

Choctaw County School District

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PACE | Gifted Education Programs

PACE | 2ND -6TH GRADE

Program of Academic and Creative Enrichment

Gifted Mission Statement

Choctaw County School District recognizes that students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources to maximize their potential. Administrators, teachers, counselors, and facilitators will work with parents, students and the community to identify intellectually gifted students from all backgrounds. Choctaw County School District will offer these students the differentiated instruction and opportunities they need in order to become confident and productive adults.

The 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 at memorization
enjoys straightforward
sequential presentation
is alert
is pleased with own learning

The Gifted Learner...

asks the questions
is highly curious
is mentally and physically
involved
has wild, silly ideas
plays around, yet tests 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

The identification process for Choctaw County School District consists of a combination of subjective and objective measures to determine eligibility for the gifted program. No single evaluation method or instrument adequately identifies students who are gifted; as a result, a multi-faceted identification process must be followed to ensure a fair evaluation of each student.

The identification process shall provide an equitable opportunity for the inclusion of students with an emerging potential for gifted students who are culturally diverse, underachieving, disabled under the Individuals with Disabilities Education Act (IDEA) guidelines, physically handicapped, ADD/ADHD, as well as students who exhibit classroom behaviour such as extreme shyness, short attention spans, disruptiveness, and anxiety.



"What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning." ~ Chuck Grassley

Identification Process for Students

Step 1 – Referral

Two types of gifted referral processes:

- Mass Screening addresses those students who are screened in large groups.
- Individual Referral addresses those students who are individually referred.

Step 2 – LSC Review of Referral Data

Once the referral data has been collected the LSC shall review all data and make a recommendation.

Step 3 – Parental Permission for Testing

District personnel shall obtain written parental permission for testing and notify parents about their rights under FERPA.

Step 4 – Assessment

The assessment stage is the individual test of intelligence, which shall be administered by a licenses examiner. The examiner shall review all available data on the students and use that information to select the most appropriate test of intelligence. A student must score at or above the 91st percentile on approved subtest or total composite in order to satisfy eligibility criteria.

Stage 5 – Assessment Report

A written Assessment Report must be compiled on the student with all the pertinent information about the student and data compiled during the gifted referral process.

Stage 6 – LSC Eligibility Determination

Once the Assessment Report is finalized, the LSC shall meet to review all data and determine if eligibility criteria has or has not been satisfied.

Gifted Outcomes

Thinking Skills – Given a topic, the learner will define and classify the problem(s), make connections, and draw distinctions, analyze information objectively and critically, and differentiate truth and beliefs from his/her understanding of what is logically and realistically possible.

Creativity – Given a real-life situation, the student will be able to select from divergent thinking, analogical thinking, visualization, attribute listing, morphological analysis, synectics, intuitive thinking, spontaneous thinking, creative problem solving and/or the creative process in an appropriate manner to develop a workable solution.

Information Technology – Given a real situation, the students will identify and define the problem, design a research plan appropriate to the problem, conduct the investigation, decide on the most appropriate media for dissemination of the findings/solutions, and present the results before an authentic audience.

Communication Skills – Given a need to retrieve or disseminate information, the student will select and utilize the most appropriate media based upon available resources, technology, audience, and time available, for the most effective communication of information, ideas, feelings, and concepts and correctly interpreting those of others.

Affective Skills – As a gifted learner, students will develop self-acceptance and awareness and demonstrate responsibility for personal growth along with awareness of personal and cultural diversity in others by recognizing forms of bias and stereotypes in order to respect unique beliefs and experiences in themselves and others.

Success Skills – Given a real life situation, the students will utilize effective organizational, decision making, goal setting, project management, and time management skills, including controlling impulses and adapting to unforeseen circumstances, in order to develop solutions to problems and achieve goals.

"If a child can't learn the way we teach, maybe we should teach the way they learn."

~ Ignacio Estrada



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