

INSTRUCTIONAL STRATEGIES AND GIFTED TERMINOLOGY

MAJOR WORK PROGRAM

Cleveland Metropolitan School District



Academic Competitions

These are programs in which gifted children compete or perform to exhibit their talent and special achievements. Competitions may take place within the school setting or outside the school environment. Some examples are Science Olympiad, Odyssey of the Mind, Math Contests, Spelling Bees, History Competitions, Essay and Art Contests.

Advanced Placement (AP)

AP classes are college-level courses and examinations sponsored by the College Entrance Examination Board in New York City. Advanced Placement can take the form of an honors class, an advanced course, a tutorial, or an independent study. AP examinations are given each year in the spring and result in credit or advanced standing in participating colleges and universities.

Bibliotherapy

This technique teaches students coping mechanisms when dealing with social issues through the use of literature and story books. Bibliotherapy can be used as a whole-group, small group, or individual technique, depending on the size of the audience whom the topic affects. Topics may include death or illness of a loved one, separation or divorce, moving to a new home, or interacting with people with disabilities.

Career Explorations and Experiential Learning

Career exploration provides opportunities for learners to discover career choices and resources available in the community. Students will develop areas of interest and make contacts with individuals and businesses through seminars, interviews, and internships.

Choice Boards

In this technique, various assignments are displayed in a pocket chart, on a bulletin board, or on a display board. The teacher asks the student to make a selection from a few assignments that the teacher chooses. With this strategy, the teacher targets student need along with student choice.

Cluster Grouping

This technique groups identified gifted students within the general education classroom with a teacher who devotes ample class time to a differentiated curriculum to meet their advanced learning needs.

Creative Skills Training and Expressions

This entails training and practice in **divergent thinking** such as **fluency** (generating many ideas), **flexibility** (looking at a situation from different viewpoints), **elaboration** (adding to ideas), **originality** (generating ideas that are out-of-the-ordinary) and **perseverance** (staying focused on the task in spite of obstacles). Students will also express their creativity through the integrations of Art, Music, and Drama into the major academic content areas.

Curriculum Compacting

The process of identifying learning objectives, pre-testing students for prior mastery of these objectives, and eliminating needless teaching or practice if mastery can be documented. The time saved through this process may be used to provide either acceleration or enrichment for students.

Daily Dispatch

New term for 'Morning Meeting', this strategy is a daily event where students discuss current issues on world, national, and local levels as well as weather, sports, and school updates.

Differentiation

Differentiation is a basic principle underlying curriculum development for the gifted. Teachers differentiate/modify the curriculum and their instructional methods in response to the needs, strengths, learning styles, and interests of individual students so that all students have an opportunity to learn at their full potential. Differentiation typically involves modifying instruction in terms of **content** (skills to be learned), **process** (activities designed to teach the skills), and **product** (projects and assessments that demonstrate the extent to which the skills were learned). Vital to successful differentiation is pre and post assessment of student performance.

Distance Learning

A planned teaching and learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction.

Early Entrance to Kindergarten

The practice of admitting a student to kindergarten who has not yet reached the typical age at which students are admitted to kindergarten for the purpose of providing access to appropriately challenging learning opportunities. An application must be submitted to the Office of Gifted Education to schedule testing. CMSD Policy is for the student to be age 5 by Sept. 30 of the intended school year.

Enrichment Projects

Disciplines of learning not normally found in the regular curriculum using in-depth material to enhance the core curriculum. Examples of enrichment approaches are teaching research skills, higher level or critical thinking, meta-cognitive skills and thematic connections.

Flexible Grouping

This is a grouping strategy that places students in groups for instructional purposes such as pacing content and interest areas. These groups are based on an assessment of the current skill level of each student. Flexible groups are fluid and have movement. They are reviewed and changed as the content of instruction changes. Flexible groups are formed for the purposes of both reviewing skills and advancing to more complex skills.

Gifted Intervention Specialist (GIS)

Teachers who have this endorsement are licensed to work in Ohio in K-12 settings and to teach gifted and talented students in Ohio. This endorsement may be added to any standard teaching certificate or teaching license.

Higher Order Thinking Activities

Advanced questioning in discussions and providing activities based on the six levels of the **'Revised Bloom's Taxonomy of Higher-Order Thinking Skills.'** The process verbs, activities, and products range from simple and factual thinking to more complex and abstract levels of thinking. They are: **remember, understand, apply, analyze, evaluate, and create.**

Independent Study

These are structured projects agreed upon by student and supervising teacher that allow a child to individually investigate an area of high interest. Children identify questions about their topic and develop a plan that will allow them to discover the answers to their questions. Independent study projects are based on the individual child's readiness level.

Interest Inventories

These are written surveys used to determine special interest areas of individual students and are used for instructional planning purposes.

Junior Great Books

A method of **Shared Inquiry**, the teacher will develop his or her own mind as a leader and help students think for themselves and learn from each other. Questions generated from the text are of three types: **factual** – has only one correct answer, **interpretive** – has more than one correct answer that can be supported by evidence in the text, **evaluative** – asks us to decide whether we are in agreement with the author's point of view and depends on our knowledge and experience. This method is very similar to the Socratic Seminar method, however, Junior Great Books utilizes specific books per grade level that are ordered through its company.

Learning Centers

These are areas in the classroom where hands-on activities, math manipulatives, and literature books are set up to perform one or more of the following functions: to teach a new skill, reinforce skills with children that are not comprehending, and extending skills with children that have mastered them at grade level.

Learning Contracts

The criteria for completion of an independent study project are outlined in a learning contract between the student and the teacher.

Leveled Reading

Once assessments determine the level at which students read, books are matched to that level – books that are challenging enough for the student to make progress, but not so difficult they cause frustration.

Literature Club

Found within the CMSD Daily Literacy Block, it is an organized, teacher-guided, student-led discussion group. It is designed to increase students' reading comprehension and provide them with exposure to a variety of quality reading material and genres while gaining valuable literacy skills. In the primary and intermediate grades through grade 5, Literature Club is characterized by documenting student answers in a notebook that follow a specific format. In the middle and high school grades, Literature Club follows the **Socratic Seminar** Format.

Major Work

Name given to the Gifted Education Program in the Cleveland Metropolitan School District; this program features accelerated instruction for students in grades two through six. 'Major Work' began in 1921 at Denison Elementary School and was amongst the first programs in the country to service gifted children.

Mentoring

This program establishes a one-to-one relationship between a student and an outside-of-school expert in a specific topic area or career.

NAGC Standards

The 'Major Work' Gifted Education Program in CMSD is aligned with the National Association for Gifted Children (NAGC) Program Standards. The standards address seven areas of program criterion. They are: Curriculum & Instruction, Program Administration and Management, Program Design, Program Evaluation, Socio-Emotional Guidance and Counseling, Professional Development, and Student Identification.

Off-Site Enrichment Opportunities

Supplemental programming that is aligned to the Ohio Academic Content Standards such as the overnight outdoor camping experience and field trips to cultural institutions and museums.

Open-ended Questions

Open-ended questions have more than one correct answer in solving the problem. Open-ended questions can be used in any subject area or discipline.

Peer Coaching/Professional Development

This technique enables teachers to strengthen their professional growth through teaming for support, exchange of curricular activities, and meeting collaboration.

Portfolio Assessment

This collection of authentic student work assists teachers and parents in monitoring student progress over a long time period. Portfolios should contain original stories with evidence of the five-step writing process, journal entries, artwork with math, science, social studies and literacy integration, science experiment documentation, writing in math class, etc. All portfolio pieces should be chosen by the student or student with teacher input, dated, and set home on a time frame selected by the teacher. At the end of the school year, a specific number of portfolio entries are chosen to be sent on to next year's teacher while the rest of the work is sent home.

Post-Secondary Enrollment Options (PSEO)

Allows children to enroll in nonsectarian college-level courses and receive college credit and/or credit toward graduation from high school.

Problem-Solving and Problem-Finding

The six-step process uses both creative and critical thinking to analyze problems, generate a variety of possible solutions, and then select the best solution for implementation. The six steps in this process are: 1. Identify the Problem, 2. Fact-Finding – gathering all important and relevant facts, 3. Define the Problem – looking at the problem from several different perspectives, 4. Idea-Finding – generating possible solutions, 5. Judging Ideas – selecting the “best” solution, and 6. Taking Action – implementing that solution.

Problem-Solving is generated from a pre-selected problem or situation that is identified by the classroom teacher. In **Problem-Finding**, students create or select the problem to be solved.

Pull-out Resource Room

Used to enrich the regular school program with a specified amount of time allowed for participation in advanced curriculum in a pull-out setting after which the students return to the general education classroom. The Resource Room teacher, who is licensed in Gifted Education, provides a source of enriching experiences and adds to the options available to gifted students to develop their special interest and special talents.

Research Talks and Presentation Skills

Preparing and presenting a research talk is a method to develop research and presentation skills. Children develop their independent studies and experience excitement and involvement in high-interest projects. Gifted learners become familiar with the skills of historical research, descriptive research, and experimental research as tools for future learning and thinking. Training also includes how to express oneself appropriately for speaking and presenting in public. Children are required to follow specific steps in sequencing, note-taking, outlining, and organizing that will result in an oral presentation using visuals.

S.C.A.M.P.E.R.

This creative problem-solving model teaches students the steps of: **Substitute** – what could I use instead? **Combine** – can I blend parts together? **Adapt** – what can I change or imitate? **Modify, Magnify, or Minimize** – how can I make it bigger or stronger, smaller or more compact? **Put** – how can I put this to use in a new way? **Eliminate** – what parts are not necessary? **Rearrange or Reverse** – could I use a different sequence?

Self-Contained Classroom

An instructional setting in which the teacher differentiates in the depth of examination; range of supporting activities, emphasis on purposeful learning, and intense involvement provided. The self-contained classroom varies the learning environment, content and process, and it accommodates the individual learning styles of gifted children. At the primary and intermediate grades, children are generally taught all major subject areas by the same teacher licensed in Gifted Education or participate in a departmentalized situation where the students change classes and are serviced by two or more gifted licensed teachers.

Service Learning

Students will develop civic responsibility and build positive character through volunteer opportunities. These projects such as recycling, collecting canned goods for the needy, and volunteering at the nursing home must have a connection with academic content.

Shared Inquiry

Shared Inquiry is a method of learning that enables people of all ages to explore the ideas, meaning, and information found in everything they read. This method centers on interpretive questions – questions about a text that have more than one plausible answer.

Single-Subject Acceleration

Advancing a student to the next grade level in one subject area where participation in the curricular content is done on a daily basis in the accelerated grade classroom. This is a result of the CMSD Acceleration Team Process in conjunction with the Office of Gifted Education. In compliance with Ohio Department of Education rules for testing, students that are single-subject accelerated must participate in standardized testing in the accelerated grade subject area.

Socratic Seminar

This method is based on the Theory of Knowledge, developed by the Classical Greek Philosopher, Socrates. A Socratic Seminar is a method that promotes understanding of information by creating a dialogue in class in response to a specific written text (in any subject area). The dialogue created is thoughtful and raises important questions in the participants' minds generating responses that have no right or wrong answers.

Tiered Assignments

In a heterogeneous classroom, a teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. The six methods to tier assignments are as follows: 1. **resource** – same topic is used, resources are leveled, 2. **challenge** – different levels of Bloom's Taxonomy using Bloom's process verbs, 3. **complexity** – all students research the same topic and generate the same product, however, the criteria for completion is different, 4. **product** – content is the same, product is different (play, poster, report) – use of "Multiple Intelligences", 5. **outcome** – same material is used by all groups but the display of the material is different (one group makes patterns, one makes a bar graph, one sorts by attributes), 6. **process** – use different means to achieve a similar outcome (to find out the best candy bar, different groups can survey individuals, do a taste test, read published newspaper or magazine articles on the topic).

Twice Exceptional Program

A student identified as '2e' or 'Twice Exceptional' has been identified as gifted and as having a disability. The most common 'dual exceptionalities' are Gifted/Learning Disabled and Gifted/Attention Deficit Hyperactivity Disorder. These identified children are may be serviced in the self-contained gifted classroom with a Special Education Intervention Specialist providing planned accommodations and interventions as outlined by the child's IEP (Individual Education Plan).

Weekly Forum

Also called "Classroom Meetings", these are done on a weekly basis. Students and teacher discuss positive character education and classroom management techniques. Students may elect classroom officers that remain the same throughout the school year or rotate on a monthly or quarterly basis. The officers take a vital role in planning for and leading the Weekly Forum.

Whole-Grade Acceleration

This pertains to promoting a student so that he or she bypasses or 'skips' one or more grade levels. This placement must be determined by the CMSD Acceleration Team Process through the Office of Gifted Education.

Writer's Workshop

Allows students the opportunity to develop, publish, and share their original stories and poems through writing process portfolios, peer editing, and student and teacher conferencing. Use of the "author's chair" is encouraged when students share their original works out loud with their classmates and other guests.

Written Education Plan (WEP)

Children identified for gifted services have an individual Written Education Plan. The WEP outlines the areas of gifted identification for each child in addition to goals, objectives, and specific strategies for acceleration in the identified gifted areas. WEP's are written annually and reviewed collaboratively by parents and teachers.

Written Acceleration Plan (WAP)

A Written Acceleration Plan is developed for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the students shall be provided with a copy of the written acceleration plan. WAP's are written once to promote the acceleration.