

# **GIFTED AND TALENTED PROGRAM**

Deer Creek Elementary School

**Enrichment Program**



**Principal – Mrs. Bettina Kates**  
**Gifted Instructors – Mrs. Patricia Johnson and Mrs. Debbie Vaughan**

## **Enrichment Program**

*Deer Creek Elementary takes pride in our enrichment program designed for all students. Extended opportunities are specifically structured for grades third through fifth.*

*Our school has two teachers in our gifted program, Debbie Vaughan and Patricia Johnson. They work closely with the classroom teachers to ensure the enrichment opportunities for each child. Our program is enhanced and strengthened by parental involvement.*

There are four major functions of the human brain that combine to express intelligence;

1. The physical/sensing function of the brain stem
2. The emotional/social function of the midbrain or limbic area
3. The cognitive functions, both rational/analytic and visual/gestalt of the cortex
4. The intuitive function of the prefrontal cortex. (plays an important part in the high-level intellectual and emotional operations)

Our program is designed to meet the needs of all our gifted students.

### **Our program has a three-part focus:**

- Provide and coordinate enrichment opportunities for **all** Deer Creek Elementary students
- Provide teachers with materials that will challenge all students in problem-solving and critical thinking.
- Provide special pull out opportunities for students identified for the gifted program.

### **Opportunities for all our students:**

- Chess Club (1<sup>st</sup> through 5<sup>th</sup> grades)
- Odyssey of the Mind (3<sup>rd</sup> through 5<sup>th</sup> Grades)
- Academic Bowl (4<sup>th</sup> & 5<sup>th</sup> Grades)
- Poetry Contest (K through 5<sup>th</sup> Grades)
- Spelling Bee
- Outdoor Classroom (K through 5<sup>th</sup> Grades)
- Geography Bee (4<sup>th</sup> & 5<sup>th</sup> Grades)
- Science Fair (4<sup>th</sup> & 5<sup>th</sup> Grades)
- Destination Imagination
- Learn & Serve America
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### **Opportunities for students in the Gifted Program:**

- Academic Bowl – 4<sup>th</sup> Grade Team/5<sup>th</sup> grade Team
- Game 24
- One hour per week enrichment classes
- YAC (Youth Action Council) School Leadership group
- Scrabble Mania
- Presentation of a play for the entire school
- Making a Commercial – Video
- Stock Market/Banking
- Chemistry and Physic Time
- Research/Data Collecting
- Photography
- Tessellation Contest

## Goals for Our Gifted Program

2008 – 2009

*“A hundred years from now, it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove...but the world may be different because I was important in the life a child.”*

When buying a house the three most important words are location, location, location. The three most important considerations in planning this program are problem-solving, problem-solving, and thinking.

Our enrichment program gives students opportunities that stretch thinking beyond the regular classroom curriculum. **We must empower students to become creative thinkers, critical thinkers, and problem-solvers.** Children who are continually learning and who can apply new knowledge to complex, novel, open-ended, challenges will proceed confidently and competently into the 21<sup>st</sup> century.

We want to create an enjoyable and challenging learning experience constructed around students' interest, learning styles and product styles.

**The key word for each grade this year is as follows:**

- 5<sup>th</sup> grade – Design
- 4<sup>th</sup> grade – Mysteries
- 3<sup>rd</sup> grade - Discoveries

### **Two Main Needs of Gifted Students**

1. Meet the intellectual and academic needs (engaging in high level, interesting and relevant Content)
2. Meet the social and emotional needs (interacting with like minded peers)

### **Differentiated Instruction for Gifted Learners**

Different tasks and activities for gifted learners than their age peers. The elements of differentiation are: content, process, product, environment.

- **Evidence of Reasoning** – students are encouraged to not only express their conclusions but also to explain their reasoning. They are encouraged to learn different reasoning processes by observing, listening and interacting with other students.
- **Open –Endedness** – question and learning activities that have no predetermined right answers and which encourage further thinking and investigation.
- **Discovery** – learning situations in which students use inductive reasoning to discover patterns, ideas and underlying principles.
- **Higher Level of Thinking** – emphasis on the use of knowledge rather than its mere acquisition.
- **Student Centered vs. Teacher Centered** – high emphasis on student discussion and interaction.
- **Evaluative Environment** – students are encouraged to express their ideas without fear of judgment – a definite distinction is made between judgment and evaluation – judgment implies rightness or wrongness – evaluation implies measuring a product against specific, stated criteria and identifying strengths and weaknesses in a helpful, non-threatening manner.

## **Identification of Gifted Students**

Deer Creek School District Policy

The Deer Creek Board of Education has adopted a policy concerning the Deer Creek Gifted Educational program. It addresses the identification of students and the program's organization as follows:

- We provided a weekly enrichment program for **all** second grade students.
- Beginning in third grade, students are identified in one of two ways
  1. Scoring at the 97% or above on student's composite score with the spring achievement test (CRT)
  2. Scoring at the 97% or above on a test of intellectual ability (obis Lennon School Abilities Test, Matrix Analogies Test, Cognitive Abilities Test, WISC, K-Bit, CogAT)

In addition, students scoring at the 95% on a core subject test (math, reading, language, arts, science, or social studies) will be offered special learning opportunities in that particular subject area as will kindergarten through second grade who demonstrate above-average abilities in reading and mathematics.

Deer Creek Elementary School's primary goal is to provide appropriate educational opportunities and services to identified gifted students capable of achieving a level of excellence in their educational endeavors and to improve the quality of education and enrichment challenges for **all Children**.

## ❖ Multiple Intelligences

Based on Dr. Howard Gardner's *Theory of Multiple Intelligences*, there are at least eight primary factors of intelligence within the human brain. These intelligences vary in relative strength with each individual and include:

- ❑ **Linguistics:** very verbal, sensitive to semantics, syntax, pronunciation; likes to read and write; enjoys learning new vocabulary.
- ❑ **Musical:** listens to, expresses, composes, and performs music in variety of ways; senses music in contexts not associated with music.
- ❑ **Logical Mathematical:** able to perceive patterns, relationships, abstractions; likes puzzles, manipulatives, collections; experiments in controlled, orderly ways.
- ❑ **Spatial:** recreates the visual without the physical reference; likes to build things, to draw; able to solve the problem by visualizing the product.
- ❑ **Bodily-Kinesthetic:** expresses through conscious use of body; physically adept both with large and small motor control; able to make complex sequence of moves; likes to "clown around."
- ❑ **Interpersonal:** instinctive capacity to sense emotional states of others; highly interactive, influential, and able to manipulate others; often takes leadership roles.
- ❑ **Intrapersonal:** able to discriminate one's own feelings; individualistic, independent, usually self-assured; introspective.
- ❑ **Naturalist:** fascination with the immense variety of the world's animal and plant species and the talent to assign them to new or established taxonomy.

## ❖ The Twice Exceptional Child

Twice Exceptional students have both the characteristics of students with disabilities and of students with outstanding potential. The discrepancy between the superior abilities and the learning difficulties results in feelings of frustration and heightened sense of inefficacy. Their strengths are often evident in the arts and in their ability to think and speak creatively.

Twice-exceptional children may demonstrate one or more of these learning challenges:

On tests of ability, their scores may show significant discrepancies of 12 points or more between verbal and nonverbal subtests.

They have large vocabularies which may be deficient in word meanings and the subtleties of language.

They may be reading significantly below grade level but have a large storehouse of information on some topics.

They have the ability to express themselves verbally but an apparent inability to write down any of their ideas.

## Defining Giftedness

### ❖ Common Characteristics

During preschool years, giftedness can be demonstrated by early physical development, early language development, and/or exceptional powers of observation and curiosity.

While it is rare for a gifted child to exhibit all characteristics listed below, it is common for a gifted child to manifest many of them:

Good problem-solving abilities	Rapid learning
Extensive vocabulary	Good memory
Longer attention span	Compassion for others
Perfectionism	High degree of energy
Preference for older companions	Wide range of interests (or narrow ones)
Interest in experimenting and doing things differently	Unusual sense of humor
Early or avid reader with greater comprehension	Ability with puzzles, mazes or numbers
At times seems mature for age	Insatiable curiosity and persistence
Intense concentration	Perseverance in areas of interest
May question authority	Advanced sense of conscience
Perceives abstract ideas, understands complex concepts	Sees relationships/makes connections with ideas
May demonstrate intense emotional and/or physical sensitivity	Exhibits creativity

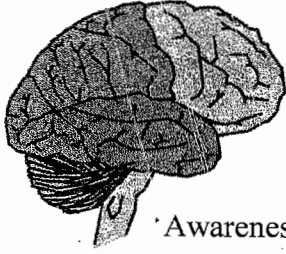
### ❖ Bright Child / Gifted Learner

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 feeling 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 straightforward, sequential presentation / Thrives on complexity	Is alert / Is keenly observant
Is pleased with own learning / Is highly self-critical	

*Janice Szabos, Challenge, 1989, Good Apple, Inc., Issue 34*

❖ **Myths/Facts About Gifted Students and Gifted Education**

<b>Myths</b>	<b>Facts</b>
Gifted education and the "gifted" label are "elitist" because schools with gifted programs offer "special" treatment for smart kids that already have it all	<i>Gifted education is, in fact, about meeting the academic and affective needs of students whose abilities and knowledge exceed what is being taught in the regular classroom</i>
Gifted kids have "pushy" parents	<i>In fact, parents of gifted children are often less inclined to make an issue of their children for fear of drawing attention and harming their child's school experience. Often, parents of gifted children may be reliving their own negative experience in school and simply want their child to be intellectually challenged each day in school</i>
Gifted kids tend to be physically weak and unhealthy	<i>Gifted children actually tend to be stronger, have fewer illnesses, and many are outstanding athletes</i>
Gifted kids are emotionally unstable and social misfits	<i>The opposite is generally true. Many children fail to be identified by teachers because their outward behavior seems so normal. They are often very outgoing and can be outstanding leaders</i>
Gifted kids are enthusiastic about school and academic work	<i>Gifted children will, in fact, opt for alternative ways to demonstrate their intelligence and creativity, if not encouraged to do so in a school environment. Gifted students will often choose the easiest path to an "A" since the "A" comes so easily to them</i>
Gifted kids are smart enough to learn by themselves	<i>Gifted children require the same professional educational and emotional support as other children, but support must be appropriate to their needs</i>
Gifted kids are usually from upper/middle class professional families	<i>Gifted children are found in all socioeconomic groups in proportionate numbers</i>
Gifted kids with the same level of intelligence have the same abilities and interests	<i>Gifted children, like all children, are unique individuals and differ in their abilities, talents, and personalities</i>
All children are gifted	<i>All individuals are unique with their own relative strengths and weaknesses, but giftedness refers to extraordinary, exceptional, beyond-the-norm abilities and talents</i>



## Thinking Skills: How Parents Can Help

By: Patricia Johnson

Awareness of our own thoughts are skills that make us human. Thinking is an active process encompassing events that range from daydreaming to problem-solving. This process is an ongoing, internal dialogue that accompanies actions such as performing a task, observing a scene, or expressing an opinion.

The “teaching thinking” movement goes beyond the learning of facts. It encourages students to ask questions of the information and ideas presented in a lesson. Children learn how to identify unstated assumptions, defend opinions, and see relationships between events and ideas.

### Examples of thinking skills:

- Children of all ages can do team research. For example, a fifth grade class studies American History. Students may view a video on the Lewis and Clark expedition. By working in pairs, they endeavor to list the components involved in planning and completing the expedition.
- In a science lesson, students make discoveries through hands-on-inquiry learning. Charting data, using higher level mathematics skills allows the students to work like scientist.

### Parents can help their child think more actively:

- Encourage your child to ask questions about the world around them
- When reading with young children, ask them to imagine what will happen next in the story
- Actively listen to your child’s conversations, responding seriously and non-judgmentally to the questions asked
- When your child expresses feelings, ask why they felt that way
- Suggest that your children find facts to support their opinions and then encourage them to locate information relevant to their opinions
- Engage your child in inquisitive and creative activities

### Remember:


The gift of teaching your child how to think is of great worth. If your child is an active participant in your home where there is talk about the why’s and how’s of things, they are more inclined to be active thinkers both in and out of school.

**Critical Thinking** – involves searching for meaningful new connections by generating many unusual, original, and varied possibilities as well as details that expand or enrich possibilities.

# ENGAGING THE GIFTED

Gifted students often learn more quickly than their peers and want to explore content in greater depth and complexity. Here are 10 techniques to help them jump ahead.

1. With the whole class, brainstorm a list of independent choices students can make when they have successfully completed their work. Post the list in the classroom and encourage students to select one or two activities to pursue when appropriate.
2. Encourage those who have finished work ahead of their peers to pursue additional reading, help other classmates, or go to the library for independent study. Have students who pursue independent reading keep reading logs to hand in for review. Such a log might look like Figure 4.2.
3. Set aside blocks of time in the classroom or library for students to pursue projects and discussions.
4. Secure permission from other teachers for your students to attend their classes as a way to enrich their learning.
5. Accelerate the pace of study in your classroom for gifted students by allowing them to complete assignments at a faster pace.
6. If assignments appear too easy for some students, allow them to demonstrate mastery of the content without extensive practice and drill, and then move on.
7. Extend content by asking students to consider multiple perspectives, current events, or historical components to deepen their knowledge base.
8. Identify an older student or adult mentor to supervise a highly capable student's self-selected project.
9. Occasionally group gifted students together to collaborate on assignments.
10. Identify broad concepts such as power, conflict, or beauty and ask students to extend the regular curriculum by thematically considering added dimensions of their studies.

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Is attentive	Is mentally and physically involved
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## Resources

### ❖ Organizations

***National Association for Gifted Children (NAGC)***

1707 L Street NW, Suite 550, Washington, D.C. 20036; Phone: 202/785-4268. Parent members receive the quarterly newsletter, *Parenting for High Potential*.

[www.nagc.org](http://www.nagc.org)

***Arizona Association for Gifted and Talented (AAGT)*** is an advocate for the diverse population of gifted children in the state of Arizona. [www.azagt.org](http://www.azagt.org)

***Hoagies' Gifted Education*** page is a resource guide for the education of gifted children with links to resources on nearly every aspect of gifted education available on the Internet, plus annotations and first hand information provided by parents.

[www.hoagiesgifted.org](http://www.hoagiesgifted.org)

***The Association for the Gifted (TAG)*** was organized as a division of The Council for Exceptional Children in 1958 to help both professionals and parents deal more effectively with the gifted child. [www.cectag.org](http://www.cectag.org)

***The Gifted Development Center*** serves parents, schools, and advocacy groups with information about identification, assessment, counseling, learning styles, programs, presentations, and resources for gifted children and adults.

[www.gifteddevelopment.com](http://www.gifteddevelopment.com)

***State Department of Education for the Gifted*** is a resource guide for parents with the gifted and talented children in the State of Arizona. [www.ade.state.az.us/asd/gifted](http://www.ade.state.az.us/asd/gifted)

***The Council for Exceptional Children (CEC)*** is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

[www.cec.sped.org/index.html](http://www.cec.sped.org/index.html)

❖ **Books**

***“Parenting the Very Young Gifted Child”*** by Nancy M. Robinson, Ph.D., University of Washington

***“Gifted Kids Speak Out”*** by James R. Delisle. Free Spirit Publishing, 1987. How gifted children think and feel about school, friends, their families, and the future – in their own words.

***“Right-Brained Children in a Left-Brained World: Unlocking the Potential of Your ADD Child”*** by Jeffrey Freed and Laure Parsons. New York: Simon and Shuster, 1998. If you feel you must help your kids with learning challenges with their homework, read this book so the time you spend with them can focus on compensation strategies rather than content.

***“Pathways of Learning: Teaching Students and Parents About Multiple Intelligences”*** 2<sup>nd</sup> ed. Tucson, AZ by David Lazear. Zephyr Press, 2000. Explains the theory of multiple intelligences for parents.

***“Work Left Undone: Choices and Compromises of Talented Females”*** by Sally Morgan Reis. Mansfield Center, CT: Creative Learning Press, 1998.

***“Genius Denied”*** by Jan & Bob Davidson with Laura Vanderkam. Simon and Schuster, April 2004.

***“Growing up Gifted: Developing the Talent and Potential of Children at Home and at School”*** 5<sup>th</sup> ed. Paramus, NJ: Charles E. Merrill, 1997. The definitive textbook for parents and teachers; a comprehensive treatment of most aspects of educating and parenting gifted learners.

U.S. Department of Education, Office of Education Research and Improvement.  
***National Excellence: The case of Developing America’s Talent.*** Washington, DC: 1993. A conclusive, easy-to-understand report of gifted children’s educational needs. Call (877) 4-ED-PUBS to request a copy, or read it on the Web ([www.ed.gov/pubs/DevTalent/toc.html](http://www.ed.gov/pubs/DevTalent/toc.html)).

❖ **Magazines and Journals**

***Creative Kids***

[http://www.prufrock.com/client/client\\_pages/prufrock\\_jm\\_createkids.cfm](http://www.prufrock.com/client/client_pages/prufrock_jm_createkids.cfm) - The nation's largest magazine by and for kids. The magazine includes games, stories, and opinions all by and for kids ages 8-14.

***Gifted Child Quarterly***

<http://www.nagc.org/default.aspx> - Publishes manuscripts that offer new or creative insights about giftedness and talent development in the context of the school, the home, and the wider society. Also publishes research studies as well as manuscripts that explore policy and policy implications.

***Gifted Child Today***

[http://www.prufrock.com/client/client\\_pages/prufrock\\_jm\\_giftchild.cfm](http://www.prufrock.com/client/client_pages/prufrock_jm_giftchild.cfm) - Offers educators practical and timely information about motivating and educating talented learners.

***Gifted Children Monthly***

<http://www.gifted-children.com/> - Online newsletter for parents and teachers of gifted and talented children.

***Imagine***

<http://jhuniverse.jhu.edu/gifted/imagine/> - A periodical for middle and high school students who want to take control of their learning and get the most out of their pre college years.

***The Journal for the Education of the Gifted***

[http://www.prufrock.com/client/client\\_pages/prufrock\\_jm\\_jeg.cfm](http://www.prufrock.com/client/client_pages/prufrock_jm_jeg.cfm) - The Journal for the Education of the Gifted offers information and research on the educational and psychological needs of gifted and talented children.

***Journal of Secondary Gifted Education***

[http://www.prufrock.com/client/client\\_pages/prufrock\\_jm\\_jsge.cfm](http://www.prufrock.com/client/client_pages/prufrock_jm_jsge.cfm) - Offers education professionals comprehensive and critical information needed for building an effective educational environment for gifted adolescents. It accomplishes this through a mixture of innovative theory and research.

***The Great Potential Press, Inc.***

<http://www.giftedbooks.com/catalog.html> - We offer award-winning books for parents, teachers, and educators of gifted, talented, and creative children.

**Enrichment Program Information Sheet 2008-09**

**We base each year's program on the majority interests of our students. Please take some time to fill out this sheet and return it to your teacher.**

**Name:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Birthday:** \_\_\_\_\_ **Siblings:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Give us an idea of your interests. Please list two items for each heading.**

**Sports** \_\_\_\_\_

**Hobbies** \_\_\_\_\_

**Math** \_\_\_\_\_

**Science** \_\_\_\_\_

**Reading** \_\_\_\_\_

**What do you do for fun?** \_\_\_\_\_

\_\_\_\_\_

**What adventures have you been on?** \_\_\_\_\_

\_\_\_\_\_

**What are you curious about?** \_\_\_\_\_

\_\_\_\_\_

**What challenges you?** \_\_\_\_\_

\_\_\_\_\_