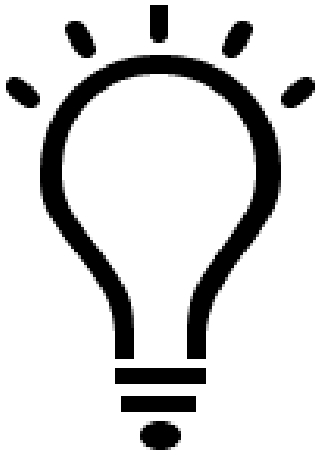
GIFTED AND TALENTED TEACHER GUIDEBOOK



La Porte Independent School District

Revised September 2016

Introduction and Acknowledgements

The purpose of the Gifted and Talented Program Guidebook is to assist all teachers responsible for providing appropriate services for gifted and talented students. It was developed by our GT Enrichment Specialists to answer questions which the staff may have regarding the philosophy and goals, program design, program responsibilities and the curriculum model used to provide services for gifted learners in our district.

This guidebook does not tell teachers what to teach to gifted students. Rather, it provides a tool for adapting the regular curriculum so that the learning experience in the classroom matches the traits and needs of the gifted learner. It is hoped that teachers will use this guidebook to continue to provide quality services for our GT students.

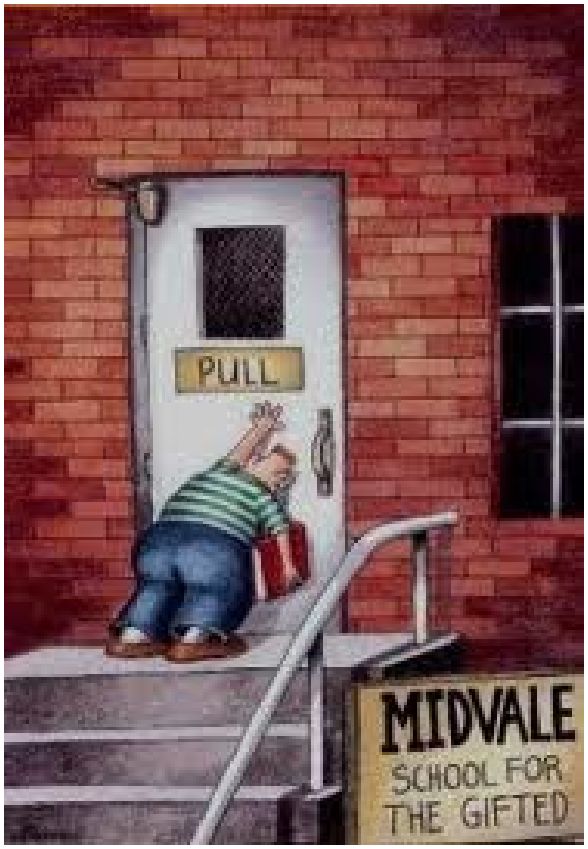
This handbook was developed by Enrichment Specialists in June of 2011:

Linda Hyde	Heritage Elementary
Suzanne Jones	District Elementary
Jill Miller	Lomax Elementary
Janice Richburg	Heritage Elementary
Sandra Warren	La Porte High School

Table of Contents

Characteristics

And Needs of the Gifted Learner



Twelve Traits of Giftedness: A Non-Biased Profile

(Adapted from material from the National Research Center on the Gifted and Talented and Mary Ruth Coleman, Ph.D., University of North Carolina, by the Colorado Department of Education)

Trait, Aptitude or Behavior	General Description	How It May Look
Motivation Evidence of desire to learn.	Internal drive or encouragement that initiates, directs, or sustains individual or group behavior in order to satisfy a need or attain a goal.	Demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced); evident in school or non-school activities. Enthusiastic learner; has aspirations to be somebody, to do something.
Interests Intense, sometimes unusual, interests.	Activities, avocations, objects, etc. that have special worth or significance and are given special attention.	Unusual or advanced interests, topic, or activity; self-starter; pursues an activity unceasingly beyond the group.
Communication Skills Highly expressive with words, numbers, or symbols.	Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, and numbers).	Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically); uses particularly apt examples, illustrations, or elaborations.
Problem-Solving Ability Effective, often inventive, strategies for recognizing and solving problems.	Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a performance task.	Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; creates new designs; inventor.
Memory Large storehouse of information on school or non-school topics.	Exceptional ability to retain and retrieve information.	Already knows; needs only 1-2 repetitions for mastery; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.
Inquiry/Curiosity Questions, experiments, explores.	Method or process of seeking knowledge, understanding or information.	Asks unusual questions for age; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.

Trait, Aptitude, or Behavior	General Description	How It May Look
Insight Quickly grasps new concepts; sees connections; senses deeper meanings.	Sudden discovery of correct solution following attempts based primarily on trial and error; putting disparate elements together in unexpected ways.	Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships; integration of ideas and disciplines.
Reasoning Logical approaches to figuring out solutions.	Highly conscious, directed, controlled, active, intentional forward-looking, and goal-oriented thought.	Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer.
Imagination/Creativity Produces many ideas; highly original.	Process of forming mental images of objects; qualities, situations, or relationships which aren't immediately apparent to the senses; problem solving through nontraditional patterns of thinking.	Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious.
Humor Conveys and picks up on humor well.	Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words or gestures.	Keen sense of humor that may be gentle or hostile; large accumulation of information about emotions; capacity for seeing unusual; uncommon emotional depth; openness to experiences; sensory awareness.
Intensity ("Overexcitabilities") Strength of reactions, responses, behaviors. (The term "Overexcitabilities" comes from Polish psychologist Dabrowski.)	Very strong, even extreme, responses to stimuli in five areas: emotional, intellectual, sensory, psychomotor, and imagination.	Intense desire for experiences in the area(s) of Overexcitabilities; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or gesturing; intense fantasy life; may need creative outlets for intensity.
Sensitivity Strong reactions to emotional stimuli.	Events and situations in the affective and social domains elicit a stronger response than usual.	Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being "different" socially; existential worrying; often overly self-critical.

Asynchrony in Gifted Students

Social, physical, emotional, and cognitive developmental rates for gifted children do not correspond to each other and – except for physical development – do not necessarily correspond to age peer norms.

Giftedness itself causes asynchrony: That is, it causes children to be out of sync with other components.

Gifted children by definition have a mental age that does not correspond to their physical age, and their emotional maturity may not correspond to either of them.

There is also a close, intertwined relationship between emotion and cognition, which sometimes leads to perfectionism and procrastination in gifted children.

Elementary classroom teachers see this in children who become frustrated and angry when they do not easily master a difficult skill.

Children may be well beyond grade level in one area while at grade level in other areas.

Or, there may be foundational holes in their learning, or some children's learning my not have been sequential. For example, a teacher may find a student who can do algebra but not have mastered multiplication facts.

In the classroom, cognitive asynchrony occurs both between different content areas and within a single area, especially when the content area is in the student's area of giftedness.

Asynchrony in a child's area of giftedness is less common but very difficult to diagnose and treat in the classroom.

It is most important that teachers recognize cognitive, academic, and emotional asynchrony and to understand that children can be highly gifted but thinking, achieving, and feeling or interacting well below their mental age expectancy in specific areas or conditions.

Gifted individuals are well outside the norm in many ways.

They are best served by educators and parents who have a clear understanding of the impact of their possible asynchrony.

The Visual Learner

Description: Visual learners remember what was read or seen; don't retain what they hear for very long; have vivid imaginations, use color; may think in pictures or may think in words; may be avid readers; facial expressions show their emotions; information may not exist for them if it is not seen or written down; remembers faces, but not names; likes written reports better than verbal ones; are sensitive to the ways things look or appear.

Hints for Visual Learners:

- Take notes
- Make and use flashcards for studying
- Create graphs and diagrams that demonstrate key points
- Actively review any photographs or diagrams in your textbook
- Use visual metaphors and/or analogies to associate information
- Write explanations down
- Use color coded highlighting
- Use illustrations to remember content
- Organize your material
- Use the computer to organize material and to create graphs, tables and charts
- Review videos specific to the content you are studying

Adjustments – what can be done to help the visual learner?

- Take out visual distraction – place him/her in as uncluttered an area as possible
- Leave a frame of blank wall around visual displays
- On a worksheet, put a heavy line around items to help pupil attend to one item at a time
- Give him /her a big marker
- Allow him to point if necessary – let him/her to touch the first letter of each word
- Let him/her get one worksheet at a time, rather than handing him/her several papers at once. This also gives the child a purpose for moving about as he/she turns in his/her completed work and gets his/her next assignment.
- Try not to stand in front of a cluttered background when instructing
- Give him/her one step of an assignment at a time

Teaching Methods – how to plan to help the visual learner

- Give lots of visual directions
- Give demonstrations
- Use matching games, charts and graphs
- Use maps and teach the use of a legend
- Use color coded systems
- Use number lines and rulers to develop math concepts

Products for Visual Learners

- Brochures
- Charts
- Posters
- Technology Projects
- Graphs
- Information Tables
- Timelines
- Graph Organizers
- Venn Diagrams

The Auditory Learner

Description: Auditory learners remember by listening, especially music; talk while they write; need phonics; may be sophisticated speakers; remember names, forget faces; may seem to be listening to something inside themselves, rather than the person with whom they are communicating; are distracted by noise; write lightly and not always legibly; written information often will have little meaning until it has also been heard; eyes move down and to their right when they are listening to others

Hints for Auditory Learners:

- Explain the material you are trying to learn to a study partner
- Read explanations out loud
- Make up songs to go along with subject matter, the crazier the better
- Make up and repeat rhymes to remember facts, dates, names, etc.
- Record lectures and review in your spare time
- When learning new information, state the problem out loud, reason through solutions out loud
- Find videos that review information you are trying to learn
- Join or create a study group or get a study partner
- To learn a sequence of steps, write them out in sentence form, then read them out loud
- Use mnemonics and word links

Adjustments – what can be done to help the auditory learner?

- Take out as much noise as possible
- Find a quiet place to work
- Very soft background music may help
- Use as few word as you can when giving directions
- If you repeat information, use the same words
- Speak directly to the student
- Earphones help cut out distractions of other noises

Teaching Methods – how to plan to help the auditory learner

- Teach him/her to talk through tasks
- Allow him/her to spell out loud
- Let him/her say syllables out loud
- Have him/her name punctuation marks as he/she reads to develop an awareness of their function
- Play lots of rhyming and blending games
- Allow him/her to think out loud, encourage oral response
- Record lessons and tests, allow students to listen to recordings
- Pair him/her with a visual learner

Products for Auditory Learners

- Audio recordings
- Ballads
- Oral presentations
- Debates
- Descriptions
- Documentaries
- Jingles
- Lectures
- Mock interviews
- Radio commentaries
- Songs/raps

The Kinesthetic Learner

Description: Kinesthetic learners remember what was done, not what was seen or talked about; may have had or are having difficulty learning to read; touch and movement are very important; are not avid readers; attack things physically; learn by imitation and practice; touch things to get a sense of them; like to talk about feelings; may be athletic, like swimming, cooking, running, eating, sailing, dancing, working out, massages; may appear slow if information is not presented in his style; are poor spellers; love games; are impulsive; don't hear things well; like to dress comfortably; may unconsciously touch people a lot.

Hints for Kinesthetic Learners:

- Hold book in your hand while reading (instead of laying it on a table)
- Write while you are talking or reading
- Use a computer to reinforce learning by using the sense of touch
- Record class lectures, listen to them while walking or exercising
- Use hands-on experiences when possible
- Use gestures when giving explanations
- Make models that demonstrate the main concept
- Stand up when giving explanations
- Write with your fingers in sand, salt, etc.
- Write lists repeatedly
- Use rhythm (beats) to memorize or explain information
- Use role playing with a study partner
- Associate feelings with information
- Make flashcards for each step in a procedure, put the cards in order until the sequence is automatic

Adjustments – what can be done to help the kinesthetic learner?

- Provide a quiet period after physical activities
- Alternate quiet periods and rest periods
- Avoid putting him/her too close to other children
- Provide cues for end of study time – timer or clock
- Encourage visits for drinks/bathroom before class
- Make it harder to move than to sit still – e.g. desk against the wall
- Use pictures to help establish associations – words, meanings, numbers
- Attach verbal labels
- Use visual, auditory and kinesthetic methods for teaching writing
- Allow for planned times for movement, such as monitor jobs

Teaching Methods – how to plan to help the kinesthetic learner

- Use movement exploration
- Have children clap or tap out numbers, syllables, walk patterns of words
- Use sandpaper letters/felt letters, write in sand/clay, use 3-D materials
- Child may need to talk to self for motor feedback
- Use all manipulatives possible

Products for Visual Learners

- Charades
- Demonstrations
- Dioramas
- Displays
- Dramatizations
- Experiments
- Games
- Learning centers
- Mobiles
- Models
- Relief maps

Characteristics of the Gifted that Tend to Screen Them Out of the Program

Bored with routine tasks, refuses to do rote homework

Difficult to get him to move to another topic

Is self-critical, impatient with failures

Is critical about others and teachers

Often disagrees vocally with others and the teacher

Makes jokes or puns at inappropriate times

Emotionally sensitive, may overact, get angry easily or is ready to cry if things go wrong

Not interested in details, often hands in messy work

Refuses to accept authority; nonconforming and stubborn

Tends to dominate others

Who Are The Gifted?

Creative and imaginative people are often not recognized by their contemporaries as being gifted. In fact, they are often not recognized in school by their teachers. History is full of illustrations. Consider some of these:

- **Einstein** was four years old before he could speak and seven before he could read.
- **Isaac Newton** did poorly in grade school.
- **Beethoven's** music teacher once said of him, "As a composer, he is hopeless."
- When **Thomas Edison** was a boy, his teachers told him he was too stupid to learn anything.
- **F. W. Woolworth** got a job in a dry goods store when he was 21, but his employers would not let him wait on a customer because he "Didn't have enough sense."
- A newspaper editor fired **Walt Disney** because he had "No good ideas."
- **Caruso's** music teacher told him "You can't sing, you have no voice at all."
- **Leo Tolstoy** flunked out of college.
- **Werner Von Braun** flunked 9th grade algebra.
- **Admiral Richard E. Byrd** had been retired from the navy, as "unfit for service", until he flew over both poles.
- **Louis Pasteur** was rated as mediocre in chemistry when he attended the Royal College.
- **Abraham Lincoln** entered the Black Hawk War as a captain and came out a private.
- **Fred Waring** was once rejected from the high school chorus.
- **Winston Churchill** failed the sixth grade.
- **Louisa May Alcott** was told by an editor that she could never write anything that had popular appeal.
- **Neil Diamond** was once rejected from the high school chorus.

Bright Child or Gifted Learner

There are many definitions for giftedness; however they all have one element in common. A gifted person is "someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression." In general, five percent of the student population is considered gifted.

Although no two gifted children are exactly alike, there are some characteristics which gifted children share (and they are not always the characteristics we wish for in students).

Bright Child vs. Gifted Learners

Bright Child	Gifted Learners
Knows the answers	Asks the questions
Is receptive to new ideas	Is intense about ideas
Is interested in learning	Is highly curious
Copies accurately	Creates a new design or way of doing it
Is attentive in class	Is mentally and physically involved
Enjoys school	Enjoys learning
Loves the teacher	Loves ideas
Absorbs information	Manipulates information
Has good ideas	Has wild, silly ideas
Is a technician of ideas	Is an inventor of ideas
Answers the questions	Discusses in detail, elaborates
Loves to memorize	Loves to think and ponder
Completes assignments	Initiates projects
Enjoys a straightforward, sequential presentation	Thrives on complexity and loves ambiguity
Works hard	Plays around, yet tests well
Is alert	Is keenly observant
A top group student	Is beyond the group
Is pleased with his/her own learning	Is highly self-critical
Listens with interest	Shows strong feelings and opinions
Likes an authority to be in charge	Has own idea for how it should be done
Loves rules	Wants only basic guidelines
Learns with ease	Already knows
Six to eight repetitions for mastery	One to two repetitions for mastery
Wants the "rules" of the assignment spelled out	Has a better way to do it
Asks, "What do I do to get an A?"	Asks, "What is the purpose of this assignment?"
Understands ideas	Constructs abstractions
Enjoys peers	Prefers older students or adults
Grasps the meaning	Draws inferences
Is focused on the end product	Is focused on the "journey"

The Needs of Gifted/Talented Students

1. The gifted/talented have the same basic needs as other students: love, understanding, encouragement to grow, companionship, guidance, respect, support, acceptance, securing . . . However, they also have special needs which correspond to their special natures.
   A. A flexible program which involves the higher cognitive concepts and processes as defined by Bloom and Guilford
   B. Freedom from the restrictions of structured requirements and limited time frames
   C. Time and freedom to experiment, explore subjects of interest
   D. Open access to needed learning resources whatever and wherever they may be (Grade level is irrelevant for the gifted and talented who can cope with materials from two to four or more levels higher than grade placement.)
   E. Confrontation with problems and issues of society for which there is no single predetermined solution
   F. Opportunity to brainstorm, thus producing creative ideas
   G. Encouragement to ask questions, make discoveries, pursue own interest in depth
   H. Opportunities to work with other gifted/talented students at least part of the time
   I. Wide variety of in-depth cultural experiences beyond the usual field trips to zoos, museums, industries
   J. Opportunities to help others (e.g. as volunteer readers to the blind, volunteer tutors to students in lower grades)
   K. Friendly recognition and acceptance of their giftedness
   L. Introduction to their own abilities (Many gifted/talented people never knew that they were unusual in any way until someone helped them to discover their abilities.)
   M. Active concern for the gifted/talented among administrators, counselors, teachers
2. Gifted/Talented students have a need for their varying learning styles to be addressed
   A. Rapid response and functioning
   B. Deliberate and contemplative response
   C. Logical and direct thinking
   D. Exploratory and circuitous thinking
   E. Intuitive understanding
3. There are consequences of the failure to meet the needs of gifted/talented students
   A. Poor study habits
   B. Behavior problems
   C. Apathy and withdrawal
   D. Emotional/psychological problems caused by neglect or ridicule of abilities
   E. Underachievement
   F. Nervous breakdowns/suicide
   G. Increased dropout rate
   H. Involvement with drugs, alcohol, and promiscuous sex
   I. Involvement in criminal activities (often behind the scenes as the “mastermind”)
   J. Dependence on welfare in retaliation against a society that does not seems to value high potential and/or creativity

Affective Needs of Gifted Students

1. **Need for learning and being creative**
   Deficits occur when:
   Student is forced to repeat his learning pattern without meaningful and diverse relationships; the matter to be learned is inconsequential to the child, or beneath the students' level of maturity and desire to achieve: child is forced to learn facts because they are grade or exam oriented; fact learning is more important than critical. There is no opportunity for creative expression.

2. **Need for flexibility and freedom of expression**
   Deficits occur when:
   Conformity to ideas becomes an end, desire to express self is stifled by authority figure domination; intellectual challenges are stereotyped; freedom to explore is non-existent.

3. **Need for diverse human relationships**
   Deficits occur when:
   Love between people becomes less important than when love is given and received. (Love is not a commodity to be given or received but a human feeling that grows between people.)
   Deficits occur when:
   Opportunity for exchange between people is restricted to group or social class.

4. **Need for intensity of experience**
   Deficits occur when:
   Search for truth is subservient to superficiality of getting along with the system: having an experience is more important than the meaning of the experience; time as illustrated by the bell of the school having more meaning for behavior than the time to explore.

5. **Need for integrity**
   Deficits occur when:
   Self becomes a nonentity in the drive for fulfillment; the ego must defend itself against assault of the group and authority figures; self becomes depersonalized.

6. **Need for risk-taking**
   Deficits occur when:
   Fear of being wrong or making a mistake prohibits taking a chance; success which is superficial or easy to obtain is the measuring stick for being right; challenge and pushing oneself beyond the secure level of behavior is limited.

Understanding the Needs of Advanced Learners for Differentiation of Their Education

- **Advanced learners can become mentally lazy, even though they do well in school.** We have evidence (Clark 1992, Ornstein and Thompson 1984, Whitrock 1977) that a brain loses capacity and "tone: without vigorous use, in much the same way that a little used muscle does." If a student produces "success" without effort, potential brainpower can be lost. In many cases, advanced learners make good grades without learning to work hard. Then when hard work is required, they become frightened, resentful, or frustrated.
- **Advanced learners may become hooked on the trappings of success.** They may think grades are more important than ideas, being praised is more important than taking intellectual risks, and being right is more valuable than making new discoveries. Unfortunately, many advanced learners quickly learn to do what is "safe" or what "pays" rather than what could result in greater long-term learning.
- **Advanced learners may become perfectionist**s. We praise them for being the best readers, assign them to help others who can't get the math, and compliment them when they score highest on tests. When people get excited about their performance, these students often assume it's possible to keep being the best. Because they attach their self-worth so much to the rewards of schooling and because those rewards are accessible for years at a time, advanced learners often don't learn to struggle or fail. Failure then becomes something to be avoided at all costs. Some advanced learners develop compulsive behaviors, from excessive worry to procrastination to eating disorders, and occasionally even suicide. Many advanced learners imply become less productive and less satisfied. Creative production typically has high failure to success ration. Students who have the capacity to be producers of new knowledge, but who are afraid of failure are unlikely to see their productive capacity realized.
- **Advanced learners may fail to develop a sense of self efficacy.** Self-esteem is fostered by being told you are important, valued, or successful. Self-efficacy, by contrast comes from stretching yourself to achieve a goal that you first believed was beyond your reach. Although many advanced learners easily achieve a sort of how low self-esteem, they never develop a sense of self-efficacy. These students often go through life feeling like imposters, fearfully awaiting the inevitable day the world will discover they aren't so capable after all.
- **Advanced learners, like all learners, need learning experiences designed to fit them.** When teachers are not sensitive to that needs, they may set learning goals for advanced students that are too low or that develop new skills too infrequently. Then, if students are successful anyhow, they often fail to develop the desirable balance between running into walls and scaling. Advanced learners share other learners' needs for teachers who can help them set high, devise plans for reaching those goals, tolerate frustrations and share joys along the way, and sight new horizons after each accomplishments.

The Eight Great Gripes of Gifted Children

1. No one explains what being gifted is all about – it's kept a big secret.
2. School is too easy, too boring.
3. Parents, teachers, and friends expect us to be perfect all the time.
4. Friends who really understand us are few and far between.
5. Kids often tease us about being smart.
6. We feel overwhelmed by the number of things we can do in life.
7. We feel different, alienated.
8. We worry about world problems and feel helpless.

Counseling Goals for a GT Program

- A healthy, realistic self-esteem based on a clear understanding of strengths and weaknesses.
- A healthy sense of responsibility for development not contingent upon fate or actions of others.
- Internal motivation through de-emphasis on completion with others and encouragement of personal goal setting and evaluation.
- Concept of self as a continuing process rather than a finished product.
- Understanding of the needs and motivations of self as well of others and use of empathy and identification skills to develop cooperative rather than competitive spirit.
- A sense of acceptance of mistakes, resulting in pride in learning from errors and reduction in fear of failure.
- Development of problem-solving skills, especially as they relate to real life problems.
- Assertive behaviors in communicating with others about differences and concerns without being aggressive and obnoxious.
- Methods of using frustration and stress in creative ways to avoid burnout.
- Ability to accept help as well as give it, to learn something from all persons, regardless of their level of intelligence, talent or skill.
- A sense of humor about themselves and events outside their control, allowing them not to take everything so seriously as to be debilitating and self-defeating.

Differentiating curriculum for the gifted learner

Philosophy of Differentiation

"Differentiation" is one name for the process of modifying learning experiences so that they "match" the needs and nature of the learners. As applied to the education of gifted students, differentiation is a method for realigning curricula in order to assist the gifted learners to convert their potential into performance.

There are several dimensions of curriculum that can be modified. These include (1) the content, or subject matter; (2) the processes, or thinking skills; (3) the products or outcomes of learning; and (4) the independent study skills. Within this guide, strategies will be presented for changing each of these dimensions of curriculum.

The recommendations within this guidebook are based on the following assumptions regarding the education of gifted and talented students:

- The education of gifted students is part of each school's commitment to provide quality services to all students.
- Gifted students need to (a) master required content, (b) learn basic skills, (c) present ideas through innovative product forms, and (d) understand how to access and organize information. However, mastery of the required curriculum is not sufficient for the development of gifts and talents.
- Gifted students may be gifted in one content area and not gifted in other areas.
- Gifted students can be gifted and be culturally diverse, have a handicapping condition, be economically deprived, and/or have a behavior problem. These conditions should be not be viewed as deficits but rather as indicators of individual differences within the population of gifted students.
- Planned learning experiences for gifted students should be developed based on a clear understanding of the characteristics that distinguish gifted students from their age peers (for whom the regular curriculum is planned).
- Student learning should be expressed by developing quality, innovative and advanced products which are shared with an audience.

Principles of Differentiation

The National/State Leadership Training Institute on the Gifted and Talented Curriculum Committee developed the following lists of "principles of differentiation" to assist educators in modifying and developing curricula for gifted learners. The list has been adopted by the Texas Education Agency for use in assisting districts in providing programs for gifted learners.

1. Present content that is related to broad-based issues, themes, or problems.
2. Integrate multiple disciplines into the area of study.
3. Present comprehensive, related, and mutually reinforcing experiences within an area of study.
4. Allow for the in-depth learning of a self-selected topic within the 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 task.
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 products that use new techniques, materials, and forms.
12. Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
13. Evaluating student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and /or standardized instruments.

Guidelines for Differentiation

Educators working with gifted and talented students may wish to develop guideline statements that relate to the specific dimensions of curriculum. The following are examples of such statements.

Content

1. Content differentiation should include the modification of the rate of learning, including the point at which students are allowed to begin their study, the rate at which they are allowed to learn, and the point at which they are allowed to leave an area of study.
2. Content differentiation should include opportunities for student-selected areas of study within and across the disciplines.
3. Content differentiation should include (a) the modification of the complexity in the area of study so that it includes issues, problems, and themes, and (b) a multidisciplinary approach to learning.

Process

1. Process differentiation should include the learning and usage of abstract thinking skills, including creative thinking, critical thinking, and problem solving.
2. Process differentiation should include the application of abstract thinking skills to complex content, resulting in the production of sophisticated products.
3. Process differentiation should include the integration of basic skills and abstract thinking skills.

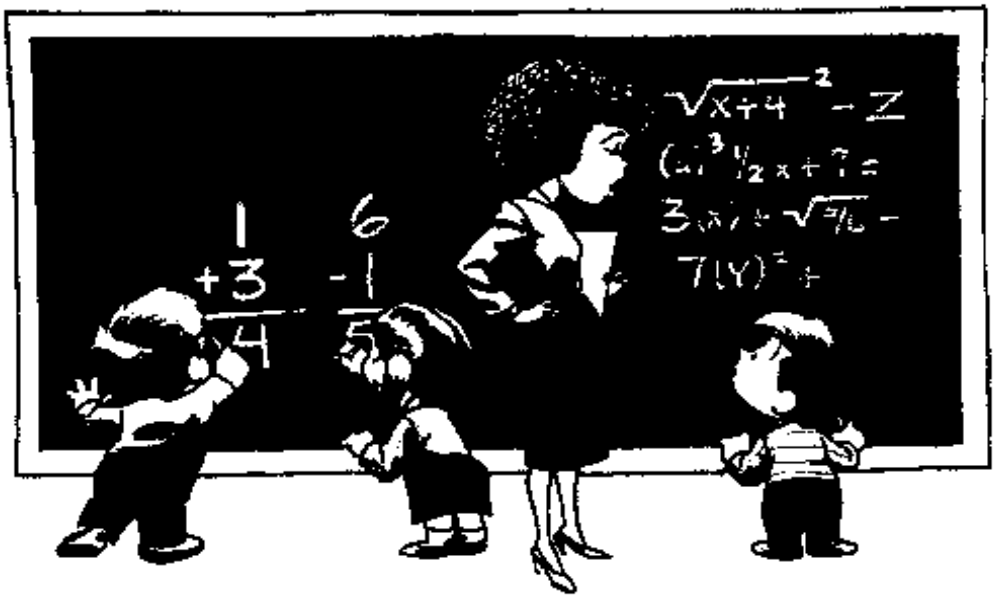
Product

1. Product differentiation should include the learning and usage of multiple and sophisticated forms of communication.
2. Product differentiation should include the opportunity to present information to diverse and appropriate audiences.
3. Product differentiation should include the opportunity for students to participate in the assessment of learning activities and the resulting product forms.

Independent Study Skills

1. Independent study skills differentiation should include both the learning and the usage of self-directed, independent study skills.
2. Independent study skills differentiation should include the in-depth application of independent study skills to areas of concern and interest to students.
3. Independent study skills differentiation should include the learning of specialized skills that are the “tools of the trade: in specific areas of human endeavor.”

GT curriculum scope and sequence K-12



"How many times do I have to tell you... you're not supposed to read ahead."

Elementary Gifted and Talented Curriculum Objectives

I. Interpersonal Effectiveness

I:01 The student accepts constructive criticism.
I:02 The student exhibits an appropriate sense of humor.
I:03 The student recognizes his/her own giftedness and potential.
I:04 The student differentiates between being gifted and being better.
I:05 The student investigates specific traits of giftedness.
I:06 The student participates in small and large group efforts.
I:07 The student follows through with completion of group tasks.
I:08 The student appreciates and accepts contribution of others.
I:09 The student empathizes with others.
I:10 The student recognizes that emotions are a part of group dynamics.
I:11 The student generates possible solutions to ethical dilemmas.
I:12 The student selects the most viable alternatives to a given dilemma.
I:13 The student confronts issues openly.
I:14 The student adjusts to new and unusual situations.
I:15 The student recognizes designated leaders.
I:16 The student explores qualities of leadership.

II. Universals of Society

II:01 The student studies other cultures.
II:02 The student attends cultural events.
II:03 The student recognizes important people and their contributions to society.
II:04 The student identifies problems within our own society.
II:05 The student explores cultural influences.
II:06 The student discusses contemporary social issues.

III. Independent Learning

III:01 The student creates a variety of final products.
III:02 The student works toward achieving quality of his/her final products.
III:03 The student evaluates the quality of his/her final products.
III:04 The student begins research techniques.
III:05 The student selects projects, problems, and approaches which broaden his/her personal experiences.
III:06 The student utilizes technology as a tool for independent learning.
III:07 The student completes assigned tasks.

IV. Creativity

IV:01 The student demonstrates fluency, originality, elaboration and flexibility of ideas.
IV:02 The student assesses his/her own style of creativity.
IV:03 The student uses experimentation as a basis for new development.
IV:04 The student evaluates efforts/products in terms of fluency, originality, elaboration and flexibility.
IV:05 The student differentiates between right and left brain thinking.
IV:06 The student controls the shift from left to right brain thinking.
IV:07 The student participates in a variety of divergent and convergent thinking skills.
IV:08 The student differentiates between divergent and convergent thinking skills.

V. Problem Solving

V:01 The student begins a systematic approach to tasks.
V:02 The student describes problems accurately.
V:03 The student implements a chosen solution.
V:04 The student brainstorms alternative solutions.
V:05 The student examines cause and effect relationships.
V:06 The student maintains an openness to revision.
V:07 The student incorporates opinions of others in decision making.
V:08 The student incorporates a variety of creative problem-solving techniques.
V:09 The student applies problem-solving techniques to a variety of relevant issues found in school, neighborhoods, cities, states, etc.
V:10 The student evaluates results, justifying the chosen solution.

VI. Communication: Visual, Oral and Written

VI:01 The student exercises a variety of communication techniques.
VI:02 The student expresses verbal and non-verbal ideas with clarity.
VI:03 The student expresses ideas with fluency and originality.
VI:04 The student shares his/her creations or ideas with the group.
VI:05 The student engages in active listening.
VI:06 The student expands existing vocabulary.
VI:07 The student produces, edits, and compiles materials for publication.
VI:08 The student uses basic public speaking skills.
VI:09 The student performs comfortably in front of an audience.
VI:10 The student demonstrates interpersonal communication skills between teacher and student, student and student, and student and parent.
VI:11 The student evaluates contributions of others' communications.
VI:12 The student develops skills in preparing visual communication via a variety of media.

VII. Critical Thinking

VII:01 The student distinguishes between fact and fiction.
VII:02 The student analyzes patterns, trends and sequences.
VII:03 The student recognizes and utilizes the levels of higher thinking as expressed in Bloom's Taxonomy (Analyzing, Evaluating and Creating).
VII:04 The student evaluates paradoxes in terms of discrepancies.
VII:05 The student makes analogies.
VII:06 The student makes inferences and draws conclusions.
VII:07 The student employs inductive and deductive reasoning.
VII:08 The student classifies and categorizes information.

Secondary Gifted and Talented Curriculum Objectives

I. Interpersonal Effectiveness

I:01 The student recognizes his/her own giftedness and interprets his/her placement in the program.
I:02 The student recognizes giftedness of others.
I:03 The student develops a sense of humor.
I:04 The student analyzes the effects of fear, anxiety and guilt.
I:05 The student develops self-reliance and self-confidence.
I:06 The student develops planning for his/her own future.
I:07 The student demonstrates empathy.
I:08 The student examines a variety of personality profiles and assesses his/her own profile.
I:09 The student identifies various task roles present in group activities.
I:10 The student evaluates objectively the ideas, attitudes and contributions of self and others.
I:11 The student deals with conflict, employing appropriate means for conflict management.
I:12 The student recognizes passive, aggressive and assertive styles of behavior.
I:13 The student assumes a leadership role.
I:14 The student exhibits problem-solving as well as problem-seeking behavior.
I:15 The student employs calculated risk-taking strategies in making decisions.
I:16 The student follows through with completion of group tasks.
I:17 The student accepts responsibility for his/her own, as well as group, successes/failures.
I:18 The student analyzes components of leadership in self and others.
I:19 The student differentiates among various styles/theories of leadership.
I:20 The student identifies the stages of moral reasoning.
I:21 The student generates possible solutions to ethical dilemmas.
I:22 The student selects the most viable alternatives to a given dilemma.
I:23 The student considers moral aspects of leadership.
I:24 The student realizes the effects of personal philosophy as a basis for decision-making.
I:25 The student examines his/her personal philosophy.

II. Universals of Society

II:01 The student identifies the universals common to all societies.
II:02 The student compares and examines the universals as employed in all societies.
II:03 The student questions, hypothesizes and draws conclusions about social systems.
II:04 The student participates in philosophical discussions.
II:05 The student relates impact of current events on contemporary societies.
II:06 The student researches contributions of great thinkers.
II:07 The student compares social systems by investigating the evolution of people, places and times.
II:08 The student expands personal theory of aesthetic taste.
II:09 The student views and critiques the media and current events as a reflection of society.
II:10 The student explores concepts of social responsibility.
II:11 The student identifies major theories of government.
II:12 The student applies democratic principles to the governing of self and others.
II:13 The student analyzes current theories concerning the future.
II:14 The student identifies community resources which serve universal systems.

III. Independent Learning

III:01 The student selects projects, problems and approaches which broaden personal experiences.
III:02 The student exhibits task commitment to required assignments and selected projects
III:03 The student employs a variety of questioning strategies to learning situations.
III:04 The student develops skills of listening, observation and perception.
III:05 The student judges learning experiences by personal standards.
III:06 The student employs effective time-management techniques.
III:07 The student applies advanced reference skills.
III:08 The student selects an appropriate format and reporting vehicle for investigations.
III:09 The student utilizes the computer as a tool for independent learning.

IV. Creativity

IV:01 The student synthesizes learning experiences to create new ideas/products.
IV:02 The student demonstrates fluency, originality, elaboration and flexibility of ideas.
IV:03 The student understands and internalizes the creative process through preparation, incubation, illumination and verification of ideas.
IV:04 The student utilizes the five senses in creative endeavors.
IV:05 The student analyzes a variety of approaches to creativity.
IV:06 The student employs divergent thinking strategies.
IV:07 The student differentiates between right and left brain thinking.
IV:08 The student controls the shift from left to right brain thinking.
IV:09 The student formulates unique associations among unlike concepts.
IV:10 The student assesses own style and approach to creativity.
IV:11 The student studies current theories of brain research and neurological studies.
IV:12 The student investigates the difference between artificial and human intelligence.

V. Problem Solving

V:01 The student seeks problems not readily apparent.
V:02 The student examines cause and effect relationships.
V:03 The student incorporates a variety of creative problem-solving techniques.
V:04 The student uses terminology associated with systematic problem-solving.
V:05 The student describes the problem.
V:06 The student prescribes alternative solutions.
V:07 The student identifies possible obstacles and ranks alternatives in terms of probable outcomes.
V:08 The student implements the chosen solutions.
V:09 The student evaluates the results, interpreting and justifying chosen solutions.
V:10 The student applies problem-solving techniques to a variety of relevant issues found in school, neighborhoods, cities, states, etc.
V:11 The student applies problem-solving techniques to a variety of personal problems.
V:12 The student maintains openness to revision.

VI. Communication: Visual, Oral and Written

VI:01 The student expresses verbal and non-verbal ideas with clarity and confidence.
VI:02 The student exercises appropriate styles of communication.
VI:03 The student expresses ideas with fluency, originality and personal style.
VI:04 The student shares his/her creations or ideas with the group.
VI:05 The student analyzes and responds appropriately to verbal and non-verbal cues.
VI:06 The student engages in active listening.
VI:07 The student expands existing vocabulary.
VI:08 The student produces, edits, and compiles materials for publication.
VI:09 The student uses basic public speaking skills.
VI:10 The student differentiates among arguments, discussions, debates and fights.
VI:11 The student demonstrates interpersonal communication skills between teacher and student, student and student, and student and parent.
VI:12 The student develops skills in preparing visual communication via a variety of media.

VII. Critical Thinking

VII:01 The student recognizes and utilizes the levels of higher thinking as expressed in Bloom's Taxonomy (Analyzing, Evaluating and Creating).
VII:02 The student classifies and categorizes information.
VII:03 The student exercise logic in thinking.
VII:04 The student understands implied assumptions.
VII:05 The student analyzes emotive words.
VII:06 The student forecasts using extrapolation techniques.
VII:07 The student evaluates paradoxes in terms of discrepancies.
VII:08 The student recognizes the validity and reliability of data.
VII:09 The student makes analogies.
VII:10 The student makes inferences and draws conclusions.
VII:11 The student employs inductive and deductive reasoning.
VII:12 The student analyzes patterns, trends and sequences.

Suggested Products List

Visual Products:

advertisement
architectural design
art gallery
biography
block picture story
book cover
bread-dough sculpture
bulletin boards
cardboard relief
cartoon
chart
collage
collection with narrative
collection with illustration
comic strips
competitive products
computer program
commercial
construction
costume
cross-cut diagram
crossword puzzle
creative movement
dance
detailed illustration
diagram
diorama
display
documentary
drawings
exhibits
family tree
films
flip book
game board
geometric shapes
graph
greeting card
group presentations
hidden picture
illustrations
illustrated story
invention
jigsaw puzzle
labeled drawing
large scale drawing
learning center
magazine
map
mask
mime
mobile
model
mosaic
movie
multimedia presentation
mural
museum exhibit
newspaper
origami
pamphlet, brochure
pantomime
pattern with instructions
photo essay
picture dictionary
picture story
poster
print making
project cube
puppet
puppet show
rebus story
rubbing
sand casting
scrapbook
sculpture
self-evaluation
set design for play
silhouette
skit
small scale drawing
stained glass
stitchery
stencil
terrarium
time line
transparencies
travelogue
TV game show
TV news report
vertical file
videos
vocal performances
weaving
window shade story

Suggested Products List

Oral/Verbal Products:

academic competition
advertisement
audio presentation
biography
character portrayal
choral reading
cinquain
cassette tape
collection of songs
comedy
commercial
court trial
debate
discussion
design and teach a lesson
fairy tale
interview
introduce a guest speaker
group presentation
guest speaker
learning center
limerick
make a movie
mini-center
multimedia presentation
musical presentation
musical interpretation
news report
oral report
oral speech
original song
panel discussion
personal experience
poem
play/skit
puppet show
radio show
recommendation
records
role-play
simulations
sociodrama
story
survey
talk show presentation
tape
taped recording
travelogue
TV game show
TV news report

Suggested Products List

Tactile/Kinesthetic Products:

block picture story
book cover
bread-dough sculpture
cardboard relief
chart
collage
collection
collection with narrative
collection with illustrations
comic strip
cooked concoction
computer program
costume
construction
creative writing
crossword puzzle
dance
demonstrate a technique
diorama
display
experiment
flip book
game
greeting card
illustrated book
invention
jigsaw puzzle
large scale drawing
learning center
teach a lesson
machine
mask
mime
mini-center
mobile
model
mosaic
make a movie
mural
museum exhibit
origami
original experiment
paper mache
pattern with instructions
personal experiment
porta-center
poster
project cube
puppet
puppet show
puzzle
rebus story
recipe
rubbing
sack art
sand casting
sand painting
scavenger hunt
sculpture (clay, wire or junk)
scrapbook
silhouette
silk screen
small scale drawing
spiral mobile
stained glass
stitchery
stencil
structure
terrarium
weaving
window-shade story

LPISD Performance Standards for Gifted Students

Kindergarten-Third Grade

- Students will produce work that is commendable or exemplary.
- Students will produce work that is advanced beyond age or grade level.
- Students will read 100 pages per grade level per marking period.
- Students will produce one publishable piece of writing per marking period.
- Students will engage in the shared inquiry method of discussion.
- Students will present learning in an oral presentation.
- Students will demonstrate creative dramatics.
- Students will produce products that communicate learning, visually, verbally, and kinesthetically and with elaboration, fluency, and style.
- Given a topic/situation GT students will demonstrate at least one creative problem solving method
- Students will understanding and apply the four elements of creativity: fluency, flexibility, originality and elaboration.
- Students will complete an independent study and present their learning in variety of products.
- Students will discuss the characteristics of gifted persons, their own learning styles and the learning styles of others.
- Students will demonstrate functions of group members in a cooperative learning experience.
- Students will complete an investigative study of literature, science, social studies, mathematics, leadership, and fine arts.
- Students will demonstrate a mathematical concept using concrete objects.
- Students will describe the steps of a scientific process.
- Students will describe an historical event from the various points of view of the people involved.
- Students will use technology for investigations.
- Students will review a fine arts product or performance.
- Students will complete a project based on the Texas Performance Standards.
- Projects will be evaluated using the TPSP standards.
- Students will present their projects to others.
- Students will evaluate their products as well as others.

LPISD Performance Standards for Gifted Students

Fourth-Fifth Grade

- Students will produce work that is commendable or exemplary.
- Students will produce work that is advanced beyond age or grade level.
- Students will read 100 pages per grade level per marking period.
- Students will produce one publishable piece of writing per marking period.
- Students will engage in the shared inquiry method of discussion.
- Students will present learning in an oral presentation.
- Students will demonstrate creative dramatics.
- Students will complete an investigative study of literature, science, social studies, mathematics, leadership, and fine arts.
- Students will produce products that communicate learning, visually, verbally, and kinesthetically and with elaboration, fluency, and style.
- Given a topic/situation GT students will demonstrate at least one creative problem solving method.
- Students will understanding and apply the four elements of creativity: fluency, flexibility, originality and elaboration.
- Students will complete an independent study and present their learning in variety of products.
- Students will participate in creative problem solving activities.
- Students will assess the learning styles of others.
- Students will complete a school or community service project.
- Students will complete a study of great leaders and demonstrate their learning in an innovative product.
- Students will produce a formal science project demonstrating the scientific method.
- Students will analyze, predict and verify mathematical situations.
- Students will write math problems and present solutions to their group or class.
- Students will demonstrate a mathematical concept with concrete objects.
- Students will describe the difficulties and successes of a particular mathematical method.
- Students will describe a historical event from the various points of view and the people involved.

Fourth-Fifth Grade Cont.

- Students will produce a piece of art for judging.
- Students will communicate an idea through music.
- Students will investigate the social structures of at least one society and demonstrate their learning in an innovative product.
- Students will engage in a futures study and demonstrate their learning in a product or performance.
- Students will employ multi-media technology in an investigative project.
- Students will engage in logical thinking and develop a product demonstrating their learning.
- Students will participate in a dramatic production.
- Students will review a fine arts product or performance and define its standards of excellence.
- Students will engage in a study of language and record their learning in an innovative product.
- Students will produce products that communicate learning, visually, verbally, and kinesthetically.
- Students will engage in at least one long term project which employs the language of the discipline studied, emphasizes details of the topic, demonstrates an understanding of the patterns and trends of the subject, defines the ethical issues or unanswered questions of the topic and looks at the subject over time, across disciplines, and from multiple perspectives (Texas Performance Standards Project). An evaluation will be done using TSPS standards.
- Students will lead a shared inquiry group.
- Students will evaluate the quality of their products/performances of others.
- Students will evaluate the gifted and talented program and their performance as a gifted learner.

LPISD Performance Standards for Gifted Students

Sixth, Seventh, and Eighth Grade

- Students will produce work that is commendable or exemplary.
- Students will produce work that is advanced beyond age or grade level.
- Students will read 100 pages per grade level per marking period.
- Students will participate in creative problem solving activities.
- Students will understand and apply the four elements of creativity: fluency, originality, elaboration and flexibility.
- Students will assess the learning styles of others.
- Students will complete a school or community service project.
- Students will produce a formal science project demonstrating the scientific method.
- Students will submit a piece of writing for a literacy magazine or competition.
- Students will participate in above level mathematics instruction.
- Students will write math problems and present solutions to their group or class.
- Students will produce a piece of art to communicate an idea.
- Students will engage in a study of music.
- Students will communicate a theme or concept through music.
- Students will expand their study of society to include ancient civilizations and the future and demonstrate their learning in an innovative product.
- Students will debate current events.
- Students will engage in a political study and demonstrate their learning in a product or performance.
- Students will complete a formal study of leadership styles and assess their own personal leadership style.
- Students will investigate and evaluate the leadership styles of historical and contemporary persons and demonstrate the impact of their leadership style on society in a product or performance.
- Students will use technology in an investigative project.
- Students will engage in logical thinking and develop a project demonstrating their learning.
- Students will participate in a dramatic production.

Sixth, Seventh, and Eighth Grade Cont.

- Students will review a fine arts product or performance and define its standards of excellence.
- Students will produce a project that represents their own ideals of beauty.
- Students will engage in a study of language and record their learning in an innovative product.
- Students will produce products that communicate learning, visually, verbally, and kinesthetically.
- Students will engage in at least one long term project which employs the language of the discipline studied, emphasizes details of the topic, demonstrates an understanding of the patterns and trends of the subject, defines the ethical issues or unanswered questions of the topic and looks at the subject over time, across disciplines, and from multiple perspectives (Texas Performance Standards Project). An evaluation will be done using the TPSP standards.
- Students will produce a short story, which demonstrates basic literacy elements.
- Students will produce a poem to tell a story.
- Students will produce a poem to express an abstract concept.
- Students will critique literature.
- Students will lead a shared inquiry group.
- Students will prepare for the SAT.
- Students will participate in field trips.
- Students will investigate a career and evaluate requirements for success in that field.
- Students will evaluate effectiveness of various group efforts by employing knowledge of group dynamics.
- Students will evaluate their products/performances and the product/performances of others.
- Students will engage in student led conferencing about their performance as a gifted learner.
- Students will evaluate the gifted and talented program and their performance as a gifted learner.

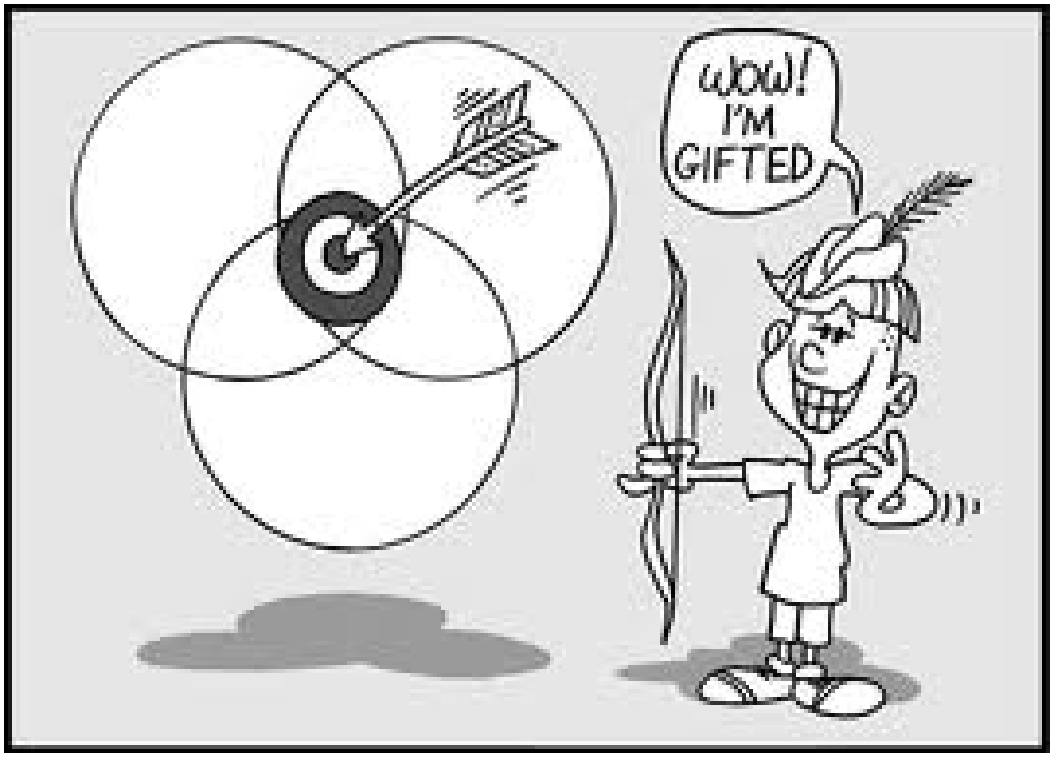
LPISD Performance Standards for Gifted Students

Ninth – Twelfth Grades

- Students will produce work that is commendable or exemplary.
- Students will produce work that is advanced beyond age or grade level.
- Students will investigate a career and evaluate requirements for success in that field.
- Students will investigate institutions of higher learning.
- Students will complete a service project.
- Students will participate in advanced level academics in chosen fields.
- Students will engage in long term projects which employ the language of the discipline studied, emphasizes details of the topic, demonstrates an understanding of the patterns and trends of the subject, defines the ethical issues or unanswered questions of the topic and looks at the subject over time, across disciplines, and from multiple perspectives (Texas Performance Standards Project). An evaluation will be done using TSPS standards.
- Students will write to express abstract concepts in essays, fiction, and poetry.
- Students will lead a shared inquiry or other discussion group.
- Students will prepare for the SAT, PSAT, or ACT.
- Students will participate in field trips.
- Students will produce products that communicate learning, visually, verbally, and kinesthetically.
- Students will employ technology to do research and to demonstrate learning through production of publications, web pages, displays or multi-media projects.
- Students will produce performances in art, music, dance, or drama.
- Students will form study groups and evaluate the effectiveness of their participation.
- Students will use their individual leadership styles to contribute to group efforts, school, church, or civic organizations.
- Students will evaluate the effectiveness of various group efforts by employing knowledge of group dynamics.
- Students will share their work in publications outside of school, in exhibitions, competitions, to panels or to general audiences.
- Students will evaluate the quality of their products/performances and the product/performances of others.
- Students will complete four measures of advanced performances as described in the Distinguished Achievement Program.
- Students will evaluate the gifted and talented program and their performance as a gifted learner.

TOOLS FOR

DIFFERENTIATION



T.E.A. Toolkit Links to GT Differentiation

Welcome to the Gifted and Talented Teacher Toolkit! The Texas Education Agency (TEA) has compiled these resources to help you teach research skills to your students. The toolkit includes links to Web sites and documents that provide background information on knowledge formation, specific resources for the four core content areas, tips for differentiating instruction for gifted learners, techniques for conducting research, and sample scope and sequence documents.

This toolkit is meant for teachers of gifted students who want to ensure that students undertake professional research and develop high quality products in concordance with the State Goal for Services for Gifted Students. Schools should use gifted education in grades K-8 as a formative experience—the knowledge, skills, and processes practiced and acquired at this level will lead to the development of more complex and sophisticated student products in the upper grades. Gifted education in grades 9-12 should reflect professional-level processes and performances. As educators, we need to consider how we can move gifted students from those early formative experiences to become developers of creative, unique, and advanced products. TEA hopes that this toolkit can help you in this journey.

go to http://www.texaspsp.org/toolkit/GT_Teacher_Toolkit.html

Go to the MAIN MENU and click on Teaching Research Skills to GT students

CLICK on Content Knowledge

CLICK more

CLICK more

Now CLICK on a subject.

Texas Performance Standards Project

Purpose: The purpose of the Texas Performance Standards Project (TPSP) is to capture the high levels of academic performance of gifted/talented students through independent research aligned with the Texas Essential Knowledge and Skills (TEKS).

The TPSP is designed to help districts reach the state goal for gifted/talented students:

Students who participate in services designed for gifted students will demonstrate skills in **self-directed learning, thinking, research, and communication** as evidence by the development of **innovative products and performances** that reflect **individuality and creativity** and are **advanced in relation to students of similar age, experience, or environment.** High school graduates who have participated in services for gifted students will have produced **products and performances of professional quality** as part of their program services.

- *Texas State Plan for the Education of Gifted/Talented Students*

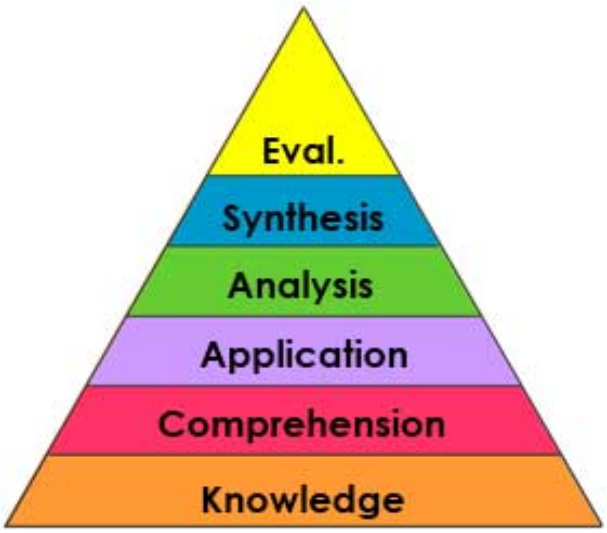
Curriculum: For kindergarten through grade 10, the TPSP offers two or more interdisciplinary units called tasks. Aligned with the TEKS, each task has guided instruction and opportunities for independent research in multiple content areas. At the high school exit level, the TPSP encourages a year-long independent study under the guidance of a mentor who is an expert in the student's area of study.

Visit the Texas Performance Standards Project website at **www.texaspsp.org.**

Bloom's Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists updated the taxonomy reflecting relevance to 21st century work.

- Note the change from Nouns to Verbs to describe the different levels of the taxonomy.



Old Version

New Version

Description	Verbs
Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

10 Key Strategies for Managing a Differentiated Classroom

1. Have a strong rationale for differentiating instruction based on student readiness and interest.
    - Communicate your rationale with your students and their parents – OFTEN.
2. Begin differentiating at a pace that is comfortable to you.
3. Time differentiated activities for student success.
    - Time allotted for a task should be a bit shorter than the attention span of the students who work on that task.
    - Advanced learners often have extended attention spans.
    - Allow longer time chunks when designing tasks for students with strong interest and ability in a particular area than for students whose interest of talent in the same area is not as great.
    - Ultimate goal should be to help all students sustain group and independent tasks for longer than what was initially comfortable for them.
4. Use an "anchor activity" to free you up to focus your attention on your students.
    - Examples: Reading, Journal Writing, General Practice (spelling, computation, vocabulary, etc.). These can be adjusted to student readiness and interest.
    - Half of the class works on the anchor activity while the other half engages in a different content-based activity designed specifically for their needs.
5. Create and deliver instructions carefully.
6. Have a "home base" for students.
7. Be sure students have a plan for getting help when you are busy with another students or group.
8. Give your students as much responsibility for their learning as possible.
9. Engage your students in talking about classroom procedures and group processes.
10. Use flexible grouping.

Instructional and Management Strategies for Differentiated Classrooms

STRATEGY	DESCRIPTION OF STRATEGY	RATIONALE FOR USE	GUIDELINES FOR USE
Compacting	A 3-step process that: 1. assesses what a student knows about material to be studied and what the student still needs to master, 2. plans for learning what is not known and excuses student from what is known, and 3. plans for freed-up time to be spent in enriched or accelerated study.	• Recognizes large reservoir of knowledge in some learners • Satisfies hunger to learn more about more topics than school often allows • Encourages independence • Eliminates boredom and lethargy resulting from unnecessary repetition of material	• Explain the process and its benefits to students and parents • Pre-assess learner's knowledge and document findings • Allow student choice in use of time "bought" through previous mastery • Use written plans and time lines for accelerated or enrichment study • Can use group compacting for several students
Interest Centers or Interest Groups	Interest centers and interest groups can provide enrichment for students who demonstrate mastery and competence with required work and can be a vehicle for providing these students with meaningful study when required assignments are completed. In addition, all learners enjoy and need the opportunity to work with interest centers or groups in order to pursue areas of special interest to them. These centers or groups can be differentiated by level of complexity and independence required, as well as by student interest, to make them accessible and appropriately challenging for all learners.	• Allows student choice • Taps in to student interest, motivating • Satisfies curiosity, explores hows and whys • Allows study of topics not in the regular curriculum • Can allow for study in greater breadth and depth • Can be modified for student readiness • Can encourage students to make connections between fields of study or between student and life	• Build on student interest • Encourage students to help you develop interest-based tasks • Adjust for student readiness • Allow students of like interests to work together • Develop clear (differentiated) criteria for success • For advanced learners, allow long blocks of time for work, change centers less often to allow for depth of study, make certain tasks are challenging

Tiered Assignments	In a heterogeneous classroom, a teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. Student groups use varied approaches to explore essential ideas.	• Blends assessment and instruction • Allows students to begin learning where they are • Allows students to work with appropriately challenging tasks • Allows for reinforcement or extension of concepts and principals based on student readiness • Allows modification of working conditions based on learning style • Avoids work that is anxiety producing or boredom producing • Promotes success and is therefore motivating	• Be sure the task is focused on a key concept or generalization essential to the study • Use a variety of resource materials at differing levels of complexity and associated with different learning modes • Adjust the task by complexity, abstractness, number of steps, concreteness and independence to ensure appropriate challenge • Be certain there are clear criteria for quality and success
Mentorships/ Apprenticeships	Students work with a resource teacher, media specialist, parent volunteer, older student or community member who can guide their growth in a particular area. Some mentorships may focus on design and execution of advanced projects, some on exploration of particular work settings, some of affective development and some on combinations of goals.	• Extends learning beyond the classroom • Makes learning a partnership • Can help students expand awareness of future options and how to attain them • Allows teachers to tap into student interest, strengths and needs • Have a low teacher to learner ratio (often one to one)	• Match the mentor with the student's needs • Be clear in your own mind and be specific about the goals of the collaboration • Make sure roles of mentor, student, teacher and parent are written and agreed upon • Provide appropriate preparation and instruction for mentors, including key information about the student • Monitor the progress of the mentorship regularly and help problem solve if snags occur • Connect what is learned in the mentorship to what goes on in class when feasible
Independent Study	Process through which student and teacher identify problems or topics of interest to the students. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop. This product should address the problem and	• Builds on student interest • Satisfies curiosity • Teaches planning and research skills at advanced levels • Encourages independence • Allows work with complex and abstract ideas • Allows long-term and in-depth work on topics of interest	• Build on student interest • Allow the student maximum freedom to plan, based on student readiness for freedom • Provide guidance and structure to supplement student capacity to plan and to ensure high standards of production • Use preset timelines to zap procrastination • Use process logs to document the process

	demonstrate the student's ability to apply skills and knowledge to the problem or topic.	• Taps in to high motivation	involved throughout the study • Establish criteria for success
Learning Contracts	Learning contracts take a number of forms that begin with an agreement between student and teacher. The teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications.	• Can blend skill and content based learning matched to student's need • Eliminates unnecessary skill practice for students • Allows students to work at appropriate pace • Helps students learn planning and decision-making skills important for independence as learners • Allows teachers time to work with individuals and small groups • Can encourage extended study on topics of interest • Can foster research, critical and creative thinking, application of skills and integrated learning	• Blend both skill and content based learning in the contract • Match skills to readiness of learner • Match content to readiness, interests and learning profile of student • Allow student choice, especially in content-based portions of the contract • Establish clear and challenging standards for success from the outset • Provide rules for the contract in writing • When possible, focus the contract on concepts, themes or problems and integrate appropriately • Adjust levels of student independence to match student readiness
Learning Centers	Learning centers can be "stations" or collections of materials learners use to explore topics of practice skills. Teachers can adjust learning center tasks to readiness levels or learning profiles of different students.	• Allows matching task with learner's skills level • Encourages continuous development of student skills • Allows matching task with student learning profile • Enables students to work at appropriate pace • Allows teacher to break class into practice and direct instruction groups at given time • Help develop student independence	• Match task to learner readiness, interest, learning profile • Avoid having all learners do all tasks at all centers • Teach students to record their own progress at centers • Monitor what students do and what they understand at centers • Have clear directions and clear criteria for success at centers
Adjusting Questions	In class discussions, tests and homework, teachers adjust the sorts of questions posed to learners based	• All students need to be accountable for information and thinking at high levels • Some students will be challenged by a more basic thought question	• Target some questions to particular students and "open the floor" to others • Use open-ended questions where possible • Use wait time before taking answers

	on their readiness, interests and learning profile.	• Others will be challenged by a question that requires speed of response, large leaps of insight or making remote connections • Teachers can "try out" students with varied sorts of questions as one means of assessing student progress and readiness • Adjusting questions appropriately helps nurture motivation through success • In oral settings, all students can hear and learn from a wide range of responses	• When appropriate, give students a chance to talk with thinking partners before giving answers • Encourage students to build on one another's answers • Require students to explain and defend their answers • Adjust the complexity, abstractness, degree of mental leap required, time constraints and connections required between topics, based on learning profile of the student being asked a question
Flexible Grouping	Students are part of many different groups – and also work alone – based on the match of the task to student readiness, interest or learning profile. Teachers may create skills-based or interest-based groups that are heterogeneous or homogeneous in readiness level. Sometimes students select work groups and sometimes teachers select them. Sometimes student group assignments are purposeful and sometimes random.	• Allows both quick mastery of information and ideas and the need for additional exploration by students needing more time for mastery • Allows both collaborative and independent work • Gives students and teachers a voice in work arrangements • Allows students to work with a wide variety of peers • Encourages teachers to "try out" students in a variety of work settings • Keeps students from being "pegged" as advanced or struggling • Keeps students from being cast as those in need of help and those who are helpers	• Ensure that all students have opportunities to work both with students most like themselves in readiness or interest, and with students dissimilar from themselves in readiness or interest • Teacher assigns work groups when task is designed to match individual readiness or interest based on pre-assessment or teacher knowledge • Teacher assigns work groups when desirable to ensure that students work with a variety of classmates • Students select groups when task is well-suited for peer selection • Alternate purposeful assignment to groups with random teacher or student selection • Ensure that all students learn to work cooperatively, collaboratively and independently • Be sure there are clear guidelines for group functioning that are taught in advance of group work and consistently reinforced

The Eight Steps for Implementing Curriculum Compacting

Step One: Identify the objectives in a given subject area

An objective is the outcome or the behavior that we help students to attain by having them participate in learning activities. Any experienced teacher is aware that most curriculum guides and textbooks contain far more suggested activities that can be taught in the allotted time. Teachers must be able to decide which activities are appropriate and which are irrelevant or redundant in terms of the objectives. Teachers may refer to the formal curriculum guides issued by school districts or states or the informal guides provided by textbook publishers to identify learning objectives. After locating the objectives, teachers must focus on those that are appropriate for their students. Often there is a discrepancy between the objectives noted in the curriculum guides and those actually tested by the school districts. Other objectives may be redundant or overly ambitious.

To assist in the task of narrowing down the field of alternatives, teachers may consider the following criteria:

1. Do these objectives represent new learning?
2. Which objectives can equip students to use this content area?
3. Which objectives can be applied to the workplace?
4. Which objectives develop skills or concepts – not just present facts?
5. Which objectives do high-ability students need to understand?
6. Which objectives cannot be learned without formal or sustained instruction?
7. Which objectives reflect the priorities of the school district or state department of education?

Prioritizing Objectives

After the objectives are selected, they should be listed by priority. Because of their importance, the higher-ranked items are the ones teachers will stress with the entire class, while the less relevant objectives become prime candidates for compacting.

Simply having a set of learning objectives doesn't tell a teacher how or if these objectives meet students' individual needs. Teachers must know the subject matter, as well as their students' learning styles to determine their relevance. Step two in the compacting process can help teachers make these evaluations.

Step Two: Find appropriate pretests

Pretesting, as its name implies, is intended to measure students' skills and strengths before instruction begins. Pretesting provides teachers will precise information:

1. Which objectives have already been mastered by the student?
2. Which objectives have not already been mastered by the student?
3. The problems that might be causing students to fall short of reaching any of the objectives.

Objective-Referenced Tests

Ideally a pretest should determine whether a student has full, partial or little mastery of an objective. Objective-referenced tests can do that effectively, as they usually assess one objective at a time through short answer or multiple choice responses. On a practical level, these "paper and pencil" tests appeal to teachers because they can be administered in large group settings, require little time to oversee or correct, and are readily available from textbook publishers or testing companies.

The Scholastic-Research Associates, The Psychological Corporation, and several other publishers of test instruments can be consulted for valid and reliable objective-referenced or diagnostic tests. The Stanford Diagnostic-Reading Test and the Stanford Diagnostic Math Test can be used in grades one to twelve.

Performance - Based Assessment

Performance-based assessment is a popular alternative to criterion-referenced tests. By asking students to do oral, written or manipulative work, teachers can observe and evaluate the process students use to reach an answer. This procedure is especially successful with younger children who are not ready for paper and pencil tests.

Students may be evaluated individually or in small groups, through conferences, interviews or portfolios of completed work. As with objective-referenced tests, this requires preplanning. Teachers must take the time to locate or create the performance tests, making sure that they're aligned with the desired learning objectives.

Step Three: Identify students who should be pretested

In step three, teachers identify students who should be pretested prior to instruction. To do this, teachers must first discern students' specific strengths. Students normally have peaks and valleys with respect to their academic performance in various content areas. Rather than assuming that all bright students are above average in all content areas, this step can be used to identify particular content area strengths. This ensures that students who are excused from class for enrichment activities will be absent only during their curricular strength times. Second, it eliminates the need to assign make-up work when the students return to the classroom.

Academic records, standardized tests, class performance and evaluations from former teachers are all effective means of pinpointing candidates for pretesting. Teachers should also watch for

students who complete tasks quickly and accurately, finish reading assignments ahead of their peers, seem bored or lost in daydreams, or bring extra reading from home.

Using Test Scores

Achievement and aptitude tests can be a valuable gauge of academic ability. By comparing students' subset scores with local or national norms, educators can easily identify the students who score within the above-average ranges. Since these students usually know more or learn faster than their peers, it's safe to assume that they may benefit from compacting.

All test instruments are flawed to some degree. The debate still ranges over "how high is high?" Overall, students who score at the 85th percentile and above on subsets of norm-referenced achievement tests may be considered viable candidates for compacting.

Step Four: Pretest students to determine their mastery level of the chosen objectives

Pretests, both formal and informal, help teachers determine student mastery of course material. But what constitutes mastery? Most educators set the criterion for regular curriculum at 80-85% proficiency; however, because definitions vary so, teachers within the same school should strive to reach a consensus. At the same time, factors such as being educationally deprived or having culturally different backgrounds and learning disabilities must be taken into consideration apart from rigid "cut-off" scores.

Administering Formal Pretests

Pretesting students can be a time-intensive exercise. One shortcut is to increase the number of students or objectives examined at one time; for example, if a chapter in a math text covers ten objectives, a small group of students could be tested on the entire chapter.

Before starting the testing process, teachers should:

1. Point out that some students will already be familiar with the material.
2. Ask if any students would like to "test out" of the unit by demonstrating that they already know the objectives being taught.
3. Assure the students that they're not expected to be competent in all the objectives being tested.
4. Tell the students that their curriculum may be streamlined if they can exhibit partial mastery of the objectives.
5. Help the students understand that they will not be labeled "poor learners" if they can't pass one or more sections of the test.

Parts of the examination may be taken independently, reducing the amount of time teachers must serve as monitors. If small group testing is not feasible, teachers can follow the same procedures with individual students. A permanent "testing table" can be installed for this purpose; or students can score and record their own test results to save time. Another option

is to pretest the entire class. Involving everyone in the process can boost individual confidence and build a stronger sense of community in the classroom. A matrix used to record the results will make it easy to form flexible skill groups.

Performance-Based Testing

Some teachers may want to use performance-based tests. If so, they should observe students closely by taking notes, tracing thought patterns, and posing open-ended questions to assess proficiency of the objectives. For example, the student could be instructed to write and submit a persuasive essay which teachers would read and analyze for content. Teachers could then ask students how they went about organizing their thoughts to see if they truly understand the assignment.

Similar sessions can be held to assess other abilities such as decoding skills, problem solving or science process skills. Student portfolios and work samples provide valuable assessment tools also. Through these evaluations, many teachers will discover the value of performance-based testing as an alternative to paper and pencil pretests.

Teachers can secure help in administering pretests:

- Parent volunteers, aides and tutors to administer tests
- Reading, math and other curriculum specialists to help identify learning objectives and student strengths
- District consultants and teachers of gifted children may be available to help with pretests and other aspects of compacting
- New computer technology to pretest and provide individual instruction

Step Five: Eliminate instructional time for students who show mastery of the objectives

Students who have a thorough grasp of the learning objectives should be allowed to take part in enrichment or acceleration activities. This exposes them, during class time, to material that is not only new and stimulating, but more closely aligned to their learning rates and abilities.

If a student has mastered three out of five objectives in a unit, that student should not take part in the classroom instruction of those three objectives. Students may be excused from specific class sessions (for example, the Monday and Wednesday portions of vocabulary building), while others may skip certain chapters or pages in the text or specific learning activities.

Step Six: Streamline instruction of those objectives students have not yet mastered, but are capable of mastering more quickly than classmates

If students demonstrate mastery of some, but not all of the objectives, the teacher may decide to allow these students to progress at a faster pace than their peers by minimizing repetitive

practice exercise. Bright students frequently need less practice to master new objectives than their peers.

Content compacting differs from skills compacting. Skills compacting eliminates specific skills that students have already acquired. Content compacting is designed for general knowledge subjects – social studies, science and literature – whereas skills compacting is intended for mathematics, spelling, grammar and language mechanics.

Skills compacting is easier to accomplish. Pretesting is a simpler process, and mastery can be documenting more efficiently. Content compacting is more flexible in that students can absorb the material at their own speed. In content compacting, the means of evaluation are also less formal; teachers may require an essay, an interview or an open-ended, short-answer test.

Individualized instruction, as with any kind of instruction, needs four conditions to be satisfied in order to be effective: (1) it must be high quality, (2) it must be appropriate to the students' level, (3) students must be motivated to work on the tasks, and (4) they must have adequate time to learn.

Providing a streamlined curriculum can require a great deal of preparation time for the teacher who must be creative in finding alternative instruction for those students who have demonstrated partial mastery. Some of these options for instruction, enrichment, group and pacing, may be available in teachers' manuals.

Step Seven: Offer challenging alternatives for time provided by compacting

This step is the most challenging and creative for teachers. The possibilities for replacement activities include the following:

- Accelerated curriculum based on advanced concepts.
- More challenging content (alternate texts, fiction or non-fiction works).
- Classwork adapted to individual curricular needs or learning styles.
- Individual or small group projects using contracts or management plans.
- Interest or learning centers.
- Opportunities for self-directed learning or decision making.
- Mini-courses on research topics or other high interest areas.
- Small seminar groups for advanced studies.
- Mentors to guide in learning advanced content or pursuing independent studies.
- Units or assignments that are self-directed, such as creative writing, game. creation, creative and critical thinking training.

Teachers will have to decide which replacement activities to use and base their decisions on factors such as time, space, resources, school policy and help from other faculty (such as a gifted program teacher or a library media-specialist). Ultimately, the decision should depend on the need for academic challenge and students' interests. If students understand that by

demonstrating proficiency they will earn some time to pursue their own interests, they will often work to earn this opportunity. Our goal as teachers is to provide adequate academic challenges.

Step Eight: Keep records of this process and the instructional options available to "compacted" students

Any differentiated program requires added record keeping. Unlike large-group teaching where all students are on the same page or exercise, teachers who provide a compacted curriculum have students doing different assignments at different levels and different times. Keeping concise records is essential and can be time consuming without proper planning. Teachers, faculty and administers should collectively decide how the compacting process should be documented. Regardless of form, all written documentation should contain these basics:

1. Student strength areas, as verified by test scores or performance.
2. The pretests used to determine mastery and the learning objectives that were eliminated.
3. Recommended enrichment and acceleration activities.

Creative Thinking

Creative thinking skills include the mental tools that allow students to generate ideas. These tools have been classified by some educators into four categories: fluency, flexibility, elaboration and originality. Each category has its own function in creative thinking.

- "Fluency" focuses on generating many ideas.
- "Flexibility" focuses on changing ideas.
- "Elaboration" focuses on adding to or extending ideas.
- "Originality" focuses on generating new, unique ideas.

While these categories are presented separately, they may overlap. For example, one might generate many unique ideas (combining fluency and originality) or add to an idea by combining it with another idea (using both elaboration and flexibility).

Using creative thinking skills with required content or with extended content provides educators with instructional opportunities to:

1. Reinforce students' understandings of basic skills and required information;
2. Facilitate the learning and the usage of productive thinking by students;
3. Motivate students to synthesize course content with their own experiences and ideas;
4. Assist students to be effective consumers and innovative producers of information;
5. Allow students to demonstrate mastery of content through preferred styles of learning
6. Respond to various levels of student interests, abilities and readiness;
7. Make teaching more interesting to the teacher.

Divergent Questioning Models

1. QUANTITY MODEL

List all of the _____.

List as many _____ as you can think of.

2. VIEWPOINT MODEL

How would this look to a _____?

What would a _____ mean from the viewpoint of a _____?

How would _____ view this?

3. INVOLVEMENT MODEL

How would you feel if you were _____?

If you were a _____ what would you (see, taste, smell, feel)?

You are a _____. Describe how it feels.

4. CONSCIOUS SELF DECEIT MODEL

Suppose you could have anything you wanted. What ideas could you produce if this were true?

You can have all of the _____ in the world. How could you use it to _____?

You have been given the power to _____. How will you use it?

5. FORCED ASSOCIATION MODEL

How is _____like_____?

Get ideas from _____ to improve _____.

I only know about _____. Explain _____ to me.

6. REORGANIZATION MODEL _____

What would happen if_____ were true?

Divergent Thinking Model - Properties

CATEGORY : Object-to-Object Analogy

PROCEDURES:

Taking words associated with properties and applying them to feelings can be interesting. Don't run through all of these at once; spread them out, one or two a day.

1. What is the texture of a smile?
2. What is the texture of a frown?
3. What is the color of hate?
4. What is the color of love?
5. What is the shape of kindness?
6. What is the shape of a hurt feeling?
7. What is the weight of a promise fulfilled?
8. What s the weight of a promise not kept?
9. What is the size of friendship?
10. What is the size of loneliness?
11. What is the sound of happiness?
12. What is the sound of sorrow?

VARIATIONS on "Properties"

1. Do a collage on the texture of a smile.
2. Try the word "color" with each of the emotions listed above.
3. Picture an imaginary hat shop. What would a hat of sorrow look like? A hat of happiness? A hat of loneliness? A hat of friendship? Add other emotions.
4. Take the combination of 1, 2 3 and 4 and insert the word "more" or "less". In other words "What has more texture, a smile or a frown"?

Reference Framing

CATEGORY: Person – to – Object Analogy

PROCEDURES:

When we see through the eyes of others, we see ourselves more clearly. In assuming the posture of something else, frames of reference vary dramatically. Try this activity in groups of three's, with each individual in the trio looking at the object through the eyes of the role assigned.

1. Look at tall grass
   …. through the eyes of an insect.
   through the eyes of a neighbor.
   through the eyes of on-rushing water.

2. Look at an old tree
   …. through the eyes of a poet.
   through the eyes of a nesting bird.
   through the eyes of a land developer.

3. Look at asphalt
   …. through the eyes of a root system.
   through the eyes of a parking lot attendant.
   through the eyes of an automobile tire.

4. Look at a can of dog food
   …. through the eyes of a starving person.
   through the eyes of a dog.
   through the eyes of a food chain store.

5. Look at a junk yard
   …. through the eyes of a real estate agent.
   through the eyes of an underdeveloped nation.
   through the eyes of a rat.

VARIATIONS on "Reference Framing"

Determine how many different frames of reference can be associated with a given topic, especially a controversial one.

Shared Inquiry

Shared Inquiry is a technique to explore the meaning of a story through a group discussion. Discussion begins with a leader's interpretative questions – a question about the meaning of the story. The leader has a prepared list of interpretative questions and the group members have read the story in advance. Because leaders and group members work together to try to resolve questions of meaning in the story, we call this method of discussion SHARED INQUIRY. As the story is discussed, the leader will ask questions for several purposes: to help to clarify the remarks about the story, to solicit evidence from the story to support interpretations of the meaning to make sure everyone will be given a chance to offer opinions, and to keep discussions moving toward a resolution of the problem of the meaning of the story. Group members need not wait to be called on. They may speak up at any time. They may respond directly to other group members as well as to the leader. They may express agreement or disagreement with what others say, add their own thoughts, or ask questions related to the problem being discussed. If a member is called upon but has nothing to say at the moment, he is free not to answer. If members have ideas that they are not sure of, or if they don't know whether the idea is a good one, they shouldn't be afraid to express it anyway – it may prove more valuable than they thought.

Rules for Shared Inquiry

1. **No one may take part in the discussion without first reading the story**. Members who are not prepared cannot offer valid opinions and support their ideas with evidence from the story.
2. **Discuss only the story that everyone has read**. A member should not refer to other stories like the one under discussion or by the same author because the participants who have not read them will be denied a chance to contribute to the discussion. This rule also enables the group to check the validity of what is said by referring to the assigned story.
3. **Do not introduce outside opinions unless you can back them up with evidence from the story.** If a member gets an idea about the meaning of a story from an outside source – for example, the opinion of someone else or an insight from another book – he may use the idea in discussion only if he can express it in his own words and support it with evidence from the story.
4. **Leaders may only ask questions – they may not answer them.** If leaders stated their own opinions about the meaning of the story, the group members might feel less inclined to think for themselves. They might also be less likely to believe that other equally good answers were possible. As participants, the group members are not limited to offering; they may ask questions too.

resources

"I can suck pudding up my nose and blow it out the corner of my eye, but they *still* won't put me in the gifted class at school!"

La Porte ISD

Gifted and Talented Program
Gifted and Talented Program Nomination Form
Grades K-12

Referred by: Parent ☐Teacher ☐Student ☐Auxiliary ☐Other _____ Title

Student _____ School _____ Grade _____

Date of Birth _____ Teacher _____

Ethnicity: ☐Hispanic/Latino ☐Not Hispanic/Latino

Race: ☐American Indian or Alaska Native ☐Asian ☐ Black or African American
☐Native Hawaiian or Other Pacific Islander ☐White

To be completed by teacher making the referral – Include either current STAAR scores or Achievement test scores

STAAR Scores: Gr: _____Year: _____
Reading: Level _____
Math: Level _____
Science: Level _____
Social Studies: Level _____
Writing: Level _____

Achievement Test: ____Gr: ___ Year:__
Total Reading: _____ Total Math: ___
(At least one score should be 95%
to be screened for the G/T program)

_____ _____
Signature of Person Initiating Referral Position or Relationship to Student

_____ _____
Phone Date

Note: Please fill out and return to:
Campus GT Designee

Please fill in all information requested on this form. Otherwise, the nomination cannot be processed. Thank you.

Committee Decision: ☐Qualified ☐ Did Not Qualify

Date of Program Entry/Denial: _____

Gifted/Talented Jargon

ACCELERATION

Covering the curriculum at a fast pace. Most gifted children need a shorter time to learn new things. By accelerating the curriculum, we eliminate replication and excess drill. On rare occasions the child is accelerated (skips a grade) instead of the curriculum.

ACCOUNTABILITY

The demand for proof that your school is meeting its obligations to educate gifted children.

ACHIEVEMENT TESTS

The demand for proof that your child knows academically and what he/she can do academically; for example, California Achievement Test (CAT), Scholastic Aptitude Test (SAT) and the American College Test (ACT). These tests reveal strengths and weaknesses in your child's academic abilities. They should also help educators improve instruction, aid in forming goals and objectives for the curriculum and determine content goals.

BINET, ALFRED (1857-1911)

A French psychologist who, along with Theodore Simon, developed the first useful test of a child's intelligence. Lewis Terman (1905) adapted the Binet-Simon Test to the American student and later, while teaching at Stanford University, revised it. The new test was titled the Stanford-Binet Test. It is widely considered to be one of the best individual IQ tests available.

BRAINSTORMING

A group activity that stimulates creative and high-level thinking. The word itself was developed and named by Alex Osborne, an advertising executive. Children are usually given a topic and asked to come up with as many ideas related to that topic as possible. All ideas are accepted without criticism and there are no right or wrong answers.

CHANGE AGENT

What you can be if there is no gifted program in your child's school. Ronald Havelock writes that there are four functions that a change agent can perform: (1) disrupt the status quo, (2) offer solutions, (3) provide resource help, and (4) match resource people with problems to be solved.

COMPACT

To cover the same amount of materials or activities in less time by allowing more time for enrichment activities and projects better suited to individual interest and needs.

CONVERGENT THINKING

Focusing on one particular answer. Convergent thinking or production is one of the elements found in Guilford's research model of the Structure of the Intellect. Most intelligence tests require convergent thinking.

CREATIVITY

A complex mental process that is very difficult to define. Creativity is more than the ability to draw well as many people believe. It involves putting together new, different and unique ideas. Creative thinking can be enhanced in all subject areas. Some experts in the field include J. W. Getzels, P. Jackson, J.P. Guilford, E. Paul Torrance and Frank Williams.

INDEPENDENT STUDIES

A self-directed style of learning. The student completes various activities on their own time with the guidance of a teacher. An independent study program will stretch gifted students into discovering new ways of researching an idea and making choices to take ownership in their learning.

MENTOR

A community member, teacher, friend or adviser who spends time with a gifted child to listen to problems, share opinions and give advice.

PEER TUTORING

A program in which students teach or assist other students. Parents should be on the lookout for signs that peer tutoring is being overdone. It is not a substitute for teaching.

POST HOLING

Encouraging investigation of subjects , ideas or problems in depth rather than surveying a variety of topics. Gifted children should always be encouraged to dig deeper.

PROBLEM SOLVING METHOD

The process of applying previously acquired knowledge to new and unfamiliar situations.

RISK TAKER

Willing to take chances in order to learn new things. Many gifted children are perfectionists and do not like to get involved in new activities for fear of failure. An important goal of many gifted programs is to provide opportunities for risk taking; for example, leadership activities, creative problem solving programs and simulation games.

SELF-ESTEEM

A positive self-image or self-concept is the key to success for most people. When gifted children lack confidence in their own abilities, no amount of outside motivation will turn them into high-achievers. High achievement and high self-esteem go hand in hand.

TAXONOMY

A step by step approach to classifying a group of things. Benjamin S. Bloom developed a taxonomy for educational objectives that is widely used in schools today.

Suggested Websites

College Board (www.collegeboard.org)

Davidson Institute (www.davidsongifted.org/)

Destination Imagination (www.texasdi.org/)

Duke Talent Search (TIP) (www.tip.duke.org)

Invention Convention (www.inventionconvention.org)

National Organization for Gifted Children (NAGC) (www.nagc.org)

National Research Center on the Gifted and Talented (www.gifted.uconn.edu/nrconlin.html)

Odyssey of the Mind (www.odysseyofthemind.com)

Supporting the Emotional Needs of Gifted (www.sengifted.org/)

Texas Association of Gifted Students (TAGT) (www.tagt)

Texas Education Agency (TEA) (www.tea.org) See Texas State Plan for the Education of Gifted/Talented Students