Cabot School District

Gifted and Talented Policy Handbook

2020 – 2021

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

-Anatole France

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Cabot Public School District
G/T Staff Assignments
2020-2021

Director of Gifted/AP Programs

Aaron Randolph

G/T Coordinator

Melissa Elliott

Administrative Assistant of Gifted/AP Programs

Emily Peyton

Elementary G/T Specialists

Central Elementary	Allan West
Eastside Elementary	Scott Patterson
Magness Creek Elementary	Mary Beth Trammell
Mountain Springs Elementary	Amanda Eggerth
Northside Elementary	Jennifer Thomas
Southside Elementary	Joyce Dalton
Stagecoach Elementary	Caroline Gairhan
Ward Central Elementary	Kim Thompson
Westside Elementary	Karen Bryan

Middle School G/T Specialists

Cabot Middle School North	Ginger LeQuieu
Cabot Middle School South	Meaghan Sitzmann

Middle School G/T Para's

Cabot Middle School North	Robert Doty
Cabot Middle School South	Melissa Long

Secondary G/T Specialists

Cabot High School-GT Seminar	Hannah Jones
Freshman Academy/JHN/JHS-GT Seminar	Traci Chudy

The Cabot School District has a long history of commitment to excellence. Part of that commitment entails helping every student meet his/her full potential; therefore, providing for the needs of gifted students is essential. The district recognizes and supports the concept of differentiated curricula for students placed in the gifted and talented program. Extension of the depth and complexity of the learning experience is accomplished by promoting higher order thinking skills, critical and creative problem solving, opportunities to study areas of self-interest, and a sense of individual self-worth.

DEFINITION OF GIFTEDNESS

According to the *Gifted and Talented Rules and Regulations: Program Approval Standards (ADE 1999)*, "Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services."

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of the following:

1. Above average intellectual ability
2. Task commitment and/or motivation
3. Creative ability

PROGRAM GOALS AND OBJECTIVES

- Our goal is to provide varied types of opportunities appropriate to meet gifted students' cognitive and affective needs within the school. In order to achieve this goal, we will

    - provide opportunities for students to pursue individual interests and develop talents.

    - provide for the cognitive needs of gifted students through challenging instruction that differs in content, process, product, and pace from the traditional classroom.

    - provide for the social-emotional needs of gifted students through peer discussions and activities designed to develop self-awareness, a healthy self-concept, and an understanding of strengths, weaknesses, and potentials.

    - provide opportunities for students to utilize a variety of technologies as appropriate

- Our goal is to serve as a resource for teachers in meeting the needs of gifted students. In order to achieve this goal, we will

    - provide staff development and support in the differentiation of curriculum and instruction necessary to challenge gifted students at their ability levels.

    - provide training for staff regarding the characteristics and educational needs of gifted students.

    - collaborate with regular education teachers in order to meet the cognitive needs, as well as the social and emotional needs, of gifted students in the classroom.

    - effectively communicate with parents of gifted students concerning student progress and program options.

HOW DO WE MEET THE NEEDS OF A GIFTED STUDENT?

Gifted children need special education services:

Enrichment

Provide opportunities to study content that adds to or goes beyond that which is taught in the regular classroom

Acceleration

Provide opportunities to study new material that is typically taught at a higher grade level than the one in which the child is currently enrolled

Individualization

Recognize the student's needs based upon his/her readiness level and interests

Remediation

Focus on closing any gaps which may have occurred during previous learning

Social/Emotional Needs

Focus on the affective needs of gifted students

Research

Acquire research skills necessary to explore areas of interest

Adapted from Feldhusen: *Excellence in Educating the Gifted* (1989)

PROGRAM DESCRIPTION

Grades K – 1: Whole Group Enrichment Program

The G/T Specialist designs whole group enrichment lessons emphasizing creativity, problem solving, logic, and critical/reflective thinking. All K-1 students receive weekly enrichment lessons. One lesson per month is delivered by the G/T Specialist.

Grades K – 4: Elementary G/T Program

The K-4 elementary program operates through a consultation model designed to identify students in grades K-4 and serve them through an Independent Study Plan (ISP). The district's goal is to serve at least 5% of our elementary school population. Students meet in small groups once a week with a certified G/T Specialist for an ISP conference. The ISP is developed collaboratively with the student and the G/T Specialist and is based upon the individual interest and need of the student. G/T students also meet two additional times throughout the week as a grade level group for G/T advisory and G/T intervention. G/T advisory is designed to meet the social and emotional needs of gifted students. G/T intervention provides the opportunity for curriculum compacting through acceleration and enrichment. When available, the certified G/T Specialist also works with flexible groups of highly capable students. The consultation model is built on the premise that G/T students are gifted all day every day and that the differentiation of classroom curriculum is instrumental to their success. Identified elementary students are involved in ancillary programs operated through the G/T program such as Community Service opportunities, Quiz Bowl, Junior Park Ranger, SLUFY, and Duke Talent Search. Shadowing experiences and guest speakers from the community are scheduled when available.

Grades 5 – 6: Middle School G/T Program

The 5-6 middle school program operates through a send-out program which allows gifted students access to the G/T resource room any time during the day. Identified students receive direct instruction for a minimum of 150 minutes per week; however, there is not a maximum amount of time allowed in the resource room, and students often exceed the 150 minute time requirement. When in the resource room, students work on independent study plans (ISP). Middle school students have the opportunity to participate in field experiences at Heifer Ranch, in Perryville, AR. Fifth graders take part in the day program called Animal Connections and sixth grade students participate in the Global Gateway program. A variety of service learning projects have been implemented including cross generational buddies at a local retirement facility, helping pack food boxes for the Cabot Christmas Alliance, and many more. Community involvement is facilitated through guest speakers. The resource room is only closed during scheduled G/T seminars when all identified students are scheduled to be in the room for special classes. G/T seminar addresses the affective needs of gifted students and promotes logical and creative thinking skills. Identified middle school students are given the opportunity to participate in ancillary programs such as Quiz Bowl, Duke Talent Search, spelling bees, and the Harding Math Challenge.

Grades 7 – 9: Junior High G/T Program

Identified G/T students in grades 7-9 are served through the Pre-AP Program. Pre-AP courses are offered in mathematics, English, science, and social studies in grades 7-9. Pre-AP foreign languages courses are offered beginning in grade 9. Pre-AP students as well as Identified students also receive services through G/T Seminar. G/T Seminar is provided at least once monthly by a G/T specialist and is designed to meet the affective needs of gifted students. It also promotes critical/creative thinking skill and strategies for taking high stake exams such as the PSAT and ACT. Identified junior high students are given the opportunity to participate in ancillary programs such as quiz bowl and the Duke Talent Identification Program (TIP).

Grades 10-12: High School G/T Program

Identified high school students in grades 10-12 are served through Pre-AP/AP courses and G/T Seminar. The G/T Seminar course is designed to help students excel in Pre-AP and AP courses as well as teach them strategies for taking high stakes exams such as the PSAT, SAT, and ACT. The G/T Seminar curriculum is based on the framework and curriculum developed by the Arkansas Department of Education for seminar courses. G/T Seminar is a yearlong course (1 credit) targeted for 10th graders, but juniors and seniors may also enroll. G/T Seminar II is a continuation of, and more in-depth completion of the first year curriculum targeted for 11th graders. Identified G/T students are given the opportunity to participate in ancillary programs such as CHS Quiz Bowl and Arkansas Governor's School.

Identified high school students are encouraged to join Cabot High School's Advanced Placement (AP) Academy. The AP Academy is designed to support students in grades ten through twelve who wish to enroll in college preparatory coursework emphasizing academic rigor. The main purpose of the AP Academy is to encourage AP participation and prepare students for academic success at colleges and universities. The AP Academy offers a relevant and challenging educational experience which emphasizes critical/creative problem-solving, effective communication, and community service. It also provides an intellectual and social community where students work together with faculty to explore how knowledge can be integrated across disciplinary lines.

Admittance into the AP Academy is by application. Students who enter into the program should be prepared to accept the academic challenge inherent in AP coursework. Specifically, students applying should:

- Exhibit a proven high level of interest in all subject matter and be motivated to learn and participate in classroom discussions.
- Possess the background and academic preparation required for AP coursework.
- Demonstrate the characteristics of maturity, self-discipline, persistence, and independence required for successful performance in the AP Academy.

Students who participate in the AP Academy will have the opportunity to earn academic designations including: AP Scholar, AP Scholar with Honor, AP Scholar with Distinction, and AP National Scholar. Upon graduation, they will receive an AP Academy seal affixed to their diploma and an AP Academy cord to adorn their cap and gown.

AP Academy Graduation Requirements

- Completion of Cabot High School's Honors Graduation Requirements
- Completion of eight (8) Pre-AP and/or AP courses in which the student received high school credit. Three (3) of the eight (8) courses must be AP.
- Completion of a student portfolio detailing student accomplishments in grades nine through twelve
- Completion of a community service project, approved by the Secondary G/T Coordinator, prior to the end of the first semester of the senior year
- Cumulative GPA of at least 3.5

AP Academy Student Services

- Guidance with sequencing of Pre-AP/AP course selections
- Assistance with maintaining a student portfolio
- Guidance regarding the implementation of a community service project
- Information concerning college selection and scholarship opportunities
- Assistance with the completion of college admission and scholarship applications
- Support with college scholarships through direct contact with admission and finance officers
- AP exam preparation sessions
- Mock interview opportunities

AP Academy Student Benefits

- A commitment to academic excellence
- The ability to perform well on high-stakes college entrance exams
- The development of finely tuned study habits required for success in college
- The confidence to succeed in a rigorous academic setting
- The opportunity to earn up to a full year of college credit before high
- school graduation
- A greater potential for enhanced college scholarships

AP Academy Parent Support Services

- GT/AP Advisory Council

- Pre-AP Parent Meeting
- AP Parent Meeting
- College Readiness Seminar
- Parent Conferences
- AP Student/Parent Bulletin

BRIGHT CHILD VS. GIFTED LEARNER

A Bright Child:	A Gifted Learner:
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straight forward sequential presentation	Thrives on complexity
Is alert	Is keenly observant

Is pleased with own learning	Is highly self-critical

BEHAVIORAL CHARACTERISTICS OF A GIFTED STUDENT

Academic Ability

- Masters and recalls factual material quickly
- Sees cause and effect relationships; wants to know "why" and "how"
- Reads often; doesn't shy away from difficult material; may read at an advanced level and/or prefer non-fiction
- Has a highly-developed vocabulary and the ability to use verbal skills to solve conflicts, influence others, etc.
- Analyzes newly-learned material easily
- Understands relationships of numbers and concepts of time
- Makes connections between prior knowledge and new information

Motivational Characteristics

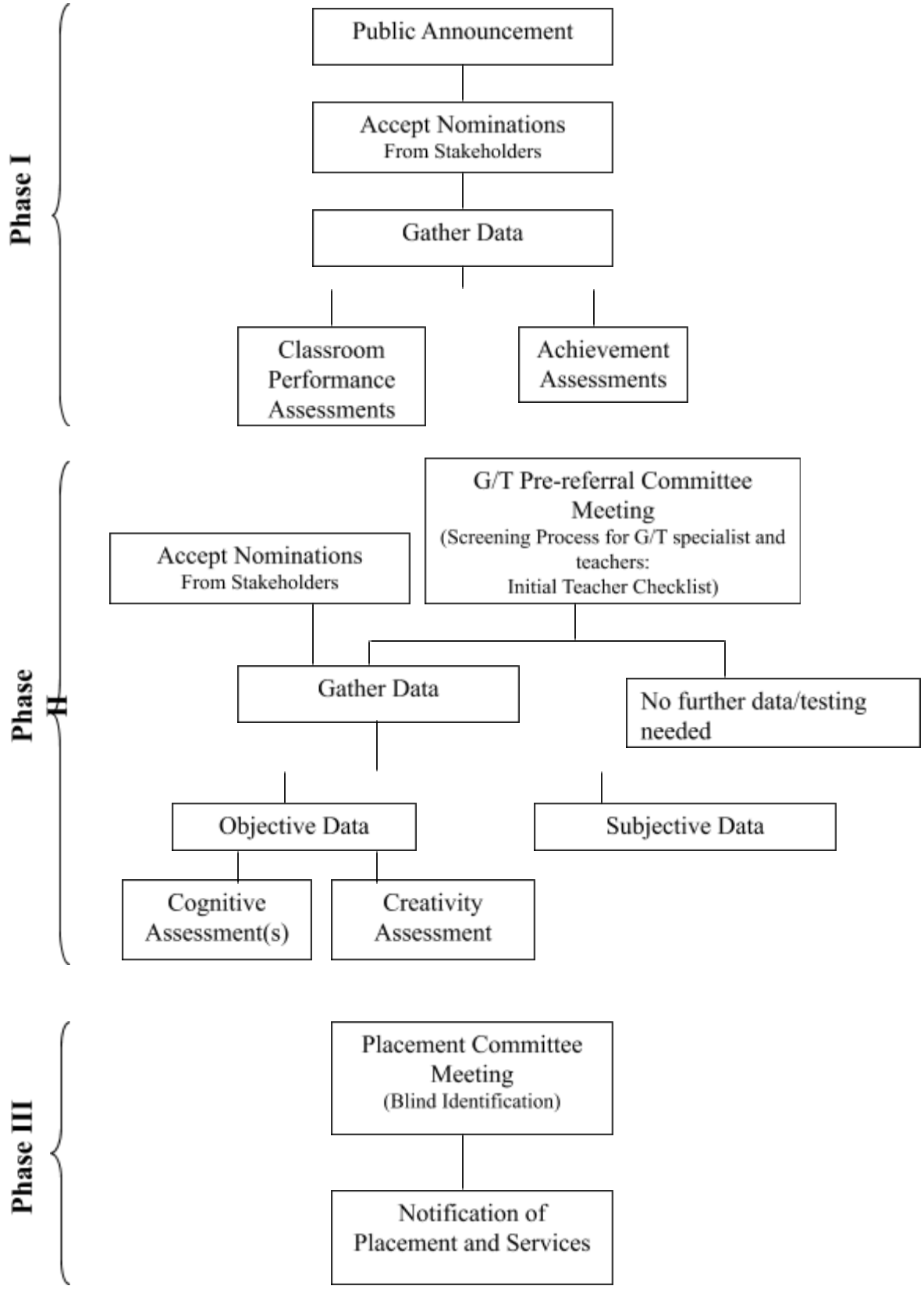
- Shows interest in adult issues (politics, religion, etc.)
- Asks questions; curious
- Focuses on topics of interest
- Is independent and self-assertive
- Has a strong sense of justice
- Can be self-critical; perfectionist

Creativity Characteristics

- Is adventurous; a risk taker
- Has a mature sense of humor
- Is curious about a wide variety of topics
- Expresses unique artistic perspectives
- Recognizes other points of view

(Adapted from the *Renzulli Hartman Rating Scale*)

PROGRAM IDENTIFICATION FLOWCHART



IDENTIFICATION PROCEDURES

For the purposes of identification, special programming, and intervention, the Cabot School District's definition of *gifted and talented* is consistent with the state of Arkansas' definition:

> "Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability" (*Gifted and Talented Rules and Regulations: Program Approval Standards*).

Identification of gifted and talented students in the Cabot School District is an ongoing process extending from grades K-12, serving at least 5% of the student population. Written identification and placement procedures for the G/T program are available to all stakeholders. A district parent meeting designed to give information regarding the gifted and talented identification process and the criterion for placement is held annually. As pursuant with state rules and regulations, a public announcement is made notifying stake holders of the nomination process. Nominations are accepted from stakeholders such as parents, school personnel, community members, peers, or by self-nomination. Once a student has been nominated, data is collected in a non-discriminatory manner. Multiple criteria are used to determine placement. Placement is made by at least a five member committee consisting of, but not limited to, a G/T Specialist, a counselor, classroom teachers, and the Director of Gifted/AP Programs. Identification procedures are uniformly implemented across the district. Gifted and talented student records remain on file for five (5) years post-graduation.

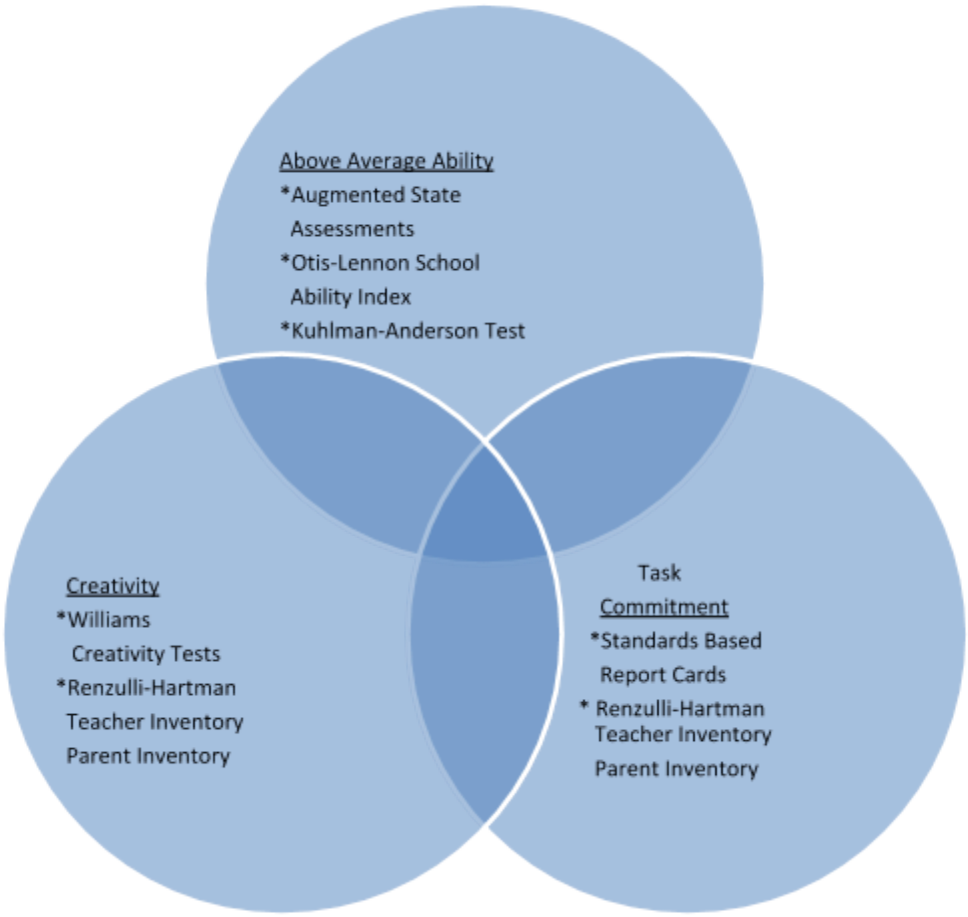
Identification for Elementary Gifted and Talented Program (K-6)

The first stage of identification in the nine K-4 elementary schools and two 5-6 middle schools consists of gathering subjective and objective data. Through observations during G/T whole group enrichment (K-1), the G/T Specialist and classroom teacher discuss information to be placed on the *Kingore Observation Inventory* checklist. During flexible groups (K-4), information is gathered and kept in anecdotal form by the classroom teacher and G/T Specialist. Objective data, such as current standardized achievement tests, formative assessments, and norm-referenced tests are also documented.

At the conclusion of first grade, formal identification begins with a pre-referral conference in which the classroom teacher and the G/T Specialist review information gathered since kindergarten. Once student data has been reviewed, recommendations are made for additional testing and possible placement in the gifted program. At this time, stakeholders may also

recommend students for testing. Once a nomination is received, the district placement procedures will take place. Parents must give written permission before G/T testing can be administered.

Objective information collected, beginning at the end of first grade, consists of augmented state assessments, the *Otis Lennon School Abilities Test, 8th Edition,* and the *Williams Tests of Creativity, Exercise in Divergent and Thinking*. Additional data may also be collected from the *Slosson Intelligence Test, Revised* and the *Kuhlmann-Anderson Tests, 8th Edition*. Subjective information is gathered via the *Renzulli Hartman Rating Scale*, the *Kingore Observation Inventory*, by grades, and by anecdotal records kept by the G/T specialist and classroom teachers.



Once objective information is gathered from testing and subjective information has been quantified, placement meetings are held. Students are identified using a blind identification process. No single criterion or cut-off score is used to include or exclude a student. Staffing forms are completed which provide justification for placement/non-placement of students in the gifted program. Parents and teachers are notified by letter of the decisions of the placement committee. A parent/guardian must give written permission before a student may be placed in the gifted program. Instructionally useful student information obtained during the G/T identification process is disseminated to classroom teachers via grade level team meetings. A

student review is completed each year which provides documentation for continuation of gifted services.

A parent or teacher may appeal the decision of the placement committee or the annual review committee. A conference will first be held at the building level by the G/T specialist and the building administrator. If a parent or teacher files a formal appeal, they will send a letter including their request for an appeal along with any other data or subjective information which indicates their child is in need of gifted programming. Once that formal appeal is made, a district committee will hear the appeal. The district appeal committee will be comprised of at least five members consisting of, but not limited to, a classroom teacher, G/T Specialist, counselor, building administrator, and the Director of Gifted/AP Programs. The district appeal committee will consider both the objective and subjective information considered by the initial placement committee. This data will include an assessment of creativity. Parents and teachers are notified by letter of the decision of the appeal committee

Identification for Placement in Pre-AP and AP Program (7-12)

Identification of gifted students in grades 7-12 occurs through Pre-Advanced Placement (Pre-AP) committee meetings. Students are screened separately for Pre-AP and AP classes. Students must be nominated for Pre-AP and AP courses by a classroom teacher, parent, or self. Before students are recommended to take Pre-AP and AP courses, test scores and grades are checked to ascertain strength in the subject areas being considered. Students are not excluded from taking Pre-AP or AP courses, but they are strongly encouraged not to enroll in courses for which they are unprepared. Students are recommended separately for individual Pre-AP and AP courses offered at the junior high and high school level. A placement form is sent home to parents which lists course recommendations. Enrollment in the Pre-AP and AP program is generally higher than that of the gifted program.

Identification and placement procedures for the Pre-AP and AP program are explained to parents during registration and during an annual Pre-AP/AP Parent Meeting. Parents must give written permission before a student may enroll in a Pre-AP and AP course. Parents are encouraged to contact their school counselor or the Director of Gifted/AP Programs if they are unsure of the recommendation/placement process for the Pre-AP and AP program.

Identification of Special Needs Population (K-12)

Students with special needs are screened in the same manner as the general population. Students with learning disabilities and/or other mentally handicapping conditions, who could be considered twice exceptional (gifted and LD), are placed when giftedness can be positively identified through objective/subjective data and motivation. Programming is based on the handicapped student's strength areas and the ability of the district to provide facilities, equipment, and personnel to meet the educational need of that individual in the least restrictive environment.

ACCELERATION POLICY

The Cabot School District recognizes the need of educational alternatives for students who demonstrate advanced academic achievement. Acceleration is used to match high level academic ability and specific talent with optimal learning opportunities. The purposes of acceleration as a practice are 1) to adjust the pace of instruction to the student's capability in order to develop a sound work ethic, 2) to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning, and 3) to reduce the time period for students to complete traditional schooling (NAGC, 2008).

Acceleration Pre-Referral Qualifications

Prior to an acceleration referral, a student should demonstrate achievement and ability in the following areas.

- High academic performance in core content areas
- High intellectual ability on assessments administered through the gifted program

Acceleration Referral

A student may be referred for acceleration by a parent, administrator, counselor, teacher, or student. A written request stating the reason for the referral should be made to the building principal by May 1 in order for acceleration to be considered for the following school year.

Acceleration Committee

Once a referral for acceleration is made to the building principal, he/she will contact the Director of Gifted Programs and a committee will be formed. The committee will include the following:

- Director of Gifted/AP Programs
- Building Principal
- G/T Specialist
- Counselor
- Teachers

Factors Considered by the Acceleration Committee

In reaching a decision, committee members shall consider the following:

- Teacher Recommendation
- Academic Ability
- Learning Aptitude
- Educational Achievement
- Interpersonal and Emotional Maturity
- Developmental Factors
- Parental/Guardian Support

Acceleration Procedures

- Upon referral, student data will be collected and reviewed by the Director of Gifted/AP Programs. The district reserves the right to conduct further testing if warranted. Parents will sign a permission to test form prior to testing administered by the gifted program.

- Parents and teachers may be asked to fill out a rating scale on characteristics of giftedness.

- The counselor, G/T specialist, and/or Director of Gifted/AP Programs may consult with the student.

- Committee members will review records, grades, assessments, and written comments from parents and teachers.

- The committee will meet to discuss appropriate placement for the student. Parents of the student may request to address the committee members prior to the acceleration meeting.

- A decision will be made by the committee after review of the data collected. Committee decisions are subject to review by the Director of Gifted/AP Programs.

- Parents will be notified of the placement decision by the building principal within fourteen (14) days of the initial committee meeting.

- The placement decision may be appealed to the Director of Gifted Programs.

- When the decision is made to accelerate a student, an evaluation of the implementation will be conducted each quarter during the first year and will continue subsequent years if warranted.

EXIT POLICY AND PROCEDURE

Exit from the Cabot School District's Gifted Program (K-12) may be initiated by a G/T specialist, classroom teacher, parent, or student. A recommendation for discontinuation of gifted services should be based upon proper documentation of multiple criteria, which should include both subjective and objective information, that indicates a student would not be best served by continuation in the gifted program.. This data may include: unsatisfactory annual reviews, lack of motivation and/or task commitment in the G/T classroom, failure to work to full potential in the regular classroom, and other information as needed.

Before the exit procedure is initiated, a parent conference will be held in an effort to improve student performance. If the student performance continues with no improvement, a G/T exit committee will place the student on probation or exit the student from the program. The exit committee will be comprised of at least five members consisting of, but not limited to, a G/T specialist, building administrator, counselor, and classroom teachers.

A parent or teacher may appeal the exit decision. The appeal will be heard by a district exit committee. The district exit committee will be comprised of at least five members consisting of, but not limited to, a principal, G/T specialist, classroom teachers, and the Director of Gifted/AP Programs.

FREQUENTLY ASKED QUESTIONS

My child has just been identified as gifted. Now what do I do?

Parents should learn as much as possible about giftedness, the school's gifted program, and ways in which they can be proactively involved in their child's education.

How do I refer a child for the gifted program?

A person interested in referring a child for the gifted program should contact a G/T Specialist at the child's school or the Director of Gifted/AP Programs.

What if my child isn't selected for the program? Will he/she be considered next year?

A student who is not selected must be re-nominated in order to be considered for the program each year.

How often does the district select students for the gifted program?

The Gifted and Talented Placement Committee convenes whenever a need arises. The committee will always meet at the beginning of the school year to make placement decisions based on the previous year's nominations and testing results. During the meeting, the committee will also review the records of any student that has transferred into the district who was identified as gifted in his/her former school.

Is my child required to make up work completed in the regular classroom while he/she was attending G/T classes?

The Arkansas Gifted and Talented Rules and Regulations state G/T assignments should be in lieu of, not in addition to, regular classroom assignments; however, on occasion it may be necessary for students to complete a classroom assignment. You may contact your child's G/T Specialist or the Director of Gifted/AP Programs if this becomes an issue for your child.

How can I monitor my child's progress in the G/T program?

Each G/T Specialist will maintain a website regarding the activities in the G/T classroom. Students will also receive a progress report (grades 2-4) each grading period.

How often will my child receive gifted services?

The Arkansas Department of Education's Rules and Regulations for Gifted and Talented Education mandates that identified gifted students receive an average of 150 minutes of G/T services weekly.

How do I know my child is receiving a quality "gifted education"?

Arkansas Standards for Accreditation require districts to evaluate the gifted and talented program annually. All stakeholders (students, parents, teachers, administrators, and members of the community) are encouraged to evaluate the program through surveys, interviews, and focus groups. The results of the data collected are compiled into an annual report and submitted to the State Department of Education, Office of Gifted and Talented; in addition, each school district's gifted and talented program is monitored by the state department every three years.

CABOT PUBLIC SCHOOL DISTRICT
GIFTED AND TALENTED CURRICULUM FRAMEWORKS (K-6)

PREFACE

The Gifted and Talented Curriculum Frameworks were developed by the Cabot Public School District to better meet the needs of gifted students. The framework was created through a collaborative effort of the Director of Gifted/AP Programs and the G/T specialists in the district. The student learning expectations in this document were developed through a consensus using the latest research and best practices in the field of gifted education.

The basic purpose of the Cabot Public School District's Gifted Program is to extend the depth and complexity of the learning experience for the gifted student. This is facilitated by promoting higher-level, critical, and creative thinking skills. The program also provides the freedom to study areas of interest in expanded levels of inquiry and the opportunity to develop a sense of individual worth and a responsibility to self and to society.

This document was designed to align and coordinate the curriculum for the Cabot Public School District's Gifted Program. The curriculum framework is based on five processes that are considered fundamental to the development of a differentiated curriculum: critical thinking, creativity, research, self-awareness, and communication. The goals and student learning expectations outlined in this document should be considered a foundation, not a limitation, for the development of lifelong and independent learners.

CURRICULUM STRANDS

Strand One: Critical Thinking
Critical thinking is the identification and evaluation of evidence to guide decision making. A critical thinker uses broad in-depth analysis of evidence to make decisions and communicate his/her beliefs clearly and accurately.

Standard One: Students will use observation, questioning, analysis, and evaluation skills to explore issues, concepts, and ideas. They will also use metacognition to examine their process of thinking.

Standard Two: Students will develop the ability to sense that a problem exists, define the problem, analyze the problem and solution interactions, and determine and assess possible solutions.

Strand Two: Creativity
Creativity (or "creativeness") is a mental process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts.

Standard One: Students will increase their ability to generate many, varied, innovative, and elaborate ideas and solutions to problems. This will be achieved through the study of fluent, flexible, original, and elaborative thinking.

- Fluency: ability to produce of a wide variety of ideas easily
- Flexibility: ability to seek alternatives and utilize varied resources
- Originality: ability to generate new and unusual ideas
- Elaboration: ability to add details and enrich ideas

Strand Three: Research
Research is an organized and systematic way of finding answers to questions.

Standard One: Students will select a topic, research, and analyze information.

Strand Four: Self-Awareness
Self-awareness is recognizing your own strengths and limitations and understanding your own emotions and the impact of your behavior on others in diverse situations.

Standard One: Students will develop habits of mind and an increased awareness of self and others when making decisions.

Strand Five: Communication
Communication is the process of expressing ideas effectively through speech and the use of technology.

Standard One: Students will develop effective presentation formats using communication skills.

CPSD Strand 1: Critical Thinking

Standard 1: Students will use observation, questioning, analysis, and evaluation skills to explore issues, concepts, use metacognition to examine their process of thinking.

Content	Grades K-2	Grades 3-4	
Observation	CRIT.1.K-2.1 Identify details CRIT.1.K-2.2 Generate a list of attributes with assistance using all senses	CRIT.1.3-4.1 Make unique observations CRIT.1.3-4.2 Generate a list of attributes using all senses	CRIT.1.5-6.1 Perceive in depth CRIT.1.5-6.2 Generate an exten senses
Questioning	CRIT.1.K-2.3 Develop value of questioning CRIT.1.K-2.4 Develop an attitude of questioning CRIT.1.K-2.5 Formulate questions to gather relevant information	CRIT.1.3-4.3 Develop lateral thinking and questioning CRIT.1.3-4.4 Refine questioning techniques CRIT.1.3-4.5 Determine propaganda	CRIT.1.5-6.3 Analyze and evalu CRIT.1.5-6.4 Create investigativ CRIT 1.5-6.5 Determine what as issue
Analysis	CRIT.1.K-2.6 Identify main idea CRIT.1.K-2.7 Identify fact from fiction CRIT.1.K-2.8 Classify information into logical categories CRIT.1.K-2.7.9 Analyze characteristics with assistance	CRIT.1.3-4. 6 Abstract major points and summarize from the whole CRIT.1.3-4.7 Discriminate between relevant and irrelevant information CRIT.1.3-4.8 Discriminate between reliable and unreliable sources of information CRIT.1.3-4.9 Scrutinize information and draw conclusions based on given or discovered principles CRIT.1.3-4.10 Clarify true problem; focus concentration on most relevant problem	CRIT.1.5-6.6 Independently dis irrelevant informa CRIT.1.5-6.7 Independently dis unreliable sources CRIT.1.5-6.8 Abstract general t whole CRIT.1.5-6.9 Analyze character and in novel ways CRIT.1.5-6.10 Identify purpose i stakeholders; and CRIT.1.5-6.11 Clarify true proble in fuzzier situation significant or relev

CPSD Strand 1: Critical Thinking

Standard 1: Students will use observation, questioning, analysis, and evaluation skills to explore issues, concepts, use metacognition to examine their process of thinking.

Content	Grades K-2	Grades 3-4	
Logical Reasoning	CRIT.1.K-2.10 Perceive relationships such as sequence, compare and contrast, and cause and effect CRIT.1.K-2.11 Classify group information based on broad categories CRIT.1.K-2.12 Comprehend analogies CRIT.1.K-2.13	CRIT.1.3-4 .11 Perceive, seek, and form relationships/patterns such as sequence, compare/contrast, and cause and effect CRIT.1.3-4.12 Classify information with greater refinement and subtlety; classify information in multiple ways CRIT.1.3-4.13	CRIT.1.5-6.12 Perceive, seek, an relationships/patte CRIT.1.5-6.13 Classify informati CRIT.1.5-6.14 Comprehend and analogies CRIT.1.5-6.15

	Analyze open-ended problems CRIT.1.K-2.14 Make inferences CRIT.1.K-2.15 Introduce problem solving strategies CRIT.1.K-2.16 Make predictions based on results	Comprehend and construct more advanced analogies CRIT.1.3-4.14 Connect and organize information logically CRIT.1.3-4.15 Connect and apply information skills across disciplines CRIT.1.3-4.16 Analyze how ideas are related over time and why change has occurred CRIT.1.3-4.17 Infer and interpret within available information CRIT.1.3-4.18 Integrate new information into existing schemas CRIT.1.3-4.19 Combine concepts, principles, data, and strategies to generate new understanding	Connect and orga creatively CRIT.1.5-6.16 Connect and apply disciplines; condu CRIT.1.5-6.17 Analyze how idea change has occurr CRIT.1.5-6.18 Infer and interpret CRIT.1.5-6.19 Create new inform schemas CRIT.1.5-6.20 Combine concepts to generate new u CRIT.1.5-6.21 Construct predicti consequences of d CRIT.1.5-6.22 Establish alternati constructing criter

CPSD Strand 1: Critical Thinking

Standard 1: Students will use observation, questioning, analysis, and evaluation skills to explore issues, concepts, use metacognition to examine their process of thinking.

Content	Grades K-2	Grades 3-4	
Evaluation	CRIT.1.K-2.17 Develop criteria for judging accuracy, relevance, or quality CRIT.1.K-2.18 Self-assess quality of work	CRIT.1.3-4.20 Establishing criteria for judging accuracy, relevance, originality CRIT.1.3-4.21 Self-assess quality of work CRIT.1.3-4.22 Define and assess thinking processes CRIT.1.3-4.23 Learn to prove or disprove ideas by presenting evidence	CRIT.1.5-6.23 Employ inductive make conclusions CRIT.1.5-6.24 Employ logical re and recognize con CRIT.1.5-6.25 Draw accurate or statement "suppor CRIT.1.5-6.26 Judge appropriate of procedures or n problem CRIT.1.5-6.27 Self-assess quality CRIT.1.5-6.28 Prove or disprove

CPSD Strand 1: Critical Thinking

Standard 2: Students will develop the ability to sense that a problem exists, define the problem, analyze the prob interactions, and determine and assess possible solutions.

Content	Grades K-2	Grades 3-4	
Mess Finding	CRIT.1.2.K-2.1 Recognize a problem with the teacher	CRIT.1.2. 3-4.1 Identify the problem and define the parts of the problem	CRIT.1.2.5-6.1 Identify a problem recognize the issu
Fact Finding	CRIT.1.2.K-2.2 Gather data using background information with the teacher	CRIT.1.2.3-4.2 Gather data using who, what, when, and where questions	CRIT.1.2.5-6.2 Gather data using questions CRIT.1.2.5-6.3 Identify all the fac involved
Problem Finding	CRIT.1.2.K-2.3 Identify the real problem with the teacher	CRIT.1.2.3-4.3 Identify the real problem CRIT.1.2.3-4.4 Identify the main objective CRIT.1.2.3-4.5 Identify what really needs to be accomplished	CRIT.1.2.5-6.4 Identify the real p CRIT.1.2.5-6.5 Identify the main CRIT.1.2.5-6.6 Identify what reali CRIT.1.2.5-6.7 Identify why this
Idea Finding	CRIT.1.2. K-2.4 Develop a creative solution to a problem	CRIT.1.2. 3-4.6 Develop a creative and realistic solution to a problem	CRIT.1.2. 5-6.8 Develop two or m solutions to a prob reasoning
Solution Finding	CRIT.1.2.K-2.5 Use criteria, with the teacher, to evaluate the solutions developed	CRIT.1.2.-3-4.7 Develop criteria to evaluate solution CRIT.1.2.3-4.8 Use criteria to evaluate the solutions developed CRIT.1.2.3-4.9 Select a solution	CRIT.1.2. 5-6.9 Develop criteria to CRIT.1.2. 5-6.10 Use criteria to eva CRIT.1.2. 5-6.11 Select a solution CRIT.1.2. 5-6.12 Strengthen the sol CRIT.1.2. 5-6.13 Determine how yo worked

CPSD Strand 1: Critical Thinking

Standard 2: Students will develop the ability to sense that a problem exists, define the problem, analyze the prob interactions, and determine and assess possible solutions.

Content	Grades K-2	Grades 3-4	
Acceptance Finding	CRIT.1.2.K-2.6 Respond to abilities CRIT.1.2 K-2.7 Respond to criticism	CRIT.3-4.10 Construct support by logically and clearly presenting evidence CRIT.3-4.11 Determine stakeholders involved in implementation and understand some of the positive and negative forces at work CRIT.3-4.12 Develop plan for implementation of problem solution or acceptance of ideas including overcoming barriers and resource management	CRIT.5-6.14 Construct elaborat and creatively pre CRIT. 5-6.15 Determine broade in implementation negative forces at CRIT. 5-6.16 Develop detailed p problem solution overcoming barrie

CPSD Strand 2: Creative Thinking

Standard: Students will increase their ability to generate many, varied, innovative, and elaborate ideas and solutions to p

Content	Grades K-2	Grades 3-4	
Fluency	CRET.2.K-1.1 Generate many alternatives in problem finding and solving with assistance CRET.2.K-2.2 Learn brainstorming techniques CRET 2.K-2.3 Generate a list of pros and cons with assistance	CRET.2.3-4.1 Independently generate many alternatives in problem finding and solving CRET.2.3-4.2 Utilize brainstorming techniques CRET.2.3-4.3 Generate a list of pros and cons	CRET.2.5-6.1 Independently gen alternatives in pro CRET.2.5-6.2 Determine approp brainstorming tech CRET.2.5-6.3 Generate an in dep
Flexibility	CRET.2.K-2.4 Appreciate the benefits of new and different approaches to problems CRET.2.K-2.5 Adapt a single idea or material to different uses CRET.2.K-2.6 Define different points of view	CRET.2.3-4.4 Utilize a new or different approach to a problem CRET.2.3-6.5 Modify and adapt ideas or concepts CRET.2.3-4.6 Identify and apply various perspectives CRET.2.3-4.7	CRET.2.5-6.4 Utilize multiple ne problems CRET.2.5-6.5 Modify and adapt CRET.2.5-6.6

		Transform information into a different representation	Identify and apply obvious CRET.2..5-6.7 Transform inform representation inc abstraction
Originality	CRET.2.K-2.7 Create unique products or ideas by combining concepts or materials CRET 2.K-2.8 Generate unusual solutions to problems and unusual answers to questions	CRET.2.3-4.8 Create unique products or ideas by combining, organizing, or redesigning concepts or materials CRET.2.3-4.9 Generate unusual solutions to problems and unusual answers to questions with greater depth and complexity CRET.2.3-4.10 Make analogies for a unique perspective	CRET.2.5-6.8 Create unique pro organizing, redesi concepts or mater CRET.2.5-6.9 Generate unusual unusual answers t and complexity CRET.2.5-6.10 Make analogies be information for gr
Elaboration	CRET.2.K-2.9 Recognize detail CRET. 2.K-2.10 Brainstorm uses for familiar objects in ways different from their intended purpose	CRET.2.3-4.11 Recognize the need for detail and use detail to embellish or enhance objects, concepts, or questions CRET.2.3-4.12 Distinguish between necessary and extension components of concepts or products	CRET.2.5-6.11 Recognize the nee embellish or enha questions CRET.2.5-6.12 Distinguish betwe components of co

CPSD Strand 3: Research/Independent Learning

Standard: Students will select a topic, research, and analyze information.

Content	Grades K-2	Grades 3-4	
Design Planning	RIL.3.K-2.1 Brainstorm for a topic with assistance RIL.3.K-2.2 Make a prediction with assistance	RIL.3..3-4.1 Brainstorm for a topic with guidance RIL.3..3-4.2 Select topic based on criteria including interests and availability of resources RIL.3.3-4.3 Formulate questions to guide research with guidance RIL.3.3-4.4 Develop a hypothesis RIL.3.3-4. 5 Determine materials, technical resources, and human resources needed with guidance RIL.3.3-4.6 Develop a plan and timeline for gathering information and data with guidance RIL.3.3-4. 7 Develop and apply criteria to evaluate a product with guidance	RIL.3. 5-6.1 Independently bra RIL.3. 5-6.2 Select topic based and availability of RIL.3. 5-6. 3 Formulate questio RIL.3. 5-6.4 Develop a hypoth RIL.3. 5-6.5 Determine materia human resources r RIL.3. 5-6.6 Develop a plan an information and d RIL.3. 5-6.7 Develop and apply collaboratively wi
Information Collection	RIL.3.K-2.3 Use visuals to collect data	RIL.3.3-4. 8 Acquire information from a variety of sources (human and media) RIL.3.3-4. 9 Check source credibility with assistance RIL.3.3-4.10 Use appropriate research methods (e.g., case studies, experiment, analysis of historical documents, interview, survey)	RIL.3. 5-6.8 Acquire informati and variety of sou RIL.3. 5-6.9 Independently che RIL.3. 5-6.10 Judge most appro utilize them (e.g. c

		RIL.3.3-4. 11 Use organizational and documentation skills (e.g., note taking, outlining, photography, graphs, tables) RIL.3.3-4. 12 Monitor accuracy and ethics of information recording	analysis of historic survey) RIL.3. 5-6.11 Use organizationa note taking, outlin tables) RIL. 4. 5-6.12 Monitor accuracy recording
Organizing/ Analyzing Data	RIL.3.K-2.3.4 Organize data using manipulatives and charts/graphs RIL.3. K-2. 5 Describe results	RIL.3.3-4. 13 Organize information and data for clarity in appropriate format including use of media and technology RIL.3.3-4. 14 Interpret information	RIL.3. 5-6.13 Select most appropria and data for clarity in RIL.3. 5-6.14 Interpret information

CPSD Strand 4: Self Awareness

Standard: Students will develop habits of mind and increased awareness of self and others when making decisions.

Content	Grades K-2	Grades 3-4	
Self Understanding and Efficacy	SA.4.K-2.1 Identify own abilities SA.4.K-2.2 Develop and practice an attitude that fosters success SA.4.K-2.3 Set goals and standards appropriate to ability level SA.4.K-2.4 Develop interest areas SA.4.K-2.5 Accept consequences of one's actions SA.4.K-2.6 Begin development of empathy, management of impulsivity, risking failure, open-mindedness to new experiences and ideas, and perseverance	SA.4.3-4.1 Act with confidence; commit to a stance SA.4.3-4.2 Develop understand, and accept or improve one's own abilities SA.4.3-4.3 Assess personal options in light of interests and abilities; Form a sense of self-direction based on interests and aspirations SA.4.3-4.4 Accept the responsibility of peer and adult expectations; accept consequences of one's actions SA.4.3-4.5 Set goals and standards appropriate to ability level SA.4.3-4.6 Explore coping strategies for issues in giftedness (e.g., perfectionism, isolation, special needs of gifted females and gifted males, underachievement, and twice exceptional) SA.4.3-4.7 Place positive and negative feedback into perspective SA.4.3-4.8 Develop and refine habits; include desire for: clarity, accuracy, appropriate risk-taking in creative thinking, courage of convictions, and suspension of judgment until evidence is sufficient	SA.4.5-6.1 Act with confiden SA.4.5-6.2 Demonstrate an u acceptance of one SA.4.5-6.3 Assess personal o abilities, and time after weighing pro SA.4.5-6.4 Explore varied ca SA.4.5-6.5 Accept the respon expectations; acce actions SA.4.5-6.6 Explore in depth t career options; eva interests and abilit SA.4.5-6.7 Set goals and stan SA.4.5-6.8 Utilize strategies f giftedness SA.4.5-6.9 Integrate feedback SA.4.5-6.10 Practice habits wit SA.4.5-6.11 Self-monitor level as needed

CPSD Strand 4: Self Awareness

Standard: Students will develop habits of mind and increased awareness of self and others when making decisions.

Content	Grades K-2	Grades 3-4	
Interpersonal Relations	SA.4.K-2.7 Respect the worth and rights of others SA.4.K-2.8 Discover and respect the uniqueness of others; work cooperatively and responsibly SA.4.K-2.9 Develop a sensitivity to the feelings of others SA.4.K-2.10 Identify different points of view	SA.4.3-4.9 Value the abilities and talents of others; utilize the skills of others in cooperative endeavors SA.4.3-4.10 Recognize and act on one's own role and contributions in various groups SA.4.3-4.11 Consider different points of view SA.4.3-4.12 Provide feedback in constructive manner SA.4.3-4.13 Anticipate interpersonal conflicts SA.4.3-4.14 Understand the benefits and limitations of competition; win and lose graciously	SA.4.5-6.12 Analyze emotions displayed in multi appropriately resp SA.4.5-6.13 Value the abilities skills of others in SA.4.5-6.14 Recognize and act contributions in va SA.4.5-6.15 Provide feedback SA.4.5-6.16 Anticipate interpe interventions SA.4.5-6.17 Select appropriate proceed in approp
Leadership	SA.4.K-2.11 Define characteristics of leadership SA.4.K-2.12 Demonstrate basic leadership skills SA.4.K-2.13 Demonstrate just behavior in basic situations	SA.4.3-4.15 Define and identify examples of leadership qualities and skills SA.4.3-4.16 Demonstrate leadership skills SA.4.3-4.17 Define and practice integrity, ethics, and justice SA.4.3-4.18 Understand the need for humility in leadership SA.4.3-4.19 Consider the consequences of lack of leadership and ethical practice in history and current events	SA.4.5-6.18 Identify leadershi depth SA.4.5-6.19 Anticipate and uti needed for specifi SA.4.5-6.20 Understand and pr justice especially SA.4.5-6.21 Understand the ne practice intellectu SA.4.5-6.22 Analyze the conse results due to lack practice in history

CPSD Strand 5: Communication

Standard: Students will develop effective presentation formats using communication skills.

Content	Grades K-2	Grades 3-4	
Interpersonal skills	C. K-2. 1 Verbally and in writing, express basic concepts, opinions, and feelings clearly and appropriately C. K-2. 2 Increase vocabulary in content and beyond C. K-2. 3 Identify and demonstrate basic skills of listening (e.g., eye contact, attentiveness) C. K-2. 4	C. 3-4.1 Verbally and in writing, express ideas, opinions, explanations, and feelings clearly and appropriately C. 3-4.2 Accurately apply conventions of language C. 3-4.3 Increase and utilize vocabulary C. 3-4.4 Identify and demonstrate listening techniques	C. 5-6.1 Verbally and in w and abstract ideas feelings appropria C. 5-6.2 Apply writing tec sophisticated way C. 5-6.3 Increase and utiliz discrimination of

	Experience expression through non-verbal means (such as visual and performing arts)	C. 3-4.5 Express ideas and feelings through non-verbal means; interpret non-verbal representations of others C. 3-4.6 Recognize and demonstrate non-verbal methods that influence thinking and emotions	C. 5-6.4 Listen for the type its effect C. 5-6.5 Express more abst non-verbal means representations of C. 5-6.6 Recognize and uti influence thinking
Presentation	C. K-2. 5 Apply established criteria to judge student presentations C. K-2. 6 Make presentation to appropriate audience	C. 3-4.7 Select appropriate presentation format or performance based on information, audience, and personal interests/talents C. 3-4. 8 Design and construct presentation format or performance according to student and teacher developed rubric for quality C. 3-4.9 Accurately and objectively apply evaluative criteria to judge own work and the work of peers C. 3-4.10 Make presentation to appropriate (and as authentic as feasible) audience	C. 5-6.7 Select appropriate performance base personal interests/ C. 5-6.8 Design and constr performance acco teacher input) rubr C. 5-6.9 Accurately and ob criteria to judge o the work of profes C. 5-6.10 Make presentation audience