

# SPIRIT

*Seeking to Provide Individual Release of Intellectual Talent*



An Overview of the Gifted Program  
Design for Columbus Middle School

*Presented by:*

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# PURPOSE of Gifted Ed at Columbus Middle School

- # Gifted Education is an Exploratory Course but one that has specified criteria for participation:
  - # Students must have an eligibility ruling date administered by the Local Screening Committee located at Central Office
    - Based on a series of evaluations instruments including an assessment of intelligence as indicated by a normed-reference IQ instrument

# Curriculum for Middle School

*Students will focus on problem solving, teamwork, educational risk-taking, time management, divergent thinking, creative thinking and given opportunities to develop and enhance critical thinking attributes. Culminating activities to showcase this dimension of education include, but not limited to, the International Economic Summit and Destination Imagination which are both designed to the National Standards in all areas of academia including the fine and performing arts, economics and technology.*

# Bright Child:

- # Knows the answers
- # Is interested
- # Has good ideas
- # Works hard
- # Answers the questions
- # Top group
- # Listens with interest
- # Learns with ease
- # 6-8 repetitions for mastery
- # Understands ideas
- # Enjoys peers
- # Grasps the meaning

# Gifted Learner:

- # Asks the questions
- # Is highly curious
- # Has wild, silly ideas
- # Plays, yet tests well
- # Discusses in detail
- # Beyond the group
- # Shows strong opinions
- # Already knows
- # 1-2 repetitions for mastery
- # Constructs abstractions
- # Prefers adults
- # Draws inferences

# CMSD/MDE Gifted Education Mission & Goals

- # The mission of the Columbus Municipal School District program for intellectually gifted is to create a learning environment that fosters and encourages thinking, creativity, meta-cognition, healthy enriching relationships, and appropriate expectations and understanding of self.
- # THE GOALS ARE:
- # To provide qualitatively, differentiated and challenging learning beyond the regular curriculum through in-depth enrichment in order to develop and maintain our students' commitment to the love of learning as a lifelong process.
- # To help students, through self-awareness, better understand themselves, develop social interests and a feeling of belonging in order to assist them in reaching their full potential.
- # To help students develop independence and self direction, to challenge them through various activities and mentors to help them become productive citizens of society.

# Referral Criteria

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- # A student shall satisfy a minimum of two of the following criteria before moving forward in the identification process:
  - Group measure of intelligence that has been administered within the past 12 months
  - Published characteristics of giftedness measure
  - Published measure of creativity
  - Published measure of leadership

# The Gifted Referral Process

- # **STEP 1:** When an inquiry is made (and if the student is eligible to be tested), a referral folder is given to the classroom teacher by the assigned gifted teacher.
  - The referral folder includes: referral form, gifted questionnaire, potentially disadvantaged checklist, LSC documentation form, and GRS-S rating scale.
  - The Family Education Rights and Privacy Act Summary (FERPA), permission to test for 3<sup>rd</sup> criteria form, and SPIRIT Handout will be in an envelope addressed to the parent. This can be sent home.

- # **STEP 2:** The classroom teacher completes the folder and returns it to the SPIRIT teacher.
  - Referral Form-Box 1 only
  - Potentially Disadvantaged Checklist
  - Gifted Questionnaire
  - LSC Documentation Form-Box 1 only
  - GRS-S School Form

When the parent returns the signed permission to test form, please send it to the SPIRIT teacher.

# The Gifted Referral Process (continued)

- # **STEP 3:** The SPIRIT teacher sends the completed folder to Central Office. The Local Survey Committee (LSC) reviews the data and rules to test, gather more data, or not to test.
  - If the ruling is to test: the GPPDS will be sent to the classroom teacher for parental signature.
  - If the ruling is to gather more data: the SPIRIT teacher will be asked to administer an individual achievement test or group intelligence test and/or a survey is sent to the parent in an attempt to obtain the required criteria to continue.
  - If the ruling is to not test: the referral process stops. The parent is notified in writing of the ruling.
  
- # **STEP 4:** Once parental permission to test is obtained the information will be given to a psychometrist. An individual intelligence test will be administered.
  
- # **STEP 5:** The LSC will meet and rule eligible or ineligible based on the results of the individual intelligence test.
  
- # **STEP 6:** Written notification is sent to the parents of the eligibility ruling.

# Referrals for Students 2-8

- # Referrals are accepted any time for students in grades 2-8.
- # **Students in grades 7-8 ruled eligible may begin services with next grading period.**
- # Students in grades 2-7 who are ruled eligible after early May will have their ruling sent home in the final report card and will begin services the following school year.

## Re-testing for Students in Grades 2-8

- # Students may be tested two times at district expense. (A student may be retested within the same referral period if his/her score falls within a certain range.)
- # Students can be re-tested 3 months after their first ineligibility ruling.
- # Teachers are encouraged to submit these referrals by December 1
- # Students may be tested privately at the expense of the parent and will be accepted into the program if: the child met all referral and assessment criteria within the accepted timelines and if there is proof of licensure of the testing administrator.

## Who Can Refer?

- # A student may be referred by a parent, teacher, counselor, administrator, peer, self or anyone else having reason to believe that the student might be intellectually gifted.
- # A teacher who is familiar with the student must complete the referral packet. The teacher must have known the student for at least one month before completing the referral.

# Bright Child:

- # Completes assignments
- # Is receptive
- # Copies accurately
- # Enjoys school
- # Absorbs information
- # Technician
- # Good memorizer
- # Is alert
- # Pleased with own learning
- # Enjoys sequential, straightforward, presentation

# Gifted Learner:

- # Initiates projects
- # Is intense
- # Creates a new design
- # Enjoys learning
- # Manipulates information
- # Inventor
- # Good guesser
- # Is keenly observant
- # Is highly self-critical
- # Thrives on complexity

# Gifted Resources

There are a variety of resources available for checkout. These are located in the Spirit classrooms and/or Hunt Central Office.

- # *Smart Talk: What Kids Say About Growing Up Gifted* by R. Schultz (2006)
- # *When Gifted Kids Don't Have All The Answers: How to Meet their Social and Emotional Needs* by J. Delisle (2002).
- # *Teaching Gifted Kids in the Regular Classroom* by S. Winebrenner (2001)
- # *Teaching Young Gifted Kids in the Regular Classroom (ages 4-9)* by J. Smutny, S. Walker, and E. Meckstroth (1997)
- # *You Know You're Child is Gifted When...* by J. Galbraith (2000)
- # *Girls and Young Women Leading the Way: 20 True Stories About Leadership* by F. Karnes and S. Bean (1993)
- # *The Survival Guide for Parents of Gifted Kids* by S. Walker (2002)
- # *The Survival Guide for Teachers of Gifted Kids* by J. Delisle and B. Lewis (2003)
- # *The Gifted Kids Survival Guide (ages 10 and Under)* by J. Galbraith (1984)

# Questions? Comments?

Please let us know if you have a question or concern. We will help in any way we can.



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