

Mackay School District # 182

Gifted/Talented 3-Year Plan

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OVERVIEW STATEMENT:

Mackay School District is a small, Title 1, rural school district located in a close-knit recreational and farming community in the Rocky Mountains of Idaho. Mackay has a historical mining history. Mackay Elementary School's current enrollment is 225 students K-12.

Mackay School District is on a four-day school week where educators strive to facilitate and assist in the gifted areas of their students. The approximate student: teacher ratio is 14:1.

PHILOSOPHY STATEMENT:

Mackay School District # 182 vision statement: **We, the Community of School District #182, Will Empower Each of Our Students to be Successful and Responsible Citizens of the World.**

The Mackay School District #182 recognizes that students with identified gifts and talents may require differentiated instruction and opportunities. The small class numbers found in the Mackay School District allow teachers to recognize gifted learners and meet their individual needs. The District also recognizes that the spectrum of gifted learners includes those who are academically successful as well as those who are less motivated in the regular classroom setting.

The District administration and staff will work together to ensure that the educational needs of gifted and talented students are met in the regular classroom and in specialized learning settings. Best practices related to gifted learners will be researched and shared through building and district level professional development. This will include attendance at professional development opportunities and conferences.

Idaho Content Standards will provide the framework for curriculum for all students including students who are gifted. Gifted students will be encouraged to demonstrate proficiency and continually progress at individual and accelerated levels. Compacted curriculum and independent learning opportunities will be offered as needed.

The Mackay School District's Definition of Gifted is the basis for identification and support of our gifted education program.

DEFINITION OF GIFTEDNESS:

Students with gifts and talents perform – or have the capability to perform – at higher levels compared to others of the same age, experience, and environment in one or more domains. They required modification(s) to their educational experience(s) to learn and realize their potential. Areas of giftedness may include intellectual, leadership, creativity, or visual/performing.

PROGRAM GOALS:

The Mackay School District plans to improve its gifted education program in the next three years. The current status is limited in regards to identifying students and providing intentional services for identified students.

Goal 1: Mackay School District will provide a learning environment that will encourage the gifted student to develop to his/her individual potential while interacting with intellectual peers. This goal includes:

1. Develop and implement a survey to assist with the identification of gifted students.
2. Intentionally focus on the identification of gifted students.
3. Assess needs of identified students as related to curriculum and programs
4. Development of curriculum and programs to meet individual student needs

Goal 2: Mackay School District will offer professional development opportunities to staff as related to gifted education. This goal includes:

1. Research of best practices in gifted education
2. Review the District's Gifted and Talented Education Plan annually.

3. Provide district level professional development related to gifted education.
4. Encourage staff members to attend professional development opportunities related to gifted education.

Goal 3: Mackay School District will implement best practices for gifted learners in all curricular areas to include:

1. Clarify why we teach what we teach, how do we know that each student has learned, and how to we respond when students struggle or have mastered the established outcome.
2. Motivate students to excel and challenge themselves
3. Foster the development of critical and creative thinking
4. Encourage problem solving skills
5. Connect content to major ideas, concepts, and themes
6. Emphasize real life application of learning to include curriculum related field trips, projects, and community-based learning.

PROGRAM OPTIONS:

Elementary: Curriculum Compacting, Acceleration, Differentiation Strategies, Independent Learning, Competitions, Community Outreach Opportunities

Junior High/Middle School: Curriculum Compacting, Acceleration, Differentiation Strategies, Independent Learning, Ability Grouping, Online courses, Competitions, Community Outreach Opportunities

High School: Ability Grouping, Curriculum Compacting, Acceleration, Dual Credit, AP Classes, Independent Learning, Competitions, Community Outreach Opportunities

IDENTIFICATION:

Screening

The purpose of screening is to initially identify students that may need services provided to meet their educational needs in terms of enrichment and/or extended learning.

1. The screening process may include a group test administered to all students, or

classroom teachers, administrators, parents or students may initiate a referral at any time.

2. A survey will be provided to teachers annually to collect data on potential students who need gifted services.
3. All children within our district will have equal opportunity for screening and further assessment, if applicable. There should be no discrimination based on race, cultural, or socioeconomic diversities.
4. The District shall match student needs with appropriate program options.

Assessment

Placement decisions shall not be determined by a single criterion (for instance test scores, other measurement, teacher recommendation, or nomination). The District's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources:

1. Procedures for obtaining information students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity.
2. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades.
3. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject experts, and the students themselves.

Identification Procedures;

The initial referral may originate from the placement team, a classroom teacher, parent, administrator, professional staff, or a community member who is familiar with the student's abilities. This referral initiates the data gathering process required for qualification.

Students must meet two of the following five criteria to qualify. One of the two criteria must be either 1,2 or 3.

1. Intelligence test score at or above the 95th percentile (including Scales for Identifying Gifted Students – SIGS, Wechsler Abbreviated Scale of Intelligence – WASI)
2. Achievement test score at or above the 95th percentile according to iStation K-3, ISAT 3-8 and 11, Success Maker K-8, PSAT 8-11.
3. Advanced achievement test scores according to local norms (top 10% achievement data).
4. Documentation referencing superior abilities in creativity and/or visual/performing abilities.
5. Documentation of giftedness from a person who knows the student and can give evidence of possible enrichment needs (classroom teacher, administrator, ancillary staff member, parent, or community member)

Placement Team and Procedures

The District shall establish a Placement Team to arrange for student participation in the Gifted/Talented Program. Team members may include the building principal, the school psychologist, the student's teacher, a gifted/talented facilitator, a counselor, the parents, and the student when appropriate.

The Placement Team will:

1. Send out a Gifted and Talented identification survey to teachers annually.
2. Complete a referral for gifted education.
3. Review referrals and documentation and determine if testing is needed.
4. Send a Permission for Evaluation to parent or guardian if applicable and conduct evaluation.
5. Review data to determine eligibility for gifted identification and services.
6. Set a date to share the testing and observational results to discuss eligibility and options.
7. Determine eligibility and appropriate services.

PROGRAM EVALUATION:

Program evaluation will be conducted no less than once every three (3) years. Program Evaluation will consist of:

1. Surveys to include school climate surveys and surveys of parents of students who are identified as gifted and participated in the gifted program;
2. Surveys to include former students, staff, school board and community members;
3. Longitudinal data tracking of program participants; and,
4. Curricular and extracurricular activities and programs developed as part of gifted education.
5. Conduct needs assessment when applicable.

DISTRICT NEEDS PRIORITY:

- 1) Focus on identification of gifted students.
- 2) Development of programs and opportunities for gifted students.
- 3) Professional development for general educators in GT best practice
- 4) Collaboration time

APPENDIX:

Checklist for Classroom Teachers

General Checklist for Identifying Gifted and Talented Student

Checklist: Is Your Child Gifted?

Mackay School District Policy 2430 Gifted and Talented Program

Checklist for Classroom Teachers

ACADEMIC

- ☐ Quick recall of facts
- ☐ Deep knowledge of topics of interest
- ☐ Advanced vocabulary
- ☐ Asks questions incessantly
- ☐ Academic curiosity
- ☐ Won't stop reading when asked
- ☐ Dislikes repetition
- ☐ Remembers unusual details
- ☐ Answers with emotional depth
- ☐ Doesn't show abilities at school
- ☐ Extensive general knowledge
- ☐ Reads complex texts for their age
- ☐ Has interesting 'news' topics
- ☐ Poor spelling or handwriting
- ☐ Enjoys abstract concepts
- ☐ Can do two things at once
- ☐ Asks provocative questions
- ☐ Precocious learner
- ☐ Advanced verbal skills with peers
- ☐ Negotiates well with adults and peers
- ☐ Unique/out-of-the-box ideas
- ☐ Loves to create stories/crafts/games
- ☐ Incredible detail in drawings when young
- ☐ Intense interest/enjoyment when learning
- ☐ Understands well enough to teach others
- ☐ Resourceful uses things for new purposes

SOCIAL EMOTIONAL

- ☐ Highly empathetic
- ☐ Feels more deeply than other children
- ☐ Distressed when others are hurting
- ☐ Sensitive to injustice
- ☐ Intense
- ☐ Overly socially aware
- ☐ Socially unaware

PERSONALITY

- ☐ Bossy/strong leader
- ☐ Defiant when not interested
- ☐ Highly sensitive
- ☐ Passionate/overreacts
- ☐ Advanced sense of humour
- ☐ Corrects others, including adults
- ☐ Individual/strong-willed
- ☐ Intolerant of mistakes (self/others)
- ☐ Perfectionist
- ☐ Comfortable talking with older people
- ☐ Worried about adult issues
- ☐ Deep insight and perception
- ☐ Success-oriented
- ☐ Negative self-image
- ☐ Can't relate to same-age peers
- ☐ Stubborn
- ☐ Manipulative/mean to others
- ☐ Can play by themselves for a long time
- ☐ Enjoys the company of older children and adults



HOW TO USE the GAT Checklist for Teachers

WHY USE THIS FORM?

This checklist uses research on the characteristics of gifted students. Teachers often have a hunch about a child, which should not be ignored. Remember that characteristics do not have to appear all the time. Sometimes students will only let you get a glimpse! This checklist, along with our parent's checklist and data collected on both potential and achievement, will help you make informed opinions about which students may be gifted or high potential learners.

HOW DO I USE THIS FORM?

It's easy. We recommend using this form at the end of each school year. A teacher can also use this form to refer a child to their school's diverse learning team or suggest a student be included on the school's gifted register or in a gifted program.

To read the results, remember that every tick on the form is a gifted characteristic. A form with many 'ticks' can be used as a piece of evidence to support inclusion in your GAT program.

This form has no score, but a quick look at the 'ticks' will give you an immediate impression of the student's potential giftedness. Delving further into what is on the page will help you build a picture of the learner. Remember that teachers can form their own opinions on learners, and bias should be considered when interpreting this data.



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IDENTIFYING
GIFTED LEARNERS
IS THE FIRST STEP TOWARD PROVIDING
A GREAT EDUCATION FOR THEM.

BUT IT CAN BE TIME-CONSUMING AND
CONFUSING.

THAT'S WHY @ BRIGHT MINDS CO. WE
HAVE CREATED THESE
EASY TO USE
CHECKLISTS.

JUST PICK THEM UP, TICK THE BOXES AND YOU
ARE OFF!

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doesn't have to be
a struggle
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work for you!"



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General Checklist for Identifying Gifted and Talented Students (Page 1 of 2)

Characteristic	Yes/No
<i>Gifted and Talented students may:</i>	
possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial	
show good insight into cause-effect relationships	
easily grasp underlying principles and need the minimum of explanation	
quickly make generalisations and extract the relevant points from complex material	
have mental speeds faster than physical capabilities and so be often reluctant to write at length	
prefer to talk rather than write and often talk at speed with fluency and expression	
be reluctant to practise skills already mastered, finding such practice futile	
have exceptional curiosity and constantly want to know why	
be inventive and original when interested	
ask searching questions, which tend to be unlike other students' questions	
often see the unusual rather than the conventional relationships	
be able to pose problems and solve ingeniously	
display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas	
read rapidly and retain what is read and can recall detail	
listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on	
jump stages in learning and be often frustrated by having to fill in the stages missed	
leap from concrete examples to abstract rules and general principles	
have quick absorption and recall of information, seem to need no revision and be impatient with repetition	
be keen and alert observers, note detail and be quick to see similarities and differences	
see greater significance in a story or film and continue the story	
see problems quickly and take the initiative	

General Checklist for Identifying Gifted and Talented Students (Page 2 of 2)

Characteristic	Yes/No
<i>Gifted and Talented students may:</i>	
have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word	
become absorbed for long periods when interested and may be impatient with interference or abrupt change	
persists in completing activities when motivated	
often set very high personal standards – are perfectionists	
more than usually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc	
be concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school)	
be philosophical about everyday problems and common sense issues	
be perceptive in discussion about people's motives, needs and frailties	
daydream and seem lost in another world	
show sensitivity and react strongly to things causing distress or injustice	
often take a leadership role	
empathise with others and be very understanding and sympathetic	
be confident and competent	
express their own feelings	
attribute ideas to others	
be self-effacing	
reflect on their own performance	
give inventive responses to open-ended questions	
have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings	
appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony	
criticise constructively, even if sometimes argumentatively	
be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore	

Checklist: Is your child gifted?

Determining if the Quest program is a needed accommodation for your child requires looking at multiple pieces of data. These lists will only show some indicators of giftedness.

Most, but not all, of the following questions apply equally well to children of various ages. No one child will exhibit all of these. They are intended to serve as a checklist of the abilities revealed by many gifted children.

1. Did your child walk and talk earlier than most other children of his age and gender?
2. Did she show a comparatively early interest in words?
3. Does he have an exceptionally large vocabulary for his age?
4. Did she show an early interest in clocks, calendars, jigsaw puzzles?
5. Did he show an early interest in numbers?
6. Did she show an early interest in reading?
7. Does he express curiosity about many things?
8. Does she have more stamina and strength than other children of her age and gender?
9. Does he tend to associate with children older than himself?
10. Does she act as a leader among children of her own age?
11. Does he have a good memory?
12. Does she show unusual reasoning power?
13. Does he have an unusual capacity for planning and organizing?
14. Does she relate information gained in the past to new knowledge she acquires?
15. Does he show more interest in creative effort and new activities than in routine and repetitive tasks?
16. Does she try to excel in almost everything she does?
17. Does he concentrate on a single activity for a prolonged period of time without getting bored?
18. Does she usually have a number of interests that keep her busy?
19. Does he persist in his efforts in the face of unexpected difficulties?
20. Does she figure out her own solutions to problems and show uncommon "common sense"?
21. Does he have a sense of humor that is advanced for his age?
22. Does she show sensitivity to the feelings of others?
23. Does he show a comparatively early interest in questions of right and wrong, religion, God, and/or justice?
24. Does she make collections that are more advanced or unusual than those of others in her age group?
25. Does he show an intense interest in some artistic activity, such as drawing, singing, dancing, writing, or playing a musical instrument?
26. Does she make up stories that are vivid and dramatic, or relate her experiences with a great deal of exact detail?
27. Does he like puzzles and various kinds of "problem" games?
28. Does she have exceptional abilities in mathematics?
29. Does he show an unusual interest in science or mathematics?
30. Does she show awareness of things that are new or novel?



The Bright Child vs. Gifted Learner



A Bright Student...

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good memorizer
- Enjoys straightforward, sequential presentation
- Is alert
- Is pleased with own learning

A Gifted Learner...

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates a new design
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

Szabos, Janice. 1989. *Challenge Magazine*, issue 34.

Consider this...

Is my child happy, developing and making academic growth and progress in school?

-If so, then the Quest program might not be a needed accommodation for your child.

Does my child need a different pace and depth of instruction to promote and deepen academic growth?

-If so, the Quest might fit the academic needs of your child.



**High
Achiever**



**Gifted
Learner**

Response to an assignment



**High
Achiever**



**Gifted
Learner**

Response to an question

INSTRUCTION

2430

Gifted and Talented Program

The term “gifted and talented” means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by the District in order to fully develop such capabilities.

By law, the District is required to provide for special instructional needs of gifted and talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District’s gifted and talented program. The Plan shall include a philosophy statement, a definition of giftedness, program goals, program options, identification procedures, and a program evaluation. The District’s initial plan was submitted to the Department of Education on 2010. Pursuant to State Board mandate, the Plan will be updated every three years or as requested or needed.

The Board designates the Superintendent to be responsible for development, supervision, and implementation of the District’s gifted and talented program. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Superintendent shall establish procedures consistent with State guidelines for screening, nominating, assessing, and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal Reference: I.C. § 33-201 School Age

I.C. § 33-2001 Definitions

I.C. § 33-2003 Responsibility of School Districts for Education of Gifted/Talented
Children

IDAPA 08.02.03.999 Gifted and Talented Programs

Policy History:

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