

# MARSHALL PUBLIC SCHOOLS

*G. A. T. E.*

*(Gifted And Talented Expand)*

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**GATE MANUAL  
2010-2011**

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## So Why Education for the Gifted?

Gallagher (1975) cited a rough parallel that he called the “Palcuzzi Ploy”. Palcuzzi was the principal of an elementary school where parents were grumbling about giving special attention to the gifted children. At a school meeting with parents, Palcuzzi presented the following proposal for gifted pupils: group them by ability, give them special instruction during the school day, share activities with talented pupils at other schools and at school district expense, advance each pupil according to talent rather than age, and have specially trained and highly salaried teachers. There was a storm of protest, but after several minutes, Palcuzzi pointed out that he had only been describing what the school had been doing for years – for gifted basketball players. Similarly, Copley (1961), in defending Advanced Placement courses, said that it is no more undemocratic to reward superior academic ability than to reward superior athletic skill. Democracy means equality of opportunity. Talented students who don’t have appropriate schooling are missing out on their democratic inheritance.

From: Laycock, Frank. Gifted Children. Glenview, Illinois: Scott Foresman & Co., 1979

## RATIONALE

The legislation of the state of Missouri states, "School districts are expected to provide programs of instruction suitable for the full range of student abilities, from handicapped and disadvantaged learners through those who are academically advanced." More recently the importance of addressing the needs of the gifted students is found in the Standards of the Missouri School Improvement Program, which states, "Each district identifies gifted and talented students at all levels and provides them differentiated instruction suitable for their levels of intellectual, physical and social maturity. The Marshall School District has recognized these needs, and is committed to addressing them.

Gifted students are not better than other students are; they are different from other students. The State of Missouri and the Marshall School District recognize the different educational needs of this group, just as other groups that have different educational needs. Gifted students deserve the opportunity for an education that meets those needs. Students of high-ability who have an advanced knowledge, learn quickly. The gifted student possesses a unique ability to think creatively and critically, and to master skills quickly. Students with specialized talent need/want to know more than can be offered in standard curriculum. The Marshall School District focuses on helping every child learn and develop to his or her own potential. For students who come to the school with advanced knowledge and unusual learning capacity, the Marshall School District recognizes that their potential is not developed as far as it could be unless a differentiated curriculum and learning environment that matches the needs of gifted student is offered.

Curriculum for gifted students needs to be differentiated and designed to meet the needs of high ability students. The curriculum should provide an opportunity for problem-solving, independent study, critical thinking, creative thinking, abstract conceptual thinking, and preparation for solving today's problems.

Gifted education will help maintain the student's interest in learning, help develop his/her individual potential, and strengthen our school and community.

# STUDENT ELIGIBILITY CRITERIA

The eligibility criteria set by the Missouri State Department of Elementary and Secondary Education serve as guidelines for acceptance into the GATE Program.

Following screening and referral, schools must use at least three (3) of the following four (4) identification criteria to evaluate and select students:

1. General Mental Ability: a full-scale score on an individual intelligence test at or above the 95th percentile.
2. Academic Ability: composite scores on a standardized achievement test on or above the 95th percentile.
3. Creativity, Reasoning, and Problem Solving Ability: results of valid tests or other assessments indicating outstanding ability in one of the following areas: creative and productive thinking, advanced insight, outstanding imagination, innovative or creative reasoning ability, advanced perception of cause and effect relationships, problem solving, or abstract concept.
4. Performance: documented evidence of exceptional performance in a general academic area, a fine arts area, or another area related to the design of the gifted program.

MARSHALL PUBLIC SCHOOLS  
INDIVIDUAL STUDENT SELECTION  
SCREENING AND EVALUATION INSTRUMENTS AND PROCEDURES FOR  
IDENTIFICATION OF GIFTED STUDENTS

Step 1

All 2<sup>nd</sup> and 5<sup>th</sup> grade students will be screened using the Otis-Lennon Mental Ability Test (OLSAT). A score of 116 must be attained to advance in the gifted identification process.

Step 2

The district will target all students scoring a 116 or above on the Otis-Lennon School Ability Test (OLSAT). Students in the targeted group will be assessed using the Stanford Achievement Test Series for achievement. To advance in the gifted identification process, students must score in the 95<sup>th</sup> percentile or above.

Step 3

Students achieving a score of 116 or above on the OLSAT and scoring in the 95<sup>th</sup> percentile on the Stanford Achievement Test Series will be referred for the Torrance Tests of Creative Thinking (TTCT). To advance in the gifted identification process, students must score in the 95 percentile or above.

Step 4

Students achieving a score of 116 or above on the OLSAT, scoring in the 95<sup>th</sup> percentile or above on the Stanford Achievement Test Series, and scoring in the 95<sup>th</sup> percentile or above on the TTCT will be referred for an individual evaluation using the Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV). A full scale IQ of 125 or a General Ability Index (GAI) of 125 must be attained. GAI increases flexibility because it is sensitive to cases in which working memory performance is discrepant from verbal comprehension performance and/or processing speed performance is discrepant from perceptual reasoning performance at an unusual level.

Step 5

After meeting all criteria in steps 1 through 4, teachers and parents will receive a checklist to reflect perception of student performance. This will only be used to help the gifted educator know the whole child.

Students who meet the criteria for each test will be offered the opportunity to participate in the district's gifted program.

**Additional Information:**

Students in 3<sup>rd</sup> and 4<sup>th</sup> grade with a score of 116 or above on the OLSAT in 2<sup>nd</sup> grade will be given the Stanford Testing Series each January testing cycle. Students not qualifying on the WISC-IV after two attempts will not be considered again until 5<sup>th</sup> grade. To review scores please contact the director of special services to set up a meeting.

## TRANSFER STUDENT POLICY

- The student must previously have been placed in the original Missouri School's state assisted program and or another state's approved state-assisted program.
- The areas addressed by the two programs are similar, i.e. both are general academic programs; both are fine arts programs; or both are specific academic programs.
  - The student and parents agree to such placement.
- Transfer students placed on this basis will be counted in the district's 5% limit for the school year during which the transfer takes place.

## WITHDRAWAL PROCEDURE

- A student may be withdrawn from the gifted program for any of the following reasons:
  - Student request with parent approval.
  - Parental request.
- An agreement of the gifted program teacher, principal, and classroom teacher that the withdrawal is in the best interest of the student.
- If displaying disruptive behaviors that makes the enrichment program difficult for other students to participate (the student can be asked to remain at their regular school for a period of time, or for the remainder of the year, depending on the frequency and/or severity of the offense.)

# Marshall Public Schools GATE Withdrawal Form

Please check the appropriate box.

Student request

Parental request

Principal, Classroom Teacher or Gifted Program Teacher  
recommendation

Reason \_\_\_\_\_

Length of time to remain at regular school \_\_\_\_\_

Signatures:

Parent \_\_\_\_\_

Student \_\_\_\_\_

Building Principal \_\_\_\_\_

Gifted Teacher \_\_\_\_\_

Classroom Teacher \_\_\_\_\_

\*Eligibility for the gifted program does not have to be repeated if a  
withdrawn student chooses to reenter the program.

\*Send one copy to Director of Special Programs

## SPECIFICS OF THE GATE PROGRAM

- The GATE classes are conducted at Bueker Middle School. The third and fourth grade students are transported to and from their regular school to BMS one-day each week.
- . Students in the program will be introduced to topics and units of study relative to their abilities. Students will share in materials and resources available at BMS such as the computer lab and library. Problem-solving challenges and individual activities will provide the students with opportunities for intellectual and creative growth.
- Third and fourth grades will pay for their lunches at their home schools.
- Each student is asked to provide the following: pencil, paper, and bottle of glue. This is on a voluntary basis.

# Administrative Policy Regarding Homework for

## GATE Students

Communication among the **GATE** instructor, the student's classroom teachers, and parents is vital. The **GATE** instructor wants to know immediately if a student is having difficulty with consistent work habits. In order for us to work collaboratively with each other as a viable team in the student's life, and, foremost, for the success of the **GATE** student in both regular classes and the **GATE** program, the following policy guidelines will be in place:

The **GATE** student **shall be excused** from standard classroom assignments and activities missed on the day he/she participates in the **GATE** program. The student is also **responsible for turning in any work** due on his/her **GATE** day **before** leaving for his/her **GATE** day. If the **GATE** student forgets to turn in work, the classroom teacher should determine what point value shall be deducted in accordance with his/her building or grade level guidelines for late work, if the assignment is turned in for late credit.

The **GATE** student **is responsible** for the concepts, principles, and strategies developed by his/her teachers on the day he/she participates in the **GATE** program. The student **is not excused** from the **accountability** associated with these missed concepts. **Parental involvement** in assisting with this accountability may be necessary at times. If a teacher feels a student needs to complete a **reduced assignment** dealing with a heavily-tested concept so that mastery of the concept can be determined, extra time shall be allowed for the student to complete this reduced assignment (rule of thumb would be two to four days).

On the day students are assigned to the **GATE** program, teachers **shall avoid** scheduling major tests, assignments, due dates for major projects, field trips, etc. If this is unavoidable, the **GATE** student shall be given extra days to make up these items. Teachers who have **GATE** students in their classes and utilize attendance/participation, and/or daily assignments as elements in determining students' grades **shall not penalize** the students for this **authorized absence**.

Students are **required to attend GATE** class unless the building administrator and the **GATE** instructor have been given **prior notice** for the absence, preferably one week in advance. Unforeseen situations may arise that require the **GATE** student to miss his/her **GATE** day with less than one week's notice. Notification and approval should be given as soon as possible, prior to the date of absence. Teachers should call the **GATE** instructor at Bueker Middle School (886-6833), or e-mail @marshallschools.com, and also notify building administrator.

## Evaluation of **GATE** Students

**GATE** students work with great diligence on the projects and activities they encounter during their time on **GATE** days. Many of these activities require much extra work time outside of the **GATE** classroom. To this end, they shall be evaluated in the **GATE** classroom to reflect their effort, participation, work habits, behavior, and final product completion. These evaluations shall be based upon a variety of assessments including teacher scoring guides, checklists, peer evaluations, and self-evaluations. The evaluations on various projects reflect a composite of all evaluations/assessments.

At each conference, parents will receive written evaluations: one generated by the student evaluating his/her own performance, and one by the **GATE** instructor evaluating the student's performance.

Parent-Teacher-Student conferences will be held twice a year by the **GATE** instructor to inform parents of their student's progress. These conferences will be conducted at Bueker Middle School unless other arrangements are made. Every attempt will be made to have the **GATE** conference scheduled in a timely manner to connect closely with the regular classroom conference.

Newsletters and email alerts, will be used to maintain communication.

The **GATE** instructor and the students will maintain a **GATE** homepage and blog.

Upon the close of each school year, **GATE** students will publish a newspaper highlighting the events of the year.

# MARSHALL PUBLIC SCHOOLS GIFTED AND TALENTED EXPANDED (GATE) CURRICULUM

Gifted Education Program Grades Three-Eight

Students will be able:

1. To develop, practice and evaluate skills that allow the students to work well together in large and small teams.
2. To extend written and verbal communication skills in order to write functionally, creatively, and collaboratively.
3. To develop self-discipline, responsibility, motivation, task commitment, task completion, self-confidence and social skills.
4. To use critical thinking skills to develop the ability to make decisions, to act responsibly, and to make a strong effort to think through and defend their own opinions.
5. To listen perceptively and with discrimination.
6. To create products that demonstrate their knowledge and the use of higher level thinking skills.
7. To apply deductive thinking skills (conclusions drawn from premises or principles such as rank order or syllogisms)
8. To apply inductive reasoning skills (conclusions drawn from particular or specific instances such as analogies, cause and effect, or problem solving methods).
9. To develop and practice on creative thinking (fluency, flexibility, elaboration, originality).
10. To learn, practice, and apply many problem solving skills and strategies (sense and define the problem from hypothesis; choose the most plausible solution; investigate; gather data; interpret data; communicate results of the investigation).
11. To use convergent and divergent thinking skills.
12. To use research and inquiry in planning and developing projects and products.
13. To evaluate sources of information, and to evaluate research.
14. To evaluate projects and products with attention to detail, originality, and time and effort.
15. To plan and participate in oral and written presentations of products and projects.
16. To use many resources to find information.
17. To be responsible for organizing and keeping information, respecting equipment and workspace, and preparing for today and the future.

# CHARACTERISTICS OF GIFTED CHILDREN

There is no stereotypical gifted student, but there are some behaviors that are frequently listed as being characteristics found in many gifted children. However, it is unlikely that any student will exhibit all of these characteristics.

1. Is intellectually curious, investigative, and asks penetrating and searching questions.
2. Has advanced vocabulary.
3. Learns rapidly and easily, and retains and uses what is heard or read.
4. Expresses ideas and feelings well.
5. Makes original and stimulating contributions to discussions
6. Seeks relationships easily.
7. Has keen sense of humor.
8. Are more aware of national and world problems and events than their peers are.
9. Has long attention span in their area of interest.
10. Prefers complex ideas.
11. Is independent, individualistic, and self-sufficient.
12. Demonstrates proficiency in basic skills beyond their grade level.

Some of these characteristics may be aggravating in a group situation and can result in problems in the classroom. Below are some difficulties sometimes encountered when working with gifted students.

1. May dominate discussions.
2. Impatient with busy work.
3. May choose reading at the expense of active participation in social, creative, or physical activities.
4. May struggle against rules, regulations, and standardized procedures.
5. Hops from one interest to another; doesn't develop interest to full potential.
6. Appears to "know it all".
7. Is self-critical, impatient with failures.
8. Is emotionally sensitive, may over-react, gets angry easily.
9. Doesn't pay attention to detail.
10. May be frustrated by the apparent absences of logic in activities and daily events.

## TIPS FOR PARENTS

Being a parent of gifted child is a challenging responsibility. Parents are their children's first teachers and as such, have the greatest and most lasting impact on their lives. They are the first to offer values, shape attitudes, and dispense information. The home is the institution that has major influence on the child's values, attitudes, and behavior.

Your gifted child may try your stamina and endurance at times, but enthusiasm for learning will more than make up for the pace. Of all the problems children have, giftedness is the best one. The following tips may help you to relax and enjoy the excitement.

1. Don't compare your gifted child to other children. It places on the gifted one the responsibility to be gifted all the time and it certainly is not fair to whoever comes off second best. Every child is unique and special in some way.
2. Take the initiative in taking children to museums, art galleries, educational institutions, historical places and so on. Open their world to encompass as many and varied experiences as possible.
3. Children don't have to be gainfully employed every waking minute. There should be time to daydream, to lie on an unmade bed and contemplate the ceiling. Gifted children are usually creative children and it is hard to be creative on schedule.
4. Don't expect your gifted child to live up to your unfulfilled aspirations. You may dream of "my child, the doctor", but they may have other aspirations.
5. Praise your gifted child because they need all the encouragement available. Praise them for the wonderful things accomplished. If the great experiment does not work, praise the child for trying. Inquiring minds must take intellectual risks, and risk taking needs to be supported and praised. Constructive criticism, recognizing good effort, is a form of praise, too.
6. Discipline is necessary and comes in the same shape for all siblings, whether gifted, curly-headed or slowpokes. Giftedness is no excuse for unacceptable behavior.
7. Let your home be a place where knowledge is valued and the quest for learning respected.

8. Remember that the fine line between encouragement and pushing may make the difference between a happy and productive youngster and an unfulfilled, underachieving child.
9. Give houseroom to books and magazines, give prime time at the dinner table for discussion of topics of interest by all members of the family, and give praise to all efforts in pursuit of excellence.
10. Don't expect your gifted child to be gifted all the time. That kind of halo makes for a very bad headache.
11. Take time to be with them. Listen to what they have to say. Discuss their ideas.
12. Keep a level head and a sense of humor. Appreciate the satisfaction of knowing you are doing your best, and remember these children will keep you busier than you could ever imagine.