

ENDEAVOR

(Experience Novel Dynamic Enrichment (to) Achieve Vibrant (and) Outstanding Realizations)



VERNON PUBLIC SCHOOLS

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GIFTED AND TALENTED HANDBOOK

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ENDEAVOR Mission Statement

Vernon Public Schools recognizes that students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources to maximize their potential.

Philosophy of Gifted Education

Giftedness and Talent occurs across disciplines, cultures, and socioeconomic levels. Identification of gifted and talented students should be based on multiple measures of success, including but not limited to, achievement and aptitude assessments, teacher referrals and observations, parent referrals, creativity assessment, and analytical assessments. All students should be provided with educational opportunities designed to foster maximum growth, development, and personal actualization. Gifted and Talented students, by virtue of their outstanding abilities and being capable of high performance, require differentiated educational services beyond those normally provided by the regular school program. We support the development and implementation of services, which will assist gifted and talented students to reach their full cognitive and creative potential. Services for the gifted and talented students should be an integral part of the total educational program and not an optional provision. Services for gifted and talented students should be individualized based on need and development. Students need to be provided with opportunities to engage with intellectual peers.

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Program Goals and Objectives

Academic Objectives:

- Promote critical thinking and reasoning abilities
- Develop and expand thinking skills
- Utilize differentiated strategies for learning
- Build/extend cognitive abilities

Aligned with NAGC Program Standards

Standard 1: Learning and Development

- Educators will:
 - help students identify their interests, strengths, and gifts.
 - develop culturally responsive classrooms and special interventions that match each student's characteristics.
 - use research-based grouping practices
 - provide role models and mentors within and outside the school
 - collaborate with families

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Identification Procedures for Elementary and Middle School

Academically Gifted and Creative Thinking

- 1) Universal Screening OLSAT (Otis Lennon School Ability Test 8th Edition)
 - a. Grade 3
 - b. Completed in October
- 2) Any student that scores a 122 or above on the OLSAT will be referred to PPT to plan further evaluations.
- 3) At PPT 1 the following Evaluations will be requested:.*
 - a. Renzulli Scales for Rating the Behavior of Superior Students
 - b. Structured Observation: Analytical Problem Solving, Writing, Divergent Thinking Test
 - c. Parent Survey
- 4) A Total Summative Score of 38+ determines eligibility.
- 5) ENDEAVOR services will be individualized based on strengths, interests, and skill level.

*Out-of-District Referrals - If the OLSAT 8 is not available the WISC may be substituted.

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VERNON PUBLIC SCHOOLS - STUDENT SUMMARY PROFILE

Gifted and Talented Identification: Academically Gifted/Creative Thinker

Student Name _____

Grade Level _____

Point Value	5	4	3	2	1	0	Total
Quantitative Information - From Universal Screening							
(OSLAT) Verbal Aptitude Index	131+	130-128	127-124	123-120	119-116	Below 115	
(OLSAT) Nonverbal Aptitude Index	131+	130-128	127-124	123-120	119-116	Below 115	
(OLSAT) Composite Score Index	131+	130-128	127-124	123-120	119-116	Below 115	
Qualitative Information - As Part of Evaluations							
Renzulli Scales:							
Learning Characteristics	66-61	60-54	53-48	47-41	33-40	Below 33	
Creativity Characteristics	54-50	49-45	44 - 39	38-33	32-28	Below 27	
Mathematics Characteristics	60-55	54-50	49-45	44-37	36-31	Below 30	
Reading Characteristics	36-34	33-30	29-26	25-22	21-19	Below 18	
Science Characteristics	42-38	37-34	33-30	29-25	24-22	Below 21	
Structured Observation:							
Analytical Problem Solving	9+	8	7	6	5	4	
Writing Sample	5	4	3	2	1	0	
Creative Thinking Measure	5	4	3	2	1	0	
Parent Survey	36-34	33-31	30-28	27-25	24-22	Below 22	
Total Score:							

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ENDEAVOR PROGRAM SCOPE AND SEQUENCE

Curriculum Objectives

- Gifted students receive instruction that is differentiated in content, process, product, learning environment and assessment.
- Students will study techniques that help in the search for innovative solutions. They will develop unique and refined conceptualized ideas. (Creative and Productive Thinking)
- Students will learn strategies for rational decision making and apply them to problems and issues in today's world. (Problem Solving)
- Students will make connections between present knowledge and new information derived from varied materials, media, and environments. They will identify premises, analyze relationships, and validate conclusions. (Thinking Skills)
- Students will make effective decisions about the identification, implementation, and presentation of Ideas (Research)
- Students will use communication to construct knowledge through a variety of means. (Communication)
- Students will recognize their strengths, needs, and individuality, and develop skills to achieve their potential while making meaningful contributions to society. (Personal Development)

Description of Services: Academic Giftedness Elementary

1) Pull Out Services

- Pull-out Instruction 120 minutes per week
- Curriculum for Pull Out Instruction will be developed to encourage Type III Investigations and increase in critical thinking and problem solving skills.
- Curriculum may include upper level mathematics, advanced reading, Advanced Science Units, Independent Service Projects, Problem Based Learning, and/or Units of Study
- During ENDEAVOR Pull Out Class: Students will explore personal interests through Type III Investigations via project-based and inquiry based learning methods. The following skills are practiced when students engage in Type III Investigations: creativity, creative problem solving, decision making, critical and logical thinking, emotional intelligence, listening, observing, perceiving, note taking and outlining, interviewing and surveying, analyzing and organizing data, advanced research skills, accessing reference materials, developing written, oral, and visual communication skills.
- Type II Instruction will occur for students needing support to develop the skills described above. For example, students may need instruction in how to reference and cite sources for research, find primary source documentation, forming a thesis, etc.
- Examples of Possible Investigations May Include:
 - Small Group or Individual Investigations
 - Invention Convention
 - Service Projects
 - Community Connections
 - Mock Trial
 - Debate Team
 - Creative Writing
 - Philosophy
 - All students will participate in a Type III Fair to showcase their individual and small group

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investigations.

- 2) Cluster Grouping
 - Identified students are clustered within classes to provide opportunities regularly for advanced curriculum work.
- 3) Acceleration – Individualized Basis
 - Curriculum Compacting
 - Grade Skipping/Subject Skipping

Description of Services: Academic Giftedness Middle School

- Students will attend a pull out ENDEAVOR Class and will explore personal interests through Type III Investigations via project-based and inquiry based learning methods. The following skills are practiced when students engage in Type III Investigations: creativity, creative problem solving, decision making, critical and logical thinking, emotional intelligence, listening, observing, perceiving, note taking and outlining, interviewing and surveying, analyzing and organizing data, advanced research skills, accessing reference materials, developing written, oral, and visual communication skills.
- Type II Instruction will occur for students needing support to develop the skills described above. For example, students may need instruction in how to reference and cite sources for research, find primary source documentation, forming a thesis, etc.
- Examples of Possible Investigations May Include:
 - Invention Convention
 - Math Olympiads
 - National History Day Extension Projects
 - Word Masters
 - Epoche Art

Description of Services: Talent (Music and Visual Art)

(Some of these options were discussed with the art teacher – we need to develop this piece further)

- 1) Advanced Visual Art Class Elementary Level
- 2) EPOCHE Art Middle School Level
- 3) Higher level music lessons for band lessons on an individual or small group basis
- 4) Mentorship with high school students and students at the elementary and middle school level.
- 5) Type III Investigations into visual art and music with facilitation by the gifted teacher and consult support by the art and/or music teacher when necessary. (Example - composing an original song that may be performed at a concert, creating an art installation, mural work through the school buildings, etc.)

Proposed Additional Clubs and Activities – Not all run by GT Teachers:

National Junior Honor Society – Middle School

Model United Nations

History Day Club After School 6th and 7th Graders

Math Team 7th and 8th Grade

Media Team 6-8th

Invention Convention

First Lego League

Math Olympiads