



Biloxi Public
School District



WELCOME TO THE

Create PROGRAM

Parent Advocacy Meeting

SERIES 1: A GIFTED CHILD AND WHAT TO EXPECT!
BPS GIFTED PROGRAM INTRODUCTION





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Parent Meetings and What to Expect!

1. Parent Advocacy Meeting Goals:

- Allow parents to ask questions about the Gifted Program
- Receive Important and Updated Information
- Discuss Goals and Answer Parent Questions

2. To Receive a Google Form Email Us at:



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Biloxi CREATE Team

Nicole Hanks - Popp's Ferry Elementary
(BPS Gifted Contact)

Melinda Townsend - North Bay Elementary and Gorenflo
Elementary

Amy Dahl - Back Bay Elementary

Ann Carter Tate - North Bay Elementary

John Collins - Biloxi Upper Elementary

Cagney Weaver - Biloxi Upper Elementary

Christina Pullin - Biloxi Upper Elementary



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Common Characteristics of a Gifted Student

A BRIGHT CHILD VS. A GIFTED CHILD

ENJOYS SCHOOL	ENJOYS LEARNING
IS INTERESTED	IS HIGHLY CURIOUS
KNOWS THE ANSWER	ASKS THE QUESTIONS
UNDERSTANDS IDEAS	CONSTRUCTS ABSTRACTIONS
COPIES ACCURATELY	CREATES NEW DESIGNS
IS A TECHNICIAN	IS AN INVENTOR
ANSWERS THE QUESTIONS	DISCUSSES IN DETAIL
IS IN THE TOP GROUP	IS BEYOND THE TOP GROUP
IS RECEPTIVE	IS INTENSE
LEARNS WITH EASE	ALREADY KNOWS
ENJOYS PEERS	PREFERS ADULTS

GIFTED CHARACTERISTICS

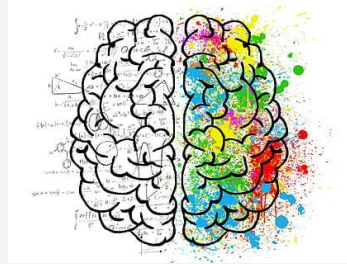
PERFECTIONIST
HEIGHTENED SENSITIVITY
PROBLEM SOLVER
ABSTRACT THINKING
OBSERVANT
INQUISITIVE
EXCELLENT REASONING SKILLS
LEARNS QUICKLY
INTENSE INTERESTS
OVERREACTS
CRITICAL OF SELF AND OTHERS



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Gifted Outcome: Creativity

“Given a real life situation, the divergent thinking, analogical listing, morphological analysis spontaneous thinking, creative process in an appropriate manner



student will be able to select from thinking, visualization, attribute synectics, intuitive thinking, problem solving, and/or the creative to develop workable solutions.”

What it Looks Like in the Classroom:

Creative Problem Solving

Genius Hour

Analogies

Creative Writing

Art Work

Free Thinking

Team Challenges

Creative Problem Solving



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Gifted Outcome: Thinking Skills

Metacognition

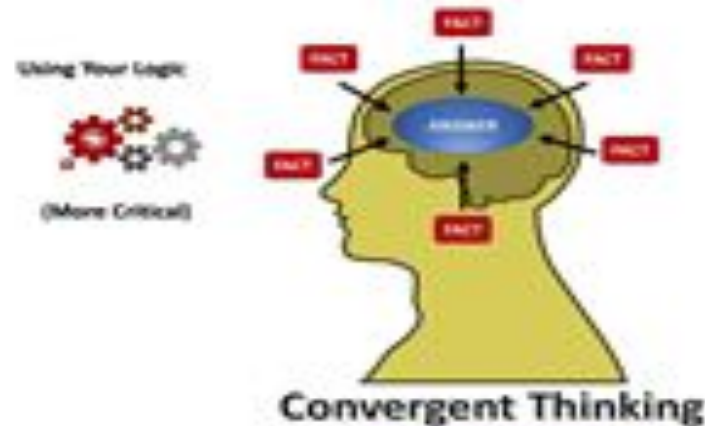
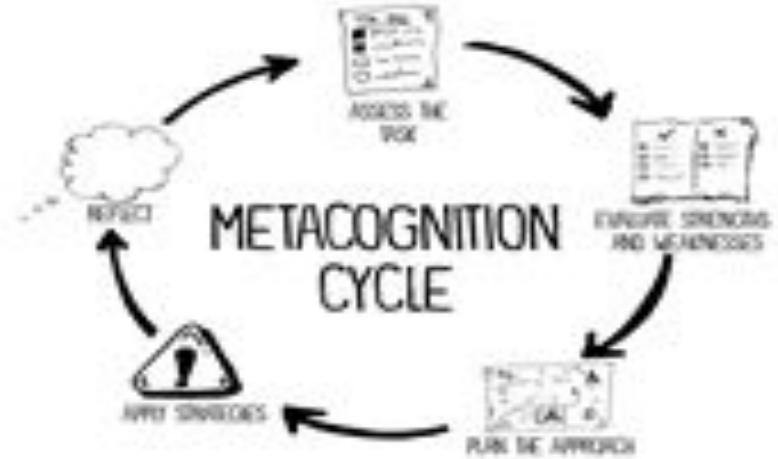
**Abstract Thinking,
Reflection.**

**Class activities: Creating the
Day, Reflect on Projects,
Learning and thinking
activities.**

Convergent Thinking

**Logical Thinking, Uses rules to
solve problems.**

**Class activities- Logic Puzzles,
complete tasks with only one outcome,
multiple choice options to questions.**





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Creative Thinking

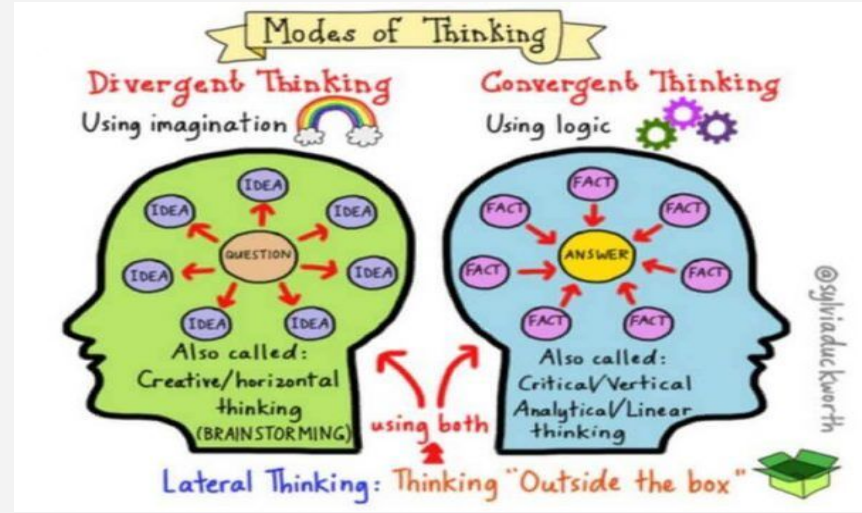
Divergent Thinking, Finds several solutions.

Class activities: How many ways can you use a fork? Look at this photo and create a caption.

Critical Thinking

Decision Making, Effective Analysis

Class activities: Using the engineering process, Express yourself in different mediums, Brain busters, Ask others about their thinking process.





Tips for Parents to help their child Improve Higher Level Thinking Skills

Metacognitive Strategies

- identifying one's own learning style and needs.
- planning for a task.
- gathering and organizing materials.
- arranging a study space and schedule.
- monitoring mistakes.
- evaluating task success.

Ways to Boost Creative Thinking

- Teach children to ask "what if" questions.
- When mistakes happen, try to find the positives. ...
- Learn about and encourage your child's interests. ...
- Ask your child open-ended questions. ...
- Spend time outside. ...
- Encourage free time and creative play.

Convergent Thinking Strategies

1. Have child pick out the most creative ideas and write down.
2. Examine each one to determine whether it is actually possible.
3. Use your logic and knowledge along with child and narrow down the list of ideas to find the best one.

Here are some tips and ideas to help children build a foundation for better Critical Thinking:

- Provide opportunities for play. ...
- Pause and wait. ...
- Don't intervene immediately. ...
- Ask open-ended questions. ...
- Help children develop hypotheses. ...
- Encourage thinking in new and different ways.



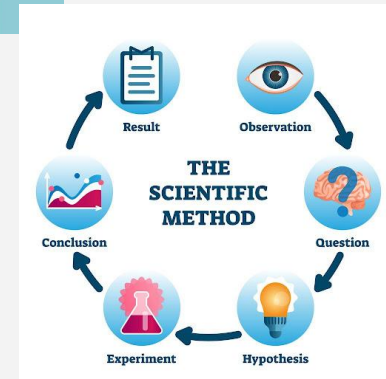
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Gifted Outcomes: Informational Literacy

Given a real life situation, students will identify and define the problem, design a research plan appropriate to the problem, conduct an investigation, decide on the most appropriate media for sharing the findings or solutions, and present the results before an authentic audience.

Possible Activities:

- Independent Research projects
- Science experiments
- Create a variety of types of products
- Utilize books, periodicals, the internet and interviews to conduct research.





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Gifted Outcomes: Communication Skills

Given the need to retrieve and/or disseminate information, the students will select and utilize the most appropriate media based on available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

Communication Skills are used to assess understanding in every outcome!

Possible Activities:

- Assessments (formal and informal)
- Rubrics
- Reflections
- Giving and accepting feedback, appropriately
- Make plans for revising a project based on feedback





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Gifted Outcomes: *Affective Skills and Success Skills*

Affective Skills: (Social/Emotional)

These outcomes relate to behaviors and attitudes that students need to learn in order to be successful in their personal and professional lives.

Classroom Activities may include:

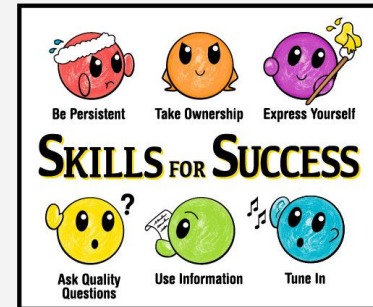
- Journal Writing
- Exploring Emotions with art or writing
- Teamwork and pair challenges
- Practicing giving and receiving constructive criticism
- Mindfulness and kindness activities
- Personal Reflection activities
- Learning ways to cope with stress and anxiety

Success Skills:

These outcomes include strategies that students need for better time management, organizational, decision making and goal setting skills.

Classroom Activities may include:

- Group work
- Providing opportunities leadership
- Lessons focused on perseverance
- Creating your own business
- Career Exploration
- Debate activities





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CREATE PROGRAM OVERVIEW

These six Outcomes will change each year to reflect a progression of students skills as they mature. The Outcomes for Middle School implement a much higher level of cognitive and intellectual ability. They also reflect the fact that some children mature faster than others.

One important framework of education that we utilize is Differentiated Curriculum, or differentiation. Within our classrooms we have a diverse community of learners who possess a range of different avenues for understanding new information. We develop personalized instruction so that all students can learn effectively.