GOALS AND OBJECTIVES

- To use a multidimensional teaching approach involving students in the decision making process since this approach is believed to provide optimal opportunity for the gifted student to realize his or her potential
- To provide a differentiated curriculum, which systematically exposes the student to many fields of learning, provides process skills for advanced levels of thinking, and allows the learner the opportunity to become a producer rather than a consumer.
- To incorporate the interests, strengths, and preferred learning styles of the student into the differentiated curriculum, producing motivation for learning.
- To instruct the student's gaining knowledge through general preparatory experiences.
- To guide the students through group training activities in processing.
- To guide the student through risk-taking experiences as the student becomes involved in problem based learning and investigates real life problems related to student interests.

Resources on the Gifted

* Characteristics of the Gifted Child by Dr. Linda Silverman http://www.gifteddevelopment.com
* What _is Gifted/characgt.htm
* Has a long attention span if interested
* Has a vivid imagination
* Tends to question authority
* Good at jigsaw puzzles
* Myths and Truth Http://www.nagc.org/commonmyths.aspx
* That child can't be gifted; he has poor grades
* Gifted students don't need help: they'll do fine on their own
* The Bright Child vs. the gifted Learner by Janice Szabos http://www.tagtenn.org/comparison.html
* A bright child knows the answers while the gifted learner asks the questions.
* A bright child copies accurately while the gifted learner creates a new design.
* A bright child learns with ease while the gifted learner already knows.
* Hoagies Gifted– http://hoagiesgifted.org/
* National Association for Gifted Children-http//www.nagc.org/
* Mississippi Association for Gifted Children– http://magcweb.org/

Visitors

Parents and interested parties are always welcome to visit the VISIONS Classroom.

VISIONS

Intellectually Gifted 2-6



The mission of Winona-Montgomery Consolidated School District gifted program is to provide intellectually gifted children, as defined by the Mississippi Department of Education with qualitative educational experiences different and beyond the regular education classroom as opportunity for each child identified to realize and develop their abilities and potential.

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Getting Into the Program

REFERRAL

Referrals are accepted throughout the year from any of the following: a parent, teacher, counselor, administrator, peer, self, or anyone else having reason to believe that the student might be intellectually gifted. Individual assessment are done in the spring and fall. Students referred will be assessed a maximum of two times.

Referrals for the intellectually gifted education program is based on consideration of performance in the regular classroom, potential ability, test performance, maturity, creativity, and leadership potential. While grades and/or achievement test scores might be an indicator of giftedness, by MDE Regulations, neither classroom behavior, grades, or achievement test scores may be used to eliminate a student from the identification process. Referral for the intellectually gifted must include documentation of two or more of the following:

- A group measure of intelligence/ cognitive abilities that has been administered within the past twelve months with a minimum score at/or above 90th percentile
- Published characteristics of giftedness measure at the superior range
- Published measure of creativity at the superior range
- Published measure of leadership at the superior range
- Achievement test scores at the 90th percentile
- Existing measure of individual intelligence that has been administered within the past twelve months, and/or
- Other measures that are documented in the research on identification of intellectually gifted students

If a student meets the criteria for referral, the Giftef Local Survey Committee will recommend individual assessment to determine eligibility for an "Intellectually gifted" ruling. Written parental permission for testing must be obtained before any individual testing is initiated.

PHASE I ASSESSMENT

If parent permission is granted for testing, a student must meet the stated criteria for at least three of the following measures prior to the administration of an individual intelligence test:

- A full scale score at or above the 90th percentile on a normed group measure of intelligence, a normed measure of cognitive abilities, or on total language, total math, total reading, total science, total social studies, or the composite on normed achievement test.
- A score at or above the superior range on a normed characteristics of giftedness checklist, a normed measure of creativity, or a normed measure of leadership.
- Other measures as approved by the State Board of Education on the district's Gifted Education Program Proposal.

PHASE II ASSESSMENT

If the stated minimal acceptable criteria have been met on at least three of Phase I Assessment measures, an individual intelligence test will be administered by a licensed examiner. In no case will the examiner be related to the student being tested.

The student must score at or above the 91st percentile/full scale in order to satisfy eligibility criteria. If a student meets criteria, the Gifted Local Survey Committee will grant an "Intellectually Gifted" eligibility ruling.

PLACEMENT

Once a student is ruled eligible for placement in the gifted program, the parent has the right to agree to placement or withhold placement of the child in the program. Written parental permission must be obtained before the child can be placed in the program.

Participation in the Gifted Education Program is NOT a reward. It is an Entitlement under State Law (MS Gifted Education Act of 1989, MS Code Sections 97-23-171 through 37-23-181).

Once a student is determined eligible for a gifted program in MS, no reevaluation testing is required to remain in the program. Although criteria may vary from district to district, an eligible determination is accepted by all school districts within the State of MS.

A BRIGHT CHILD	A GIFTED LEARNER
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail, elaborates.
Top group.	Beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
6-8 repetitions for mastery.	1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates a new design.
Enjoys school.	Enjoys learning.
Absorbs information.	Manipulates information.
Technician.	Inventor.
Good memorizer.	Good guesser.
Enjoys straight-forward sequential presentation.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.

By: Janice Szabos
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