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Park Hill School District

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# Gifted Education Handbook

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## Gifted Education Staff

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<b>Elementary Staff</b>		
<b>Building</b>	<b>Teacher</b>	<b>Position</b>
English Landing	Jennifer Chase	Gifted Teacher, 2 <sup>nd</sup> & 3 <sup>rd</sup> grade
Southeast	Jennifer Muchow	Gifted Teacher, 4 <sup>th</sup> & 5 <sup>th</sup> grade

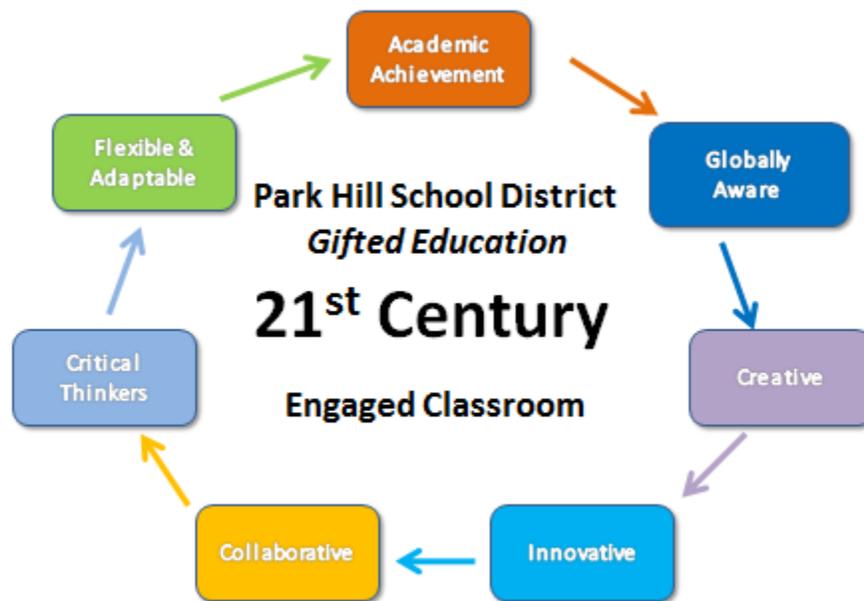
<b>Middle School Staff</b>		
<b>Building</b>	<b>Teacher</b>	<b>Position</b>
Plaza	Stephanie Clippard	Gifted Teacher, 6 <sup>th</sup> grade
Congress	Linda Collins	Gifted Teacher, 7 <sup>th</sup> – 8 <sup>th</sup> grade
Lakeview	Kurtis Werner	Gifted Teacher, 7 <sup>th</sup> – 8 <sup>th</sup> grade

## Purpose Statement

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### Gifted Education

*“Where Thinking is Critical”*



The purpose of the Park Hill Gifted Program is to recognize and provide for the unique academic and affective needs of exceptional children, so they will become effective, creative producers in society and in their personal lives.

## Characteristics of Gifted Learners

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All children may exhibit special talents and/or traits; however, gifted learners possess characteristics that are developed to a much greater extent than other students of the same age, background, and experience. Gifted learners require instructional modifications in order to address their exceptionalities. Some common characteristics of gifted learners are:

- ✚ Learns easily
- ✚ Intellectual curiosity
- ✚ Advanced vocabulary
- ✚ Keen sense of humor
- ✚ High standards for self
- ✚ Curious and inquisitive
- ✚ Excellent memory
- ✚ Senses injustice
- ✚ Frequently uses similes, metaphors, and analogies in conversation
- ✚ Reads avidly and absorbs books well beyond his or her years
- ✚ Shows insight to arithmetical problems that require careful reasoning and grasps mathematical concepts readily

# Bright Children and Gifted Learners

## BRIGHT CHILD

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 for mastery

Understands ideas

Enjoys peers

Grasps the meaning

Completes assignments

Is receptive

Copies accurately

Enjoys school

Absorbs information

Technician

Good memorizer

Enjoys straight-forward, sequential presentations

Is alert

Is pleased with own learning

## GIFTED LEARNER

Asks the questions

Is highly curious

Is mentally & physically involved

Has wild, silly ideas

Plays around, yet tests well

Discusses in detail

Beyond the group

Shows strong feelings/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

## Core Beliefs about Gifted Children

**Gifted children are unique and are as different from one another as they are from the population as a whole.**

- ❖ Gifted children are not a homogeneous group.
- ❖ Gifted children may have strengths in one or more areas.
- ❖ Gifted children may not be “straight-A” students.
- ❖ Gifted children may evidence uneven development in intellectual, emotional, and physical domains.
- ❖ Gifted children have potential that is extraordinary and idiosyncratic.

**Gifted children exist in all cultural groups, within all economic levels, among populations with other special needs, and in all areas of human endeavor.**

- ❖ Gifted children may be twice exceptional, having gifts as well as disabilities.
- ❖ Gifted children evidence different characteristics depending on their cultural, educational and economic backgrounds.

**Gifted children learn differently and require special educational experiences in order to grow academically and achieve their highest potential.**

- ❖ Gifted children need a firm foundation of knowledge and skills upon which to build content expertise.
- ❖ Gifted children need instruction tailored to their unique abilities, interests, and learning styles.
- ❖ Gifted children need academically challenging curriculum that is both accelerated and enriched.
- ❖ Gifted children need to explore many fields of study, to “fall in love” with ideas, and to study subjects in depth.
- ❖ Gifted children need to engage in learning that requires persistence and task commitment.
- ❖ Gifted children need the opportunity to use and develop their creativity and problem-solving skills.

**Gifted children, because of heightened intellectual and social-emotional intensities, need support and encouragement from individuals who recognize, validate, and nurture their giftedness.**

- ❖ Gifted children are a special needs population and can be at risk.
- ❖ Gifted children benefit from the expertise of both classroom teachers and specially trained gifted education teachers.
- ❖ Gifted children benefit from contacts with intellectual peers and mentors.
- ❖ Gifted children benefit from parents who help them achieve meaningful social, emotional, and academic goals.
- ❖ Gifted children are children first and need to be respected for who they are.

# Gifted Identification Procedures

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## Missouri State Law

The state special education law (H.B. 474) enacted in 1973, authorized the State Board of Education to establish standards for special programs for gifted students. The following section of state law pertain to gifted education programs:

Section 162.675. RSMO, defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."

## **INDIVIDUAL EVALUATION and PLACEMENT:**

Following screening and referral, an individually administered intelligence test will be given (WISC V). Students with a full-scale or GAI score of 128 or above will be recommended for placement in the gifted program (Bridges) pending parental or guardian approval.

### **Elementary School**

Elementary students qualifying for gifted education services will attend classes one day a week in a pull-out program. At the elementary level, the Bridges program provides services to qualifying students in grades 2-5 at designated host sites with specific schools being assigned to each location.

### **Middle School**

Middle school gifted students attend Bridges each day in place of their reading course. Reading standards and skills are infused within the gifted curriculum.

### **Transfer Students**

Students who transfer from another gifted program will be considered for placement according to the Park Hill gifted program criteria. Only achievement scores from the past two years will be reviewed. If further testing is needed, the student will be given required tests during the testing cycles either in the summer or fall.

# Gifted Curriculum and Grading Practices

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## **Gifted Curriculum**

Curriculum in Park Hill's gifted program is developed to meet the specific learning needs of gifted students. These needs vary from student to student but generally include the ability to learn quickly and with fewer repetitions.

The conceptual model for designing this kind of curriculum, developed by gifted program staff, is based on research and best practice recommendations in the field of gifted education. Each unit of study is written to align goals and assessments to each other, to the district's Core Conceptual Objectives, to the Missouri Learning Standards and to the ISTE standards.

The development of differentiated curriculum answers these questions:

- (1) What content do you want the students to know?
- (2) What skills or processes should the students master?
- (3) How should the students demonstrate understanding of the content and mastery of the skills through the products they create?

## Gifted Reporting Topics

- Problem Solving
- Thinking Skills
- English Language Arts
- Research
- Affective Needs/Personal Development
- Creativity
- Communication/Collaboration

## Grading

Students enrolled in the Park Hill Gifted Program will be assigned grades as they are in the regular classroom. Sets of scoring guides for each reporting topic have been developed by the gifted education staff members. These reporting topics have been aligned with the curriculum that was designed and written to meet the specific educational needs of the gifted. Students will be given a score for each reporting topic based on their level of performance, and will be indicated by a 4.0, 3.0, 2.0, and 1.0. As in the regular classroom, a 3.0 is the expectation for all students, in all reporting areas, by the end of the academic year.

## **Elementary Bridges Day *Best Practice* Guidelines**

In order to address the needs of students involved in the Park Hill Gifted program, and to maximize their educational experiences, we ask that the following guidelines be respected at the elementary school level.

### **Tests/Classroom Work**

- When possible, please avoid administering tests on students' Bridges day. With regard to daily work and assignments, students should only be required to make up work that is necessary for an on-going project or to better understand a complex concept. Most classroom work should be waived.

### **Special Events**

- When possible, please avoid scheduling special events on students' Bridges day. This may include field trips, assemblies, room parties, special instructional performance videos and guest speakers, etc. If a conflict is inevitable, the gifted classroom teacher should be notified as soon as possible. Also, students and families should be given the option of having their child attend Bridges or remain in their regular classroom for the special event.

### **New Content**

Instruction at the home schools/classrooms continues as usual on students' Bridges day. However, any new concepts that are introduced in the gifted students' absence should be provided to them when they return to class. The students should not be expected to obtain the information on their own.



