

R 2464 GIFTED AND TALENTED STUDENTS

A. Philosophy

The philosophy of the Gifted and Talented Program is to acknowledge, value, and nurture the diverse talents of the gifted learner and is committed to identifying and furthering the development of such learners. The program is designed to challenge students to maximize their potential through enriching, real world experiences that extend beyond classroom activities. Identified students will be active and cooperative participants, empowering them to strengthen multi-dimensional abilities and share the responsibility for their own learning.

B. Mission

The mission of the Gifted and Talented Program is to provide components for independent studies, and strive to accommodate a learning environment designed to prepare students to be leaders in an authentic professional and community service setting. The program will have a multi-process approach, specifically designed to address all areas of the Common Core State Standards while motivating students to foster 21st century learning skills.

C. Gifted and Talented Program Goals and Objectives

The ultimate goal of the program is to provide experiences whereby the students will be challenged academically, socially, and emotional to achieve their greatest potential to manage change and to have a sense of responsibility for self, school, community, and society.

1. Students will develop the skills and knowledge which are necessary to be successful in the 21st century.

Students will collaborate, network, and communicate to meet the standards of the following 21st century skill categories:

- a. Communication skills (reading, writing, speaking, listening);
- b. Computation skills (understanding and applying mathematical concept and reasoning, analyzing and using numerical data);



- c. Community skills (citizenship; appreciation of diversity and pluralism; local, community, global, and environmental awareness);
 - d. Critical thinking and problem-solving skills (analysis, synthesis, evaluation, decision making, creative thinking);
 - e. Information management skills (collecting, analyzing, and organizing information from a variety of sources);
 - f. Interpersonal skills (teamwork, relationship management, conflict resolution, workplace skills);
 - g. Personal skills (ability to understand and manage self, management of change, learning to learn, personal responsibility, aesthetic responsiveness, wellness);
 - h. Technology skills (computer literacy, Internet skills, retrieving and managing information via technology).
2. Students will be offered a variety of opportunities for expression within a classroom environment that is flexible and encourages risk-taking and divergent thinking.
 3. Students will develop their intellectual potential and ideas through the cognitive thinking process.
 - a. Students will demonstrate the ability to function at a variety of cognitive levels according to Bloom's taxonomy;
 - b. Students will demonstrate the ability to use logical, inductive, and deductive reasoning.
 4. Students will be provided opportunities for academic and intellectual growth through a variety of opportunities outside the school community.
 - a. Students will be exposed to a variety of resources within and outside the community;
 - b. Students will receive on-going instruction by professionals and experts as needs arise to improve learning.



5. Students will develop the social and emotional awareness of their abilities by providing opportunities for positive relationships and group experiences with intellectual peers.
 - a. Students will develop their ability to think creatively using fluency, flexibility, originality, and elaboration;
 - b. Students will be guided through the development process of creative problem solving skills:
 - Problem identification
 - Fact finding
 - Analysis of facts
 - Brainstorming of possible solutions
 - Evaluation of solutions
 - Selection of final solution

D. Selection Criteria

Students will be considered for participation in the gifted and talented program when compared to their peers within the district. A student will be considered for participation in the program for gifted and talented in accordance with the district's Gifted and Talented Matrix.

E. Gifted and Talented Curriculum

It is important that curriculum for the gifted be flexible and open-ended to allow for the exploration and study of a variety of topics that can be initiated and developed by students. Our program does not attempt to have a highly structured curriculum for the gifted, but rather to offer a guide that can be tailored to the needs and interests of the individual student and/or class. The curriculum also encourages to a higher degree the development of abstract thinking, offers practice in creative problem solving, and stresses the higher cognitive processes of analysis, synthesis, and evaluation. Activities emphasize interpretation of material being investigated, creativity, decision-making and independent work.



The affective domain is also an important part of the program. The development of competent individuals is considered a crucial element. They should possess self-confidence or the sense of being able to cope. They should also possess skills and abilities that permit them to function effectively in a variety of situations. The understanding of this affective domain helps to encourage the development of higher level thinking, confidence in ability, intrinsic motivation and a degree of social responsibility. It is infused into the gifted and talented program area at all grade levels and in every curriculum area.

F. Exit Procedures

1. Each student identified as gifted and talented will be assessed annually for the continuing appropriateness of his/her enriched program. Assessment will include:
 - a. Interviews with the student, the student's parent(s) or legal guardian(s), and teaching staff members educationally responsible for the student,
 - b. Review of the student's file, including relevant test results, and
 - c. Review of the student's work in the preceding school year.
2. The program will be revised as required to meet the student's needs and interests.
3. The student may be withdrawn from the gifted and talented program when:
 - a. The student's academic record indicates a decline in performance,
 - b. The student wishes to withdraw and his/her parent(s) or legal guardian(s) consents to withdrawal, or
 - c. The student's parent(s) or legal guardian(s) requests withdrawal.
4. A decision to withdraw a student from the gifted and talented program will be made by the student's classroom teacher, the Principal, the student's parent(s) or legal guardian(s), and, where appropriate, the student.

Issued: 21 March 2016

