

Gifted and Talented Program

Lincoln Public Schools

PO Box 39

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Philosophy Statement:

Pursuant to the education goals and objectives of Lincoln Public Schools, District 38, we recognize the unique value, needs and talents of the individual student. Lincoln Public Schools will provide gifted students with opportunities designed to ensure their continued growth. Professional Qualified Persons will work together with parents and the community to provide opportunities which meet the individual educational needs of our gifted and talented students. It is our goal to provide the experiences that best encourage these students to reach their potential.

Definition of Gifted and Talented Students:

Montana State law (20-7-901) defines Gifted Children as the following:

(1) "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.

Also, students who have demonstrated or potential abilities that give evidence of high performing capabilities in specific academic, intellectual, creative, leadership, fine arts, or in the technical and practical arts. **These students require activities above and beyond that which is provided in the regular curriculum in order to fully develop their capabilities.**

Specific Academic: as demonstrated by superior ability in mastering skills and concepts in one or more curriculum areas.

Intellectual: as demonstrated by superior ability for :

- Understanding facts, concepts, generalizations and their relationships
- Identifying patterns
- Verbal and nonverbal reasoning
- Spatial perceptions
- Developing and evaluating ideas

Creativity: as demonstrated by superior abilities in:

- Fluency, flexibility, originality and elaboration
- Divergent thinking skills
- Problem solving strategies

Leadership: as demonstrated by a variety of outstanding characteristics, which may include:

- Responsibility
- Rapid insight into cause-effect relationships
- Interpersonal skills
- Ability to motivate the performance of others

Fine Arts: as demonstrated by superior aptitude for performance and/or invention through one venue of the fine arts.

Technical and Practical Arts (computer processing, woodworking, mechanics etc.): as demonstrated by superior aptitude for performance and/ or invention through one venue of the technical or practical arts.

Goals:

- * To exercise the mind at upper reasoning levels.
- * To provide diverse opportunities for gifted students to explore and strengthen their unique talents and interests.
- * To provide opportunities for acceptance of the unique qualities and unusual academic passions of gifted students.
- * To aid in developing each child's strengths to their greater potential.
- * To provide assistance to teachers for making in-classroom accommodations for gifted students.

Objectives:

- * Identify gifted students
- * Enhance academic skills through a variety of approaches.
- * Enrich beyond the basic skills.
- * Exercise critical and creative thinking.
- * Aid in coping with perfectionism, underachievement, procrastination, overachievement, and/or other characteristics that can come with being gifted and talented.
- * When possible, to provide opportunities for meeting and working with like-minded students and mentors.

Screening and Identification: Identification of gifted and talented students in the Lincoln Public Schools will consist of a combination of objective and subjective criteria. Criteria will be evaluated by the Gifted Committee.

1. Reading at least 1 ½ years above grade level
2. Superior scores on the Kingore Observation Inventory, to be completed each spring by all k-4 teachers. For the upper grades, a completed Purdue Academic rating scale- to be completed by a 7-12 teacher.
3. Score that indicates giftedness on the Raven Matrix (nonverbal IQ indicator. Test to be taken upon recommendation of school staff and after discussion with parents)
4. Performs at an advanced level in one or more areas on a criterion referenced test
5. "Other": conclusive evidence of superior ability in an academic area, thinking skills, or creativity.
6. Outstanding collection of student work
7. Special recommendations

Program Options/Curriculum

In order to more fully meet the unique educational needs of gifted and high-ability students, Lincoln's Gifted and Talented committee can choose from the following options to create an individualized learning program that will reflect the needs of the individual student. The

program will be designed by the gifted and talented committee to develop as the child grows both academically and emotionally.

Examples of Learning options:

Curriculum compacting
Early entrance into Kindergarten
Learning contracts
Inclusion Activities with GT specialist
Mentorships
Independent or small group research/study
Thinking skills enhancement
Creativity enhancement
Assistance with social/emotional needs
Multi-age classrooms
SAT challenge
Advanced English class
Advanced Math class
Single subject acceleration
College courses as offered via internet services
Talent developing
Enrichment opportunities designed to stretch the intellect
Cluster-Grouping

Teacher Preparation

Teachers in the Lincoln Public Schools are obligated to meet a wide variety of learning needs within a single classroom setting. In order to assist with this challenge, the District is committed to providing professional development opportunities to help meet the academic and learning needs of their students.

Gifted Committee:

The Gifted Committee will be comprised of the Gifted Coordinator, administration, school staff and/or others as seen appropriate by the administration.

Evaluation Criteria

Progress and effectiveness of the Lincoln Public School Gifted Program will be assessed in both a formative and summative manner.

Formative: The gifted committee will track the identification and implementation process for each identified student. They will monitor student performance through the building of a portfolio and tracking all adjustments in curriculum for identified students.

Summative: The committee will perform a complete program re-evaluation at least every 3 years in order to make any necessary adjustments to the program.