

Hartselle City Schools Elementary Gifted Program

The Hartselle City Schools Elementary Gifted Program is a differentiated curriculum designed to challenge students.

Our Mandate

Every child deserves to be educated to the limits of his or her mind.

Our Mission

The Mission of the Hartselle City Schools Elementary Gifted Program is to provide for gifted students an educational environment that meets their psychological, social, and educational needs and thereby encourages the greatest possible development of their abilities allowing them to realize their contributions to self and society.

Our Philosophy

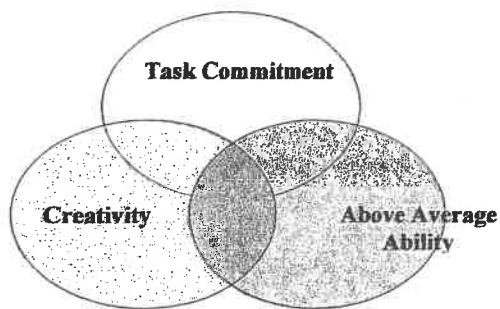
Intellectually gifted children are those who perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

DEFINITION

Renzulli's Three-Ring Model

Gifted behavior is defined using a three-ring model. The rings are *Above Average Ability*, *Creativity*, and *Task Commitment*. Combination of the three areas is brought to bear on general and specific performance areas which result in gifted behavior. Dr. Renzulli uses the phrase "to get your rings together" to define gifted behavior. His research also indicates that this behavior occurs "in certain people, under certain circumstances, at certain times."

Ability is constant. The other two areas are developmental goals of a gifted program. By providing appropriate experiences, the programming model serves the purpose of promoting creativity and task commitment and the development of gifted behavior.



(Adapted from *The Schoolwide Enrichment Model* by J. Renzulli & S. Reis)

To be able to be caught up into the world of thought-- that is educated.

Edith Hamilton

Behavioral Manifestations of Giftedness

These characteristics represent observable traits of gifted behavior.

General & Learning Characteristics

- Hyper – lots of energy
- Seeks information just to know it; knowledgeable on many topics and quick to recall info
- Skeptical and critical; spots inconsistencies

Above Average Ability

- High levels of abstract thinking; ask how and why
- Advanced verbal and numerical reasoning, spatial relations; can construct and handle abstractions
- Powerful memory; learns basic skills rapidly
- Verbal fluency; good readers; excellent vocabularies
- Rapid, accurate, and selective retrieval of information (Automatization of information retrieval)
- Adaptation to and shaping of novel situations encountered in the external environment
- Application of any general abilities to one or more specialized areas of knowledge or human performances (e.g. the arts, languages, leadership, etc.)

Creativity

- Fluency, Flexibility, originality and elaboration of thought
- Openness to experience
- Receptiveness to what is new and different (even irrational) in the thoughts, actions, and products of oneself and others
- Curious, speculative, adventurous and “mentally playful”; makes guesses
- Willing to take risks in thoughts and actions, even to the point of being uninhibited
- Visualizes and builds mental images
- Feels intuitively; follows hunches
- Functions under conditions devoid of structure; brings order out of chaos
- Likes complex problem situations
- Sensitive to detail; aesthetic characteristics of ideals and things

Task Commitment

- High levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression
- Capacity for perseverance, endurance, determination, hard work and dedicated practice
- Self-confidence; a belief in one’s ability to carry out important work
- Setting high standards for one’s work
- Tolerant of failure of efforts

*** Adapted from The Schoolwide Enrichment Model by J. Renzulli & S. Reis

High Achiever, Gifted Learner, Creative Thinker

A High Achiever ...	A Gifted Learner ...	A Creative Thinker ...
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answers the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Share bizarre, sometimes conflicting opinions
Learns with ease	Already knows	Questions: What if..
Needs 6 to 8 repetitions to master	Needs 1 or 2 repetitions to master	Questions the need for mastery
Comprehends at a high level	Comprehends in-depth, complex ideas	Comprehends in-depth, complex ideas
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects than will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Is an expert, abstracting beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic

from Differentiation: Simplified, Realistic and Effective by B. Kingore

METHODOLOGY & PROGRAM PLANNING

Parallel Curriculum – Carol Ann Tomlinson

The Parallel Curriculum Model is a set of four interrelated designs that can be used singly, or in combination, to create or revise existing curriculum units, lessons, or tasks. Each of the four parallels offers a unique approach for organizing content, teaching, and learning that is closely aligned to the special purpose of each parallel.

School Enrichment Model – Joseph Renzulli & Sally Reis

The Schoolwide Enrichment Model (SEM) is a systematic set of strategies for increasing student effort, enjoyment and performance as well as for integrating a broad range of advanced level experiences and higher order thinking skills into any curricular area or course of study.

The goals of SEM are to develop the talent potentials of young people, to improve the academic performance of students in all areas of the regular curriculum and to blend activities into the curriculum that will engage students in meaningful and enjoyable learning.

Multiple Intelligences – Howard Gardner

“It’s not how smart you are; it’s how you are smart.”

Howard Gardner’s Theory of Multiple Intelligences suggests nine different kinds of intelligence. They are:
VISUAL/SPATIAL - learning visually and organizing ideas spatially. The ability to “see” things in one’s mind.

VERBAL/LINGUISTIC - learning through the spoken and written word.

MATHEMATICAL/LOGICAL - learning through reasoning and problem solving.

BODILY/KINESTHETIC - learning through interaction with one’s environment. It promotes understanding through concrete experience.

MUSICAL/RHYTHMIC - learning through patterns, rhythms and music. This includes not only auditory learning, but the identification of patterns through all the senses.

INTRAPERSONAL - learning through feelings, values and attitudes. This is an affective component of learning in which students place value on what they learn and take ownership for their learning.

INTERPERSONAL - learning through interaction with others. Not the domain of children who are simply “talkative” or “overly social.” This intelligence promotes collaboration and working cooperatively with others.

NATURALIST - learning through classification, categories and hierarchies. The naturalist intelligence picks up on subtle differences in meaning. It is not simply the study of nature.

EXISTENTIAL - learning by seeing the “big picture”: “Why are we here?” “What is my role in the world?” This intelligence seeks connections to real world understandings and applications of new learning.

Taxonomy of Thinking Skills – Benjamin Bloom

Bloom’s taxonomy serves as the basis for what are now called higher order thinking skills. The cognitive domain taxonomy helps to create a standard for the concepts of higher and lower order thinking. This model includes six levels of thinking:

1. knowledge
2. comprehension
3. application
4. analysis
5. synthesis
6. evaluation

Each level not only asks more of our thinking skills but also includes the previous levels as subsets of the new level. The collection provides a structure which can be used to take learners more deeply into any area of study.

If the doors of perception were cleansed,
everything would appear to man as it is, infinite.

William Blake

THINKING SKILLS PROGRAMS

Talents Unlimited

"Talents Unlimited," a program developed in Mobile (Alabama) County Public Schools, nurtures students' abilities in five talent areas as the foundation for academic proficiency. The areas are:

1. productive thinking
2. communication
3. forecasting
4. decision making
5. planning

Synectics

The Synectics theory is built on the premise that success in problem solving is increased by using non-rational thought to lead to rational solutions. The process, therefore, involves making the strange familiar and the familiar strange. Synectics relies heavily on analogical and metaphorical thinking.

There are nine phases.

1. Problem as given
2. Analysis (making the strange familiar)
3. Problem as understood
4. Operational mechanisms (analogies, metaphors developed)
5. Making the familiar strange
6. Psychological states (involvement, detachment, deferment, speculation, commonplaceness)
7. States integrated with problem
8. Viewpoint
9. Solution or research target

Creative Problem Solving

This is a five-step process.

1. Fact-finding
2. Problem-finding
3. Idea-finding
4. Solution-finding
5. Acceptance-finding

Each Step has two phases.

1. Divergent thinking processes (curiosity, inventiveness, activity)
2. Convergent thinking processes (knowledge, decision, valuation)

If the only tool you have is a hammer,
you tend to see every problem as a nail.

Abraham Maslow

CoRT

The purpose of the CoRT Thinking Lessons is to teach thinking as a direct skill.

The CoRT Thinking Lessons are divided into 6 Groups with ten lessons in each group.

The complete set includes:

- CoRT 1 Breadth
- CoRT 2 Organization
- CoRT 3 Interaction
- CoRT 4 Creativity
- CoRT 5 Information & Feeling
- CoRT 6 Action

It is better to have enough ideas for some of them to
be wrong, than to be always right by having no ideas
at all.

Edward de Bono

Hartselle City Schools Gifted Education Program Goals

I. Independent Study

To improve the ability to think and act independently

- a. To develop research skills involving the compilation, evaluation and presentation of data.
- b. To identify and analyze a problem and evaluate implementation of possible solutions
- c. To organize and arrange time and activities to the best advantage

II. Critical Thinking

To develop and expand the ability to analyze, synthesize, and evaluate information

- a. To identify the parts of an idea as well as recognize the relationships and organization of those parts
- b. To assess the value of an idea or concept as related to its stated purpose

III. Creativity

To use materials, ideas, and words in ways that demonstrate fluency, flexibility, originality and elaboration

- a. To develop the ability to generate a wide variety of ideas and consider the information from different perspectives
- b. To produce new and unique ideas
- c. To embellish or add details to ideas or products

IV. Communication

To improve verbal, non-verbal, interpretative, interpersonal and listening skills

- a. To transmit ideas through the spoken and written word
- b. To comprehend relayed information
- c. To develop the ability to interact effectively with individuals

V. Personal Growth

To develop sound concepts regarding mental capabilities and personality resources

- a. To recognize and cope with the lack of success
- b. To enhance decision-making ability by evaluating an alternative on the basis of its appropriateness, effectiveness and consequences
- c. To develop realistic, positive self-concept

VI. Motivational Development

To develop the initiative to seek out intellectual challenges

- a. To encourage curiosity, imagination and risk-taking

Description of Gifted Education Plan Networks

Cognitive Domain

Independent Study

In order to function effectively in a rapidly changing world, a gifted student needs to acquire the ability to think and act independently. The word "independent" implies a student will require minimal assistance when engaged in assignments or embarking on self-initiated projects. It does not diminish the value or importance of the teacher's role in the educational program. It merely highlights the importance of the transition of the student's role from that of passive learner to an active one. To do this, the student must be skilled in research, problem-solving, and organization.

The **RESEARCH** network develops the capacity to use various sources of information effectively. This takes in libraries and human resources from school, home and community. This network also deals with the compilation and interpretation of data. Once collected, data must be evaluated for its reliability and validity and examined in light of its potential impact. The implications or results of the data collection, interpretation and evaluation must then be reported in a clear and concise manner.

PROBLEM-SOLVING is the second network in Independent Study. It takes the student through a series of steps: 1) identify the problem; 2) hypothesizing and assessing solutions, 3) implementing the selected strategy, and 4) judging the effectiveness of the solution. The skills involved in these basic steps present an approach to problem-solving applicable in many situations.

ORGANIZATION is the final network. Here the student learns management skills – how to arrange time and materials to the best advantage. It requires establishing and achieving realistic goals, working within a specified time frame, and applying oneself to a given task. The student must also become familiar with his or her own learning style and adjust to that of others. Without these skills, a gifted student will fall short of working up to potential.

Critical Thinking

The basis for the Critical Thinking network is Benjamin Bloom's taxonomy of cognitive skills (1956). In order to reach full potential, a gifted student's thinking must reflect an ability to analyze, synthesize and evaluate information. These three processes make up the higher-order thinking skills. However, prior to being able to analyze, synthesize, and evaluate, an individual must be able to acquire knowledge, show comprehension, and demonstrate application (the first three levels of Bloom's taxonomy).

ANALYSIS is the breaking down of an idea into its component parts. It establishes a hierarchy which serves to clarify the relationship of the parts to the whole. Analysis serves to identify the structure and organization of an idea.

SYNTHESIS is combining elements or parts to form a whole that was not previously evident. Synthesis involves creative thinking because the development of the end-product is the result of a different and original integration of already existing elements.

EVALUATION is assessing the effectiveness, value or accuracy of new ideas. Judgments are made according to defined criteria, which may either be qualitative or quantitative. Since value as well as intellectual judgments must be made, evaluation provides an important link between the cognitive and affective domains.

Description of Gifted Education Plan Networks Cognitive Domain (continued)

Creativity

Creativity is a human resource which the world cannot afford to ignore. History has shown that creative minds have contributed significantly to the advancement and well-being of mankind. Societies without the foresight to nurture creativity abandon the opportunity to progress.

It is generally accepted that gifted students are capable of thinking creatively. Intellectual superiority, however, does not guarantee creativity. Unless a non-threatening atmosphere conducive to create creative individuality is promoted, patterns of conformity and even rebellion can surface. The behaviors described in Creativity fall into four networks: Fluency, Flexibility, Originality and Elaboration.

The **FLUENT** student is characterized by the ability to produce a wide variety of ideas. Ideas come easily and are diversified. A student who is fluent can be described as mentally proficient.

The **FLEXIBLE** thinker views ideas as being fluid. Ideas are permitted to overlap and change form in kaleidoscope fashion. A flexible student is open to alternatives and is willing to draw upon many resources.

An **ORIGINAL** person possesses the ability to generate new and unusual ideas. For this skill to be developed, a student must extend thinking beyond the conventional patterns. An original thinker demonstrates ingenuity and receptivity.

An **ELABORATE** thinker seeks to add detail, fill in gaps, and apply finishing touches. Often the addition of one small aspect gives an idea its final form or makes the product effective. Elaborative thinkers are concerned with enhancing, embellishing and enriching their ideas.

Communication

Communication is a complex process covering a wide spectrum of areas. People are communicating continually, even when they are not using written or spoken language. The quality and kind of communications in which you engage determines to a large extent your effect upon others. The potentially powerful and positive impact gifted students can have upon the world makes this area vitally important. The complete and proper transmissions of ideas should be part of a gifted student's repertoire of behaviors, as should effective interpretation of messages received. Communication is divided into five networks: 1) Verbal, 2) Non-verbal, 3) Interpretive, 4) Interpersonal and 5) Listening.

VERBAL and **NON-VERBAL** skills are concerned largely with the communicator. The former encompasses both the spoken and written word; the latter all nonlinguistic modes, as expressed through visual, aural and tactile means.

The section on **INTERPRETIVE** and **LISTENING** skills relates to the receiver of a communication. These behaviors stress that a listener or viewer needs to absorb information accurately in order to translate it effectively.

The **INTERPERSONAL** network addresses the interaction of both the sender and the receiver. It becomes a more complicated endeavor because it calls for a coordination of different kinds of skills – those of transmission and reception.

Description of Gifted Education Plan Networks

Affective Domain

Personal Growth

The need for concentrated attention on the personal growth of each individual is now more widely recognized than ever before. A myth seems to have developed that the gifted child is self-sufficient in all aspects. The high level of intellectual functioning is mistakenly interpreted as a perfect harmony of body, mind and spirit. This fallacy can possibly deprive the gifted student of the support and guidance essential for fostering personal growth.

According to Torrance (1967), helping gifted students to develop sound concepts regarding mental capabilities and personality resources will lead them to their successful integration into the environment and adjustment to the pressures placed on them.

The field for exploration in techniques which strengthen personal growth within the classroom is vast. The specific areas emphasized are **ABILITY TO COPE WITH FAILURE, MAKE DECISIONS, and DEVELOP A POSITIVE SELF-IMAGE AND AN ATTITUDE OF CRITICAL ACCEPTANCE**. The inclusion of these networks in no way diminishes the importance of the cognitive domain; rather, the educator is being offered a selection of behaviors which, when combined with those of a cognitive nature, can provide gifted students with a balanced education.

Motivational Development

Apart from the cognitive requirements of any task, there must exist stimulants which act as initiators. Sometimes these motivators come from outside, such as tokens, food, privileges and so on. Other times they stem from the individual. These include **CURIOSITY** – an eagerness to explore and understand – and **IMAGINATION** – the creation and visualization of mental images. If these internal motivators are coupled with the willingness to undertake tasks which have uncertain outcomes (that is **RISK-TAKING**), they can be conducive to intellectual growth.

Although external motivators are often effective, educators aim to gradually reduce dependence upon them in favor of self-motivators. Developing the initiative to seek out intellectual challenges is a quality as important as being able to finally meet those challenges. Gifted students who are restricted in the quality and quantity of their thought because they lack motivation are hindered from reaching their full potential.

Aside from the networks of Curiosity, Imagination and Risk-Taking, this affective area includes the network of **COMPLEXITY**. Complexity encompasses the ability to understand and deal with elaborately interrelated ideas. Complex ideas should hold as powerful an attraction for the able mind as unconquered frontiers hold for the explorer.

These networks under Motivational Development complement the cognitive networks. They are the stimulants which draw out and direct the intellectual abilities of gifted students.

Hartselle City Schools Program Description for Gifted Classroom

SAMPLE UNITS

UNIT TITLE	Essential Understandings	Grade Level
<p style="text-align: center;">Technology <i>Tech, Tech Everywhere.... What are we to think?</i></p> <p><i>"We are drowning in information but starving for knowledge"</i></p> <p><i>"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. - Alvin Toffler"</i></p>	<p>Technological advancement has been a human endeavor throughout history.</p> <ul style="list-style-type: none"> ● Technology is ever changing. ● Technology reflects a society's level of knowledge. ● Technology can be used for collecting, organizing, creating, and presenting information. ● Technology is neutral; its use, however, has positive and/or negative consequences. <p>Scientific understanding and technological developments affect people's lives, impact the environment and transform societies.</p> <ul style="list-style-type: none"> ● An individual's ability to make use of current technology affects their quality of life ● Technological advancement changes career demands (job expectations). ● New technologies result in broader social change. ● Progress is defined by cultural interpretation. 	3,4
<p style="text-align: center;"><i>Creative Problem Solving</i> "Way? No Way!-We need a better way"</p>	<ul style="list-style-type: none"> ● Problem Solving is a form of exploration. ● Problem Solving requires recognizing and responding to purpose. ● Problem Solving confronts the "unknown." ● Problem Solving may result in new findings or confirmation of old findings. ● Problem Solving requires analyzing and critiquing. 	3,4
<p style="text-align: center;">Ancient Egypt "MUMMY said there'd be days like this"</p>	<ul style="list-style-type: none"> ● All societies (civilizations) share common, basic elements. ● Culture reflects the values, traditions, and beliefs of a society. ● Civilizations emerge and develop over time through exchange of ideas and products. ● The natural environment of a region influences the development of a civilization. ● A culture may be influenced by earlier cultures and/or influence future cultures. ● Cultures may experience decline and fall due to internal and/or external factors. 	3
<p style="text-align: center;">GREEK MYTHOLOGY "Greece is the Word"</p>	<ul style="list-style-type: none"> ● Mythology is a mirror of a culture's values, religion, community, science, and reasoning. ● Mythology provides insight into a culture's perspective. ● Mythology allows insight into different worldviews. 	4
<p style="text-align: center;">Dissection "No Guts, No Glory"</p>	<ul style="list-style-type: none"> ● All living things perform common, basic functions <p><i>STRUCTURE</i></p> <ul style="list-style-type: none"> ● Form follows function. ● Structures are parts that interrelate. ● Parts of structures support and are supported by other parts. ● Smaller structures may be combined to form larger structures. ● Level of organization reflects the level of sophistication. <p><i>SYSTEMS</i></p> <ul style="list-style-type: none"> ● Systems have parts that work together to perform a function. ● Systems may be influenced by other systems. ● Systems interact. ● Organisms integrate functions within and among various systems 	3,4

Alabama State Department of Education
Summary of Standards and Student Outcomes for Gifted Education

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| <p>I. <u>Metacognition</u></p> <ul style="list-style-type: none"> A. Abstract Thinking B. Reflective Thinking <p>II. <u>Critical Thinking</u></p> <ul style="list-style-type: none"> A. Analyze B. Evaluate <p>III. <u>Creative Thinking</u></p> <ul style="list-style-type: none"> A. Fluency B. Flexibility C. Originality D. Elaboration E. Synthesis <p>IV. <u>Problem Solving</u></p> <ul style="list-style-type: none"> A. Divergent Thinking Skills B. Convergent Thinking Skills <p>V. <u>Communication and Creative Expression</u></p> <ul style="list-style-type: none"> A. Oral B. Written C. Nonverbal (including artistic and kinesthetic) <p>VI. <u>Information Literacy: Research</u></p> <ul style="list-style-type: none"> A. Identify a topic and formulate questions for research B. Select and apply a research methodology appropriate for the topic C. Collect information from primary and secondary sources using print and electronic media D. Assess the validity, reliability, and relevance of the information collected E. Organize and integrate information/data F. Synthesize and interpret information G. Develop conclusions and implications based on the problem H. Demonstrate the ability to communicate research findings | <p>VII. <u>Information Literacy: Technology</u></p> <ul style="list-style-type: none"> A. Technology Use B. Software C. Project Development D. Web Site Creation E. Computer Programming <p>VIII. <u>Social-Emotional</u></p> <ul style="list-style-type: none"> A. Cope with inner feelings to evaluate the social, emotional, and academic implications of giftedness B. Cope with perfectionism, goal setting, emotional intensity, anxiety, and stress C. Develop self-acceptance. D. Demonstrate and evaluate responsibility for personal growth E. Enhance relationships with others F. Demonstrate an awareness of cultural diversity <p>IX. <u>Autonomous Learner</u></p> <ul style="list-style-type: none"> A. Demonstrate independent learning B. Monitor and evaluate learning C. Increase intrinsic motivation D. Take academic risks E. Demonstrate personal flexibility F. Grow from constructive criticism G. Exhibit professional or business ethical behavior (character education) <p>X. <u>Executive Skills</u></p> <ul style="list-style-type: none"> A. Organizational Skills B. Decision-Making Skills C. Impulse Control D. Project Management E. Time Management F. Adaptability G. Goal-Setting H. Collaboration |
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