



GENERAL MCLANE SCHOOL DISTRICT

GIFTED EDUCATION
(A PROGRAM DESCRIPTION)

MAY 2012



**GENERAL MCLANE SCHOOL DISTRICT
GIFTED EDUCATION
(A PROGRAM DESCRIPTION)**

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Introduction and Mission

The theoretical foundations for the Challenge Program are provided by the principles of a differentiated curriculum and the work of Howard Gardner and his “Multiple Intelligence Theory.”

Mission Statement of General McLane School District

“Meeting students where they are to empower them to become all they are capable of being.”

Core Values of General McLane School District

1. *Community:* We value a sense of community within the district and with the community at large.
2. *Caring:* We value personal relationships in a caring environment.
3. *Respect:* We value respect for self, for each other and for property
4. *Responsibility:* We value responsible action and expect personal accountability and fiscal responsibility.
5. *Collaboration:* We value and expect all parties to work together for the betterment of our students.
6. *High Expectations:* We value holding high expectations for ALL.
7. *Individual:* We value every individual and provide ample opportunity for them to develop their skills and talents.
8. *Safety:* We value a school community that is safe and secure.
9. *Leadership:* We value quality leadership throughout the district.
10. *Commitment:* We value long-term commitment from employees, graduates and residents.

Gifted Education Program Goals

The General McLane School District's gifted education program facilitates student development in two broad areas: academic development and personal/social development.

The program standards for academic development guide the General McLane gifted program to implement strategies and activities to support and maximize each student's ability to learn.

The program standards for personal/social development guide the General McLane gifted program to provide the foundation for personal and social growth as students progress through school and into adulthood.

The following outline describes the developmental goals for the gifted program:

Academic Development

- *Students will acquire the attitude, knowledge and skills to become self-motivated learners.*
- *Students will demonstrate responsibility by completing assignments in a timely fashion.*
- *Students will acquire the attitude, knowledge and skills to effectively engage in critical and creative thinking.*
- *Students will acquire the attitude, knowledge and skills to effectively use problem-solving strategies.*
- *Students will display pride in being a competent learner.*
- *Students will learn how to accept a mistake as part of the learning process.*
- *Students will learn and demonstrate effective time management and task management skills.*
- *Students will acquire the attitude, knowledge and skills to effectively apply study skills necessary for academic success.*

Personal/Social Development

- *Students will acquire the attitude, knowledge and skills to effectively make decisions, set goals and take necessary actions, which are personally sound.*
- *Students will acquire the attitude, knowledge and interpersonal skills to help them understand and respect self and others.*
- *Students will develop positive attitudes and personal strengths.*
- *Students will demonstrate a respect and appreciation for individual differences.*
- *Students will become aware of, understand, and accept physical, social and emotional make-up.*
- *Students will reason critically by evaluating their own ideas and the ideas of others.*
- *Students will work confidently in independent and cooperative situations.*
- *Students will value other points of view by working collaboratively.*
- *Students will use communication and social skills to positively effect learning including persistence, effort and positive attitude.*
- *Students will demonstrate cooperation with other students by sharing knowledge and demonstrating dependability, productivity and initiative.*

Strategies may include the following:

- *Interdisciplinary and problem-based assignments with planned scope and sequence.*
- *Advanced, accelerated or compacted content.*
- *Abstract and advanced higher-level thinking.*
- *Allowance for individual student interests.*
- *Assignments geared to development in areas of affect, creativity, cognition, and research skills.*
- *Complex, in-depth assignments.*
- *Diverse enrichment that broadens learning.*
- *Variety in types of resources.*
- *Community involvement.*
- *Cultural diversity.*

Gifted Education and the Academic Standards

General McLane School District's Gifted Education program is connected to the Core Academic Standards. While the program in nature is driven by the individual needs of the student through their GIEP, the overall program goals have a major academic focus.

The following academic standards serve as major objectives of the district's K-12 Gifted Education Program:

Learning to Read Independently

Reading, Analyzing and Interpreting Literature

Types of Writing

Quality of Writing

Speaking and Listening

Research

Inquiry and Design

Technology Education

Technological Devices

In addition to the standards identified above, gifted students may also be challenged with related academic standards in the areas of *Mathematics, Science, Social Studies and Career Education*.

Goals for Differentiation

Differentiation for the student who is identified as gifted within the regular classroom is done with collaboration between the classroom teacher and the challenge teacher to maximize the student's strengths under the following guidelines:

- *Identify students for potential strengths and address these strengths through curriculum differentiation.*
- *Provide challenging tasks based on the students' abilities, achievement levels, interests and learning styles.*
- *Provide a variety of enrichment opportunities that are challenging and unlimited in scope.*
- *Develop opportunities to engage in problem solving while promoting various thinking processes (logical, critical, creative, etc.)*
- *Provide opportunities for creative behavior by incorporating problem-based learning.*
- *Provide opportunities to assimilate and extend multidisciplinary concepts.*
- *Encourage process-oriented education through creation of advanced and unique projects.*
- *Develop an integrated curriculum using an inquiry approach to allow students to construct knowledge.*
- *Develop a variety of performance-based assessments, measuring process and product, based on curriculum standards to measure student accomplishment (portfolios, exhibitions, artifacts, demonstrations).*
- *Provide authentic tasks related to real world problems.*
- *Develop leadership training in the academic areas and the arts.*

**General McLane School District
School-wide Enrichment Opportunities**

Edinboro Elementary School and McKean Elementary School

After School Recreation
Art Competitions
Artist in Residence
Chorus
Community Service Projects

Erie Zoo
Internet Research Individual/Group Projects
Reflections Sponsored by McKean PTA
Science Fair
Think-a-thon

James W. Parker Middle School

8th Grade Student Advisor Program
24 Challenge
Band
Chess Club
Chorus
History Club
Intramurals
Interscholastic Sports
Lancer Messenger
Language Arts Olympiad
Math Counts
Musicals

National Engineers Week Future Cities
National History Day
Peer Mediators
Pennsylvania Junior Academy of Science
Reflections Sponsored PTSA
Robotics Team
Ski Club
Student Council
Technology Challenge
Track and Field Day
Yearbook

General McLane High School

Academic Letter Program
After School Lifting/Wellness Program
Anime Club
Chemistry Olympiad
Chess Club
Choir
Envirothon
Foreign Language Competition
Foreign Language Trips
French Club
German Club
GM Lancer Ledger (school newspaper)
GM Sight and Sound
Hi Q Team
Imperator (school yearbook)
Ingenuity Challenge
Interscholastic Sports-Cross Country

Intramural Recreation
Jazz Band
JETS (Junior Engineering & Technical Society)
Key Club
Link Crew
Marching Band
Model United Nations
Peer Mediators
PJAS (Pennsylvania Junior Academy of Science)
Recreational Activities
Recycling Club
Reflections Sponsored PTSA
Robotics
Speech and Debate Team
Student Council
Students for Christ
Students for Academic Excellence
VICA



Gifted Program Competency Check List

**General McLane School District
Gifted Education Competency Checklist**

Student Name: _____ **Date:** _____

Grade: _____

Directions: Indicate the student's degree of competency by checking the appropriate number. The rating for each competency should reflect *student competency* (at the time of evaluation) rather than grades given in class.

Rating Scale: 3 = Highly Developed
 2 = Developed
 1 = Developing
 N/A = Not Applicable at this time

Rating Scale (√)

3	2	1	NA	<u>Gifted Education Competencies</u>
				1. Demonstrates the ability to become a self-motivated learner.
				2. Complete assignments in a timely fashion.
				3. Effectively engaged in critical and creative thinking.
				4. Use problem-solving strategies.
				5. Displays pride in being a competent learner.
				6. Accepts mistakes as part of the learning process.
				7. Demonstrates effective time management and task management skills.
				8. Uses communications skills and social skills to positively effect learning.
				9. Demonstrates persistence.
				10. Demonstrates effort in completing tasks.
				11. Demonstrates a positive attitude.
				12. Demonstrates cooperation with other students.
				13. Effectively applies organizational and study skills.
				<i>Current Projects (please list)</i>

Comments:

Teacher Signature: _____

GIFTED IDENTIFICATION PROCESS

S C R E E N I N G	K - 2	DIBELS SCORES = AT OR ABOVE 93 RD PERCENTILE DRA LEVEL = 2 YEARS ABOVE GRADE LEVEL				
	3 - 6	PSSA SCORES = HIGH ADVANCED DRA LEVEL = 2 YEARS ABOVE GRADE LEVEL				
	<ul style="list-style-type: none"> ◆ STRONG TEACHER RECOMMENDATION INCLUDING: <ul style="list-style-type: none"> • COMPLETED GIFTED EVALUATION SCALE WITH MINIMUM AVERAGE SCALED SCORE OF 120 ◆ STRONG ACADEMIC PERFORMANCE, INCLUDING REVIEW OF QUARTERLY MATH ASSESSMENTS 					
	ABILITY SCREENER: K-BIT 3 COMPLETED 97 TH PERCENTILE OR HIGHER LESS THAN 97 TH PERCENTILE					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> SEND PTEG </div> <div style="text-align: center;"> </div> </div>						
ABILITY DIAGNOSTIC: FULL SCALE IQ +						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: top;"> 130 OR ABOVE (98TH PERCENTILE) OR 140 OR ABOVE ON THE VERBAL COMPREHENSION OR PERCEPTUAL REASONING ABILITY AREAS ON THE WISC ↓ GIEP </td> <td style="width: 33%; text-align: center; vertical-align: top;"> 126 - 129 ↓ </td> <td style="width: 33%; text-align: center; vertical-align: top;"> LESS THAN 126 (95TH PERCENTILE) ↓ </td> </tr> </table>				130 OR ABOVE (98 TH PERCENTILE) OR 140 OR ABOVE ON THE VERBAL COMPREHENSION OR PERCEPTUAL REASONING ABILITY AREAS ON THE WISC ↓ GIEP	126 - 129 ↓	LESS THAN 126 (95 TH PERCENTILE) ↓
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ACHIEVEMENT DIAGNOSTIC: (WIAT/WJ)						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> PASSAGE COMPREHENSION 130 APPLIED PROBLEMS 130 WRITTEN EXPRESSION 130 2 OUT OF 3 SUBTESTS ↓ GIEP </td> <td style="width: 50%; text-align: center;"> 68% CONFIDENCE INTERVAL 68% CONFIDENCE INTERVAL 68% CONFIDENCE INTERVAL LESS THAN 2 SUBTESTS ↓ </td> </tr> </table>				PASSAGE COMPREHENSION 130 APPLIED PROBLEMS 130 WRITTEN EXPRESSION 130 2 OUT OF 3 SUBTESTS ↓ GIEP	68% CONFIDENCE INTERVAL 68% CONFIDENCE INTERVAL 68% CONFIDENCE INTERVAL LESS THAN 2 SUBTESTS ↓ 	
PASSAGE COMPREHENSION 130 APPLIED PROBLEMS 130 WRITTEN EXPRESSION 130 2 OUT OF 3 SUBTESTS ↓ GIEP	68% CONFIDENCE INTERVAL 68% CONFIDENCE INTERVAL 68% CONFIDENCE INTERVAL LESS THAN 2 SUBTESTS ↓ 					

GIFTED REFERRAL INFORMATION FORM

I. Please describe the your child's strengths....

Learning Strategies (including higher level thinking skills):

Social Strengths:

Academic Creativity:

Leadership Skills:

Areas of Intense Academic Interest:

Communication Skills:

Gifted Referral Information Form

Foreign Language Aptitude (please put N/O if no opportunity thus far):

Technology Expertise:

II. Please note any areas of needed growth.....

Academically:

Socially:

III. Please note any other information you think would be helpful in understanding your child and his/her learning strengths and needs.

GIFTED REFERRAL INFORMATION FORM

I. Please describe the student's strengths....

Learning Strategies (including higher level thinking skills):

Social Strengths:

Academic Creativity:

Leadership Skills:

Areas of Intense Academic Interest:

Communication Skills:

Gifted Referral Information Form

Foreign Language Aptitude (please put N/O if no opportunity thus far):

Technology Expertise:

II. Please note any areas of needed growth.....

Academically:

Socially:

III. Please note any other information you think would be helpful in understanding the student and his/her learning strengths and needs.

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Gifted Program Committee

Dr. Stephen P. Barrett	Curriculum Coordinator
Mrs. Sally A. Wagner	Director of Special Education
Mrs. Jennifer Hardy	School Psychologist/Parent
Mrs. Patricia Crist	GMHS Administrator of Special Services
Mr. Dan Mennow	GMHS Principal
Mr. John Hansen	JWPMS Principal
Mr. Mike Getz	McKean Elementary Principal
Mrs. Michelle Androstic	Elementary Gifted Teacher