS

APPENDIX E
CHARACTERISTICS OF GIFTED STUDENTS
(from Gifted Association of Missouri)

Cognitive Characteristics:

1. An advanced ability to manipulate symbols (precocious at reading, music or numbers)
2. Unusual ability to remember
3. Large storehouse of facts
4. Unusual deep levels of comprehension
5. Seeing generalizations readily (the big picture)
6. Advanced ability to concentrate
7. High levels of curiosity
8. Ability to learn quickly
9. Varied interest (vary in nature or sophistication)
10. Uneven cognitive and physical ability

Affective Characteristics:

1. Sensitivity to themselves, others, and their environment
2. Preference to be with adults or older children
3. Intensity
4. Perfectionism
5. Leadership ability
6. Moralistic
7. Resourcefulness
8. Advanced sense of humor

Creative Characteristics:

1. High intelligence
2. Natural drive to explore ideas
3. Ability to see things holistically
4. Challenging of the conventional
5. Independent thinking
6. Playfulness

Parke, B.(1989). Gifted Students in Regular Classrooms. Needham Heights, MA: Allyn & Bacon

Needs:

1. Activities that enable them to operate at complex levels of thought and feeling
2. Opportunities for divergent production
3. Challenging group and individual work which demonstrate process/product outcomes
4. A variety of experiences that promote understanding of human value systems
5. Discussion with intellectual peers
6. The opportunity to see interrelationships in all bodies of knowledge
7. Special courses in areas of strength and interest which accelerate the pace and depth of the content
8. Greater exposure to new areas of learning within and outside the school structure
9. Opportunities to apply abilities to real problems

10. Skills in critical thinking, creative thinking, research, problem solving, coping with exceptionality, decision making and leadership.

Methodologies & Strategies for Working with Gifted Students in the Regular Classroom (video).

APPENDIX F

CASELOADS

APPENDIX F

MINIMUM CASELOADS AND MINIMUM TEACHER TIME ELIGIBLE FOR REIMBURSEMENT

STUDENT CONTACT TIME

MINIMUM CASELOADS

150-239 min. per week or	5-7 students	8-12	13-16	17-21	22-24	25-29	30-32	33-37	38-41	42 or more
240-299 min. per week	5*	6-9	10-12	13-15	16-18	19-22	23-24	25-28	29-30	31 or more
300 or more min. per week	*	5-7	8-9	10-12	13-14	15-17	18-19	20-22	23-24	25 or more
9-12 GRT	5-7	8-12	13-16	17-21	22-24	25-29	30-32	33-37	38-41	42 or more
Minimum Teacher Time	150-299 min./wk	300-449 min/wk	450-599 min/wk	600-749 min/wk	750-899 min/wk	900- 1049 min/wk	1050- 1199 min/wk	1200- 1349 min/wk	1350- 1499 min/wk	1500 + min/wk
Percentage Reimbursable	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

*Programs with fewer than 5 students are not recommended.

APPENDIX G

DIFFERENTIATED CURRICULUM

APPENDIX G

DIFFERENTIATED CURRICULUM STRATEGIES FOR GIFTED STUDENTS

1. Present content that is related to broad-based issues, themes, or problems
2. Integrate multiple disciplines into area of study
3. Present comprehensive, related and mutually reinforcing experiences within an area of study
4. Allow for an in-depth learning of a self-selected topic within an area of study.
5. Develop independent or self-directed study skills
6. Develop productive, complex, abstract and/or higher level thinking skills
7. Focus on open-ended tasks
8. Develop research skills and methods
9. Integrate basic skills and higher level thinking skills into the curriculum
10. Encourage the development of products that challenge existing ideas and produce “new” ideas.
11. Encourage the development of self-understanding (i.e., recognizing and using one’s abilities, become self-directed, appreciating likenesses and differences between oneself and others)
12. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, teacher-evaluation, and peer evaluation, utilizing criterion referenced instruments.

APPENDIX H

EXPECTATIONS AND THE WAY GIFTED STUDENTS LEARN

DIFFERENTIATED CURRICULUM

BLOOM'S TAXONOMY

METHODS AND STRATEGIES

CURRICULUM MODIFICATION

CURRICULUM COMPACTING

APPENDIX H

REALISTIC EXPECTATIONS FOR INTELLECTUALLY GIFTED IN THE CLASSROOM

According to national figures, 20% of the high school dropouts are gifted. It could be realistic to expect a certain percentage to be unmotivated and dissatisfied with their school experience.

1. It is reasonable to expect classroom work to be average or above average unless they are working at their instructional level. If they are working at their instructional level, they should be doing above average or better work.
2. It is realistic to expect the child to want to learn for learning's sake rather than to learn merely for somebody else's standards.
3. It is realistic to expect the intellectually gifted to be an avid reader. They may be reading a book when time is given to complete an assignment, or they may do the majority of their reading away from school.
4. Since they hate drill and repetition, it can be expected that they will rush through that type of work...and make numerous mistakes.
5. It is reasonable to expect some of them to be perfectionists. Their assignments may be handed in late or not at all, because they do not please the student. Time escapes them because all work must be perfect. This often makes them anxious and inhibits them from trying something new.
6. It is realistic for these students to set unrealistic goals for themselves. They expect an extreme amount from themselves. Everyone else expects them to achieve the unachievable; things do not get completed.
7. It is realistic to expect them to have learning strengths and weaknesses as do all children.
8. It is reasonable to expect the intellectually gifted to complete open-ended assignments with evidence of thought; problem-solving, decision-making, judgments, comparison, etc.
9. It is realistic to expect the balance between the emotional and the intellectual to be uneven – especially for the primary child. Emotionally, the child may be 6, but intellectually, 11.

10. These students usually have many hobbies and projects outside of school. It is realistic for them to consider these activities far more important than homework assignments.
11. It is realistic to expect the intellectually gifted to be more dependent upon adults because they need adult help in order to complete research or projects.

UNREALISTIC EXPECTATIONS FOR INTELLECTUALLY GIFTED IN REGULAR CLASSROOMS

1. It is unrealistic to expect the intellectually gifted to be enthusiastic about drill and repetition.
2. It is unrealistic to expect the gifted to excel in every subject area. They have special interests and are usually persistent in following them.
3. It is unrealistic to expect them to do their best with work that is too easy, or that they already know.
4. It is unrealistic to expect them to make the best grades. Grades reflect the completion of assigned tasks, not cognitive ability.

What is Different About the Way Gifted Students Learn?

Gifted educators tell us that the learning characteristics of the gifted tend to differ from their chronological age-peers in several significant ways:

1. Gifted students tend to learn rapidly and easily, and retain and use what is heard or read without appearing to need much drill.
2. Gifted students are often able to think clearly and abstractly. They are able to recognize implied relationships, comprehend complex meanings, and draw accurate generalizations. They can see the relationship of self to the immediate world.
3. Gifted students are often distinguished by their many and varied interests. They have a long attention span in their areas of interest and can exhibit high intensity in one area of interest that we might term “tunnel vision.”
4. The learning styles of gifted students can generally be described as independent, self-motivated, individualistic, and self-sufficient.

Menzie, G. (1993). Methodologies and Strategies for Working with Gifted Students in Regular Classrooms. Springfield, Missouri: Presentation at Phelps Center for the Gifted.

APPENDIX H

HOW DOES A TEACHER DIFFERENTIATE CURRICULUM FOR THE GIFTED?

1. Modify the **environment** in which learning takes place.

Student-centered	Affective needs recognized
Individualized learning plans	Self-evaluation
Self-directed learning	Self-monitoring
Learning styles accommodated	

2. Modify the **content** of the curriculum.

Fast-paced classes	Cross-level grouping
Independent studies	Cluster grouping
Continuous Progress Curriculum	Thematic units
Curricular Compacting	

3. Modify the **process/method** of instruction.

Simulations	High-level questioning techniques
Mentors	Contracting
Problem solving	Guest lecturers
Creative thinking strategies	Visual thinking
Commercial Programs (Junior Great Books, Philosophy For Children)	Logical thinking

4. Modify the **products** of learning.

Class newspaper	Interviews
Science fair	Constructions
Dramatic presentation	Bulletin Boards

Maker, J. (1982). In B. Parke, Gifted Students in Regular Classrooms.
Needham Heights, MA: Allyn and Bacon (1989).

APPENDIX H

BLOOM'S TAXONOMY OF COGNITIVE SKILLS

LEVEL	SKILLS	SAMPLE QUESTIONS/ACTIVITIES
Knowledge	Recalls Memorize	What is the chemical symbol for water? How many keys are on a piano?
Comprehension	Translate Relate Interpret	Convert zero degrees Fahrenheit to Celsius. Retell Goldilocks in your own words.
Application	Apply Demonstrate Use known in New situation	If John has six apples and July has two, How many do they have together?
Synthesis	Assemble Generate Create new from Unknown	Write a new ending to this story. Design a class logo.
Evaluation	Judge Recommend	How could we improve the class newspaper? What did you do well in class today?

Parke, B. (1989). Gifted Students in Regular Classrooms. Needham Heights, MA: Allyn and Bacon

APPENDIX H

METHODS AND STRATEGIES

I. Quantity Questions

GOAL: To balance reproductive and productive questions

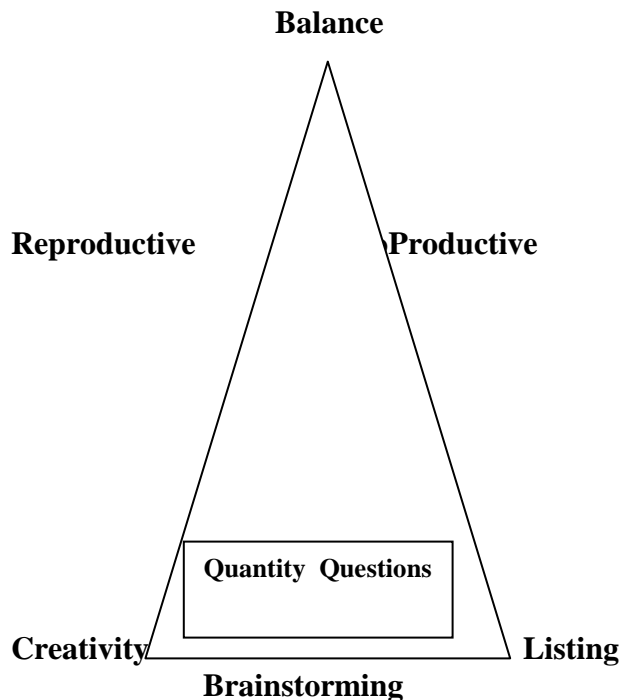
KEY: Brainstorming

Quantity questions are basically **listing** questions. However, most teachers ask only **reproductive** quantity questions. Teachers ask students to reproduce some knowledge or information they already know or should know. Consequently, those kinds of questions slight high level thinking and **creativity**.

The other kind of quantity questions are **productive**. The students **brainstorm** as many different ideas as possible – no right/no wrong answers. Teachers should ask both kinds of quantity questions, **balancing** the reproductive and productive thinking.

Active Questioning

Students create their own lists of quantity questions. The teacher provides the answers (ideas) and the students supply the questions. In this case, the focus is on the questions, not the responses.



Brainstorming Guidelines

1. No criticism is allowed
2. Wild and crazy ideas are needed
3. Improving another's idea is encouraged

I. Compare/Contrast Questions

GOAL: To stimulate high level thinking

KEY: Forced Associations

Compare/contrast questions (how two things are alike and how they are different) are ideal examples of the development of a simple thinking process into a complex one. They move from the **concrete** to the **abstract**. In the following examples we compare/contrast two objects, ideas, or concepts from the same category. We gradually progress to more difficult/**complex categories that** require **forced associations**.

Example: Ask students to choose partners. Have them hold out and examine their left hands. Ask **partners** to compare/contrast hands. Share responses with their partners.

How is _____ like _____?

How is _____ different from _____?

NOTE: The “hands” activity is great readiness. It also taps into different **learning styles** – the visual learners have something to look at, the kinesthetic learners have something to touch, and the auditory learners have something to say or hear.

The following compare/contrast topics can be practiced with a partner or in small groups.

Left/right hand	seeing/believing	loafers/high heels
Knights/nights	newspapers/magazines	walking/running
Rain forest/desert	ice cream/frozen yogurt	landfills/time capsules
Freedom/boundaries	cars/bicycles	human brain/computers
Building a building/ Building a relationship	oranges/apples Bush administration/ Clinton administration	Teenage Ninja Turtles/ hula hoops

History is filled with the application of compare/contrast questions and forced associations. My favorite example of the Quaker housewife who was sitting at her spinning wheel. She glanced out the window and saw her husband and a neighbor sawing a tree with a two-man crosscut saw. She compared the spinning wheel to the saw and – voila! She invented the circular saw. Forced association is the beginning of many inventions.*

III. Feelings/Opinions/Personification Questions

GOAL: To motivate kids and their teachers
To value a child's opinion

KEY: Partnering

Experts say it isn't professional to single out one student as the teacher's pet. However, just this once, I must make an exception. Of the four questioning processes, this is my favorite. Feelings/Opinions/Personification questions are a powerful, exciting teaching tool for me. The truth is, I like these questions on a personal level. They are part of me, part of who I really am. I enjoy modeling these questions as well as teaching them.

Researchers characterize these as **viewpoint/involvement** Questions. They literally pull teacher and student together On an emotional level. And I like that.

There is an interesting "fringe benefit" with these questions. Feelings/Opinions/Personification questions will open the door to **motivation**. The hidden force that motivates is **emotion**. These questions are charged with emotion, especially when they fit the student's age, interests, and abilities.

PARTNERING is the most effective way to introduce students to this form of questioning. It is easier to establish comfort level in partners than in groups. In the beginning it is best for the teacher to choose the partners and to switch partners every few minutes until students feel comfortable working with several different learning styles. The first examples begin at a low risk level that reinforces trust between the teacher/facilitator and student.

Feelings/Opinions: Are they one in the same?

The words **feeling** and **opinion** are near-synonyms. However, in the questioning process it is necessary to separate them because it is possible to have strong feelings about something and not have an opinion. I may have strong feelings about abortion. On one hand, I may feel personal choice is paramount to our survival as a democracy. On the other hand, I may feel life is a precious gift to be nurtured and protected. I may not be able to formulate an opinion.

It is also possible to have an opinion about something and not have strong feelings. For example, in my opinion Diet Pepsi is better than Diet Coke. I really don't have strong feelings about that opinion. (I'll drink either one in a pinch!) That doesn't mean opinions are trivial. On

the contrary, just ask me about one of my passionate causes, such as gifted children, and I'll cloud up and rain all over you with opinions and feelings!

IV. What Would Happen If ...? Questions

GOAL: Creative Thinking (Reorganization of Reality)

KEY: Laughter!

Did I write that Feelings/Opinions/Personification questions were my favorite? Well, actually, "What Would Happen If ...?" questions are my favorite. They are just plain fun! To completely let go of rigid thinking patterns, to break traditional mind sets, to open the mind to an "anything goes" attitude has to be one of life's greatest highs. The teacher who facilitates "What would happen if" questions must accept the responsibility as leader and **model** for **laughter** and **creative thinking** and questioning. "Seriousity" is a block to the whole process. Laughter is the key that unlocks divergence. Students need to see and analyze adults using the divergent questioning process. They also need guidance in moving from **divergent thinking** to convergent thinking.

Students can **brainstorm** in partners, small groups, journals, or learning logs.

What if each person had to have a 6 foot space around them at all times to survive?

What if Rogers had never met Hammerstein? Spielberg had not met Lucas?

What would happen if it were against the law to sing? To dance? To laugh?

What would happen if all the Pepsi in the world turned to water?

What if the human body needed to consume gold to survive?

What if Dr. Martin Luther King, Jr. had been born in 1840?

What would happen if your parents were movie stars?

What if all libraries were declared a health hazard?

What if human beings had never discovered fire?

What would happen if clothes never wore out?

What if a volcano erupted in your backyard?

What if the North Star were not stationary?

What if robots could own property?

What if spiders were insects?

Johnson, N. (1990). Questioning Makes the Difference. Dayton, Ohio: Creative Learning Consultants.

Helen L. Neutt, Ph.D.
Southeast Missouri State University
November 16, 1992

Potential Student Products

Written	Oral/Verbal	Visual	Kinesthetic/Tactile
Poem	Cinquain	Scrapbook	Collage
Advertisement	Advertisement	Art gallery	Cooked concoction
Map with legend	Argument	Book cover	Computer program
Movie	Ballad	Jigsaw puzzle	Greeting card
Biography	Biography	Bulletin board	Display
Book cover	Cassette tape	Cardboard relief	Game
Book	Choral reading	Cartoon	Jigsaw puzzle
Newspaper story	Collection of songs	Mask	Learning center
Brochure	Commercial	Comic strip	Mobile
Cartoon	Debate	Costume	Movie
Game instructions	Discussion	Hidden picture	Paper folding
Collection +narrative	Fairy tale	Construction	Porta-center
Commercial	Guest speaker	Diagram	Scavenger hunt
Journal	Interview	Diorama	Sand casting
Comic strip	Intro. Guest Speaker	Display	Silkscreen
Crossword puzzle	News report	Family tree	Stencil
Diary	Oral speech	Filmstrip	Terrarium
Friendly letter	Original song	Game board	Weaving
Editorial	Panel discussion	Geometric shapes	Window-shade story
Ditto	Personal experience	Graph	Sculpture:
Essay	Poem	Pattern +instruction	clay, wire, junk
Experiment record	Puppet show	Small scale drawing	Silhouette
Newspaper (all, part)	Demonstration	Map	Stitchery
News report	Question/answer	Stained glass	Rubbing
Metaphor	Simulation	Time line	Rebus story
Fact File	Skit	Worksheets	Mime
Notice	Narrative	Mime	Dance
Fairy tale	Slide/tape present.	Detailed illustration	Demo. technique
Greeting card	Speech	Illustrated story	Construction
Illustrated story	Story	Terrarium	Painting
Itinerary	Survey	Cross cut diagram	Carving
Journal	Taped recording	Advertisement	Photography
Complaint	Teach a lesson	Flip book	Role playing
Letter	Travelogue	Large scale drawing	Parade
Limerick	TV Game show	Transparencies	Protest

Literary magazine	TV news report	Write-on Slides	Original Experiment
Logic puzzle	Videotape	Street map	Docudrama
Play	Explanation	Model	Folk dancing
Report		Mosaic	Model
Teach a lesson		Mural	Stage Setting
Test/Quiz		Museum exhibit	Bread dough
Worksheet		Bumper sticker	sculpture

APPENDIX H

HOW DOES A TEACHER BEGIN MAKING CURRICULUM MODIFICATIONS?

1. Begin at a comfortable pace. Limit the scope by choosing one subject area or one group of students with which to begin.
2. Make a chart and list the programs you would like to institute and the curricular modifications that can be used with each one.
3. Think about teaching styles.
4. Consider the resources you have at your disposal.
5. Give each option you try an ample chance to develop.
6. Review your performance on a regular basis to see if you are moving in the right direction. Ask yourself these questions:
 - A. Are all students in this class working at levels commensurate with their abilities?
 - B. Do students have options from which they can choose some of their assignments?
 - C. Are the content, process, and products of instruction regularly being modified so that all students are involved in meaningful instruction?
 - D. Has a new strategy, program, or activity recently been tried with the students?
 - E. How well are the gifted and talented students integrated into the classroom activities? Have my attempts at providing appropriate instruction resulted in isolating them from the rest of the group?
 - F. Is the program more valid than it was prior to beginning the changes?
 - G. Am I happier? Are the students happier and more productive?
7. If you determine that a technique, program, or activity is not working out, try something else.
8. Feel free to experiment.

Parke, B. (1989). Gifted Students in Regular Classrooms.
Needham Heights, MA: Allyn and Bacon.

APPENDIX H

CURRICULUM COMPACTING

By
Jo Henderson
1993

Gifted & Talented Facilitator, Consulting Teacher – Boise, Idaho Public Schools Teaching Able Learners in the Regular Classroom – Instructor, Boise State University

What is Curriculum Compacting?

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge levels of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

Student Behaviors Which May Suggest That Compacting Is Necessary

1. Consistently finishes tasks quickly
2. Finishes reading assignments first
3. Appears bored during instruction time
4. Consistently daydreams
5. Creates own puzzles, games or diversions in class
6. Brings in outside reading material
7. Has consistently high performance in one or more academic areas
8. Test scores consistently excellent despite average or below-average class work
9. Asks questions which indicate advanced familiarity with material
10. Is sought after by other students for assistance
11. Uses vocabulary and verbal expression in advance of grade level
12. Expresses interest in pursuing alternate or advanced topics

A “Quick and Dirty” Check

1. Is the student in the top reading group or reading at an advanced level?
2. Does she/he finish tasks quickly?
3. Do you think she/he would benefit from more challenging work?

Goals of Compacting

1. Create a Challenging Learning Environment
2. Guarantee Proficiency in Basic Curriculum
3. Buy time for enrichment and acceleration

APPENDIX I

HOMEWORK POLICY

APPENDIX I

HOMEWORK POLICY FOR PULL-OUT PROGRAM

Students participating in the gifted program are involved in curriculum within the gifted pull-out program.

The student in the program for the gifted shall be excused from standard classroom assignments and activities missed on the day the student participates in the program. The student is responsible for the concepts, principles, and strategies developed by the classroom teacher on the day that the student participates in the gifted program. The student is not excused from the accountability associated with these missed concepts.

The classroom teacher shall avoid scheduling major tests, assignment due dates for major projects, field trips, etc., on the day students are assigned to the gifted program.

The classroom teacher who has a student in their class who is also in the program for the gifted and who utilizes attendance/participation, and/or daily assignments as elements in determining student grades shall not penalize the student for this authorized absence.

APPENDIX J

GOALS

CURRICULUM OBJECTIVES

APPENDIX J

KIRKSVILLE R-III SCHOOLS GIFTED PROGRAM STUDENT GOALS

1. To develop the student's thinking, creativity, and reasoning abilities as well as decision-making and communication skills
2. To help the student become a more independent and self-directed learner
3. To provide new and challenging learning experiences that are not ordinarily included in the regular classroom curriculum
4. To guide the student in personal growth and social development, recognizing and responding to personal strengths of self and others
5. To provide the format for gifted students to come together to challenge each other and to encounter other students with similar skills and talents

APPENDIX J

KIRKSVILLE R-III SCHOOLS
CURRICULUM OBJECTIVES
KINDERGARTEN & FIRST YEAR STUDENTS

Creativity

In order to develop creative abilities, the student will

1. demonstrate understanding of the basic elements of creativity by
 - A. identifying creativity components – fluency, flexibility, originality, and elaboration
2. demonstrate understanding of the brainstorming process by
 - A. participating in small-group brainstorming
3. show knowledge of various creative thinking strategies by
 - A. using convergent and divergent thinking processes to initiate original idea(s)

Problem Solving

In order to develop problem solving abilities, the student will

1. demonstrate basic understanding of initial phases of Creative Problem Solving (CPS), by
 - A. identifying the facts and stating the problem found in a problem situation presented by the teacher
 - B. utilizing the brainstorming process as a means of generating possible solutions to a problem
2. develop skills needed for the Future Problem Solving (FPS) process by
 - A. brainstorming possible problems found in FPS “fuzzy situation”
3. develop skills essential to the “Odyssey of the Mind” process by

- A. refining the brainstorming process with an emphasis on the “piggybacking” technique
- 4. develop additional forms of problem solving techniques by
 - A. implementing and practicing simple problem solving techniques (grid, diagram, rating scale...)

Research

In order to develop skills needed for independent study which relies heavily on research, the student will

- 1. define a topic or issue by
 - A. participating in group brainstorming of ideas directly related to a topic
- 2. devise a plan for research (time management) by
 - A. following a teacher-directed time frame and sequence for group research
- 3. determine relevancy of research materials found by
 - A. collecting and/or sorting pictures related to a topic
- 4. develop note-taking skills by
 - A. dictating related facts to teacher or another student
 - B. selecting pictures or realia on a specific topic
- 5. analyze and organize notes into a meaningful format by
 - A. categorizing pictures
- 6. prepare a product to show research findings by
 - A. orally presenting and describing an object or personal experience to a group of peers and teacher

Communication

In order to develop speaking skills, the student will

- 1. participate effectively in a discussion by
 - A. sharing feelings about self when in a group
- 2. conduct an interview by
 - A. informally interviewing a peer

3. communicate verbally by
 - A. demonstrating effective verbal communication skills
4. organize a speech by
 - A. effectively sharing an object with a group

Thinking Skills

In order to develop higher level thinking skills, the student will

1. implement techniques for logical thinking by
 - A. solving deductive reasoning problems with two variables
2. develop techniques for critical thinking by
 - A. determining which details support a main idea
 - B. identifying clues toward possible solution
 - C. sequentially arranging events on a time line
3. develop techniques for inductive inquiry by
 - A. formulating yes/no questions
 - B. distinguishing between questions of fact and opinion
 - C. recognizing when it is appropriate to ask questions
 - D. recognizing which kinds of questions are reasonable and appropriate, and which are not
4. strengthen his/her visual thinking techniques by
 - A. completing a variety of manipulative problems (tangrams, pattern blocks, cuisenaire rods, pentominoes)
5. develop techniques for studying the nature of thinking by
 - A. recognizing the existence of different levels of thinking
 - B. implementing and practicing simple learning techniques and strategies (mnemonic devices...)
6. apply techniques for making analogies by
 - A. completing simple analogies
 - B. recognizing common attributes of two unlike objects
 - C. exploring the brainstorming process as a means of becoming a more productive thinker

Affective Goals

I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word “gifted”
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.
- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
- E. analyze the concept of stress as it relates to self and others
- F. develop self awareness and an understanding of self efficacy
- G. learn the skills for dealing with gender issues
- H. develop skills to enjoy the present
- I. identify self and others’ expectations and develop the skills necessary for dealing with these expectations
- J. recognize personal need for psychological guidance

III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
- B. understand the issues peers face
- C. understand the difficulties facing teachers as they work with a diverse population of individuals

IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
- B. develop social skills
- C. develop communication skills relating to personal, family, and school issues
- D. develop skills in making and keeping friends
- E. develop group dynamics skills

V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility

- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

APPENDIX J

KIRKSVILLE R-III SCHOOLS CURRICULUM OBJECTIVES SECOND YEAR STUDENTS

Creativity

In order to develop creative abilities, the student will

1. demonstrate understanding of the basic elements of creativity by
 - A. applying the components of fluency, flexibility, originality and elaboration and implementing such activities within an interdisciplinary unit of study
2. demonstrate understanding of the brainstorming process by
 - A. practicing and improving the skill of brainstorming
3. show knowledge of various creative thinking strategies by
 - A. using convergent and divergent thinking processes to complete a simple, original product

Problem Solving

In order to develop problem solving abilities, the student will

1. demonstrate basic understanding of initial phases of Creative Problem Solving (CPS) by
 - A. utilizing the first three steps
2. develop skills needed for the Future Problem Solving (FPS) process by
 - A. recognizing the first three FPS steps
 - B. working through a teacher-directed practice problem, implementing those first three steps
3. develop skills essential to the Odyssey of the Mind process by
 - A. participating in verbal, spontaneous problems

4. develop additional forms of problem solving techniques by
 - A. being introduced to more complex problem solving techniques (synectics, more advanced and complex grids...)
 - B. practicing the implementation of such strategies to solve a variety of problems

Research

In order to develop skills needed for independent study which relies heavily on research, the student will

1. define a topic or issue by
 - A. practicing and improving on group brainstorming of ideas related to a specific topic
2. devise a plan for research (time management) by
 - A. following a teacher-directed time frame and sequence for research by a group
3. use appropriate level of resources by
 - A. locating and using atlas, card catalog, primary thesaurus, encyclopedias, computerized access, and almanac
4. determine relevancy of research materials by
 - A. selecting appropriate written material related to a specific topic
5. develop note-taking skills by
 - A. locating information on specified topic
 - B. verbally sharing information with peers
6. analyze and organize notes into a meaningful format by
 - A. comparing and contrasting ideas found in different sources
7. prepare a product to show research findings by
 - A. sharing knowledge about a specific topic in oral or written form, encyclopedias, computerized access, and almanac

Communication

In order to develop speaking skills, the student will

1. participate effectively in a discussion by
 - A. acting as a respondent in group discussion
2. conduct an interview by
 - A. interviewing a peer in front of an audience of peers
3. communicate verbally by
 - A. demonstrating effective verbal communication skills
4. organize a speech by
 - A. sharing a personal experience with a group

Thinking Skills

In order to develop higher level thinking skills, the student will

1. implement techniques for logical thinking by
 - A. solving deductive reasoning problems with three variables
2. develop techniques for critical thinking by
 - A. distinguishing between relevant and irrelevant information in regard to a concrete problem
 - B. identifying cause and effect relationships
 - C. identifying inference clues within a statement or paragraph
3. develop techniques for inductive inquiry by
 - A. distinguishing between questions of fact and evaluation
 - B. arriving at a valid conclusion to a problem by using yes and no questions
4. strengthen visual thinking techniques by
 - A. completing a variety of manipulative problems (building on those previously mastered) using tangrams, pattern blocks, cuisenaire rods, pentominoes
 - B. completing a variety of manipulative problems using manipulatives of greater complexity (such as Super Tangrams, Tessellation Blocks, MIRA)
5. develop techniques for studying the nature of thinking by
 - A. completing activities identifying and implementing the first three levels of Bloom's Taxonomy (knowledge, comprehension, application)
 - B. comparing convergent and divergent thinking to spotlight and floodlight thinking

6. apply techniques for making analogies by
 - A. completing analogies (building on those levels previously mastered)
 - B. practicing recognizing common attributes in a group of unlike objects

Affective Goals

- I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word “gifted”
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

- II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.
- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
- E. analyze the concept of stress as it relates to self and others
- F. develop self awareness and an understanding of self efficacy
- G. learn the skills for dealing with gender issues
- H. develop skills to enjoy the present
- I. identify self and others’ expectations and develop the skills necessary for dealing with these expectations
- J. recognize personal need for psychological guidance

- III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
- B. understand the issues peers face
- C. understand the difficulties facing teachers as they work with a diverse population of individuals

- IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
- B. develop social skills
- C. develop communication skills relating to personal, family, and school issues
- D. develop skills in making and keeping friends
- E. develop group dynamics skills

V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility
- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

APPENDIX J

KIRKSVILLE R-III SCHOOLS CURRICULUM OBJECTIVES THIRD YEAR STUDENTS

Creativity

In order to develop creative abilities, the student will

1. demonstrate understanding of the creative process by
 - A. implementing basic components of creativity with a variety of topics, problems, and artistic materials.
2. demonstrate understanding of the practice of brainstorming by
 - A. using the process of brainstorming in steps of Noller's Creative Problem Solving
 - B. using the brainstorming process in Eberle's SCAMPER technique of creative thinking
3. show knowledge of various creative thinking strategies by
 - A. using convergent and divergent thinking to suggest creative alternatives to an idea, plan, or product
 - B. generating creative solutions to problems by implementing the processes of CPS and SCAMPER

Problem Solving

In order to develop problem solving abilities, the student will

1. demonstrate basic understanding of Creative Problem Solving (CPS) by
 - A. solving a teacher-given problem, using the first four steps of CPS
2. develop skills needed for the Future Problem Solving process by
 - A. participating in a group-generated solution of a problem from the Primary Division of FPS, using the first three steps of the process
3. develop skills essential to the Odyssey of the Mind process by

- A. participating in kinesthetic spontaneous problems
- 4. develop additional forms of problem solving techniques by
 - A. participating in small-group activities to generate solutions and ideas through a variety of problem solving techniques such as SCAMPER, synectics, grids, diagrams, rebus

Research

In order to develop skills needed for independent study which relies heavily on research, the student will

1. define a topic or issue by
 - A. participating in group webbing to show relationships of ideas
2. devise a plan for research (time management) by
 - A. following the teacher-directed time frame and sequence devised for group research
3. use appropriate level of resources by
 - A. implementing a group survey
 - B. using multiple references (cross reference)
 - C. locating and using a written and computerized index
 - D. locating and using a table of contents
4. determine relevancy of research materials by
 - A. discriminating between fact and opinion
 - B. locating isolated facts that relate to a given topic
5. develop note-taking skills by
 - A. recording the source, page, bibliographic data and note-facts relating to a given topic
6. analyze and organize notes into a meaningful format by
 - A. finding common elements in individual or small-group notes
7. prepare a product to show research findings by
 - A. writing a paragraph integrating researched data
 - B. presenting data in an organized, oral report
 - C. presenting findings through some other type of appropriate format

Communication

In order to develop speaking skills, the student will

1. participate effectively in a discussion by
 - A. expressing personal opinion and supporting evidence within a group setting
2. conduct an interview by
 - A. interviewing a relative using a list of student-prepared questions
3. communicate verbally by
 - A. demonstrating how to ask and or telephone to acquire specific information
4. organize a speech by
 - A. sharing a project and/or research with a group

Thinking Skills

In order to develop higher level thinking skills, the student will

1. implement techniques for logical thinking by
 - A. solving deductive reasoning problems with four variables
 - B. solving a simple problem inductively by using teacher-directed steps
2. develop techniques for critical thinking by
 - A. substantiating an opinion with textual references
 - B. distinguishing when more information is needed to reach a reasonable conclusion
 - C. identifying valid inferences to be drawn from stated or cited information
3. develop techniques for inductive inquiry by
 - A. distinguishing among questions of interpretation, fact, and evaluation
 - B. using Suchman's Questioning Technique to solve a problem
4. strengthen visual thinking techniques by
 - A. solving Rebus puzzles and illusions
 - B. completing symmetry activities
 - C. completing a Tangram square
 - D. completing visual puzzles using non-verbal cues
 - E. building on previously mastered manipulative problems and advancing in degree of complexity
5. develop techniques for studying the nature of thinking

- A. completing activities identifying and implementing the three highest levels of Bloom's Taxonomy (analysis, synthesis, evaluation)
 - B. comparing and contrasting languages
 - C. completing convergent/divergent thinking activities
6. apply techniques for making analogies by
- A. applying basic synectic techniques
 - B. solving analogies (building on those levels previously mastered)

Affective Goals

I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word "gifted"
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.
- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
- E. analyze the concept of stress as it relates to self and others
- F. develop self awareness and an understanding of self efficacy
- G. learn the skills for dealing with gender issues
- H. develop skills to enjoy the present
- I. identify self and others' expectations and develop the skills necessary for dealing with these expectations
- J. recognize personal need for psychological guidance

III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
- B. understand the issues peers face
- C. understand the difficulties facing teachers as they work with a diverse population of individuals

IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
- B. develop social skills
- C. develop communication skills relating to personal, family, and school issues
- D. develop skills in making and keeping friends
- E. develop group dynamics skills

V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility
- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

APPENDIX J

KIRKSVILLE R-III SCHOOLS CURRICULUM OBJECTIVES FOURTH YEAR STUDENTS

Creativity

In order to develop creative abilities, the student will

1. demonstrate understanding of the creative process by
 - A. implementing basic components of creativity and building on previous experiences to carry ideas and/or projects to a higher degree of complexity, emphasizing originality, elaboration, and risk-taking
2. demonstrate understanding of the practice of brainstorming by
 - A. utilizing the skill of brainstorming in the development of an original plan with an emphasis on fluency and originality
3. show knowledge of various creative thinking strategies by
 - A. using convergent and divergent thinking to analyze alternatives
 - B. participating in discussion and investigation right-brain, left-brain, and whole-brain research as it relates to creativity

Problem Solving

In order to develop problem solving abilities, the student will

1. demonstrate basic understanding of Creative Problem Solving (CPS) by
 - A. implementing CPS techniques to solve a variety of individual and group problems
2. develop skills needed for Future Problem Solving (FPS) Process by
 - A. participating in solving problems using the FPS Process, working as a group with teacher-direction
3. develop skills essential to the Odyssey of the Mind process by

- A. being introduced to and working toward solution of a long-term problem
 - B. practicing a variety of spontaneous problems
4. develop additional forms of problem solving techniques by
- A. working independently to generate solutions and ideas through a variety of problem-solving techniques such as SCAMPER, synectics, grids, diagrams, rebus...

Research

In order to develop skills needed for independent study which relies heavily on research, the student will

1. define a topic or issue by
 - A. participating in small-group webbing to show the relationship of ideas within the context of historical research
2. devise a plan for research (time management) by
 - A. participating in a teacher-directed group to establish the framework and sequence for conducting small-group or individual research
3. use appropriate level of resources as demonstrated by
 - A. participating in an interview within a group setting
 - B. using and interpreting various types of graphs
 - C. using appropriate magazine articles
4. determine relevancy of research materials by
 - A. skimming written works or articles to determine the main idea in a short selection or on a specified topic
5. develop note-taking skills by
 - A. paraphrasing information and recording notes
 - B. preparing a formal, alphabetical bibliography
6. analyze and organize notes into a meaningful format by
 - A. arranging notes in a topical or categorical manner
7. prepare a product to show research findings by (one of the following as determined by the student)
 - A. writing a short report to communicate findings
 - B. making an informal, oral presentation to communicate findings
 - C. presenting findings through some other type of appropriate format

Communication

In order to develop speaking skills, the student will

1. participate effectively in a discussion by
 - A. recognizing and utilizing diplomacy, tact, focus, and active listening when participating in group discussions
2. conduct an interview by
 - A. interviewing peers outside of an immediate peer group, using prepared questions.
3. communicate verbally by
 - A. recognizing effective techniques of public speaking
4. organize a speech by
 - A. preparing and delivering a demonstration speech using written organization (notes and visual-aids)

Thinking Skills

In order to develop higher level thinking skills, the student will

1. implement techniques for logical thinking by
 - A. solving deductive reasoning problems with 5—8 variables
 - B. solving a concrete problem inductively
2. develop techniques for critical thinking by
 - A. recognizing propaganda techniques
 - B. recognizing invalid arguments
 - C. identifying various viewpoints regarding a specific issue
3. develop techniques for inductive inquiry by
 - A. writing interpretive questions to explore an author's meaning
 - B. categorizing questions within the Suchman technique
 - C. solving work and visual problems inductively
4. strengthen visual thinking techniques by
 - A. reproducing patterns using verbal cues
 - B. identifying spatial relationships among two-dimensional figures
 - C. interpreting optical illusions
5. develop techniques for studying the nature of thinking by

- A. classifying activities and questions into Bloom's categories
 - B. identifying errors in thinking and recognizing ways to increase mental productivity
 - C. investigating various learning and teaching styles
6. apply techniques for making analogies by
- A. solving and creating original analogies
 - B. applying basic synectic techniques

Affective Goals

I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word "gifted"
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.
- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
- E. analyze the concept of stress as it relates to self and others
- F. develop self awareness and an understanding of self efficacy
- G. learn the skills for dealing with gender issues
- H. develop skills to enjoy the present
- I. identify self and others' expectations and develop the skills necessary for dealing with these expectations
- J. recognize personal need for psychological guidance

III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
- B. understand the issues peers face
- C. understand the difficulties facing teachers as they work with a diverse population of individuals

IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
- B. develop social skills
- C. develop communication skills relating to personal, family, and school issues
- D. develop skills in making and keeping friends
- E. develop group dynamics skills

V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility
- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

APPENDIX J
KIRKSVILLE R-III SCHOOLS
CURRICULUM OBJECTIVES
FIFTH YEAR STUDENTS

Creativity

In order to develop creative abilities, the student will

1. Demonstrate understanding of the creative process by
 - A. integrating and applying creativity components to produce original solutions, ideas or products
2. demonstrate understanding of the practice of brainstorming by
 - A. using the brainstorming techniques in synectics
3. show knowledge of various creative thinking strategies by
 - A. using convergent and divergent thinking to develop an original plan to solve a problem
 - B. investigating DeBono's "Six Thinking Hats"

Problem Solving

In order to develop problem solving abilities, the student will

1. demonstrate basic understanding of Creative problem Solving (CPS) by
 - A. refining the CPS process and utilizing it to solve more complex problems, emphasizing the acceptance steps
2. develop skills needed for Future Problem Solving (FPS) Process by
 - A. solving a problem implementing the FPS process in four-member teams, working independently
 - B. documenting solutions with verifiable research
3. develop skills essential to the Odyssey of the Mind process by
 - A. devising a plan to solve spontaneous problems using the OM process
 - B. having opportunity to practice a variety of problems from the National Odyssey of the Mind competition (not necessarily for competition)

4. develop additional forms of problem solving techniques by
 - A. utilizing diverse problem solving techniques to solve a variety of problems

Research

In order to develop skills needed for independent study which relies heavily on research, the student will

1. define a topic or issue by
 - A. participating in individual webbing to show the relationship of ideas and in order to choose and/or develop a topic
2. devise a plan for research (time management) by
 - A. participating in a small group to establish the framework within which to conduct research (with teacher-assigned deadline)
3. use appropriate level of resources as demonstrated by
 - A. locating and using the Reader's Guide
 - B. locating and using the current newspapers as well as those preserved electronically
 - C. locating and using primary resources (topical books)
4. determine relevancy of research materials by
 - A. distinguishing the major theme in written resources on topic
5. develop note-taking skills by
 - A. refining the process of paraphrasing
 - B. categorizing notefacts (works well with paper divided into 8 sections and facts arranged by subtopics)
6. analyze and organize notes into meaningful format by
 - A. categorizing notes into topics and subtopics
 - B. constructing a proper outline of topics and subtopics
7. prepare a product to show research findings by (one of the following methods as determined by the student)
 - A. preparing a rough draft of a 5-part paper with final draft and footnotes
 - B. making an organized oral presentation to class using written notes if necessary
 - C. presenting findings through some other original design or conclusive format

Communication

In order to develop speaking skills, the student will

1. participate effectively in a discussion by
 - A. attempting to convince a small group of one's viewpoint, in an organized, methodical, and appropriate manner
2. conduct an interview by
 - A. interviewing an adult with prepared questions
3. communicating verbally by
 - A. recognizing and practicing techniques of public speaking
4. organizing a speech by
 - A. preparing and delivering an informative speech
 - B. Participate in Optimist Oratorical Speech Contest

Thinking Skills

In order to develop higher level thinking skills, the student will

1. implement techniques for logical thinking by
 - A. solving deductive reasoning problems with nine or more variables
 - B. solve a visual problem inductively
2. develop techniques for critical thinking by
 - A. recognizing illogical thinking
 - B. recognizing points of agreement from contradictory viewpoints
 - C. identifying unstated assumptions
3. develop techniques for inductive inquiry by
 - A. refining Suchman's questioning technique to solve advanced and complex problems
4. strengthen visual thinking techniques by
 - A. making predictions about 3-dimensional objects from 2-dimensional pictures (perspectives)
 - B. completing figural analysis activities
5. develop techniques for studying the nature of thinking by

- A. designing activities to apply all levels of Bloom’s taxonomy for a specific topic of interest (beginning with knowledge and moving through evaluation)
 - B. identifying right and left brain skills
6. apply techniques for making analogies by
- A. creating analogies
 - B. inventing or creating a new product using synectics

Affective Goals

I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word “gifted”
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.
- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
- E. analyze the concept of stress as it relates to self and others
- F. develop self awareness and an understanding of self efficacy
- G. learn the skills for dealing with gender issues
- H. develop skills to enjoy the present
- I. identify self and others’ expectations and develop the skills necessary for dealing with these expectations
- J. recognize personal need for psychological guidance

III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
- B. understand the issues peers face
- C. understand the difficulties facing teachers as they work with a diverse population of individuals

IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
- B. develop social skills
- C. develop communication skills relating to personal, family, and school issues
- D. develop skills in making and keeping friends
- E. develop group dynamics skills

V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility
- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

APPENDIX J

KIRKSVILLE R-III SCHOOLS CURRICULUM OBJECTIVES SIXTH YEAR STUDENTS

Creativity

In order to develop creative abilities, the student will

1. demonstrate understanding of the creative process by
 - A. using the elements of creativity to solve a real problem and to create an original product
2. demonstrate understanding of the practice of brainstorming by
 - A. using the brainstorming practices in solving a real problem and creating an original product
3. show knowledge of various creative thinking strategies by
 - A. using convergent and divergent thinking to develop an original plan to solve a real problem
 - B. applying techniques of CPS and SCAMPER to solve a real problem and create an original product
 - C. expanding understanding and experiences with synectics
 - D. expanding experiences implementing DeBono's Six Thinking Hats
 - E. being introduced to DeBono's Six Action Shoes

Problem Solving

In order to develop problem solving abilities, the student will

1. demonstrate basic understanding of Creative Problem Solving (CPS) by
 - A. independently demonstrating mastery of the CPS process
2. develop skills needed for Future Problem Solving (FPS) Process by
 - A. using CPS process as a tool in solving abstract problems of Future Problem Solving (FPS) Process
3. develop skills essential to the Odyssey of the Mind process by
 - A. using the CPS process as a tool in solving concrete problems of "Odyssey of the Mind"
4. develop additional forms of problem solving techniques by

- A. utilizing appropriate techniques for evaluating the solutions to various problems

Research

In order to develop skills needed for independent study which relies heavily on research, the student will

1. define a topic or issue by
 - A. participating in group discussion and generation of domestic issues suitable for statistical research
2. devise a plan for research (time management) by
 - A. designing (independently or in a small group), a time frame and sequence for research
3. use appropriate level of resources as demonstrated by
 - A. participating in introductory activities implementing resources and technology available at the Junior High: InfoTrac, an electronic guide to periodicals; SIRS, in book format and computerized; Newsbank, CD Rom encyclopedias, Internet Browsers
4. determine relevancy of research materials by
 - A. distinguishing between major and minor themes on a particular issue

Communication

In order to develop speaking skills, the student will

1. participate effectively in a discussion by
 - A. analyzing, extending, and elaborating on another's idea when participating in group discussion
2. conduct an interview by
 - A. interviewing an expert or authority, using prepared questions.
3. communicate verbally by
 - A. practicing techniques of public speaking (with a real or authentic audience when possible)
4. organize a speech by
 - A. preparing and giving an organized, persuasive speech

B. Participate in Optimist Oratorical Speech Contest

Thinking Skills

In order to develop higher level thinking skills, the student will

1. implement techniques for logical thinking by
 - A. given significant data, using inductive and deductive reasoning to solve a true-to-life or real problem
2. develop techniques for critical thinking by
 - A. recognizing validity of points for both sides of a two-sided issue
 - B. evaluating the merit (strength or weakness) of a supporting argument
3. develop techniques for inductive inquiry by
 - A. developing questions to explore a topic of interest
 - B. formulating a testable hypothesis
4. strengthen visual thinking techniques by
 - A. completing figural analysis activities at more advanced levels
5. develop techniques for studying the nature of thinking by
 - A. investigating metacognitive strategies
 - B. determining personal applications for right and left brain skills discussion
6. apply techniques for making analogies by
 - A. completing simple Miller's analogies
 - B. using synectics to complete a word problem

Affective Goals

I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word "gifted"
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.
- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
- E. analyze the concept of stress as it relates to self and others
- F. develop self awareness and an understanding of self efficacy
- G. learn the skills for dealing with gender issues
- H. develop skills to enjoy the present
- I. identify self and others' expectations and develop the skills necessary for dealing with these expectations
- J. recognize personal need for psychological guidance

III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
- B. understand the issues peers face
- C. understand the difficulties facing teachers as they work with a diverse population of individuals

IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
- B. develop social skills
- C. develop communication skills relating to personal, family, and school issues
- D. develop skills in making and keeping friends
- E. develop group dynamics skills

V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility
- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

APPENDIX J

KIRKSVILLE R-III SCHOOLS CURRICULUM OBJECTIVES SEVENTH GRADE STUDENTS

Creativity

In order to develop creative abilities, the student will be able to:

1. Use the elements of creativity to devise and implement a creative plan.
2. Utilize brainstorming process in devising and implementing creative plan.
3. Demonstrate the use of convergent and divergent thinking to develop an original plan in order to solve a real problem containing numerous abstract complexities.
4. Devise and implement the aforementioned plan in a realistic setting.
5. Devise and implement a creative plan using CPS and SCAMPER.

Communication

In order to develop communication skills, the student will be able to:

1. Demonstrate ability to participate in a panel discussion with a moderator.
2. Conduct an interview with a subject with an expertise in an area or profession.
3. Provide an analyzes of the interview process that the student conducted.
4. Prepare and give an original speech to convince a critical audience of peers.

Problem Solving

In order to develop problem solving abilities, the student will be able to:

1. Create an original scenario that includes an underlying problem to be solved.
2. Implement an individual or small group plan to solve aforementioned problem.
3. Solve a real problem of their own choosing that is related to the community.
4. Solve abstract problems of “Odyssey of the Mind,” or similar spontaneous and long term problems
5. Present and communicate process of problem solving in a creative manner.

Thinking Skills

In order to develop higher level thinking skills, the student will be able to:

1. Solve real-life problems using data collected using inductive/deductive reasoning.
2. Evaluate validity of one's own conclusions by using inductive and deductive reasoning.
3. Complete a program in preparation for SAT.
4. Create and present several solutions to problems which are not simply two-sided.
5. Formulate questions to test a hypothesis.
6. Analyze and interpret practical solutions to spatial problems.
7. Compare and contrast Krathwol's Taxonomy of affective objectives with Bloom's Cognitive Taxonomy.
8. Complete advanced Miller's analogies.
9. Create and solve an original problem using synectics.

Research

In order to develop skills needed for independent study which relies heavily on research, the student will be able to:

1. Generate issues in a group setting dealing with personal, local, and global questions.
2. Set parameters, develop time management style, and focus in relation to an issue within a small group or as an individual.
3. Demonstrate ability to use Inter-library loan system, including college level special collections, and government documents.
4. Create original work that discriminates between essential and non-essential ideas on an issue.
5. Develop and demonstrate personal style of organization.
6. Present final research product in one of the following manners:
 - A. Write a research paper with good transitions integrating personal theories and hypothesis complete with title page and proper bibliography.

- B. Make an original oral presentation, complete with visual assistance, to the class.

Affective Goals

- I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word “gifted”
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

- II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.
- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
- E. analyze the concept of stress as it relates to self and others
- F. develop self awareness and an understanding of self efficacy
- G. learn the skills for dealing with gender issues
- H. develop skills to enjoy the present
- I. identify self and others’ expectations and develop the skills necessary for dealing with these expectations
- J. recognize personal need for psychological guidance

- III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
- B. understand the issues peers face
- C. understand the difficulties facing teachers as they work with a diverse population of individuals

- IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
- B. develop social skills
- C. develop communication skills relating to personal, family, and school issues
- D. develop skills in making and keeping friends
- E. develop group dynamics skills

V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility
- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

APPENDIX J
KIRKSVILLE R-III SCHOOLS
CURRICULUM OBJECTIVES
EIGHTH GRADE STUDENTS

Independent Study

Having reached fruition of the preceding levels of achievement, the student will take part in a directed independent study. The student will be asked to replicate elements from the five core areas of study that are identified in the preceding grade level descriptions, along with the directives listed below. The student will be able to:

1. Choose a research topic based on personal interest and approved discipline of choice.
2. Define goals of independent study.
3. Establish contacts and mentors to assist student in research.
4. Develop time management outline with set deadlines for completing steps of plan.
5. Use an agreed upon manner of presentation which may include a computer assisted demonstration, a media assisted demonstration, a structured lesson before a class, a speech to an interested party, or a research paper with a chance for a verbal discussion pertaining to the research.

Affective Goals

I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word “gifted”
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.

- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
 - E. analyze the concept of stress as it relates to self and others
 - F. develop self awareness and an understanding of self efficacy
 - G. learn the skills for dealing with gender issues
 - H. develop skills to enjoy the present
 - I. identify self and others' expectations and develop the skills necessary for dealing with these expectations
 - J. recognize personal need for psychological guidance
- III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
 - B. understand the issues peers face
 - C. understand the difficulties facing teachers as they work with a diverse population of individuals
- IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
 - B. develop social skills
 - C. develop communication skills relating to personal, family, and school issues
 - D. develop skills in making and keeping friends
 - E. develop group dynamics skills
- V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility
- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

APPENDIX J

KIRKSVILLE R-III SCHOOLS

CURRICULUM OBJECTIVES CAPSTONE INDEPENDENT PROJECT NINTH THROUGH TWELFTH GRADE STUDENTS

Students who have previously been identified as qualifying for the gifted program at Kirksville R-III will be given the opportunity to complete an independent research project for a letter grade. Students electing to take the non-weighted class will explore an area of interest to be presented at the end of the semester.

The objectives for the project are listed below:

Affective Goals

I. To understand what being gifted means

The student will:

- A. develop a personal definition of the word “gifted”
- B. analyze giftedness as it relates to self
- C. analyze ethical, cultural, special needs, and gender issues related to giftedness

II. To develop coping skills through the acceptance of personal strengths and weaknesses

The student will:

- A. analyze developmental issues
- B. gain comfort with personal capabilities
- C. develop coping skills used in dealing with procrastination and perfectionism.
- D. analyze personal learning and thinking styles as well develop an understanding of their impact on interpersonal relationships within the school setting
- E. analyze the concept of stress as it relates to self and others
- F. develop self awareness and an understanding of self efficacy
- G. learn the skills for dealing with gender issues
- H. develop skills to enjoy the present
- I. identify self and others’ expectations and develop the skills necessary for dealing with these expectations
- J. recognize personal need for psychological guidance

III. To develop an awareness of and gain insights into interactions between members of a family and self, between peers and self, and between teachers and self.

The student will:

- A. analyze typical family issues
- B. understand the issues peers face
- C. understand the difficulties facing teachers as they work with a diverse population of individuals

IV. To develop interpersonal and group process skills

The student will:

- A. authentically articulate feelings
- B. develop social skills
- C. develop communication skills relating to personal, family, and school issues
- D. develop skills in making and keeping friends
- E. develop group dynamics skills

V. To develop skills used to attain self-actualization

The student will:

- A. demonstrate ethical behaviors, e.g., honesty, integrity, responsibility
- B. develop decision-making skills
- C. develop short-term and long-term goals relating to self
- D. recognize that self-actualization is a journey, not a goal
- E. participate in areas of service to others

Creativity: In order to develop creative abilities, the student will be able to:

1. Identify disciplines of interest in creating a list of potential research topics.
2. Work with gifted instructor or community mentor in creating a research topic to be approved by the gifted instructor.
3. Create a list of five major objectives to be achieved by the established research topics.
4. Create a proper venue for the best extollation of information.
5. Develop an evaluation form to be completed by instructor, mentor, and all audience members of the presentation.

Communication: In order to develop communication skills, the student will be able to:

1. Present an oral and written proposal for a research topic including the following information:
 - A. Thesis Statement
 - B. Access of needed research materials and an accounting there of
 - C. Show proof of a discernable conclusion
 - D. List objectives and mode of attainability
2. Communicate in one or more of the following forms the body of research:

- A. Oral presentation
 - B. Formal written paper
 - C. Multi-media presentation
 - D. Scientific experimentation to be displayed in appropriate form
- *All of the above require a proper bibliography
3. Following the presentation of work, student will hold a panel discussion of peers and participants to discuss project results.

Problem Solving: In order to develop problem solving abilities, the student will be able to:

1. Identify specific problems to be engaged.
2. Implement various problem solving techniques within the context of research.
3. Identify venue in which research is applicable to the area of problem solving.
4. Show examples of evidence supporting solution of stated problems.
5. If possible, apply problem solution to a community or school situation.

Thinking Skills: In order to develop higher level thinking skills, the student will be able to:

1. Evaluate validity of one's conclusions by using inductive/deductive reasoning
2. Describe the elements of approved research project objectives at an application level.
3. Evaluate process of research to established and published findings.
4. Communicate validity of findings to an established mentor in specific field of study.
5. Answer questions pertaining to research project in an open forum discussion consisting of peers and at least one mentor.

Research: In order to develop skills needed for independent study which relies heavily on research, the student will be able to:

1. Generate issues in a group setting dealing with personal, local, and global questions.
2. Set parameters, develop time management style, and focus relation to an issue within a small group or an individual.
3. Develop a list of primary sources and contacts centered on research.
4. Demonstrate personal organizational skills in synchronization with an acceptable product of research.
5. Demonstrate knowledge of existing professional journals that relate to field of study.

The gifted instructor from the Junior High will be available to collaborate with the Capstone student during 1st and 6th hours every other week. During the alternating weeks when the gifted instructor is not available, the student will be in study hall, researching the topic and compiling the project/presentation.

APPENDIX K

REFERENCE

READING LIST

APPENDIX K

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APPENDIX L

EVALUATION SURVEY

PARENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

TEACHER QUESTIONNAIRE

ADMINISTRATOR QUESTIONNAIRE

R.A.P. II (Rapid Academic Program) Parent Evaluation Form

Date _____ Name (Optional) _____

Directions: Evaluate the extent to which the educational program provides for the needs of gifted children by rating the frequency with which specific classroom characteristics can be observed. Use the following scale: 0=not at all 1=sometimes 2=often 3=regularly

Cognitive Development and Intellectual Needs

- _____ Students participate in determination of educational objectives and in the planning of appropriate learning activities.
- _____ Instructional strategies/methods and materials are varied to accommodate individual differences in learning styles.
- _____ Students engage in discussion and debate to develop their thinking and oral communication.
- _____ Students are given challenging, complex problems that stretch their minds and require them to view problems from different approaches.
- _____ Students are asked to respond to high level questions requiring skills of analysis, synthesis and transfer of knowledge, critical/evaluative thinking, and perception of relationships.
- _____ Creative/divergent thinking is used to stimulate skills of divergent thinking and productive self-expression in a variety of simple and complex forms.
- _____ Independent learning activities are encouraged, such as individual research projects or student-developed drama productions.

Socio-emotional Needs

- _____ The social climate affirms diversity; individual differences are positively valued.
- _____ Opportunities occur for students to use knowledge and to pursue personal interests.
- _____ Children are frequently allowed to choose from alternatives or to propose an alternative for learning activities.
- _____ The ability to work cooperatively with others is developed while competition is minimized.
- _____ The individual's academic strengths are emphasized in learning activities.
- _____ Opportunities exist for social and intellectual interaction among gifted peers with similar interests and abilities.

Teacher of Gifted Program

- _____ The teacher obviously enjoys the challenge of teaching gifted students.
- _____ An understanding attitude is shown by the teacher toward a child's weaknesses or deficits.
- _____ The teacher organizes outlets for the presentation of student projects for parents, other students and/or the community.
- _____ The teacher initiates parent/teacher communication through orientations, newsletters, conferences, and/or phone calls.

*Please write any additional comments on the back of this sheet.

R.A.P. II (Rapid Academic Program) Student Evaluation Form

Date _____ Name (Optional) _____

Directions: Rate the R.A.P. II program using the following scale:

0= not at all 1=sometimes 2=often 3=regularly

In RAP II:

- _____ I have had many chances to plan and complete independent research projects.
- _____ I have had opportunities to choose topics of study based on my own interests.
- _____ I have been given chances to develop and use my creativity.
- _____ I have been given challenging problems that stretched my mind.
- _____ I have engaged in discussions and debates on important issues.
- _____ I have benefited from working with other gifted students in the RAP II room.
- _____ I have been able to put my own personal learning styles to use.
- _____ I have been encouraged to work cooperatively with other students.
- _____ differences have been accepted and/or celebrated.

Answer these questions using the following scale:

0=strongly disagree 1=somewhat disagree 2=somewhat agree 3=strongly agree

Overall:

- _____ I have a positive attitude toward R.A.P. II.
- _____ Attending R.A.P. II has helped me in my schoolwork.
- _____ R.A.P. II has challenged me.
- _____ Being in R.A.P. II has increased my self-esteem.
- _____ I would recommend R.A.P. II for other gifted students.

*Please write any additional comments on the back of this sheet.

R.A.P. II (Rapid Academic Program) Teacher Evaluation Form

Date _____ Name (Optional) _____

Directions: Please help to evaluate the effectiveness of the gifted program at the Junior High. Answer as many of the following questions as possible. If you do not feel sure of an answer, simply leave it blank. Return the survey to Christie Taylor as soon as possible. Use the following scale to answer the questions:

0=strongly disagree 1=somewhat disagree 2=somewhat agree 3=strongly agree

_____ Most of my R.A.P. II students have a more positive attitude toward school.

_____ Most of my R.A.P. II students seem to be better able to plan and complete independent research projects, as well as use other independent learning strategies.

_____ R.A.P. II has provided my gifted students opportunities to develop and express creativity.

_____ My R.A.P. II students have benefited from being grouped with and interacting cooperatively with other gifted students.

_____ My gifted students seem to be overburdened or under too much pressure as a result of the R.A.P. II class.

_____ My R.A.P. II students have expressed a positive attitude toward the program.

_____ My R.A.P. II students have found the program challenging.

_____ Overall, my R.A.P. II students seem to have benefited from the program.

* * * * *

_____ The R.A.P. II program has helped me to meet the needs of the high ability students in my classroom.

_____ The R.A.P. II curriculum seems to be significantly differentiated from that of the regular classroom.

*Please feel free to write any additional comments and/or suggestions on the back of this sheet.

**R.A.P. II (Rapid Academic Program)
Administrator Survey**

Date _____ Name (Optional) _____

Directions: Please help to evaluate the effectiveness of the gifted program at the Junior High. Answer as many of the following questions as possible. Use the following scale to answer the questions:

0=strongly disagree 1=somewhat disagree 2=somewhat agree 3=strongly agree

- _____ The R.A.P. II program is helping to meet the needs of the high-ability students in the Junior High.
- _____ Most of the R.A.P. II students seem enthusiastic about attending R.A.P. class.
- _____ The R.A.P. II curriculum appears to be significantly differentiated from that of the regular classroom.
- _____ The R.A.P. II activities present more of a challenge for high-ability students than the regular classwork.
- _____ The R.A.P. program motivates students to be more creative.
- _____ R.A.P. II students seem to have greater self-confidence and self-esteem as a result of participation in the program.
- _____ Gifted students have benefited from the opportunity to interact with their intellectual peers in R.A.P. class.
- _____ Parents of R.A.P. II students are supportive of the program.
- _____ Faculty at the Junior High are supportive of the program.

*Please feel free to write any additional comments and/or suggestions on the back of this sheet.

References

Rockwood School District. (n.d.). *Gifted Education Program*. Retrieved from <http://www.rockwood.k12.mo.us/giftededucation/aboutus/identification/Pages/default.aspx>

