

**Gifted Program
Overview Guide
and
Procedural Handbook**

Grades 1-8



Moberly School District

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Introduction

Rationale for Gifted Program

Moberly School District is committed to challenging all students to reach their full potential. The gifted services and programming offered by Moberly School District evolves from a belief in providing a broad spectrum of specialized services to maximize each individual student's intellect and creativity. Research has proven that students who meet the criteria established to identify students as gifted are indeed at-risk and in need of a specialized instructional environment. Depending on the developmental level of the identified students, delivery of services includes interest assessment, exploratory experiences, curriculum compacting and differentiation, process skill instruction, curriculum acceleration, mentoring, access to advanced technologies, advanced levels of research, and assistance in locating appropriate audiences and outlets for their diverse presentations and products.

This overview guide outlines and defines the gifted education programming in Moberly School District. The foundation for this guide is a consensus of beliefs about the nature and unique needs of gifted learners, and about differentiated curriculum, instruction, and assessment.

Moberly School District's gifted program supports the district's commitment to academic and personal success for every student. Gifted students come from all socioeconomic and cultural backgrounds and possess unique abilities and/or potential and are, therefore, a unique segment of the district's student population. Gifted students' abilities differ from their peers to such a degree that differentiated curricula and instructional techniques are needed to nurture growth and development. In order to meet the unique needs of gifted and talented students, the Moberly School District offers gifted programming and interdisciplinary curriculum that is qualitatively different from the regular school curriculum by the degree of complexity of content, process, and products to challenge gifted students to achieve their highest potential.

The Administrative Manual for State-Assisted Gifted Programs states, "By law and tradition, Missouri school districts are expected to provide programs of instruction suitable for the full range of student ability, from handicapped and disadvantaged learners through those who are academically advanced." Further support for differentiated instruction for gifted is found in the state standards of the Missouri School Improvement Program, which states, "Each district identifies gifted and talented students at all levels and provides them differentiated instruction suitable for their levels of intellectual, physical, and social maturity."

The gifted program is an extension of the quality education offered to students and does not substitute or replace the excellent classroom instruction and enrichment already provided in the district.

Philosophy

The gifted program evolves from a strong philosophical base defining gifted education as a broad spectrum of specialized services to maximize an individual student's intellect and creativity. Depending on the developmental level of the identified students, delivery of services includes interest assessment, exploratory experiences, curriculum compacting, process skill instruction, curriculum acceleration, mentoring, access to advanced technologies, advanced levels of research in a self-selected area of student interest, and assistance in locating appropriate audiences and outlets for their diverse presentations and products. Such programming requires research supported identification procedures, a qualitatively differentiated curriculum, specially certified teachers, and the resources needed to sustain a quality program for Moberly School District's students.

Mission Statement

The mission of the Moberly School District's gifted education program is to maximize the potential of gifted students by providing highly challenging curriculum and personalized instruction framed in real world challenges that will enable students to successfully contribute to a global society.

Goal of Graduates

As a result of offering differentiated curriculum and personalized support, gifted students will have the opportunity to achieve district goals at the level commensurate with their talent. They will also be challenged to apply their knowledge and skills in complex and advanced ways so that they can continue to develop academically. These goals provide students with support and structure for finding challenge in the school environment while encouraging students to achieve their maximum potential. Attaining these standards ensures that students will graduate from the Moberly School District having a solid foundation of knowledge, skills, and competencies essential to lead productive and fulfilling lives as they continue their education, enter the workforce, and assume their civic responsibilities.

Program Goals

Goals to address in the gifted program's performance skill areas include the following:

Students will:

- acquire the knowledge and skills to make decisions and act as responsible members of society
- acquire the knowledge and skills to communicate effectively within and beyond the classroom
- acquire the knowledge and skills to creatively evaluate, redefine, and generate divergent solutions and products
- acquire the knowledge and skills to recognize and solve problems

- acquire the knowledge and skills to gather, analyze, and apply information and ideas

Goals to address in content areas include the following:

Students will:

- acquire a solid foundation in the disciplines of communication arts, mathematics, science, social studies and the arts
- apply knowledge of disciplines to produce work that reflects individuality and creativity and is advanced in relation to other students of similar age and experience

In the Moberly School District, gifted students have the opportunity to achieve district goals at the level commensurate with their talent. Students are also challenged to apply their knowledge and skills in complex and advanced ways so that they can continue to develop academically. The overall goals of the gifted program are to:

- provide challenging learning experiences beyond the regular curriculum
- develop and promote high level thinking and problem solving skills
- develop creative expression
- provide opportunities to develop self-awareness, autonomy, and self-direction
- provide opportunities for sharing and exchanging ideas in a supportive environment

Program Evaluation and Review

Evaluation of the gifted program and its curriculum is an ongoing process. This evaluation is the responsibility of all those who are involved in the process of gifted education. Surveys are used to obtain feedback from parents, students, and staff regarding the program's effectiveness. Student assessment data on the Missouri Assessment Program (MAP) and other district assessments are reviewed by the program staff, student and staff accomplishments are noted, and developments in gifted and general education are reviewed to assist in determining recommendations for gifted program enhancements. A formal report, which includes survey and assessment data as well as recommendations for change, is presented to the Moberly Board of Education on an annual basis. The Moberly School District gifted program is under the supervision of the Director of Special Services.

Program Overview

The Moberly School District provides differentiated gifted education for identified students in grades 1 – 8. According to Missouri Department of Elementary and Secondary Education guidelines, gifted students are described as follows:

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

Gifted Education Programs Procedure Manual

Program Delivery

The programs for gifted education in the Moberly School District include the following:

- **E.A.G.L.E.S. (Enriched Accelerated Guided Learning for Exceptional Students)** is the gifted education program at the elementary level for grades 1 - 5. The elementary program is designed as a pull-out program and housed at Gratz Brown Elementary School for 3rd - 5th grades, and North or South Park Elementary for 1st & 2nd grade. The gifted program facilitator directs the program as a Resource Room Teacher (RRT).
- **E.X.C.E.E.D. (Extra Challenges through Enriched Education Daily)** is the gifted education program at the middle school level for grades 6 - 8. Identified gifted middle school students are assigned to the gifted program class on a daily basis (with the exception of Monday) during intervention period each week. This program is housed at Moberly Middle School and is directed by the gifted program facilitator as a Special Class Teacher (SCT).

Identified gifted students placed in the gifted program will be provided learning experiences in the following performance skills to progress toward achievement of the overall goals of the gifted program:

- Affective
- Communication
- Creativity
- Critical Thinking
- Problem Solving
- Research

Performance Skills Objectives

The gifted program curriculum encourages independent and self-directed learning and is designed to meet the academic and affective needs of students. Using an interdisciplinary and multicultural perspective, learning activities emphasize the higher level cognitive skills of analysis, synthesis, and evaluation. At any grade level, the focus of the gifted curriculum alignment is on performance skills that can be applied to all content areas and to life-long success. Performance skills for the gifted program include: affective, communication, creativity, critical thinking, problem solving, and research.

AFFECTIVE

Students will develop the ability to understand what gifted means; develop strategies to strengthen personal capabilities, interpersonal and group process skills, and life skills.

COMMUNICATION

Students will develop ability to plan, create, and present verbal, visual, and written information in order to share thoughts and ideas with others.

CREATIVITY

Students will develop the ability to use fluency, flexibility, originality, and elaboration.

CRITICAL THINKING

Students will develop the ability to use critical/reflective thinking focused on deciding what to do or believe. This includes supporting ideas with facts and/or logic (reason) and explaining relationships.

PROBLEM SOLVING

Students will develop the ability to sense a problem exists, define the problem, analyze the problem, use problem solving strategies, and determine and assess possible solutions.

RESEARCH

Students will develop the ability to gather, organize, analyze, and apply information.

Scope and Sequence

Included on the following pages, a scope and sequence of gifted program performance skills has been developed in the key areas targeted by the gifted program's curriculum.

SCOPE and SEQUENCE of PERFORMANCE SKILLS (Grades 1 – 8)

Performance Skill 1: Affective Needs

To understand what being gifted means; to develop strategies to strengthen personal capabilities, interpersonal and group process skills, and life skills.

Objectives:

Gifted students will be able to:	By the end of Grade 2	By the end of Grade 4	By the end of Grade 6	By the end of Grade 8 <i>(in addition to all previously defined skills)</i>
Understand Gifted	The student will develop a personal definition of “gifted”.	The student will analyze giftedness as it relates to self.	The student will analyze ethical issues related to giftedness.	The student will analyze cultural and gender issues related to giftedness.
Strengthen Personal Capabilities	The student will gain comfort with personal capabilities.	The student will develop self-awareness and an understanding of self-efficacy.	The student will analyze personal learning and thinking styles.	The student will identify self and others’ expectations and develop the skills necessary for dealing with those expectations.
Interpersonal and Group Process Skills	The student will develop social skills.	The student will authentically articulate feelings. The student will effectively communicate in a group setting.	The student will develop communication skills relating to personal, family, and school issues.	The student will develop group dynamics skills.
Life Skills	The student will demonstrate ethical behavior.	The student will develop decision-making skills.	The student will develop short-term and long-term goals relating to self.	The student will participate in areas of service to others. The student will develop resiliency in life’s occurrences.

Performance Skill 2: Communication

To develop the ability to plan, create, and present verbal, visual, and written information in order to share thoughts and ideas with others.

Objectives:

Gifted Students will be able to:	By the end of Grade 2	By the end of Grade 4	By the end of Grade 6	By the end of Grade 8 <i>(in addition to all previously defined skills)</i>
Plan a Message	The student will follow a teacher-directed plan.	The student will create, review, and revise a plan to develop an outcome. The student will be aware that the outcome should relate to an audience.	The student will initiate the development of a plan for his/her self-selected projects and activities. The student can work from the plan.	The student will demonstrate sensitivity to diverse audiences and modify his/her method of communication based on needs.
Create a Message	The student will develop a verbal or visual presentation.	The student will develop a written, verbal or visual message/presentation.	The student will independently determine a format to develop quality written, verbal, and/or visual messages or presentations. The student will create a presentation on a topic, theme, or issue using authoring software.	The student will use good judgment in terms of length and style of message. The student will challenge himself/herself while developing a professional quality message.
Present a Message	The students will share ideas verbally using good eye contact and appropriate body language and strong voice.	The student will share ideas in writing (using organized, complete sentences that are error free), verbally (using eye contact, appropriate body language, good voice) or visually, (using appropriate visuals). The student will use technology to enhance the presentation	The student will develop paragraphs that clearly explain ideas; uses many good verbal presentation skills; and develops quality visuals that clearly explain ideas. The student plans the presentation for an audience. The student will use technology to impact the audience's understanding of the topic.	The student will reflect on effectiveness and quality. The student will appropriately seek, interpret, and incorporate feedback.

Performance Skill 3: Creativity

To develop the ability to use fluency, flexibility, originality, and elaboration.

Objectives:

Gifted students will be able to:	By the end of Grade 2	By the end of Grade 4	By the end of Grade 6	By the end of Grade 8 <i>(in addition to all previously defined skills)</i>
Develop fluent thinking	The student will develop the ability to produce ideas.	The student will demonstrate the ability to produce ideas and accept the ideas of others with teacher guidance.	The student will actively listen to and accept the ideas of others and build on those ideas.	The student will independently produce ideas and accept the ideas of others.
Develop flexible thinking	The student will develop the ability to speculate on a situation.	The student will demonstrate the ability to speculate on and/or adapt a situation or idea with teacher guidance.	The student will actively speculate on and/or adapt a situation or idea.	The student will independently speculate on and/or adapt a situation or idea.
Develop original thinking	The students will develop the ability to create or invent new ideas.	The student will demonstrate the ability to envision new ideas with teacher guidance	The student will actively envision new ideas.	The student will independently envision new ideas.
Develop elaborate thinking	The student will develop the ability to embellish existing ideas.	The student will demonstrate the ability to embellish existing ideas with teacher guidance.	The student will actively refine existing ideas.	The student will independently embellish existing ideas.

Performance Skill 4: Critical Thinking

To develop the ability to use critical/reflective thinking focused on deciding what to do or believe. This includes supporting ideas with facts and/or logic and explaining relationships

Objectives:

Gifted students will be able to:	By the end of Grade 2	By the end of Grade 4	By the end of Grade 6	By the end of Grade 8 <i>(in addition to all previously defined skills)</i>
Use Facts and Logic	The student will distinguish between statements that can be proven and statements that reflect personal beliefs or judgments.	The student will use facts to elaborate on and/or support ideas.	The student will find appropriate factual ideas and use statistical data to support and defend ideas.	The student will develop independent ideas based on evaluation of facts.
Reasoning	The student will determine an answer based on a fact and draw a logical conclusion.	The student will use steps to answer or formulate ideas. The student will distinguish relevant from irrelevant information.	The student will identify and explain ideas and/or answers using sequential and logical categories. The student will choose relevant information to support original ideas.	The student will draw conclusions and develop generalizations based on, and supported by, data gathered in the course of research.
Explain Relationships	The student will have the ability to see and extract the most powerful reasons, or results for a given event or action. The student will reflect on his/her outcomes.	The student will use information to explain a cause/effect relationship and/or action/consequence relationship. The student will use reflection to support and/or change ideas.	The student will identify patterns to develop new ideas by determining several possible cause/effect relationships, and/or action/consequence relationships. The student will independently reflect on work to improve or change ideas.	The student will make inferences about the data with respect to trends, future directions, similarities, and differences.

Performance Skill 5: Problem-Solving

To develop the ability to sense a problem exists, define the problem, analyze problem and solution interactions, and determine and assess possible solutions.

Objectives:

Gifted students will be able to:	By the end of Grade 2	By the end of Grade 4	By the end of Grade 6	By the end of Grade 8 <i>(in addition to all previously defined skills)</i>
Recognize a Problem	The student will recognize a problem with teacher questioning.	The student will identify a problem and define the parts of a problem.	The student will identify a problem, determine its parts, and recognize the smaller issues of the problem.	The student will develop substantive focus questions.
Use Problem Solving Strategies	The student will know at least two different ways to solve a problem.	The student will use an appropriate problem solving strategy when faced with a new problem.	The student will use multiple problem solving strategies and knows when to use each one.	The student will apply appropriate problem solving techniques to individual situations, and can justify his/her choice.
Develop a Solution	The student will develop a creative solution to a problem.	The student will develop a creative and realistic solution to a problem.	The student will determine two or more possible creative and realistic solutions to a problem. The student will know how to choose the best solution and can explain his/her reasoning.	The student will brainstorm a variety of creative solutions to complex problems. The student will independently generate relevant criteria for evaluating the solutions, and justify the choice.
Relate Ideas	The student will explain how two or more ideas interact.	The student will explain why it is important to look at the interactions between ideas.	The student will determine how one idea or solution interacts with and impacts the problem and other possible solutions.	The student will analyze the implications of proposed/attempted solutions while considering the viewpoints of others.

Performance Skill 6: Research

To develop the ability to gather, organize, analyze, and apply information.

Objectives:

Gifted Students will be able to:	By the end of Grade 2	By the end of Grade 4	By the end of Grade 6	By the end of Grade 8 <i>(in addition to all previously defined skills)</i>
Gather Information	<p>The student will identify and use data from books and other available sources.</p> <p>The student will be aware of protocols for gathering information.</p>	<p>The student will identify and use data from books, Internet sites and other available sources such as charts or surveys.</p> <p>The student will follow protocols when gathering information.</p>	<p>The student will initiate data retrieval through the use of technological sources, charts, surveys or graphs, and other available, reliable resources.</p> <p>The student will independently follow appropriate protocols for gathering information.</p>	<p>The student will locate relevant primary and secondary sources and can initiate contact with professionals and experts.</p> <p>The student will select and apply note-taking techniques appropriate for the type of information collected.</p> <p>The student will record complete bibliographic data and cite the sources of all information gathered.</p>
Organize Information	The student will organize relevant information.	The student will organize information from several sources.	The student will organize information from several sources into relevant, useful forms.	The student will effectively organize information from multiple, advanced-level sources using a variety of techniques, including webbing and outlining.
Analyze Information	The student will determine which information is useful.	The student will determine which information is useful to develop an outcome.	The student will provide explanations about the usefulness and validity of information.	The student will analyze information/data and make reasonable inferences to develop an outcome.
Apply Information	The student will use data to develop outcomes.	The student will use accurate information to develop his/her own idea or create a presentation.	The student will use multiple sources of accurate information to develop his/her own idea or create a presentation.	The student will develop products relevant to real world situations.

Identification Procedures

Student identification for the gifted program involves four stages: referral, screening, evaluation, and placement.

Referral

Students who have been considered to have exhibited certain gifted characteristics may be referred for further consideration and screening. Sources who may refer students are:

- Teacher – may include classroom teacher or any other teacher who has had contact with the student
- Parent/Guardian
- Principal

All referrals are submitted by completing *Form A Gifted Program Referral*, available by contacting the gifted program facilitator.

Completed forms are returned to the gifted program facilitator.

Screening

Notification concerning referral of student for gifted program screening will be sent to parent/guardian along with *Form B Consent for Evaluation*. Parent/guardian will also be requested to complete *Form C Parent Inventory*. Upon receipt of signed consent and parent inventory, screening will proceed with the administration of the Kaufman Brief Intelligence Test, Second Edition. Students must score 118 or above to determine warranting further gifted program evaluation.

Gifted program facilitator will send notification concerning screening results to parent/guardian and referring school personnel.

Evaluation

The student must meet criteria for **three of four areas** to be placed in the gifted education program. The following individually administered instruments are utilized to determine eligibility of the student to receive gifted program services:

- General Mental Ability – *Weschler Scales, Stanford-Binet Intelligence Scales, UNIT, Leiter*
- Academic Ability – *Woodcock-Johnson Tests of Achievement (Standard Battery), KTEA*
- Reasoning Ability – *Screening Assessment for Gifted Elementary and Middle School Students, Second Edition (SAGES-2; Reasoning Subtest)*

- Other Documented Evidence – *Form D Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students*

The following steps and criteria in the evaluation process will be followed to determine if the referred student meets eligibility:

(1) General Mental Ability

Full scale IQ or GAI score on an individual intelligence test of 125 or above. The student **MUST** meet this criterion. If the student meets the program criterion for general mental ability, the evaluation process will continue.

(2) Academic Ability

Score at or above 95th percentile on the individual achievement test (Woodcock-Johnson, KTEA) total achievement score, on a majority of the composite scores, or on a majority of the subtest scores.

(3) Reasoning Ability

Score at or above 80% on SAGES-2 Reasoning Subtest.

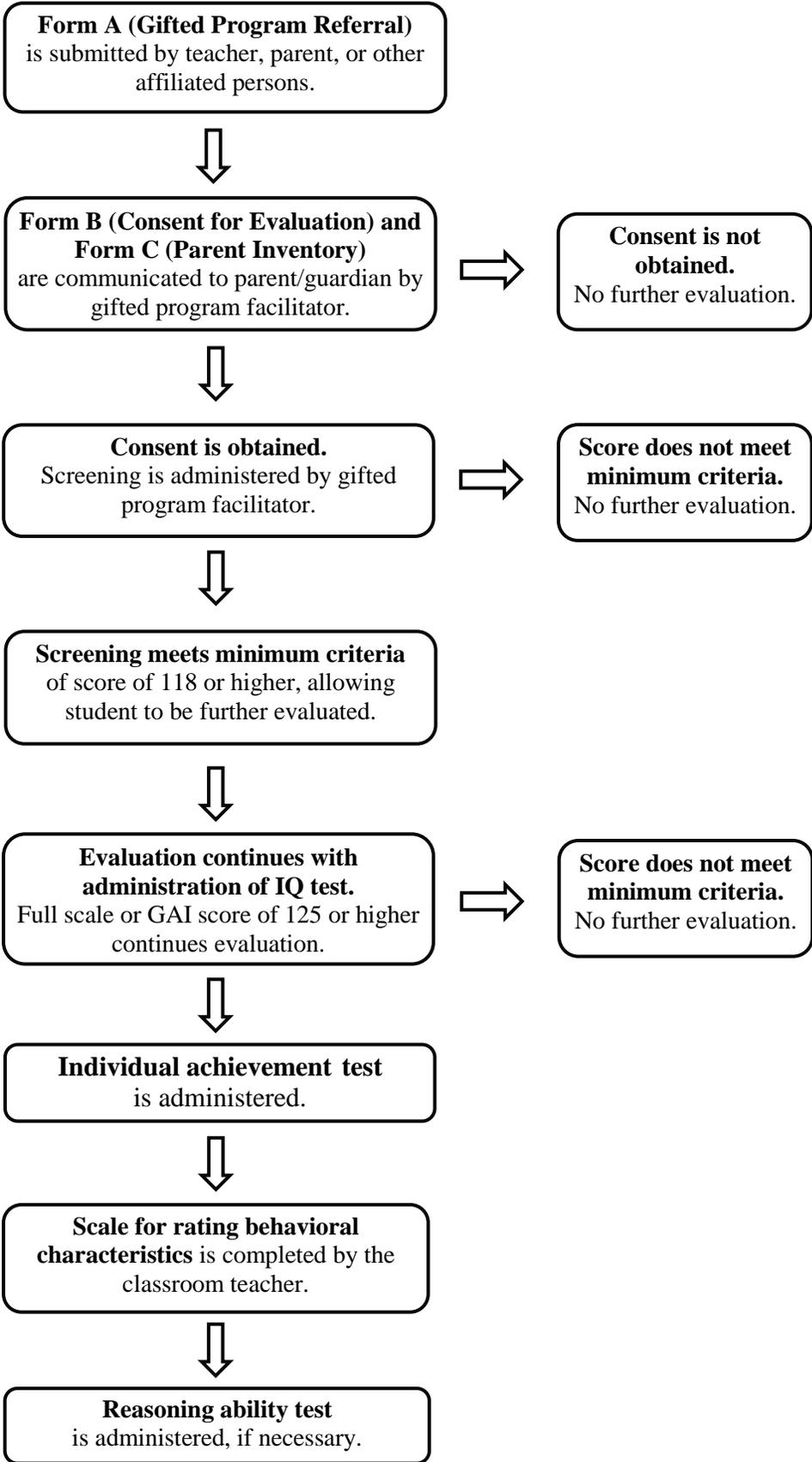
(4) Other Documented Evidence

Score 80% or above on one or more category(ies) of Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students.

If the student does not meet the IQ score criterion, the parent/guardian and teacher will be notified and notation will be made in the child's permanent record.

NOTE: As a general guideline, a student who does not meet the IQ criterion must wait a period of at least 24 months before being retested unless the psychometrics' report indicates a reason to question the validity of the original IQ test.

A student may be assessed to determine the eligibility for the gifted program a maximum of two times unless there is a significant discrepancy between the two assessments. However, for each re-assessment, the student must meet all screening criteria and be recommended by the team for re-assessment.



**If the student meets criteria for three of the four tests,
the student is eligible for placement in the gifted education program.**

Placement

Following the evaluation process, determination will be made as to student's eligibility to participate in the program. Gifted program facilitator will complete *Form D Screening/Testing & Evaluation Process Results*.

Notification will be made to parent/guardian and referring school personnel concerning the evaluation results within 60 days of receiving parental consent. If the referred student meets criteria and qualifies for the gifted program, gifted program facilitator will obtain consent for placement in the gifted program. Parent/guardian will complete *Form E Consent for Gifted Program Placement* documenting their decision as to student placement in the gifted program. Notation of the decision will be made in the student's permanent record.

Prior to the beginning of each school year, parent/guardian and identified student will be requested to complete *Form F Consent for Continued Placement* to determine further placement in the gifted program.

Identification Procedure Protocol

The following identification procedure protocol will be followed within the school year:

Semester of School Year	Referrals	Screening	Individual Evaluation	Notification Of Placement
First Semester	Sept. 1 – Nov. 1	Sept. 8 – Nov. 8	Sept. 15 – Nov. 15	Sept. 30 – Nov. 30
Second Semester	Feb. 14 – March 17	March 17 – April 17	March 30 – April 30	No later than May 15

Student Records

The gifted program facilitator will maintain copies of records of evaluation process of students who qualify for the gifted program. All master records of evaluation process for qualified students will be filed in an orange folder and will be maintained in the student's permanent record file. All master records of evaluation process for non-qualified students will be filed in a manila clasp envelope with the following information detailed on the outside of the envelope: student's name, gifted referral, school year, current grade, DNQ (Did Not Qualify), date evaluation completed.

Student Withdrawal

A student may withdraw from placement in the gifted program by one or both options:

- Parent/guardian requests the student withdrawn from the program. The request shall be submitted in writing to the gifted program facilitator.
- Student's school building team determines the student is experiencing difficulties (academic, social, emotional, or behavioral) which significantly interfere with

his/her progress, or the progress of others, in either the gifted program or in the regular classroom, and is related to the students' participation in the gifted program.

Parent/guardian, student's school building team, and/or gifted program facilitator may request a conference to discuss student's academic, social, emotional, or behavioral concerns in regards to the student's continued placement in the gifted program.

With either option, parent/guardian will be requested to complete *Form G Consent for Withdrawal*.

Transfer Student

Students who transfer into the school district may be placed in the gifted program if all of the following conditions are met:

- The student meets or exceeds the selection criteria established
- The areas addressed by the two programs are similar: i.e., both are general academic programs, or both are specific academic program
- The district, student and parent/guardian agree to such placement

Program Guidelines

Assignment Modification

The gifted program for students in grades 1 - 5 is a pull-out program. The students attend the gifted program classroom in lieu of the regular classroom on their regular scheduled program service day each week. Therefore, the provision of appropriate educational experiences for gifted students is a difficult task that requires flexibility creativity, understanding, and a collaborative effort between the gifted program facilitator and the regular classroom teacher.

The following guidelines are recommended:

- Appropriate instructional strategies utilized for gifted program students should include assignment modification through reducing and/or alternating.
- Whenever possible, regular classroom teachers are encouraged to present modified assignments to gifted program students prior to their program service day.
- Gifted program students should be held accountable for tests and concepts missed on their program service days. The gifted program facilitator will confer with the regular classroom teacher to provide flexible scheduling for gifted program student on test days.
- Gifted program facilitator and regular classroom teacher should work in collaboration with gifted program student to provide flexible scheduling for special activities scheduled on program service days.
- Each gifted program student should be allowed the opportunity to utilize an extra day to complete assignments missed on their program service day.
- Regular classroom teachers should use their best judgment in determining the appropriate assignment modification strategy for each gifted program student.

Student Expectations

Research has consistently shown that identified gifted individuals possess a relatively well-defined set of three interlocking clusters of traits: above average ability, task commitment, and creativity. The goal of the gifted program is to provide, for gifted students, a learning environment committed to fostering and developing those gifted characteristics, most especially in the area of task commitment. Task commitment involves developing and displaying perseverance, endurance, hard work, dedicated practice, as well as self-confidence, and applying those skills as life-long traits.

Student Progress

The gifted program facilitator will report progress of elementary students in grades 1 - 5 to parent/guardian at the end of each semester of the school year. Middle school students' progress is reported quarterly and is measured as pass or fail. The gifted program facilitator will utilize pre and post-test measures to determine student gains on objectives. Student products will be evaluated according to established criteria.

APPENDICES

Appendix A

**MOBERLY SCHOOL DISTRICT
GIFTED PROGRAM
REFERRAL
Form A**

Student Name _____ Date _____

Grade _____ Teacher _____ School _____

Student is being referred by: (Check any) Classroom Teacher _____ Parent _____ Other _____

Form completed by: _____ (Check one) Teacher _____ Parent _____

Who are the gifted? *Defining giftedness in its many varieties is the first step toward recognizing gifted students in the classroom. While there is no single profile that describes every gifted student, certain characteristics and observable behaviors are often signals to indicate that a particular child might warrant closer observation and could require specialized educational attention, pending further evaluation.*

General Characteristics of Gifted and Talented Students

Please checkmark the appropriate category for the above referred student.

- | | | |
|--|--------------|------------------|
| 1. Has unusually advanced vocabulary for age | ___ observed | ___ not observed |
| 2. Is an avid reader | ___ observed | ___ not observed |
| 3. Is very curious about a great variety of things | ___ observed | ___ not observed |
| 4. Has quick mastery and recall of factual information | ___ observed | ___ not observed |
| 5. Is often absorbed in activity | ___ observed | ___ not observed |
| 6. Has rapid insight into cause-effect relationships | ___ observed | ___ not observed |
| 7. Is a keen and alert observer | ___ observed | ___ not observed |
| 8. Has exceptional ability to solve problems | ___ observed | ___ not observed |
| 9. Is easily bored with routine tasks | ___ observed | ___ not observed |
| 10. Is usually able to respond and relate well to adults | ___ observed | ___ not observed |

Comments: _____

Appendix B

**MOBERLY SCHOOL DISTRICT
GIFTED PROGRAM
CONSENT FOR EVALUATION
Form B**

Student Name: _____ Birthdate: _____

Parents' Name: _____ Phone: _____

Street Address: _____

City/State/Zip: _____

_____ I understand the need for the proposed evaluation of my child. I give Moberly School District permission to conduct this evaluation.

_____ I do not give my consent for this evaluation.

I understand I will be informed of the results of the evaluations by the school staff conducting the evaluation, and I may review the educational records. No placement will be made without my written consent.

Parent/Guardian Signature _____

Date _____

Please return signed consent form to:

*Gifted Program Facilitator
Moberly Middle School
920 KWIX Road
Moberly, MO 65270*

Appendix C

**MOBERLY SCHOOL DISTRICT
GIFTED PROGRAM REFERRAL
PARENT INVENTORY
Form C**

Student: _____ Date: _____

Grade: _____ Birthdate: _____ Parent completing form: _____

A. What talents or skills do you think your child has?

Give examples of behavior that illustrates the talent or skills:

B. Rate the following items on how well they describe your child as you see him/her.

1=little 2=some 3=a lot DK=do not know

1. Likes school	1	2	3	DK
2. Has interests beyond age level in games and/or reading	1	2	3	DK
3. Has lots of ideas to share	1	2	3	DK
4. Is observant	1	2	3	DK
5. Has many different ways of solving problems	1	2	3	DK
6. Is aware of problems that others often do not see	1	2	3	DK
7. Uses unique or unusual ways to solve a problem	1	2	3	DK
8. Wants to know "how" and "why"	1	2	3	DK
9. Likes to pretend	1	2	3	DK
10. Others call him/her to initiate activities or for ideas	1	2	3	DK
11. Asks lots of questions about a variety of subjects	1	2	3	DK
12. Is not concerned with details	1	2	3	DK
13. Is able to plan and organize activities	1	2	3	DK
14. Often finds and corrects own mistakes	1	2	3	DK
15. Makes up creative stories with unique ideas	1	2	3	DK
16. Enjoys other people and seeks them out	1	2	3	DK
17. Sets high standards for self	1	2	3	DK

18. Chooses difficult problems over simple ones	1	2	3	DK
19. Able to laugh at him/herself (if necessary/appropriate)	1	2	3	DK
20. Likes for others to know about his/her ideas	1	2	3	DK

C. List some of your child's favorite types of books or some favorite titles/authors:

D. Favorite school subject:

E. General attitude toward school:

F. Hobbies and/or special interests:

G. What special lessons, training or learning opportunities does your child have outside of school?

H. Are there any influences at home or school that may have a negative influence on your child's performance in school?

I. What other information might assist us in planning a program for your child?

*Please return completed form to: Gifted Program Facilitator
Moberly Middle School
920 KWIX Road
Moberly, MO 65270*

Appendix D

MOBERLY SCHOOL DISTRICT
GIFTED PROGRAM
SCREENING/TESTING & EVALUATION RESULTS
Form D

Student's Name: _____ Grade: _____

Student referred by: _____Teacher _____Parent

Screening/K-BIT: _____

Final Screening/Testing Date: _____

_____ SCREENING COMPLETED; NO FURTHER EVALUATION

_____ FURTHER EVALUATION; SEE BELOW

Student must qualify in three of four identification criteria to be placed in the gifted program.

Criteria Met		Minimum Qualifying Criteria
_____	General Mental Ability (IQ) Test administered: WISC-IV	Full Scale 125 Results _____
_____	Academic Ability (Achievement) Test administered: Woodcock-Johnson III	95th percentile Results _____
_____	Reasoning Test administered: SAGES-2	80% Results _____
_____	Other Documented Evidence Documentation: Scale for Rating Behavioral Characteristics of Superior Students (Renzulli/Hartman)	80% Results _____

* * * * *

_____Qualifies _____ Does Not Qualify _____ Consent for Placement

Date file completed _____

File completed by Gifted Program Facilitator

COMMENTS: _____

Appendix E

School Year _____

**MOBERLY SCHOOL DISTRICT
GIFTED PROGRAM
CONSENT FOR PLACEMENT
Form E**

_____ I, as a parent/guardian, give permission for the placement of my child,
_____, in the Moberly School District's gifted education
program. I understand that my child may be withdrawn from the program by the
program facilitator or myself if it is in the best educational interest of the student and
deemed necessary.

_____ I, as a parent/guardian, was given the opportunity for the placement of my child,
_____, in the gifted education program at Moberly Public
Schools; however, I do not desire to do so at this time.

Parent/Guardian Signature _____ Date _____

Please return consent form to:

*Gifted Program Facilitator
Moberly Middle School
920 KWIX Road
Moberly, MO 65270*

Appendix F

School Year _____

**MOBERLY SCHOOL DISTRICT
GIFTED PROGRAM
CONSENT FOR CONTINUED PLACEMENT
Form F**

_____ I, as a parent/guardian, give permission for the continued placement of my child, _____, in the Moberly School District's gifted program. I understand that my child may be withdrawn from the program by the program coordinator or myself if it is in the best educational interest of the student and deemed necessary.

_____ I, as a parent/guardian, was given the opportunity for the continued placement of my child, _____, in the gifted program at Moberly Public Schools; however, I do not desire to do so at this time.

Parent/Guardian Signature _____ Date _____

Please return signed form to:

*Gifted Program Facilitator
Moberly Middle School
920 KWIX Road
Moberly, MO 65270*

**MOBERLY SCHOOL DISTRICT
GIFTED PROGRAM
WITHDRAWAL OF PLACEMENT
Form G**

I give permission to withdraw my child, _____ from the Moberly School District's Gifted Program. I understand the withdrawal from the gifted program has been deemed necessary and in the best educational interest of my child at this time.

Parent/Guardian Signature _____ Date _____

Please return form to:

*Gifted Program Facilitator
Moberly Middle School
920 KWIX Road
Moberly, MO 65270*

Appendix H

Definition of Terms

Acceleration – the process of moving a student through curriculum and/or grades at a more rapid rate than grade level peers.

Alignment – how curriculum connects across grade levels.

Compacting – the instructional practice of assessing students' prior knowledge and skills and modifying and/or eliminating curriculum that would be repetitious or could be learned at an accelerated rate. Pre-assessments are an essential component of the compacting process.

Cluster grouping – refers to the top five to eight in a class or grade level being placed with a facilitator best qualified to teach gifted children.

Curriculum – a set of organized experiences appropriate for learners that are written down and adopted for use in a school district (gifted curriculum would include learning experience specifically developed for gifted children).

Curriculum Mapping – a strategy for describing the relationships of major concepts in interdisciplinary unit or between subjects or grade levels.

Differentiated Instruction – a teacher's response to varying learner characteristics, such as students' readiness, interests, preferred styles and learning rate. Most commonly, the focus of differentiation efforts involves adjustments to content process, products, and the learning environment.

Enrichment – involves offering topics, experiences and resources that go beyond the regular curriculum to provide greater challenge and opportunities for depth of learning.

Formative Assessment – the initial and ongoing process of gathering and analyzing information regarding student learning. Formative assessment helps teachers modify and improve student learning during the time a unit or segment of curriculum is being taught. Examples include classroom questions, observations, and drafts of papers.

Gifted - refers to a learner having precocious development of mental capacity, learning potential and affective needs as determined by competent professional evaluation to the extent that their continued educational growth and stimulation is best served by a specialized academic program in addition to that which is offered in the regular classroom setting.

Integrated or Interdisciplinary Curriculum – curriculum that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

Measurable Learner Objective – objectives that describes expected learner outcomes in terms of observable learner behavior. It includes a clear statement of the most important content and

skills to be learned and the learning level that will be assessed in the course or unit. Objectives should relate directly to the district's goals for graduates, should incorporate ideas from appropriate Missouri Show-Me Standards, and should be cross-referenced or aligned with those standards.

Performance Tasks/Projects/Assessments – assessments that are authentic and mirror issues and problems faced by adults; range in complexity from short-term tasks to long-term, multifaceted projects; generally allows students to personalize the task.

Prompts – open-ended questions or problems that require students to engage in critical thinking and prepare a response or product.

Scope – refers to the comprehensiveness of a curriculum.

Sequence – refers to the organization and ordering of curriculum experiences to maximize learning.

Summative Assessment – the final evaluation of students successfully achieving learning goals. Examples include such post-assessment tools as project presentations, end-of-unit self-assessments, and teacher-made examinations.

Appendix I

History of Gifted Program

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

Gifted Education Programs Procedure Manual

Historical Dates

- 1984 ~ Elementary level gifted program established in Moberly School District
- 1987 ~ Secondary level gifted program added; focus is ELA subject-specific
- 2011 ~ Secondary level gifted program dropped; elementary level program is retained
- 2012 ~ Middle school level program schedule meeting time is during Response to Intervention (RtI) period
- 2015 ~ Program serves first – eighth grade