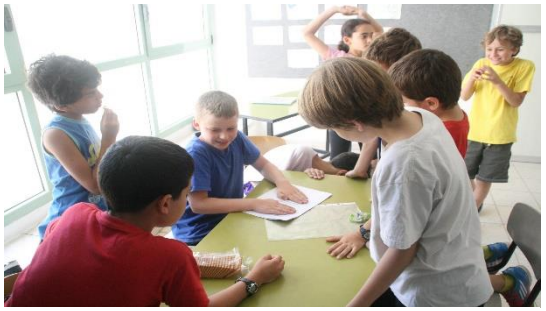
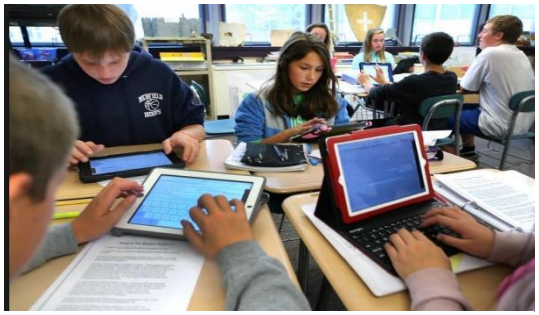
GIFTED SERVICES

The Springfield School District Gifted Services is a system designed to address a student's individual needs through enrichment opportunities, classroom instruction, and in some cases, accelerated programming. Gifted students will be exposed to varied learning opportunities to enhance their critical and creative thinking, analytical skills, and problem-solving skills. Students will use exploratory questioning, reasoning skills, and evaluative measures to increase their aptitude both in and out of the classroom. Above all, gifted education will look to clearly define, measure, and increase student achievement at the appropriate level of instruction for each child.

The district accomplishes this mission by offering the following research-based learning experiences:

1. Differentiated instruction in the regular classroom based on the gifted student's needs and abilities
2. Cluster Grouping
3. Specific blocks of time when students can gather in peer groups, to study subjects and issues in-depth and at higher levels of sophistication, integrating the use of technology
4. Independent Studies
5. Single Subject Acceleration
6. Whole Grade Level Acceleration





The National Association for Gifted Children (NAGC) states that “gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).”

The thrust of the GIEP is to develop specific, measurable goals that correlate to a child’s ability. The programs, with in the gifted services, that are selected for a student are based upon the recommendations of the GIEP team. The first way that a child can work to attain his/her goals is through differentiated instruction in the regular classroom. Students may be placed into flexible groups or work as individuals to attain the goals. In addition, students may be clustered in classes with other gifted learners. Through collaboration, the regular education teacher and the gifted teacher work to provide differentiation of the regular education curriculum.

Next, a child can work to attain his/her goal through his/her participation in exploratory units. Again, students may be placed into flexible groups or work as individuals to attain the goals. The gifted education teacher (work to) primarily provides the environment for these discovery units.

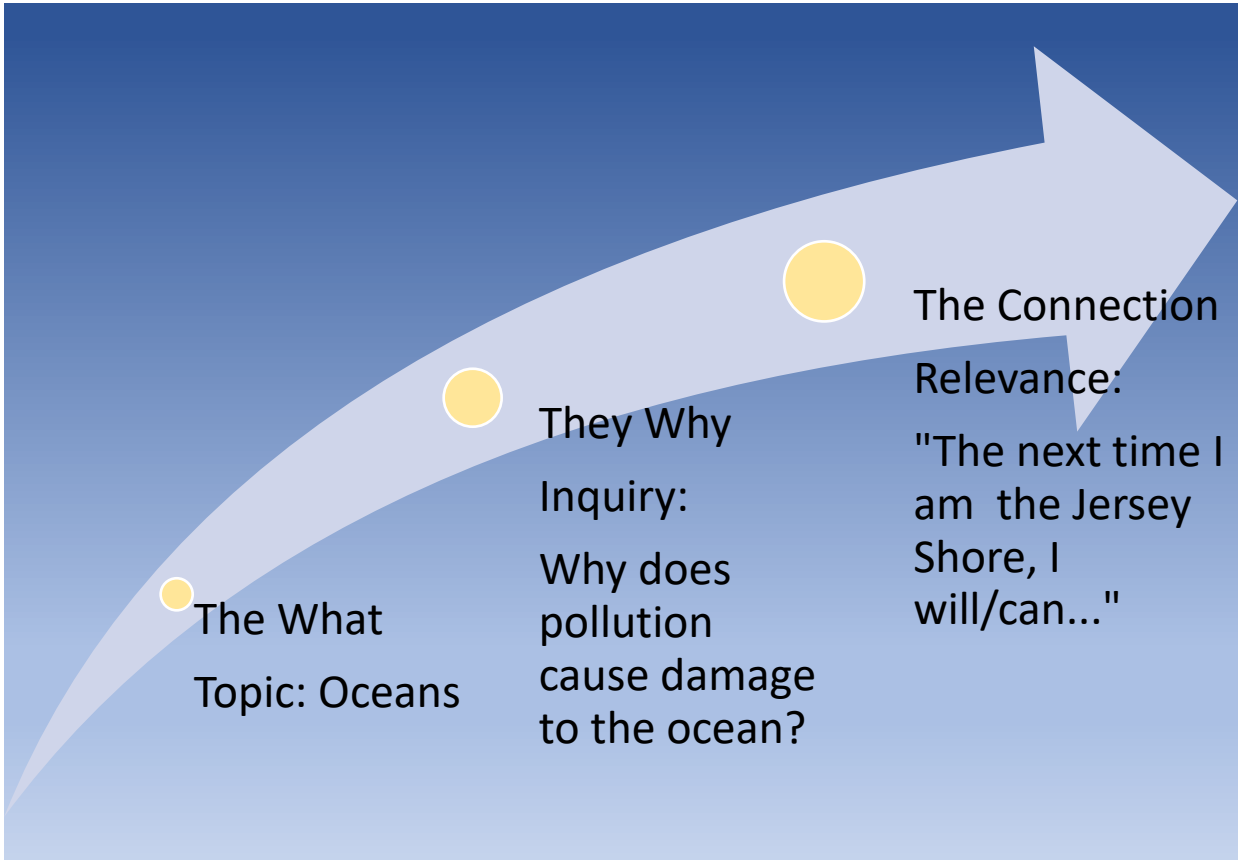
Independent studies are utilized for programming individually for the gifted learner when the student shows strength or mastery in a particular curriculum-related topic. This approach may be used for short-term or for a yearlong study.

Single-subject acceleration may be available for the accelerated learner. A child can work to attain his/her goal through acceleration. Acceleration is defined as students who would extend beyond the regular education classroom to attend the next level of instruction in the desired subject, i.e., skipping a grade level in math. Students at this level are typically in the 140 IQ range or higher and have demonstrated greater than one full grade level above the average person. Acceleration is based on present level testing, analyzing social/emotional maturity of the student, and recommendations from the GIEP team.

Whole Grade Level Acceleration is available, when other programming options will not meet the needs of the gifted learner. In such rare cases, the Iowa Acceleration Scale is used to determine such placement.

The objective of the Springfield School District is to create a seamless, K-12 service platform, from which, students can meet their greatest potential. The following pages define the actualization of the service along with a description of each level's exploratory units.

During the Exploratory units, students will be asked to link the topic (The What) to an essential question(s) used to guide the inquiry (They Why). Afterwards, students are then asked to make a critical connection to the newly designed learning by constructing a personal relevance to the problem.



At the elementary level, both the enriched and accelerated learners have an opportunity to thrive both in the regular classroom environment and S.E.E.K. class. Data is utilized to determine the type of service each student will receive. In addition to a child's independent needs, all students have the opportunity to participate in thematic units of study outside of the regular classroom environment. The thrust of these sessions is to introduce and expand upon a student's ability to reason, make an argument and extend their learning into relevant, real-world situations. The curriculum for our elementary sessions is as follows:

Grade	Trimester 1	Trimester 2	Trimester 3
2	How do organisms interact? Producers, Consumers, and Decomposers	Animals in Winter	Math Task: Monarch Butterflies: Building a Butterfly Garden
3	Math Task: Design a Disney Dude	Human Migration: The Dust Bowl	Saving Beaches: Beach Erosion
4	Alternative Energy Sources	Math Task: Cartoon Character Contest	Invasive Species
5	Independent Study: The Brain	Martian Base Design	Aircraft Designer

At the middle school, enrichment and/or acceleration is determined by independent data reviews. This programming can occur both within and outside of the regular classroom environment. All gifted students have the opportunity to participate in Challenge class which involves the completion of four, 8–9-week modular units per school year. Students will have some choice as to which Mod they want to work on In Challenge class. The thrust of these sessions will be to provide students with the opportunity to participate in inquiry and project-based activities that expand upon a student's ability to reason, make arguments and extend their learning into relevant, real-world situations, and engage in systematic inquiry. The Challenge Choices are as follows:

Module	Description	What might you do/explore/create?
Aeronautics	"3, 2, 1… lift off!" In this mod you will examine some of the basics of aeronautics and aerospace engineering. We will study flight dynamics as it pertains to various flying machines. You'll start by building background knowledge of aerodynamics, Newton's laws of motion, rocket stability and launch procedures with the goal of building your own Estes rocket for launch at the conclusion of the mod. We've already conquered the moon… it's time to look towards Mars!	Build an Estes rocket to launch at the conclusion of the mod
Amusement Park Physics	You may have ridden carnival or amusement park rides before, but do you know how they are designed? What keeps you pressed against the seat as you spin round on the Gravitron? How do engineers know how fast a car needs to be going to make it around that second loop of a roller coaster? In this mod you will conduct a series of experiments to connect physics laws with elements of amusement park rides built with K'Nex. Come along for the ride!	Various amusement park rides built with K'Nex

Architecture	If you dream of building your own house someday, this mod is for you! In the architectural mod you begin by studying various architectural styles and working on a scale model of a home. You'll then work with online tools to create blueprints and a web-based model of your very own house!	House Plan
Astronomy	Many of us have spent warm summer nights gazing up at the sky, but what is up there? In this mod you will cross space and time to learn about famous astronomers, and a variety of celestial bodies and occurrences. You'll study the history of constellations and learn about the science behind black holes and the Big Bang Theory!	Research Project
Cognitive Psychology (Brain Games)	Cognitive psychology is the branch of psychology that studies mental processes including how people think, perceive, remember, and learn. This mod is designed to mess with the ultimate supercomputer – your brain. We'll look at how brains process information related to various topics using interactive games and experiments. You'll discover some real-world takeaways that you can use in everyday situations.	Develop your own Brain Game
Computer Programming/ Applications	Have you ever wondered where Disney and Pixar animators get their start? Do you have dreams of creating the next Shrek or Ice Age? This mod is a beginning step in digital animation and basic computer programming using visual and textual aids. You will use Alice, an introductory programming application created by the computer geniuses at Carnegie Mellon University, SCRATCH to create computer generated animations, games, or simulations and/or other computer applications to show the possibilities of your creativity. Who knows… maybe you can start the next DreamWorks!	Video game, animated short story, or other computer-generated image set

Creative Writing	Are you interested in writing poetry, prose, plays, song lyrics, graphic novels, and other genres? The goal of this mod is to provide a positive and productive atmosphere for developing writers to integrate, learn, and grow. You will share your work with others who are invested in cultivating the same craft. Working with people who share similar interests to you is both fun and incredibly rewarding!	Portfolio
CSI	Catching criminals these days has become a high-tech endeavor. It takes patience, know how, and a careful eye for details. In the CSI mod, you will conduct investigative experiments used by crime scene investigators to collect evidence throughout the course of the quarter. As you hone your detective skills and deductive reasoning you will be preparing for the ultimate challenge: a full investigation of a "crime" committed at ETR. Can you find enough evidence to narrow down a culprit?	Participation in a mock crime scene investigation
Fashion Design and Marketing	Fashion design is a difficult and intellectual pursuit! In this mod you will study a variety of different fashion styles from across the globe and create basic sketches for innovative designs. You might also like to dive deeper into the photography and marketing side of fashion advertising.	Mini design portfolio
Genius Hour	Genius Hour is a movement that allows you to explore your own passions and encourages creativity in the classroom. You are challenged to explore an area/topic to do a project with what you learn about. You will spend several weeks researching the	Passion Project: Research, Create, and Share topic before you start creating a product that will be shared with the class/school/world.

Graphic Design/ Animation	A computer graphic artist uses both visual art and technical computer skills to design computer graphics, desktop publishing and even website projects. A computer graphic designer includes creating illustrations, logos, brochures, posters, CD/ DVD covers, graphics for web pages, phone apps, signage and many other forms of visual communication. Animation in all its forms is one of the most popular creative careers that interests students these days. From hand-drawn animation to stop-motion animation to animation used to create video games, there are endless possibilities when it comes to studying this dynamic art form.	Various Design Projects (Hand drawn, digital)
Imagineering	Walt Disney Imagineering is the unique, creative force behind Walt Disney Parks and Resorts that dream up, design, and build all Disney theme parks, resorts, attractions, cruise ships, real estate developments, and regional entertainment venues worldwide.	Identify and design a Disney World attraction for one of the Walt Disney World Theme Parks
Interior Design	Are you constantly looking for new ways to decorate or design your room? Try your hand at designing through a project-based process, learning how color, composition, and texture can all affect great aesthetics. You will learn the basic categories of furniture and styles within those categories, as well as how to choose furniture for a room by considering scale, function, and placement.	Design a complete room while sticking to a budget.
Inventions and Innovation	Are you a born inventor? In this mod you will gain insight into the creative process of inventing. You will research inventors and see how their inventions have changed our lives. You will practice the creative process by brainstorming, tinkering, and creating your own invention. You will patent your invention, advertise and market the product, and defend it when faced with a Consumer Advocacy group composed of your classmates.	Create your own invention

K'Nex Engineering	Do you thrive on being challenged, building, and problem solving? In this mod, you will be challenged to brainstorm, develop, and implement a solution to an engineering problem using K'NEX building materials.	Design and build using K'Nex to solve real-world problems
Makey Makey	Makey Makey is an invention kit for the 21st century. Turn everyday objects into touchpads and combine them with the internet. It's a simple Invention Kit for Beginners and Experts doing art, engineering, and everything in-between. Alligator clip to an object. When you touch that object, the computer thinks you're pressing the keyboard. By mimicking a keyboard and mouse the Makey Makey lets you control any computer program with everyday objects.	Design and create innovative projects (musical instruments, controllers, games, inventions…)
Mysteries in History or History (General)	What is the Lost Colony of Roanoke? In this mysterious endeavor you will learn about a variety of historical mysteries and the theories that historians and scientists have developed to explain them. You'll look for patterns and debate your own theory for some of these mysterious circumstances. You'll even get a chance to become an expert on one mystery!	Prove it. Create a visual argument supporting your theory behind a self-selected mystery
MythBusters	MythBusters combine their curiosity-driven hypotheses with inventive testing methods, producing results that always surprise their viewers and oftentimes, themselves. Perform a series of experiments to support or debunk myths "Put It to the Test" methodology: Wonder, Research, Guess, Test, Discover, Results, Share Design and perform an experiment around a "myth"	Create your own MythBusters episode

Mythology	Heroes and heroines, gods, and monsters, oh my! Travel with us to far off lands in this mythological mod using Reader's Theater plays. What will you do with all the fascinating things you learn? Create your own multimedia myth or legend using a web-based program!	Student created multimedia myth
Reverse Engineering (Teardowns)	Engineers learn about technologies, objects and systems through reverse engineering and the engineering design process. By analyzing the structure and function of a device or component, engineers can improve upon previous designs. By studying an existing engineered object, we can learn a lot about how the object was designed and how it works. What steps might an engineer take to figure out and understand how an existing product works? Usually, we can just take it apart! Engineers use a process called *reverse engineering* to understand how something functions and to determine ways it can be improved. Have you ever taken something apart to find out what is inside? If you have, then you have already "reverse engineered!"	Disassembly Project Select and possibly acquire a mechanical product, disassemble, label, and describe and components, and visually display
Robotics and Programming	Maybe you were the type of kid who pulled apart that old Nintendo DS to see how it worked. Or possibly you still have that set of Legos that you spent hundreds of hours building and tearing down various structures and creations. Either way, let's put those skills and curiosity to use! In the Robotics and Programming mod, you will experiment with Lego NXT Mindstorms robotics tools and software to create working robots with specific purposes. Robots like Wall-E seem like a distant possibility. Let's see how close we can get! *Please note that 8th grade students interested in the Robotics Team must participate in the robotics mod during the first two quarters of the school year. This team is limited to 10 students and involves some possible after school commitments and a mandatory competition day.	Build and program a robot to solve or complete a variety of challenges. *Students will have the opportunity to compete as a team in the First Lego League regional qualifier.

Rube Goldberg Machines	The self-operating napkin is a famous cartoon that sums up what Rube Goldberg machines are all about: creating a machine (or contraption or invention or device or apparatus) that uses a chain reaction to accomplish a very simple task in a very complicated manner. A successful Rube Goldberg machine involves multiple concepts; the core principle- the thing that really drives the action- is the principle of conservation of energy. A Rube Goldberg machine is stacked with stored potential energy just waiting to be converted into other forms of energy.	Build your own Rube Goldberg Machine
Short Films and Screenwriting	George Lucas, Sophia Coppala, M. Night Shyamalan, Martin Scorsese... Each of these famous directors had to start somewhere. Are you the next Steven Spielberg? Let's find out. In the Short Films and Screenwriting mod you will focus on writing, directing, and producing short films in a variety of different media. You'll start by viewing short films, and ultimately writing/creating your own screenplay or short film.	Write and create a short film
Sports Sciences	Sure, sports are fun to play, but is there a science to launching a football? Through this mod, you will engage in various hands-on experiments to learn about the physical and biological sciences involved in sports. Later in the quarter you will design a project where you apply your learning to a real-life sporting event or team.	Create your own episode of ESPN's Sports Science Create a novel sport with rules, playing field, uniforms, equipment, marketing plan
STEAM and Pop Culture/Society	Do you know that there are a seemingly endless supply of mathematical jokes and references crammed into each *Simpsons* episode? This mod explores how STEAM is integrated into our movies, shows, books, and songs. We also look to see how these forms of media can be applied to STEAM.	Game Theory, Graph Theory (Six Degrees of Separation), Movie/TV/Theater Set Design, STEM Inaccuracies in Movies

The Aspiring Lawyer	Have you ever dreamed about standing in front of a courtroom presenting your case and upholding justice in our state? Do you like to engage in thoughtful debate? Are you the type of person who can gather and organize evidence to make your case? In the Aspiring Lawyer mod, you will explore what a lawyer needs to know and do in order to participate in the justice system. You will examine the steps of a criminal or civil trial and refine your attorney skills to prepare for a mock trial. "Your honor, members of the jury, I stand before you today…"	Prepare for and participate in a mock trial
What's Your Opinion? (Debate)	"A public opinion poll is no substitute for thought." – Warren Buffet "Too often we enjoy the comfort of opinion without the discomfort of thought." – John F. Kennedy You will explore various debatable topics and pose opinions on those topics supported with facts, specific examples, and clearly defined reasons. Take Action Project: Choose a topic, research, and illustrate your personal opinions about the topic.	Formal Classroom Debate

At the high school, enrichment and/or acceleration is again determined by independent data reviews. Programming can occur both within and outside of the regular classroom environment. The high school offers a variety of accelerated course options including Advanced Placement, Dual Enrollment, and Independent Study courses. Students work closely with their guidance counselor on course selection and acceleration options. Additional information is available in the Course Catalog and Scheduling page of the high school website:

https://www.ssdcougars.org/schools/springfield-high-school/academics/scheduling

Gifted Services / Chapter 16 of PA CODE

Included in this section are the district procedures, documents, and forms associated with the screening and identification of Gifted children within the Springfield School District. Chapter 16 of the PA Code outlines and defines the regulations and responsibilities each school district must adhere to while identifying and programming for Mentally Gifted children. http://www.pacode.com/secure/data/022/chapter16/chap16toc.html

"Mentally gifted is defined as outstanding intellectual and creative ability, the development of which ***requires*** specially designed programs or support services, or both, not ordinarily provided in the regular education program." (22 Pa. Code §16.1). In other words, Gifted services are specifically afforded to those students that not only demonstrate highly intellectualized and exceptional academic and thinking skills; but these children must also require specifically designed instruction and programming that exceeds what is provided in Springfield's dynamic and differentiated classroom learning environment.

Intellectual ability is ***not*** equated with an IQ score alone. Intellectual ability is and should be a reflection of a range of assessments including a student's performance and potential. The following serves as a general description of the qualities of a mentally gifted child.

IQ 130 or Higher

The term "mentally gifted" includes a person who has an IQ of 130 or higher, when multiple criteria, as set forth in the Department Guidelines, indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. The determination shall include an assessment by a certified school psychologist. (22 Pa. Code §16.21(d)).

IMPORTANT NOTE: No one test or measure is sufficient to determine giftedness, and the evaluation and testing literature recognizes that there is a margin for error in any standardized testing. The standard error of measurement also applies when reporting IQ.

IQ Below 130

A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability (22 Pa. Code §16.21(d)).

If a student's IQ is less than 130, other factors, such as academic performance, demonstrated achievement, and other observed skills must strongly indicate gifted ability for the student to be admitted to a gifted program. Because disabilities and bias factors may mask gifted abilities, districts are cautioned to examine discrepancies between ability assessment results and academic achievement or demonstrated skills, and discrepancies among ability sub-test.
The Springfield and Morton communities are blessed with many talented, high-achieving, and inquisitive children. However, it is often difficult for districts to engage in the process of screening for Giftedness because most students that proceed through the initial screening process do not ultimately end up being identified as a Gifted child in need of specially designed instruction. We want to assure you that our administrators, teachers, and school psychologists will be caring, supportive and responsive to parents throughout the entire screening and evaluation process.

Being asked to proceed to Level II screening is both an exciting and stressful process for families. Please do not hesitate to contact your child's counselor or administrator to speak with them if you have questions or concerns around how this may impact your child and/or family. One of the most difficult conversations a school can have with a family is explaining to a parent or guardian, that their child is highly talented, high achieving and creative, but does not qualify under Chapter 16 for Gifted Services. As many of us are parents ourselves, we recognize that there can be both joy and disappointment at the outcome of this process.

Most experts in the field of Gifted research believe that approximately 3,000,000 children in the US qualify as “Gifted”. This represents roughly 6% of the school-aged population. We have included a link to the National Association for Gifted Children.
National Association for Gifted Children (nagc.org)

Chapter 16 of the PA Code requires that we screen and actively seek to identify those children within our communities in need of specially designed instruction for gifted educational services. It is important to note that the screening process is a district driven, on-going, process. Parents, as outlined in the Chapter 16 regulations always have the right to request an evaluation for Gifted Services. For more information regarding this type of request and the district’s responsibility regarding such a request, please contact your child’s guidance counselor or building administrator for more information.

Springfield's screening process follows Chapter 16's guidance in identifying Gifted students within the school district. We utilize multiple criteria in making such a determination. Multiple criteria, as defined by the state are:

Multiple Criteria
Criteria, other than IQ score, which indicate gifted ability include but are not limited to: Achievement, Rate of Acquisition/Retention, Demonstrated Achievement, Early Skill Development, and Intervening Factors Masking Giftedness.

1. Achievement
A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (22 Pa. Code §16.21(e)(1))

The assessment instruments should have high enough ceilings to reflect accurately academic performance in the gifted range. Assessment should yield performance and achievement data beyond basic skills and should be used for appropriate instructional placement. The assessments should show not only what the student knows, but also where there is a need for instruction. These data form the basis for decisions as to where, in specific content areas, specific courses or curriculum, a student should begin the learning experiences for the year. The results of the testing must provide instructional levels in all academic subject areas for use in determining educational placement.

2. Rate of Acquisition, Rate of Retention

An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (22 Pa. Code§16.21(e)(2))

Rate of acquisition is the rapidity or speed at which the student can acquire, understand, and demonstrate competency or mastery of new learning. Rate of acquisition and rate of retention of new materials/skills can be defined as how many repetitions the student needs before the student masters new information/skills and can use the information/skills appropriately any time thereafter. This data can be obtained by simple procedures such as Curriculum Based Assessment (CBA), direct observation and reporting from parents, teachers, or supervisors. An example of acquisition/retention: the gifted student with approximately one to three repetitions of new knowledge/skills can achieve mastery at a faster rate than a student who requires four to eight repetitions.

Rate of acquisition/retention is used to adjust the pace of learning for the gifted student.

3. Demonstrated Achievement

Demonstrated achievement, performance, or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. (22 Pa. Code §16.21(e)(3))

Another criterion is the student's demonstrated achievement, performance-based skills or expertise that shows a high-level of accomplishment and indicates exceptional interest and motivation in specific areas. These may be documented in permanent products, portfolios, demonstration of skills, awards, community involvements or others. Example: a student is a member of the high school debate team and has qualified for the state finals in grades 9, 10 and11; a student loves to write poetry and has a folder of many unpublished works.

4. Early Skill Development

Early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications
skills, foreign language aptitude or technology expertise. (22 Pa. Code §16.21(e)(4))

Assessment of early and measured use of high-level thinking skills could include checklists or inventories such as Guilford's or Bloom's Taxonomy. It could also include anecdotal notes that document developmental milestones that are reached earlier than average students reach the milestone, or that a student has mastered skills beyond that child's age level. Skills charts often accompany grade level texts. Examples of a skills list:

- The average kindergarten student uses symbols and letters to represent words.
- The average third grade student uses a variety of sentence structures.
- The average sixth grade student writes effectively using standard grammar, punctuation, capitalization, and spelling in a final draft.

Using the above skills chart a kindergarten student who spells common words correctly, makes appropriate and varied word choices and/or understands common capitalization and end punctuation would demonstrate achievements that are a result of early and measured use of high-level thinking skills.

5. Intervening Factors Masking Giftedness

Documented, observed, validated, or assessed evidence that intervening factors such as English as a second language, disabilities defined in
34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities. (22 Pa. Code
§16.21(e)(5))

Some students may have their gifted abilities masked by such factors as ethnicity, socioeconomic status, or disability. Data specifically tied to the student's learning environment is used to make decisions on remedial/coping strategies and specially designed instruction. For example: An economically disadvantaged household where educational resources and opportunities are lacking, a household in which English is not the first language or a household including parental problems such as alcoholism, divorce, spouse/child abuse or incarceration may have a masking effect on the student's identification as gifted.