



TPSD Challenge Plan
Gifted Education
2012-2013
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Tupelo Public School District Challenge Program

The Gifted Education Program of the Tupelo Public School District serves approximately 1,000 intellectually gifted students in grades two through eight. The Gifted Education Program provides multiple and varied opportunities for students to investigate and integrate process skills into their lives. Gifted education students are encouraged and supported in a risk-free learning environment to realize and maximize their unique potentials. The curriculum derives its basic scope sequence and purpose from the Tupelo Public School District Core Curriculum. Through the differentiated gifted education curriculum the core curriculum is expanded so the students are encouraged to make connection within and across disciplines, time and history, cultures and places.

Purpose

The primary outcome for Intellectually Gifted Education Programs in grades 2-8 in Mississippi is Metacognition. The Mississippi Suggested Outcomes for Intellectually Gifted Education Programs, published in 1994 by the Mississippi State Department of Education defines Metacognition as the ability to understand one's own thinking processes combined with the ability to bring together one's total learning experiences (cognitive and affective) to bear on a new situation, enabling one to appropriately apply that understanding to and empower the new endeavor, acting responsibly to enjoy the self-motivated discovery of new ideas and/or solutions. Often Metacognition's definition is simplified for students as "thinking about thinking" or "understanding one's thinking processes."

Tupelo Public School District's Gifted Education Instructional Management Plan includes five interrelated categories of outcomes with related process skills. Rarely are these outcomes and related process skills taught exclusively because planning that includes both rigor and relevance requires the integration of several if not all the outcomes and process skills in content-rich and meaningful curriculum units. The five categories of outcomes and skills defined and articulated in this Instructional Management Plan are: Thinking, Communication, Research, Creativity, and Building Identity and Community. The primary goals of the Instructional Management Plan are to provide Tupelo Public School District's teachers of the gifted with the tools to design a varied and flexible curriculum that is responsive to the needs, interests, and abilities of the intellectually gifted learner, to facilitate the development of metacognition in intellectually gifted students, and to help these students become self-directed or autonomous learners, maximizing their unique potential.

source:
Suggested Teaching Strategies for Teachers of the Intellectually Gifted

Mission

To prepare intellectually gifted students to live responsible, productive and meaningful lives by maximizing their unique potential.

Goals

To cultivate self direction and autonomy in students

To enable students to integrate the following outcomes and skills into their lives:

- Thinking
- Communication
- Research
- Creativity
- Building Identity and Community

To foster a learning environment that values and enhances the unique characteristics of the intellectually gifted

To design a varied and flexible curriculum that is responsive to the needs, interests and abilities of the intellectually gifted learner

Identification Process

Students are identified for this program following a prescribed screening process outlined and mandated by the Mississippi Department of Education (MDE) and by the following:

- Achievement test scores (at or above the 90% in at least one area)
- Otis Lennon Mental Abilities Test (at or above the 90%)
- Raven Progressive Matrix (at or above the 90%)
- SIGS scales for identifying gifted children with rating of 90% or above.
- An individual intelligence test administered by a licensed psychologist or psychometrist. Students must score at or above the 90% or above to be eligible for participation in the Challenge Program.

2012-2013 Objectives

- 1) Sponsor Tupelo Association of Gifted Education for parents, teachers, and community members.
- 2) Work with Parents for Public Education and cosponsor four lunch meetings with speakers who have expertise in
 - a. Gifted Education and the Common Core
 - b. Emotional needs of Gifted Students and Suicide Prevention
 - c. Meeting the needs of gifted students in the general education program
 - d. Advanced Placement Courses
- 3) Continue work on vertical and grade specific curriculum units that tie to the CCSS.
- 4) Embed writing and reading across the curriculum
- 5) Develop a plan for increased ACT, PSAT, and SAT scores.
- 6) Increase participation in the Duke TIP program.
- 7) Develop internship opportunities for students in grades 7 and 8.
- 8) Increase community and parent involvement in mentoring highly gifted students.
- 9) Counsel parents and direct them to resources
- 10) Provide teachers with information on the latest trends and strategies related to the classroom
- 11) Advocate with administrators for enhanced programming.
- 12) Educate our policymakers on the importance of gifted issues and of increased funding.

- 13) Correlate the National Association of Gifted Education Standards (<http://www.nagc.org/ProgrammingStandards.aspx>), the Common Core State Standards (<http://www.corestandards.org/>), and the Mississippi Gifted Standards to the TPSD Challenge Instructional Management Plan.
- 14) Increase participation in Pre-AP and AP courses while increasing the rigor of the courses.