



# MES Gifted and Talented

2019-2020 Revisions

# Overview

- School-wide review of Gifted and Talented services
- Identified need to enhance programming for academically talented students
- Overall focus: To enhance differentiation of instruction for ALL students

# Grades 7 and 8 Honors Classes

Our second year using a **flexible ability grouping model** for Honors Classes in Grades 7&8 has proved to be extremely successful. More opportunities were available for students to take Honors Classes in anywhere from one to four of the major subject areas, **enriching individual student strengths.**

# Grades 7 and 8 Honors Classes

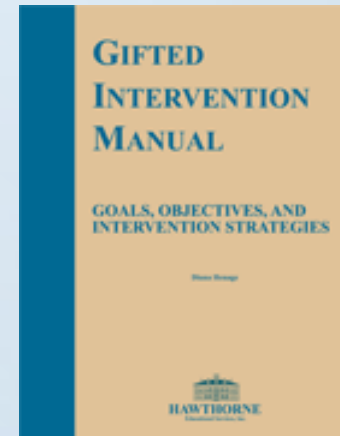
- Placing students together with similar academic abilities **within specific subject areas** allows for more appropriate and advanced instruction
- Allows students to learn alongside others who work at a similar pace and possess a similar knowledge base, resulting in a peer group where students challenge one another
- Ability grouping is **flexible**, targeted, and non permanent, allowing students to move in and out of courses based upon need

**Flexible ability grouping allows schools to match a student's readiness with instruction, delivering the right content to the right student at the right pace and at the right time.**

**-National Association for Gifted Children**

# Grades 7 and 8 Non-honors Classes

As in all general education classes K-8, students who have not met honors course criteria, but exhibit aptitude and interest in a subject area, will continue to have opportunities for accelerated study through **differentiated instruction** and **independent enrichment** within the curriculum.



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	<b>A. Intellectual</b>	
	<b>Behavior</b>	
	<b>Number</b>	
	1. Scores high on intelligence tests, achievement tests, etc. . . . .	6
	2. Demonstrates superior academic performance . . . . .	8
	3. Uses an extensive and accurate vocabulary . . . . .	10
	4. Easily comprehends . . . . .	12
	5. Is an independent learner . . . . .	14
	6. Demonstrates short- and long-term memory skills . . . . .	16
	7. Demonstrates the ability to maintain concentration . . . . .	18
	8. Expresses thoughts in verbal and written form . . . . .	20
	9. Demonstrates a superior ability to understand abstract concepts . . . . .	22
	10. Sets personal goals and strives to achieve them . . . . .	24
	11. Applies information learned in one situation to a new situation . . . . .	26
	12. Makes the most appropriate decisions or choices . . . . .	28
	13. Understands complex concepts and perceives relationships . . . . .	30
	<b>B. Creativity</b>	
	<b>Behavior</b>	
	<b>Number</b>	
	14. Combines information or ideas already learned . . . . .	32
	15. Develops creative and original ideas . . . . .	35
	16. Engages in self-initiated activities . . . . .	37
	17. Is curious and interested in learning about the environment . . . . .	39
	18. Demonstrates a wide variety of interests . . . . .	41
	19. Recognizes errors, mistakes or oversights. . . . .	43
	20. Views situations from different perspectives . . . . .	45
	21. Spontaneously uses language and vocabulary . . . . .	47
	22. Creates or produces elaborate detail . . . . .	49
	23. Has many projects or activities going on . . . . .	51

## D. Leadership Ability

### Behavior

#### Number

31.	Takes a leadership role. . . . .	68
32.	Enjoys working toward goals . . . . .	69
33.	Demonstrates character and integrity . . . . .	71
34.	Takes an active role in elected offices . . . . .	73
35.	Facilitates group dynamics or group activities . . . . .	75
36.	Presents ideas, clarifies information, influences others, etc. . . . .	77
37.	Facilitates positive interpersonal relations within a group . . . . .	79
38.	Organizes and leads groups . . . . .	81
39.	Is chosen or elected to a leadership position by peers . . . . .	83
40.	Naturally assumes leadership roles . . . . .	85

## E. Performing and Visual Arts

### Behavior

#### Number

41.	Excels in natural physical ability . . . . .	87
42.	Demonstrates superior manipulative skills in art, music or sports . . . . .	89
43.	Demonstrates superior artistic abilities . . . . .	90
44.	Excels in musical ability. . . . .	93
45.	Is successful in acting and performing for audiences . . . . .	95
46.	Demonstrates superior writing abilities . . . . .	98
47.	Excels in an area(s) of athletics . . . . .	100
48.	Demonstrates original talent in art, music, writing, dancing, acting, etc. . . . .	102

## F. Motivation

### Behavior

#### Number

5.	Is an independent learner . . . . .	14
10.	Sets personal goals and strives to achieve them . . . . .	24
12.	Makes the most appropriate decisions or choices . . . . .	28
16.	Engages in self-initiated activities. . . . .	37
17.	Is curious and interested in learning about the environment . . . . .	39
22.	Creates or produces elaborate detail. . . . .	49
23.	Has many projects or activities going on . . . . .	51
26.	Asks in-depth questions . . . . .	59
30.	Is highly critical of his/her academic success . . . . .	66
31.	Takes a leadership role. . . . .	68
32.	Enjoys working toward goals . . . . .	69
34.	Takes an active role in elected offices . . . . .	73
38.	Organizes and leads groups . . . . .	81
48.	Demonstrates original talent in art, music, writing, dancing, acting, etc. . . . .	102



# Grades 5 and 6

After monitoring the Accelerated Classes in Grades 5&6, it is our determination that, although students in each of the Accelerated Classes were successful, the **grade levels overall** have not benefitted from this program.

Because students travel to their major subject area classes together as a cohort the entire day, having an Accelerated Class in grades 5 and 6 creates **unnecessary access and opportunity issues** that can negatively impact students' social/emotional development at this level.

# 2019-2020 – Grade 5

Therefore, we are proposing the **elimination of the Accelerated Class in Grade 5 for the 2019-2020 school year**. Because the Grade 4 Accelerated Class had previously been eliminated, there will be no issues with continuity.



# 2020-2021 – Grade 6

Further, we propose the **elimination of the Grade 6 Accelerated Class for the 2020-2021 school year**. This will allow students currently in Grade 5 (where there is a Grade 5 Accelerated Class) the opportunity to continue in an Accelerated Class with no lapse in continuity.

# Gifted and Talented Vision

We believe the best model for helping gifted learners reach their potential is through accelerated opportunities within the regular classroom setting. All identified students in grades K-8 will receive these opportunities regardless of their placement.

We also understand the need to prepare qualified students in grades 7 and 8 for the pace and rigor of Honors classes on the high school level. Therefore, it is important that these flexible ability courses continue to be offered to grades 7 and 8 students.

# Summary

## 2019-2020

- Grades K-8 – Differentiated Instruction within the classroom
- Grade 6 – Accelerated Class
- Grades 7 & 8 – Honors Classes for Math, ELA, Science, and Social Studies

## 2020-2021

- Grades K-8 – Differentiated Instruction within the classroom
- Grades 7 & 8 – Honors Classes for Math, ELA, Science, and Social Studies