LOCAL ENRICHED ACADEMIC/ARTS PROGRAM

GIFTED & TALENTED

PRIMARY GRADES K-3

Dance

Creative Dramatics

Law Fair

Introduction to Stringed Instruments
National Standards for Gifted and Talented Students

• Promote ongoing student self-understanding, awareness of student needs, and cognitive and affective growth of these students

• Apply theory and research-based models of curriculum and instruction related to students with gifts and talents

• Foster students’ personal and social responsibility, multicultural* competence, and interpersonal and technical communication skills for leadership in the 21st century

• Address the cognitive, creative, and affective development of learners with gifts and talents
Instructional Framework

• Creative Thinking- *(Edward DeBono; Alex Osborn)*
  – innovation; synthesis

• Higher Order Thinking Skills *(Benjamin Bloom)*
  – Critical Thinking *
  – Metacognition

• Creative Problem Solving *(Alex Osborn; Sidney Parnes)*

• Sustained Inquiry *(Joseph Renzulli)*

• Affective Behaviors * *(Carol Dweck; Angela Duckworth)*

• Collaboration *(Len Crockett)*
How it Looks at Each Grade Level

- **Kindergarten**
  - School Wide Enrichment (Individual/Small Group)
    - LEAP: Creative Problem Solving
- **Grade 1**
  - School Wide Enrichment
    - LEAP: Creative Problem Solving
- **Grade 2: Stretch**
  - Mathematics
  - LAL
  - School Wide Enrichment
    - Dance Residency
- **Grade 3: Stretch**
  - Mathematics
  - LAL
  - School Wide Enrichment
    - Workshops
    - Dance Residency
    - Stringed Instruments
    - Law Fair
Kindergarten

• School Wide Enrichment
  – Learning Centers in Classroom
• Work with individual or small groups
• Focus on individual talents/gifts
Grade 1

• School Wide Enrichment (Quarterly)
  – Push-In to all classes with a mini-challenge lesson
  – Students have opportunity to complete the challenge

• Invite students who complete challenge with (rubric)
  – Originality
  – Elaboration
  – Interest and Initiative

• Participate in LEAP classes (5-7 weeks)
  – Pull Out once a week
Grade 2: Stretch

• Pull-Out
  – Mathematics
    • One Hour Weekly Class
  – LAL
    • 50 minute Weekly Class

• School Wide Arts Enrichment
  – Six Week Arts Workshop
    • Originality; elaboration; interest; initiative
Grade 3

- Pull-Out: Stretch
  - Mathematics
    • One Hour Weekly Class
  - LAL
    • 50 minute Weekly Class

- Push-In to all 3rd Grade Classes
  - School Wide Enrichment Lesson
    • All students are given a mini-challenge
  - Students who complete the challenge with (rubric)
    • Originality
    • Elaboration
    • Interest and Initiative

- Invited to participate in a 5-week Workshop/Residency
- Students may participate in a maximum of 2 G&T courses per week
CRITERIA for PARTICIPATION
Grades 2 and 3 (Stretch)

• Multiple criteria
  – Common Assessment: Universal Screener
  – District Assessment
    • Learning Targets
  – Modified Renzulli Characteristics Identification Scale
    • Leadership
    • Creativity
    • Learning
    • Motivation
Communication

• Identification letters- Stretch (to be mailed)
• Participation letters- K, LEAP + Workshops (to be mailed)
• Quarterly narratives by teacher and student with student work
• Workshop narratives by teacher and student with student work
• District/School Web sites
• Teacher/Teacher; Principal/Teacher/Teacher
• Headwork rather than homework
• Class work: content not makeup work
• Location: media center, classrooms, all purpose room, off site, distance learning
• Parent sign off for participation
• Contact information:
  ---Nicole Ferrer  nferrer@pway.org
  ---Tina Jenious-Flood  tjenious-flood@pway.org
  ---Carolyn Keck  ckeck@pway.org
“The future belongs to a very different kind of person with a very different kind of mind- creators and empathizers, pattern recognizers, and meaning makers. These people – artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers - will now reap society’s richest rewards and share its greatest joys.”

-Daniel H. Pink
A Whole New Mind