

Intellectually Gifted Handbook



Dr. John Strycker, Superintendent

WINGS

“Winning Instruction for Gifted Students”

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MISSION

The mission of the Jackson County School District is to allow students that have been deemed intellectually gifted to reach their fullest potential based on their exceptional abilities. Students will be provided a differentiated program designed to address their individual needs. We will provide learning experiences through self-motivated discovery learning, and empower students with the knowledge and skills to create their own futures; therefore becoming contributors to a diverse and changing world.

PHILOSOPHY

The Jackson County School District is committed to an education program that recognizes individual student differences, abilities, interests, and needs. Our goal is to enrich the education of all students through events and activities designed to expose them to a variety of challenging and higher order critical and creative thinking experiences.

A multi-dimensional curriculum will take into consideration the interests and social/emotional needs of each student in order to encourage the development of the total individual and his/her relationship to the group. Methods, materials, and media used by the teacher will be

varied and challenging in order to add dimension to thinking and to accommodate different learning styles. Providing students with enhanced differentiated instruction will enable us to nurture the diverse talents and abilities of the intellectually gifted student.



PROGRAM GOALS

To create a learning environment that facilitates and encourages thinking, creativity, metacognition, healthy relationships, appropriate expectations, understanding of self, the development of communication skills, and self-directed learning for students in grades two through sixth who have been identified as intellectually gifted.

To offer the intellectually gifted a qualitatively different educational experience that is not available in the general education classroom.

To develop a differentiated program designed to address the needs of the intellectually gifted student.

To provide intellectually gifted students with an opportunity to maximize their personal potential.

DEFINITION

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

PURPOSE

To ensure that gifted children who demonstrate unusually high

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

STUDENT IDENTIFICATION PROCESSES

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

The Jackson County School District identification procedures shall consider the following:

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

All instruments administered and measures must have been validated for the specific purpose for which they are being used. The

assessment criteria and minimal acceptable criteria to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to the Office of Gifted Education Programs at the Mississippi Department of Education (MDE) and approved by the State Board of Education (SBE).

REFERRAL

There are two types of gifted referral processes:

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

STAGE I ASSESSMENT CRITERIA

Mass Screening Referral Process

This process requires all Mississippi districts to screen all students in at least one grade level each year. Districts should use a normed group measure of intelligence in the Mass Screening Referral Process. This process should assist in identifying students in underrepresented populations. Students who obtain a full-scale score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the referral process. Students who scored at or above the 85th percentile but lower than the 90th percentile on the normed group measure of intelligence shall be subjected to an Emerging Potential for Gifted Referral Checklist. If these students meet the criteria on the checklist, they shall move forward in the referral process. The next step in the process will consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. District personnel shall make decisions as to which measures will be used during this step of the Mass Screening Referral Process. A student shall satisfy two of the following additional criteria before moving forward to the LSC Review of Referral Data Stage: 1. a score at or above the superior range on a normed published characteristics of giftedness checklist, 2. a score at or above the superior range on a normed published measure of creativity, 3. a

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

Individual Referral Process

This process involves students who are individually referred for gifted eligibility. A student may be referred by a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. The person initiating the referral shall sign the referral form and date it. Once the student is referred, the district personnel shall collect the data required to satisfy the referral criteria. Once a referral form has been initiated, signed, and dated, only the LSC or parents can stop the identification process. Students participating in the Individual Referral Process shall satisfy three of the following criteria before moving forward to the LSC Review of Referral Data Stage: 1. a score at or above the 90th percentile on a group measure of intelligence that has been administered within the past twelve months, Gifted Education Regulations, 2013 5 2. a score at or above the superior range on a normed published characteristics of giftedness checklist, 3. a score at or above the superior range on a normed published measure of creativity, 4. a score at or above the superior range on a normed published measure of leadership, 5. a score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test, 6. a score at or above the 90th percentile on a normed measure of cognitive ability, 7. a score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months, and/or 8. other measures that are documented in the research on identification of intellectually gifted students. Documentation of measures shall be maintained in a written document approved by the local school board

indicating that the district is using the state minimal scale/percentile score criteria on all referral measures. This document shall be distributed to district administrators, school counselors, and teachers and shall be available to parents at each school site. NOTE: Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Emerging Potential for Gifted criteria, can be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by their performance on the normed group measure of intelligence administered during the Mass Screening Referral Process.

STAGE II ASSESSMENT CRITERIA

Once the referral data have been collected, the LSC shall review all data and make one of the following recommendations: 1. the student has satisfied minimal criteria on at least three measures and should move forward to the assessment stage, or 2. the student has not satisfied minimal criteria on at least three measures, however, the LSC feels strongly that additional data should be collected and the student reconsidered at that time, or 3. the student has not satisfied minimal criteria on at least three measures and the identification process should stop. Provisions for Emerging Potential for Gifted Populations At this point the LSC shall make the decision as to the possibility that the student could be eligible for consideration as a candidate for an emerging potential for gifted assessment. If it is believed that the student might have emerging gifted potential, then the Emerging Potential for Intellectually Gifted Assessment Checklist should be completed for possible use during the assessment process. The Emerging Potential for Gifted category makes provisions for certain factors that exist that may put the student at a disadvantage when inappropriate instruments are used during the assessment process.

STAGE III PARENTAL PERMISSION FOR TESTING

At this time, district personnel shall obtain written parental permission for testing. District personnel shall also notify parents in writing about their rights under FERPA.

STAGE IV ASSESSMENT

Once the LSC has determined that a student has satisfied minimal referral criteria in order to move forward to the assessment stage, district personnel shall review and compile all data available on the student. This data shall also be made available to a licensed examiner. The assessment stage is the individual test of intelligence, which shall be administered by a licensed examiner. In no case will the examiner be related to the student being tested. The examiner shall review all available data on the student, whether or not it satisfies minimal identification criteria, and use that information to select the most appropriate test of intelligence. Standard operating procedures should be followed during the selection and administration of all assessments as reflected in the examiner's manuals. The examiner shall provide a signed and dated report of the test administration to include testing conditions, scores on all subtests or subscales, and the strengths and weaknesses of the student. A student must score at or above the 91st percentile composite/full scale or the 91st percentile on approved subtests (as per publisher) in order to satisfy eligibility criteria. District personnel shall make decisions as to whether the minimal acceptable criteria set in regulations will be used, or if a higher minimal acceptable criteria will be used. The assessment criteria and acceptable minimal scale/percentile scores to be used shall be documented in writing in the district's Gifted Education Program Proposal submitted to and approved by the Office of Curriculum and Instruction at the MDE. If a district decides to raise its minimal acceptable scale/percentile score for gifted eligibility above the state minimum scale/percentile score, justification shall be provided to the MDE in writing. Included in the justification must be documentation that the district continuously addresses the Emerging Potential for Gifted guidelines as outlined in the regulations. Emerging Potential for Gifted Students who have satisfied criteria on the Emerging Potential for Gifted Checklist who did

not satisfy minimal acceptable criteria on an individual test of intelligence, but, did score at least at the 84th percentile or have a scale score that falls within the range of the 90th percentile confidence interval of the state minimum scale/percentile score, may be administered one of the following additional measures to determine eligibility: 1. A test of cognitive abilities with a minimal score at the 90th percentile, 2. A group intelligence measure with a minimal score at the 90th percentile, or 3. A district-developed matrix approved by the MDE. Identification criteria, as approved by the MDE on the local district's Gifted Education Program Proposal, must be satisfied for a student to be ruled eligible by the LSC for the intellectually gifted education program. Potentially Twice-Exceptional Students. Students who already have an eligibility ruling under IDEA and are being assessed for an intellectually gifted eligibility, and who did not satisfy all of the required minimal acceptable referral criteria but did meet at least one referral criterion shall have their results reviewed by the LSC and a licensed examiner. If the student scores at or above the 91st percentile on the Gifted Education Regulations, 2013 7 individual test of intelligence (composite score or approved subtest score) or in the opinion of the reviewing committee, would benefit from participation in the intellectually gifted program, the student may be granted a provisional eligibility for the intellectually gifted program for a period of one year. At the end of that year, the student's teacher of the gifted shall meet with the review committee to discuss the student's performance in the program. If the student has demonstrated success in the program, the LSC shall change the eligibility status from provisional to regular eligibility. If the student has not been successful in the program, the provisional eligibility shall be revoked.

STAGE V ASSESSMENT REPORT

District personnel shall write an Assessment Report, which must contain the following components: 1. Student's name, 2. Name of at least three measures from Stage 1: Referral that were used to determine the need to administer an individual test of intelligence, 3. Results of each measure, 4. Name of individual who administered or completed each measure and the date administered or completed, 5.

Test behaviors for any individually administered test(s), 6. Interpretation of the results of each individually administered test(s), 7. Name of the person who administered the individual test of intelligence and date test was administered, 8. Qualifications of the individual who administered the individual test of intelligence, 9. Results of the individual test of intelligence to include scores on all subtests and, identified strengths and weaknesses, 10. Name of the person responsible for writing the Assessment Report, his/her signature, and position, and 11. Date of the Assessment Report.

STAGE VI LSC ELIGIBILITY DETERMINATION

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

Parental Notification

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

HOMEWORK/CLASSWORK

Gifted students in grades 2-8 may not be required to make-up class work missed when they are scheduled to be in the gifted classroom. Gifted students shall be held accountable for demonstrating mastery of concepts and information on regularly scheduled tests. It should be noted that some gifted students will not be high academic achievers for a variety of reasons. It is not reasonable to expect intellectually gifted students, artistically gifted students, and/or creatively gifted students, by virtue of having been granted one of those gifted eligibility rulings, to make all A's and B's. The exception is academically gifted students in grades 9-12 who have been ruled eligible based upon exceptionally high academic achievement in the pertinent area being served.

ANNUAL REASSESSMENT

A committee shall meet at least annually to reassess each gifted student's continuation in the gifted program. The committee must include at least the student's teacher of the gifted and a designated administrative representative. Documentation of the meeting must be maintained and must include the name(s) of the student(s) discussed, a list of the committee members present, and the date of the meeting. Since participation in the gifted program is an entitlement under law, students should remain in the gifted program as long as they are being successful in the program. Grades and/or success in the regular education program is the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program. Should the committee determine that a student should exit the program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must be notified and given the opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student from the program, the local district shall grant the parents a hearing. Each local school district should have a policy in place as to how this hearing will be conducted and how the lack of agreement will be resolved.

REINSTATEMENT PROCEDURES

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

INSTRUCTIONAL MANAGEMENT PLAN

Students in the WINGS program work under specific Instructional Management Plan (IMP) objectives and time frames. The IMP is compellation of six process skills and 42 objectives. These process skills are organized by scope and sequence and introduced, developed, and extended over a period of time. The goal of instruction

is to guide students to develop higher order critical thinking skill that transcend curricula.

In accordance with the Mississippi Department of Education recommendations, the Intellectually Gifted Program is evaluated annually by a variety of stakeholders (parents, students, administrators, and teachers) through a survey process. The information gathered is used to improve and strengthen the program and to assist in providing quality programming for Intellectually Gifted Students. The Instructional management Plan is reviewed and updated annually based upon the results of the gifted program evaluation. A copy of the Jackson County School District IMP can be located on the district website.



Please visit your child's school library for more information regarding the gifted child and gifted programming. Each library contains a "Gifted Resource" notebook, maintained by your child's gifted teacher, which contains valuable resource information.

Continuum of Services

Grades 7-12

In order to provide a continuum of services for high ability students in the secondary schools, a variety of advanced level and honors classes are offered. Most of these courses are available to all students who meet the criteria, including those who have been identified as gifted. Students may also enroll in Mississippi Gulf Coast Community College to earn elective or dual-enrollment credit while still in high school.

High School Students are offered the opportunity to enroll in accelerated classes, advanced placement classes, and honors classes based on grades and teacher recommendations. The accelerated classes offered are: English 1, English 2, English 3, U.S. History, and World History. The advanced placement classes offered are: Government 1 and 2, Calculus, English 4, US History 1 and 2, World History 1 & 2, Biology, and Chemistry. Honors classes offered include: US History, Government, World History, and Geometry.



What You Should See in Your Child's Gifted Classroom

- Focus on specific and unique identified needs of the gifted students
- Focus on the identified learning styles of the student
- Focus on CREATING new ideas and products
- Focus on analysis, synthesis, and evaluation
- Focus on discovery, open-endedness, and reasoning
- Focus on specific interests of the gifted child

Focus in identification of real problems, real investigation, and real audiences

Focus on self-understanding

Focus on self-directed learning

Focus on self-initiated, lifelong learning

Focus on creativity

Focus on process skills

Focus on Metacognition

Focus on development of individual strengths and individual interests

Focus on small group and individual investigations

What You Should Not See in the Gifted Classroom

More of the same kind of work from the regular education program

Focus in the use of activity books and/or the “worksheet” of the day

Focus on recall of facts, information, and knowledge

Focus on pre-packed units and/or mini-units that have no relevance to the needs of the gifted students being served

Focus on hobbies and interests of the teacher of the gifted

Focus on competitions and educational games

Focus on cookbook approaches to classroom activities

Focus on “things” simply because they are not covered in the regular education program

Traditional classroom setting

Focus on a single learning style

Adapted from “What You Should Not See and What You Should See in the Gifted Classroom”, by Conrad Castle, PhD. Past coordinator of MDE Gifted Education

Characteristics of Gifted Children: Positive Aspects and Difficulties

There are many commonly cited characteristics of giftedness. One cannot expect every child to have all of these, but it is helpful for adults to be aware of them. In certain conditions, we may see a characteristic as being positive. In another light, it may appear to present a difficulty.

Characteristics	Positive Aspects	Difficulties
Perfectionism	Works hard to do a good job. Pays attention to detail.	May have unrealistic expectations, "perceived failure", super-sensitivity to criticism, work is unfinished because it never seems good enough
Independence, nonconformity	Thinks for self, does not need approval of group to act.	May have a seemingly rebellious or disruptive nature, tend to challenge & question indiscreetly, resent the constraining structure of the classroom.
Perseverance	Strong power of concentration. Stays with an activity until it is completed.	May be resistance to interruption or to a schedule, inflexible.
Originality	Comes up with new and creative ideas.	Behavior may be "off task". Desire to investigate and invent for oneself. Not motivated by traditional textbook approach to learning, rote learning, excessive group instructions, and teacher control.
Ability to Analyze	Strong perception of relationships between ideas and events. Seeks to interpret and understand what is learned and experienced.	May tend to dominate discussions or activities or to resist curriculum & skill work that is repetitive. May become quite skillful in manipulating and controlling others.
Verbal precociousness	Able to effectively articulate thoughts.	May have difficulty restraining desire to talk and develop listening skills and habits.
Curiosity	Strong desire to learn & explore	May ask so many questions that it becomes annoying to others.
Sense of humor	Strong wit & unique way of looking at life.	May be the class clown. Prufrock.com 2/5/2005

Notes:

Resources

<http://www.gifted.uconn.edu>

National Research Center on the Gifted and Talented

<http://www.gifteddevelopment.com>

Gifted Development Center, Dr. Linda Silverman

<http://www.hoagiesgifted.org>

Information for parents, students, teachers,
and administrators

<http://www.nagc.org>

National Association for Gifted Children

<http://www.magc.org>

Mississippi Association for Gifted Children

<http://www.prufrock.com>

Books for teachers, parents, and students

<http://www.giftedbooks.com>

Books for parents, teachers, and students

<http://www.gifted.org>

The Gifted Child Society

<http://www.criticalthinking.com>

Books for teachers and students

<http://www.usm.edu/~gifted>

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