

Strasburg C-3 GIFTED EDUCATION

Enriched Accelerated Gifted Learning for Exceptional Students (E.A.G.L.E.S.) offers gifted instruction services for students who qualify in grades three through eight. For a detailed description of the goals, placement, and service models, please see our Program Description Guide

Many parents wonder what it means for their child to be gifted. All children are curious and capable learners, but the Missouri definition of giftedness is “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.” E.A.G.L.E.S provides that academic environment beyond the regular classroom.

The qualification process

In order to be identified as a gifted learner, students need to score well on an achievement test as well as an intelligence (IQ) test. The district begins with an initial screen of all students in grades three through eight in the spring and fall using nationally-normed standardized achievement tests like the Missouri Assessment Program (MAP) or the I-Ready Diagnostic. Students who score above the cut scores in both reading and math using the MAP Assessment scores and I-Ready percentile rank, will advance to the SAGES Gifted screener with parent permission. If the student scores above the cut scores on SAGES screener, an intelligence test is then administered by a school counselor or other qualified individual with written parent permission. An IQ score at or above 125 required for admission into E.A.G.L.E.S.

Students not qualifying with the screening assessments may also be referred by a teacher who sees evidence of gifted thinking in the classroom. The teacher will fill out a Teacher Referral Gifted form. The referral form will be scored and if above the cut scores, with parent permission, the student will be given the SAGES Gifted Screener. With a cut score in the 90th percentile on any of the Composite Performance areas of the SAGES, the student moves on to the IQ test.

Score reports will be mailed home. If the child qualifies, the E.A.G.L.E.S teacher will contact parents to set up a short meeting and the child begins E.A.G.L.E.S at the beginning of the next semester. This process will happen in the spring and fall.

Identified gifted students placed in the gifted program will be provided learning experiences in the following performance skills to progress toward achievement of the overall goals of the gifted program:

- Affective
- Communication
- Creativity
- Critical Thinking
- Problem Solving
- Research

Students who are evaluated but do not qualify as gifted may be re-evaluated one calendar year later if desired with parent permission to test again. Once students qualify for E.A.G.L.E.S, they may stay in the program until the end of the eighth grade and do not have to retest.

Transfer students who were in a gifted program at another district will be addressed on a case-by-case basis.

A student may withdraw from placement in the gifted program by one or both options:

- Parent/guardian requests the student be withdrawn from the program. The request shall be submitted in writing to the gifted program facilitator
- Student's school building team determines the student is experiencing difficulties (academic, social, emotional, or behavioral) which significantly interfere with his/her progress, or the progress of others, in either the gifted program or in the regular classroom, and is related to the students' participation in the gifted program.

Parent/guardian, student's school building team, and/or gifted program facilitator may request a conference to discuss student's academic, social, emotional, or behavioral concerns in regards to the student's continued placement in the gifted program. With either option, parent/guardian will be requested to complete Form G Consent for Withdrawal.

If you have any questions, contact Jeff Clark (Gifted Coordinator) or Pam Mollenhauer (Gifted Teacher)

jclark@strasburg.k12.mo.us

pmollenhour@strasburg.k12.mo.us

816-680-3333

Gifted Selection Process

Guidelines for Student Selection

Student selection consists of three stages: (I) screening, (II) Intellectual evaluation and (III) placement

Screening

In order to be identified as a gifted learner, students need to score well on an achievement test as well as an intelligence (IQ) test. The district initially screens all students in grades three through eight in the spring and fall using nationally-normed standardized assessments like I-Ready or the Missouri Assessment Program (MAP). Students must score Advanced in both ELA and Math on the MAP assessment and score at the 85th percentile in reading and math on the I-Ready Diagnostic National Norms. Students meeting the advanced placement requirement and percentile rank, will be given a gifted screener, SAGES-III screener (Screening Assessment for Gifted Elementary and Middle School Students), with parent permission.

Students not qualifying by meeting the Advanced placement and percentile rank, may also be referred by a teacher who sees evidence of gifted thinking in the classroom. With parent permission, the student referred by a teacher will be given a paper-pencil achievement test called the SAGES-III. With a score in the 90th percentile on any subtest of the SAGES, the student moves on to the intellectual evaluation.

Students who score above all cut scores will be placed on a list for further evaluation.

Intellectual Evaluation

The evaluation process consists of an ability (IQ) test. In order to be placed in the gifted program, a student must obtain a Full Scale IQ of 125 or higher on the assessment. The district currently uses the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V). This assessment is completed one-on-one. Individual evaluations of IQ will take place in November/December or April/May depending on the window. Written permission must be given prior to administering an IQ assessment.

Placement

Students are chosen in accordance with state guidelines. A student qualifies by meeting the following criteria:

- Scoring Advanced in both ELA and Math on the MAP assessment, and score 85th percentile in reading and math on the I-Ready Diagnostic National Norms
- Individual achievement on SAGES-III of 90 percentile or higher on any Composite Score; and
- Individual ability on WISC-V Full Scale IQ score of 125 or higher.

When the child is eligible for the program, the gifted classroom teacher or program coordinator will contact the parent/guardian and schedule a conference. After the conference, the student may begin participating in the program at the beginning of the next semester. Once a child qualifies for the program, no further testing or referral is needed. They remain in the program until the end of the eighth grade or at parent discretion.

Transfer Students

Students transferring to Strasburg C-3 School District and requesting placement in the program will be placed provided all of the following criteria are met:

- The student was previously placed in a Missouri public school district's gifted program;
- The student meets or exceeds the identification criteria for Strasburg C-3 Gifted program; and
- The student and his or her parent(s) agree to placement in the program.

Gifted Program Goals

Statement of Goals:

The E.A.G.L.E.S. gifted program strives to build upon and increase the intensity of the Strasburg C-3 curriculum and the Missouri Learning Standards, which generally prescribe the students to gather, analyze, and apply information and ideas, communicate effectively within and beyond the classroom, recognize and solve problems, and make decisions and act as responsible members of society.

The Affective and Leadership Domain.

The E.A.G.L.E.S. program seeks to promote the development of student's understanding of self and others through activities in the affective domain, which focus on the following:

- Develop an understanding of self-concept and risk taking
- Organize time, work and belongings
- Show care in completing tasks, including neatness
- Demonstrate task commitment, completing assignments in a timely manner
- Set goals and take steps toward these goals
- Develop group process skills
- Recognize and respect the diversity of others.

The Cognitive and Creative Expression Domain

The E.A.G.L.E.S. program seeks to promote the development of student's cognitive and creative abilities through the teaching and application of the following:

- Communication
 - Communicate effectively in written expression
 - Plan and present information
 - Utilize a variety of presentation modes
 - Use technology to effectively express ideas
- Research
 - Independently identify an appropriate research question
 - Use appropriate research skills to gather and organize information
 - Use multiple sources to analyze and synthesize information
- Thinking/Problem Solving
 - Determine patterns, sequences, and relationships
 - Apply problem solving skills to achieve an outcome or solution to problems
 - Utilize critical thinking skills to achieve understanding, evaluate viewpoints, and solve problems
- Creative Expression
 - Demonstrate creative thinking through fluency, flexibility, originality, and elaboration
 - Utilize creative thinking techniques to find ideas
 - Make and express meaningful connections
 - Apply creativity skills to original ideas, solutions, and products.

Gifted Education Teacher Referral

Directions: Read each statement and decide how often your student exhibits each behavior. Ask yourself to what degree does my student exhibit the behavior when compared to this or her age appropriate peers?

Instructions: Please complete this form and submit it to the Gifted Education Coordinator.

Student's Name: _____

Date: _____ School: _____

Teacher: _____ Grade: _____

Suspected area of giftedness – please check all that apply:

Academic Areas: _____ Language Arts _____ Math _____ Science

Other Areas: _____ Creativity _____ Leadership _____ Visual Arts _____ Performing Arts

Please check the option below that best describes this student:

_____ The top 10% of this year's class.

_____ The top 3% of this year's class.

_____ The top 3% of any students I have ever had.

_____ Not gifted academically but very strong in _____

Circle the number that best relates to the level of behavior that you have observed in this student.

0 = never, 1 = rarely, 2 = average amount, 3 = more than average, 4 = much more than average

This student ...

- | | |
|--|-----------|
| 1) is intensely curious about many things. | 0 1 2 3 4 |
| 2) has intense feelings and opinions. | 0 1 2 3 4 |
| 3) takes intellectual and emotional risks in expressing or trying out original ideas. | 0 1 2 3 4 |
| 4) is highly original and imaginative. | 0 1 2 3 4 |
| 5) is highly individualistic or non-conforming. | 0 1 2 3 4 |
| 6) has the ability to think of many ways to reach a goal or solve a problem. | 0 1 2 3 4 |
| 7) has a keen sense of humor. | 0 1 2 3 4 |
| 8) has a quick mastery of new information and concepts. | 0 1 2 3 4 |
| 9) has a large knowledge base. | 0 1 2 3 4 |
| 10) recognizes relationships among seemingly unrelated areas of knowledge. | 0 1 2 3 4 |
| 11) is able to transfer learning to new and unique situations. | 0 1 2 3 4 |
| 12) asks provocative questions about the causes and reasons for things. | 0 1 2 3 4 |
| 13) is very alert; gives rapid answers. | 0 1 2 3 4 |
| 14) reasons things out, seeks logical answers. | 0 1 2 3 4 |
| 15) generates a large number of ideas or solutions to problems and questions. | 0 1 2 3 4 |
| 16) makes unusual associations, speculates. | 0 1 2 3 4 |
| 17) shows excitement and enthusiasm, is eager to tell others of discoveries. | 0 1 2 3 4 |
| 18) expends much time and energy in pursuing special interests. | 0 1 2 3 4 |
| 19) has the ability to stick with a problem or project for a long period of time. | 0 1 2 3 4 |
| 20) strives toward perfection; is not easily satisfied with his/her own speed or products. | 0 1 2 3 4 |

Thank you!

Teacher Signature

Date

**Strasburg C-3
GIFTED PROGRAM
CONSENT FOR EVALUATION**

Student Name: _____ **Birthdate:** _____

Parents' Name: _____ **Phone:** _____

Street Address: _____

City/State/Zip: _____

_____ I understand the need for the proposed evaluation of my child. I give Strasburg C-3 School District permission to conduct this evaluation (SAGES 3 Screener and WISC-V Cognitive Test)

_____ I do not give my consent for this evaluation.

I understand I will be informed of the results of the evaluations by the school staff conducting the evaluation, and I may review the educational records. No placement will be made without my written consent.

Parent/Guardian Signature _____

Date _____

Please return signed consent form to:

**Jeff Clark or Pam Mollenhour
Strasburg C-3
608 W. State RTE E
Strasburg, MO 64090**

**Strasburg C-3
GIFTED PROGRAM
WITHDRAWAL OF PLACEMENT**

I give permission to withdraw my child, _____ from the
Strasburg C-3 School District's Gifted Program. I understand the withdrawal from the
gifted program has been deemed necessary and in the best educational interest of my
child at this time.

Parent/Guardian Signature _____ Date _____

Please return signed consent form to:

Jeff Clark or Pam Mollenhour
Strasburg C-3
608 W. State RTE E
Strasburg, MO 64090

**Strasburg C-3
GIFTED PROGRAM
CONSENT FOR PLACEMENT**

_____ I, as a parent/guardian, give permission for the placement of my child,
_____, in the Strasburg C-3 School District's gifted
education program. I understand that my child may be withdrawn from the program by
the program facilitator or myself if it is in the best educational interest of the student
and deemed necessary.

_____ I, as a parent/guardian, was given the opportunity for the placement of my child,
_____, in the gifted education program at Strasburg C-3
School District; however, I do not desire to do so at this time.

Parent/Guardian Signature _____ Date _____

Please return signed consent form to:

**Jeff Clark or Pam Mollenhour
Strasburg C-3
608 W. State RTE E
Strasburg, MO 64090**

**Strasburg C-3
GIFTED PROGRAM
SCREENING/TESTING & EVALUATION RESULTS**

Name of Student _____ **Grade** _____

Student referred by: _____ general screen of scores, _____ teacher referral
_____ transfer from a Missouri Gifted Program

Date Screening process/or referral began: _____

Date Consent to assess: _____

Criteria

Scores obtained

_____ Advanced Math & ELA
Or I-Ready 85%ile rank (math&reading)
Or teacher referral (65/80)

MAP MATH: _____
MAP ELA: _____
I-Ready Reading: _____
I-Ready Math: _____

_____ -Gifted Screener
SAGE-3 90th percentile
On 1 Composite Score

Reasoning Ability _____
Academic Ability _____
General Ability _____

_____ -WISC-V Full Scale IQ
125 or higher

Full Scale IQ: _____

_____ : **Student Qualifies** _____ : **Does not qualify**

_____ : **Consent for placement received** *Date received:* _____