

Lyon County School District



# Gifted & Talented Program Narrative



## Lyon County School District GIFTED AND TALENTED PROGRAM

### MISSION

- GT students are an integral part of a diverse student body.
- GT students need differentiated curriculum and instruction.
- GT students require long term mentoring and nurturing to achieve potential.
- Society benefits when gifted students become productive and responsible individuals.

### PROGRAM DESCRIPTION

Lyon County School District's Gifted Program is organized around Howard Gardner's theory of multiple intelligences. We are primarily focused on Linguistic, Mathematical/Logical, Personal, and Social intelligences. Musical, Bodily Kinesthetic, and Spatial Intelligences often play a supporting role within the GT curriculum.

The 4<sup>th</sup>-6<sup>th</sup> grade model consists of small group pull-out for 150 minutes a week according to state guidelines. The 7<sup>th</sup> and 8<sup>th</sup> grade GT students are served through exploratory classes and/or pull-out models.

Also at the middle school level GT teachers may provide classroom enrichment activities and special academic competitions such as Math Olympiad, National History Day, and Odyssey of the Mind.

### OVERVIEW

The Gifted and Talented program is the beginning of a long term commitment to ensure that every student has the opportunity to realize his/her full potential. From 4<sup>th</sup> grade through 8<sup>th</sup> grade, the gifted teacher nurtures and develops the talents and abilities of each student. In the course of this long term mentoring relationship, teachers and students work cooperatively to build a firm foundation for future success.

Using Gardner's model of multiple intelligences to guide instruction, the program focuses on logical, linguistic, personal and social intelligences. Activities in math and science develop logical thinking and reasoning skills. Research and writing teach students structure and justify verbal arguments. Working in problem-solving teams teaches gifted students both leadership and responsibility to the group. Career exploration in the context of lessons and in exploratory classes is the beginning of self knowledge and personal planning.

*LYON COUNTY SCHOOL DISTRICT*  
**GIFTED AND TALENTED PROGRAM**

**IDENTIFICATION AND PLACEMENT OF GIFTED STUDENTS**

**Referral**

Students may be referred for testing for the gifted program by teachers, parents or self-referral.

**Screening**

In determining if testing of a particular student for the gifted program is appropriate, program staff will review achievement and cognitive tests on file, grades, gifted behavior checklists, and teacher recommendations. Evidence of superior intellectual functioning must be found to justify testing for the gifted program.

**Testing**

All students who pass the screening review will be administered the Peabody Individual Achievement Test, Language and Mathematics Sections.

**Placement**

Parents will be notified in writing about the results of testing and may review the results of any test with professional staff. Parents of students who are eligible for placement in the gifted program will meet with GT staff for the development of a learning plan.

\*According to NRC 1992

## PRINCIPLES OF IDENTIFICATION

1. Use a multiple criteria approach.
2. Use assessments that go beyond a narrowed conception of giftedness and even beyond cognitive abilities.
3. Use unique and appropriate identification strategies to identify different aspects of giftedness.
4. Use reliable instruments/strategies for assessing the construct of giftedness underlying the definition.

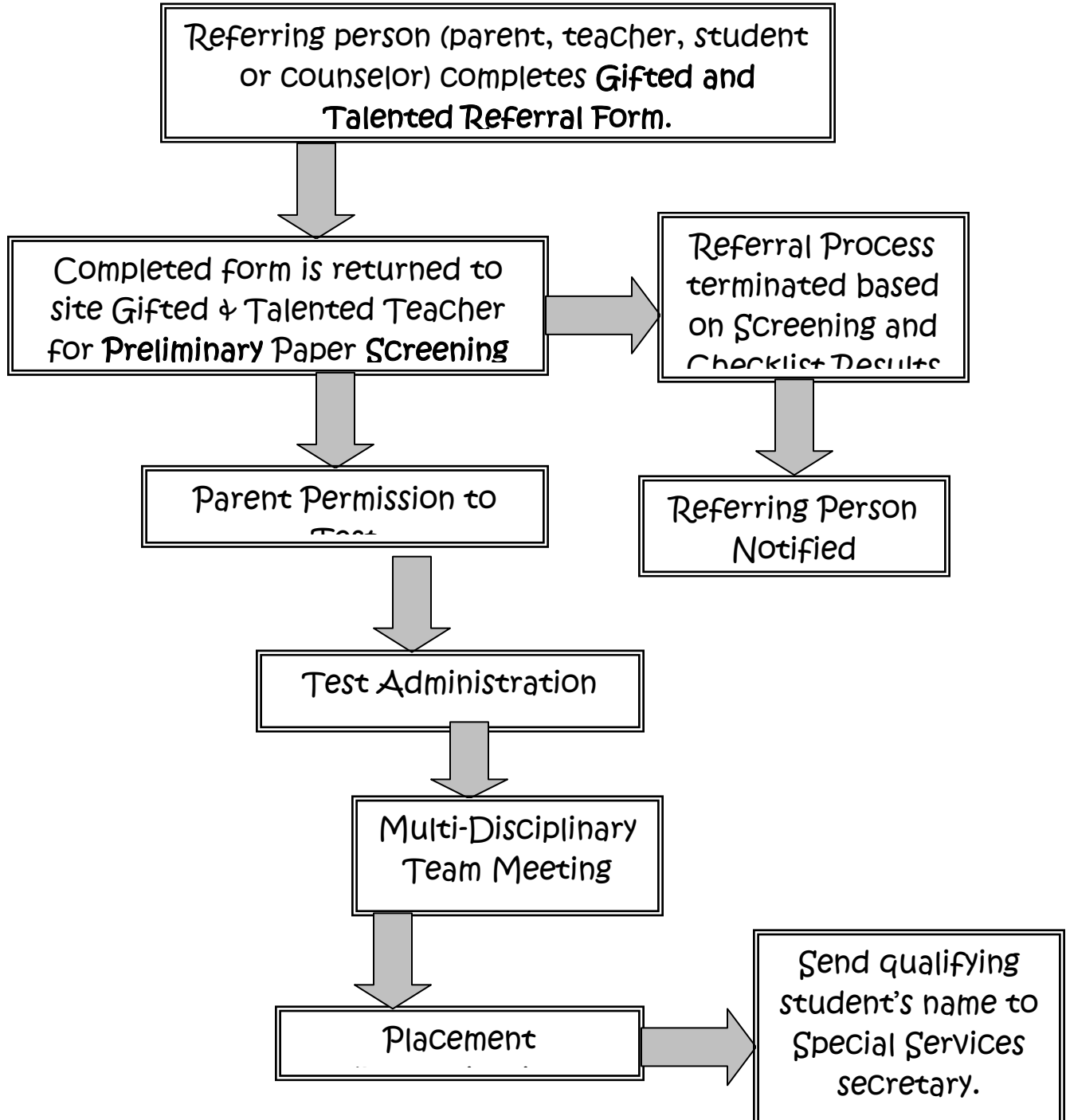
5. View each child as an individual and recognize the limitations of a single score on any measure.
6. Recognize the serious limitations of matrices in the identification process.
7. Identify and place students based on student need rather than on numbers who can be served by an program.
8. Use appropriate instruments with underserved populations; consider the reliability and validity data for the population assessed, norms, and cultural bias instrumentation.

LYON COUNTY GT PROGRAM CURRICULUM

	4TH GRADE	5TH GRADE	6TH GRADE	7/8TH GRADE
<b>ORIENTATION &amp; AFFECTIVE ISSUES</b>	UNDERSTANDING THE GIFTED PROGRAM  SELF-UNDERSTANDING: INTEREST INV.	LEARNING STYLES INVENTORY  "GIFTED KIDS SURVIVAL GUIDE"  HEROES	"GKSG" LEADERSHIP/ COMMUNITY SERV.	LEADERSHIP/C
<b>THINKING SKILLS</b>	<b>CREATIVITY:</b> FFOE SCAMPER BRAINSTORMING  CRITICAL: ANALOGIES DEDUCTIVE-VERBAL CATEGORIZE SEQUENCING  METACOGNITION	<b>CREATIVITY:</b> CPS SYNECTICS  CRITICAL: VISUAL ANALOGIES DEDUCTIVE-VISUAL COMPARE/CONTRAST FACT/OPINION RELEVANT/IRRELEVANT INFORMATION  METACOGNITION	<b>CREATIVITY:</b> EXERCISES FROM "CRACKING CREATIVITY" BOOK 1  CRITICAL: DEDUCTIVE- MATH MIND BENDERS INDUCTIVE THINKING BLOOM'S TAXONOMY FORMAL LOGIC INFERENCE  METACOGNITION	<b>CRITICAL THINKING</b> TOPICS FROM BOOK 1  METACOGNITION
<b>RESEARCH SKILLS</b>	LIBRARY SKILL: DEWEY DECIMAL CARD CATALOG REFERENCE BOOKS  SECONDARY: TOPICS SUBJECT CHOICE	SECONDARY: SOURCES NOTETAKING WRITING PROCESS PRODUCT DEV. PRESENTATION TO AN AUDIENCE	PRIMARY RESEARCH: DESCRIPTIVE HISTORICAL CORRELATION STATISTICS  PRESENTATION TO SELECTED AUDIENCE	SEMINARS REL ENRICHMENT  COMMUNICAT

Lyon County School District  
**Gifted and Talented Program**

**Referral Process**



*LYON COUNTY SCHOOL DISTRICT*  
**GIFTED AND TALENTED REFERRAL FORM**

INSTRUCTIONS: Person making referral should complete as much of this form as possible then give to the teacher for the Gifted/Talented Program for your school site. NOTE: If student has a gifted identification from another district, inclusion in our program is automatic.

**1) STUDENT INFORMATION**

Student's Name \_\_\_\_\_ Birthdate \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Father's Name \_\_\_\_\_ Occupatio  
n \_\_\_\_\_

Mother's Name \_\_\_\_\_ Occupatio  
n \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Phone \_\_\_\_\_

**2) REFERRAL INFORMATION**

Person making referral \_\_\_\_\_ Relationship to student \_\_\_\_\_

How long have you known this child? \_\_\_\_\_

What characteristics does this child display that might indicate high intellectual ability?

\_\_\_\_\_

Please give some indication why you feel this child would benefit from placement in the Gifted/Talented program.

\_\_\_\_\_

3) **TEST DATA** (Optional) Enter most recent scores.

Grade \_\_\_\_\_

Date \_\_\_\_\_

Total Reading % \_\_\_\_\_ Total Math % \_\_\_\_\_ Total Vocab. % \_\_\_\_\_

4) **COMMENTS** (Optional) List any comments that you feel might be relevant to the assessment process or to the student's school performance.

## RENZULLI-HARTMAN SCALE FOR GIFTED CHARACTERISTICS

Please rate the following 14 statements on a scale of 1 (low) to 7 (high) as each statement relates to the student's characteristics. Please circle your answer.

- |                                                                                                                                                                   |   |   |   |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| 1. Has unusually advanced vocabulary for grade or age level: uses terms in a meaningful way.                                                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Possesses a large storehouse of information about a variety of topics.                                                                                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Has quick mastery and recall of factual information.                                                                                                           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things.                                                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things, looks for similarities and differences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.                                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Reads a great deal on his/her own.                                                                                                                             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Tries to understand complicated material by separating it into its respective parts.                                                                           | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- |                                                                                                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| 9. Becomes absorbed and truly involved in certain topics.                                                     |   |   |   |   |   |   |   |
| 10. Needs little external motivation to work on topics which interest him/her.                                |   |   |   |   |   |   |   |
| 11. Needs little direction from teacher after initial instruction.                                            |   |   |   |   |   |   |   |
| 12. Displays a great deal of curiosity.                                                                       |   |   |   |   |   |   |   |
| 13. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others. |   |   |   |   |   |   |   |
| 14. Is self-confident with children his/her age (or older.) Displays leadership-type qualities.               |   |   |   |   |   |   |   |

# Bright Child vs. Gifted Child

BRIGHT CHILD	GIFTED LEARNER
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- Know 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 straightforward, sequential presentation.
- Is alert.
- Is pleased with own learning.

- Asks the questions.
- Is highly curious.
- Is mentally and physically involved.
- Has wild, silly ideas.
- Plays around, yet test 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.

**Multiple Intelligence  
 Assessment Menu**

**Verbal-Linguistic  
 Intelligence**

*(Language Arts-Based  
 Assessment Instruments)*

- written essays
- vocabulary quizzes
- recall of verbal information
- audioCassette recordings
- poetry writing
- linguistic humor
- formal speech
- cognitive debates
- listening and reporting
- learning logs and journals

**Logical-Mathematical  
 Intelligence**

*(Cognitive Patterns-Based  
 Assessment Instruments)*

- cognitive organizers
- higher-order reasoning
- pattern games
- outlining
- logic and rationality exercises
- mental menus and formulas
- deductive reasoning
- inductive reasoning
- Calculation processes
- logical analysis and critique

**Visual-Spatial  
 Intelligence**

*(Imaginal-Based  
 Assessment Instruments)*

- murals and montages
- graphic representation and visual illustrating
- visualization and imaginatio
- reading, understanding, and Creating maps
- flowCharts and grapsh
- sculpting and building
- imaginary conversations
- mind mapping
- video recording and photography
- manipulative demonstrations

**Bodily-Kinesthetic  
 Intelligence**

*(Performanced-Based  
 Assessment Instruments)*

- lab experiements
- dramatization
- original and Classical dance
- Charades and mimes
- impersonations
- human tableaux
- invention projects
- physical exercise routines and games
- skill demonstrations
- illustrations using body language and gestures

**Musical-Rhythmic  
 Intelligence**

*(Auditory-Based Assessment  
 Instruments)*

**Interpersonal  
 Intelligence**

*(Realtional-Based Assessment  
 Instruments)*

**Intrapersonal  
 Intelligence**

*(Psychological-Based  
 Assessment Instruments)*

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Creating concept songs and raps</li> <li>• illustrating with sound</li> <li>• discerning rhythmic patterns</li> <li>• composing music</li> <li>• linking music and rhythm with concepts</li> <li>• orchestrating music</li> <li>• Creating percussion patterns</li> <li>• recognizing tonal patterns and quality</li> <li>• analyzing musical structure</li> <li>• reproducing musical and rhythmic patterns</li> </ul> | <ul style="list-style-type: none"> <li>• group "jigsaws"</li> <li>• explaining to or teaching another</li> <li>• "think-pair-share"</li> <li>• "round robin"</li> <li>• giving and receiving feedback</li> <li>• interviews, questionnaires, and people searches</li> <li>• empathic processing</li> <li>• random group quizzes</li> <li>• assess your teammates</li> <li>• test, coach, and retest</li> </ul> | <ul style="list-style-type: none"> <li>• autobiographical reporting</li> <li>• personal application scenarios</li> <li>• metacognitive surveys and questionnaires</li> <li>• higher-order questions and answers</li> <li>• concentration tests</li> <li>• feelings diaries and logs</li> <li>• personal projection</li> <li>• self-identification reporting</li> <li>• personal history correlation</li> <li>• personal priorities and goals</li> </ul> |
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## CHARACTERISTICS OF THE GIFTED THAT TEND TO SCREEN THEM OUT OF PROGRAMS

1. Bored with routine tasks, refuses to do rote homework
2. Difficult to get to move into another topic
3. Is self-critical, impatient with failures
4. Limited English language
5. Is critical of others, of the teachers
6. Often disagrees vocally with others, with the teachers
7. Makes jokes or puns at inappropriate times

8. Emotionally sensitive - may over react, get angry easily or cries when things go wrong
9. Not interested in details; hands in messy work
10. Low socio-economic status
11. Refuses to accept authority; nonconforming, stubborn
12. Tends to dominate others, may have few friends
13. Seems to avoid trying new activities to prevent poor performance; evidences perfectionism
14. Easily distractible, unable to focus attention
15. Does not function comfortably or constructively in a group of any size
16. Has an indifferent or negative attitude toward school

## Software That Activates the Multiple Intelligences

### Linguistic Intelligence

- \* word processing programs (WordPerfect)
- \* typing tutors (Mavis Beacon Teaches Typing)
- \* desktop publishing programs (Publish It!)
- \* electronic libraries (World Library)
- \* interactive storybooks (Just Grandma and Me)
- \* word games (Missing Links)

### Logical-Mathematical Intelligence

- \* math skills tutorials (Math Blaster)
- \* computer programming tutors (LOGO)
- \* logic games (King's Rule)
- \* science programs (Science Tool Kits)
- \* critical thinking programs (HOTS--Higher Order Thinking Skills)

### Spatial Intelligence

- \* animation programs (Art and Film Director)
- \* draw-and paint programs (Dazzle Draw)
- \* electronic chess games (Chessmaster)
- \* spatial problem-solving games (Tetris)
- \* electronic puzzle kits (Living Jigsaws)
- \* clip-art programs (The New Print Shop)
- \* geometry programs (Sensei's Geometry)
- \* graphic presentations of knowledge (World GeoGraph)

### Bodily-Kinesthetic Intelligence

- \* hands-on construction kits that interface with computers (LEGO to LEGO)
- \* motion-simulation games (Flight Simulator)
- \* virtual-reality system software (Dactyl Nightmare)
- \* eye-hand coordination games (Shufflepuck Cafe)
- \* tools that plug into computers (Science Toolkit)

### Musical Intelligence

- \* music literature tutors (Exploratorium)
- \* singing software (transforms voice input into synthesizer sounds) (Vocalizer)
- \* composition software (Music Studio)
- \* tone recognition and melody memory enhancers (Arnold)
- \* musical instrument digital interfaces--i.e., MIDI (Music Quest MIDI Starter System)

### Interpersonal Intelligence

- \* electronic bulletin board (Kiasnet)

- \* simulation games (Sim City)

**Intrapersonal Intelligence**

- \* personal choice software (Decisions, Decisions)
- \* career counseling software (The Perfect Career)
- \* any self-paced program (e.g., most of the above programs)

## Significant Books on Giftedness and Related Matters

- Galbraith, Judy (1995) *The Gifted Kids Survival Guide*. Minneapolis: Free Spirit Press.
- Gardner, Howard (1983) *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Horowitz, Frances Degen & O'Brien (1985) *The Gifted & Talented*. Alexandria, Virginia: American Association for Counseling and Development.
- Kerr, Barbara (1991) *A Handbook for Counseling the Gifted and Talented*. Alexandria, Virginia: American Association for Counseling and Development.
- Perkins, David (1992) *Smart Schools From Training Memories to Educating Minds*. New York: Free Press.
- Perkins, David (1995) *Outsmarting IQ: The Emerging Science of Learnable Intelligence*. New York: Free Press.
- Sternberg, Robert J. (1996) *Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life*. New York: Simon & Schuster.

Sternberg, Robert & Davidson, Janet (Eds.) (1987)  
*Conceptions of Giftedness*. Cambridge: Cambridge  
University Press.

Winner, Ellen (1996) *Gifted Children: Myths and Realities*.  
New York: Basic Books.

### **JOURNALS AND NEWSLETTERS**

Gifted Child Newsletter (Monthly)

Box 115, Sewell  
Sewell, NJ

G/GT (5 issues per year)

Box 66654  
Mobile, AL 36606

Gifted Child Quarterly (Researched Based)

1155 115th Street N.W. Suite 1002  
Washington, DC 20005

Rorper Review (4 issues per year)

P.O. Box 329  
Bloomfield Hills, MI 48013

### **MAGAZINES FOR CHILDREN**

3-2-1- Contact (Science)

Odyssey (Astronomy)

World (Environment, Geography, Anthropology)

Cobblestone (Social Studies)

Penny Power (Consumerism for Children)

Highlights for Children (Creativity)

Games (Logic and Reasoning Skills)

Craker (Literary magazine written by and for children)

Creative Kids (Stories, Puzzles, Games, Photography, Poetry written by children)

### PARENT EVALUATION

We would appreciate your input towards the G/T program for your child. Please fill out this form and return it to your child's school.

Date: \_\_\_\_\_

	<i>AGREE</i>	<i>DISAGREE</i>	<i>DON'T KNOW</i>
1. The G/T Program has had a positive influence on my child's attitude towards school.			
2. I believe that I understand the goals of the G/T program.			
3. The activities in G/T have met the needs of my child.			
4. This program has increased my child's self-confidence.			
5. I believe that the enrichment classes have helped my child widen his/her educational background and development of creativity.			

6. I would like this program to continue.

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7. I do not feel that my child is missing the "basics" as a result of this program.

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8. What benefits has your child derived from this program?

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9. What suggestions do you have for improving the program?

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Comments:

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THE  
FOLLOWING  
FORMS ARE  
FOR GIFTED  
AND  
TALENTED  
TEACHER USE  
ONLY

<b>Lyon County School District                  Eligibility Profile</b>
-----------------------------------------------------------------------------

<b>Academic Achievement</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>
Woodcock-Johnson	>94%	95-96%	97-98%	99%
<b>Total</b>				

<b>Total Academic Achievement</b>	
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U=Unobserved    1=Average    2=Strong

<b>Personal Attributes</b>	<b>U</b>	<b>1</b>	<b>2</b>
Creative, productive thinking skills			
Leadership & human relations			
Motivation			
<b>Total</b>			

<b>Total Personal Attributes</b>	
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U=Unobserved    1=Applicable

<b>Risk Factors</b>	<b>U</b>	<b>1</b>
Socio/Economic Status		
Health/Emotional Status		
Language/Cultural Status		

<b>Total Risk Factors</b>	
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<b>Total Academic Achievement</b>	
<b>Total Personal Attributes</b>	
<b>Total Risk Factors</b>	
<b>Total Profile</b>	

Date:	Evaluator:
Qualifies for G/T services  Yes <input type="checkbox"/> <input type="checkbox"/>	Comments:

LYON COUNTY SCHOOL DISTRICT  
Gifted and Talented Program

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Dear Parent:

Your child was referred for Gifted and Talented services. Qualification for the program is based on a variety of criteria individual achievement test scores, parent/teacher questionnaires and personal attributes.

While your child demonstrates fine scholastic abilities, he/she did not meet the necessary criteria for enrollment into the program.

If you have any further questions or wish to review the test data, you may contact this office

\_\_\_\_\_ at

Revised 2001-2002

Lyon County School District  
Gifted & Talented Program

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Sincerely,

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Gifted and Talented Teacher

LYON COUNTY SCHOOL DISTRICT  
Gifted and Talented Multidisciplinary Team  
Meeting

NAME	DATE
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D.O.B.	GRADE	TEACHER
ADDRESS	PHONE	

STRENGTHS:

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NEEDS:

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ASSESSMENT RESULTS:

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ACHIEVEMENT LEVEL TESTING:

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PERSONAL ATTRIBUTES:

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**MEETING NARRATIVE:**

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## Lyon County School District Gifted and Talented Permission to Test

Dear \_\_\_\_\_,

Your child, \_\_\_\_\_, has been referred to the Gifted and Talented program in Lyon County School District. In order to accurately assess your child's eligibility for this program, we must administer an academic assessment. Please complete the lower portion of this letter and return it to \_\_\_\_\_ by \_\_\_\_\_.

If you have any questions, please call me at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Gifted and Talented Teacher

.....

- I hereby give permission for the administration of academic testing.
- I **do not** give my permission for the administration of academic testing.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Gifted and Talented Referral Process Checklist

Student

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1. Received completed referral form
  - Date received:
  - Referring Person:
2. Referring person: Renzulli Scale
  - Date received:
  - Results:
3. Preliminary Paper Screening
  - Date:
  - Results:
4. Referral Process Terminated
  - Date:
  - Notification/meeting with referring person(s):
  - Date of notification/meeting:
5. Teacher Checklist
6. Parent Permission to Test
7. Test Administration
  - Date:
8. Multi-Disciplinary Team Meeting
  - Date:
  - Team Members Notified:
9. Placement Determination
  - Date services begin:
  - Non-qualification:

10. Forward student information to Special Services Secretary