

Morey's Highly Gifted and Talented Magnet Program

Vision

The Gifted and Talented Department of Denver Public Schools strives to ensure that gifted and high ability students are rigorously challenged to become life-long learners and are supported in reaching their full emotional, intellectual and creative potential. Our goal is to equip students to become successful, critical, compassionate, collaborative individuals who are ready to be leaders and citizens of the 21st century.

Mission

The Highly Gifted and Talented magnet program at Morey Middle School recognizes that students who possess exceptional gifts and talents should be granted the direction, time, encouragement, and resources to maximize their potential whether it be in the area of intellect, specific academics, creativity, or leadership. In conjunction with their high cognitive abilities, we facilitate their learning in all content areas. Administrators, teachers, counselors and facilitators will work with parents, students, and the community to identify the highly gifted and talented students from all backgrounds. Morey will offer these students the differentiated instruction and opportunities they need in order to become confident and productive adults.

Identification Process

Giftedness is found at several levels. The further a person's Intelligence Quotient is from the norm of 100 IQ, the more complexities that person has. Issues are similar to those of a student with an IQ much lower than the "average" person. it is difficult to fit into the expectations and

lifestyle of "average" folks when the IQ becomes extreme. More great information can be found at Hoagies Gifted.

www.hoagiesgifted.org/underserved.htm

Levels of Giftedness as evidence of Level IQ Range Prevalence

Mildly (or basically) Gifted 115 - 129 1:6 - 1:44

Moderately Gifted 130 - 144 1:44 - 1:1000

Highly Gifted 145 - 159 1:1000 - 10,000

Exceptionally Gifted 160 - 179 1:10,000 - 1:1 million

Profoundly Gifted 180+ Fewer than 1:1million

Students wishing to participate in the Morey's HGT Program will qualify through demonstrating an aptitude of highly giftedness by means quantifiable data.

Student and parents must first apply through Denver Public Schools Gifted and Talented Department to take the CoGAT. This cognitive subtest qualifies students based on their scores in quantitative reasoning, verbal reasoning, and visual special abilities. Students must receive a score 99% in two of the following assessment categories to be considered for Morey's HGT Magnet Program. In addition students must have a third criteria meet of teacher recommendation, parent recommendation, or SRI scores.

A measure of abstract and visual-spatial reasoning skills is nonverbal and is considered to be unbiased in terms of both culture and gender. It involves evaluating the pattern in a sequence of geometric designs and selecting the appropriate next design to complete the pattern. The format is multiple choice; the student chooses a response from six or eight possible choices. Students work at their own pace since there is no time limit for this test.

The Verbal Cognitive Abilities Test (Verbal CogAT) is a measure of verbal reasoning skills, using items selected to be developmentally appropriate for various age levels. As a result, testing for kindergarten and grades 1 and 2 involves two subtests, which are read aloud to students: Verbal Reasoning and Oral Vocabulary. For third grade and above, students read three verbal subtests: Verbal Classification, Sentence Completion, and Verbal Analogies. The format is multiple choice; the students choose a response from four or five possible choices.

The Quantitative Cognitive Abilities Test (Quantitative CogAT) is a measure of abstract reasoning and specific mathematical reasoning skills. It covers relational

concepts as well as quantitative concepts, which are measured by the ability to solve math story problems and complete number series problems.

The Nonverbal Abilities Cognitive Test presents the most novel problems to students. The items on these tests use only geometric shapes and figures that have had little direct relationship to formal school instruction. The tests require no reading. The nonverbal battery is particularly suitable for obtaining an accurate estimate of development for students who have difficulty with reading, who have limited competency in English, or who have limited opportunities. The tests in the nonverbal battery are between fifteen and twenty-five questions each and students are given ten minutes for each test.

The scores for the tests are reported in percentiles, which compare your child's results to those of a group of children of the same age or grade chosen to be representative of the U.S. population. Percentile rank tells you what percentage of students of the same age or grade scored the same or below your child. For example, if a student scores at the 99th percentile, that means that he or she scored the same or better than 99% of the students of the same age or grade. For the CogAT, both age and grade percentiles are reported. The higher of the two scores is listed here and is used in our determination. For all students, the lowest score from these three tests is dropped.

October 3rd: HGT Applications/ Nominations Due to GT Department by 6pm. Applications may be mailed or dropped off in person. No faxes or emailed versions will be accepted.

Testing will occur during the last week of October and first three weeks during Novemeber during the regular school day schedule

Results will not be available by phone or email. Letters will be sent out January 7th, 2015.

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Best Practices For Serving HGT Students

This identification brings clarity on how to best serve the special needs of the student.

- **Advanced content**
- **Fast Paced Instruction**
- **Learn to focus on the positive side of challenge**
- **Challenge**

- In depth work on selected topics
- Time with intellectual peers
- Opportunities to express their needs and feelings
- Help in gaining a feeling of acceptance by others
- Learning to appreciate their own strengths and weakness
- Study other gifted individuals
- Need the opportunity to learn techniques of research
- Learn coping strategies for dealing with their sensitivity and emotionally
- Help to achieve at their highest levels
- To feel valued for themselves and not just for their accomplishments

Once identified students are secured a place in Morey's HGT Magnet program they will receive education that reaches beyond the Colorado State curriculums through enrichments through out their school day. Enrichment gives learning opportunities for students to delve deeper into their abilities and create with the facilitation of an expert educator. In the HGT program have two forms for which they can explore based on Renzulli's School Wide Enrichment Model.

Portfolios

Resources of Rationale

Talent Portfolios

<http://www.gifted.uconn.edu/sem/semart09.html>

Portfolios quick summary for parents and educators

<http://www.gifted.uconn.edu/nrcgt/reports/Trifolds/A9510P.pdf>

A portfolio is more than just a container full of stuff. It's a systematic and organized collection of evidence used by the teacher and student to monitor growth or the student's knowledge, skills, and attitudes in a specific subject area. – Vavrus

Background and Theory: In an effort to challenge learners in the HGT program at Morey Middle School, we will be having students begin at 6th grade with a yearly culminating portfolio that will be developed over their three years at Morey showing their best performance in specific categories of giftedness and tracking their growth and performance over time in all appropriate areas of their education. Much of the theory behind this idea comes from Joseph Renzulli and his Schoolwide Enrichment Model, a leading voice in gifted education right now.

<http://www.gifted.uconn.edu/sem/semexec.html>

Core Class Working Portfolio: This will be kept in each of the student's core classes. All the class work from the student's core class will be kept in this folder. Twice a semester HGT classes will organize Reflection, Distribution, and Filtration days where the students have the ability to work through stations of reflecting on evidence gathered and organizing it into a body of evidence that connects to giftedness categories for the Final Culminating Talent Portfolio.

Culminating "Talent Portfolio:" Students will place the best of their work in all categories of giftedness into one portfolio that will be maintained throughout their years in the program. This portfolio will be used in student led conferences and parent interviews to support students' abilities to articulate their growth, strengths and passion areas in their learning. Completion of this portfolio will culminate with an HGT endorsement or their continuation certificate for having successfully completed the HGT program at Morey Middle School.

6th Grade-5 pieces

7th Grade-10 pieces

8th Grade 15 pieces

Schoolwide Enrichment Model

D.I.C.E. (*Design, Innovation, Creativity & Innovation*) 45 minutes

D.I.C.E. classes extend core curriculum to advanced levels. Students select their D.I.C.E. class based on their passion for learning. Students with Advanced Learning Plans may select based on their identified strength area. DICE classes are offered to all High Strides and HGT students who score proficient or advanced on the math and reading TCAP tests. Within this class students will design an inquiry based

research project, a passion project, with products that demonstrate their strength areas as indicated on the ALP.

Language Arts D.I.C.E.: Semantics, Shakespeare, Speech & Debate

Science: Science Fair, S.T.E.M.

Math & Engineering D.I.C.E.: Mathletics/MathCounts, Robotics, Brain Bowl

Social Studies D.I.C.E.: History Day, Geography Bee, Destination Imagination

<http://www.gifted.uconn.edu/sem/semexec.html>

Passion Projects

Students are asked to think beyond the structure of these classes while working on their Passion Projects and see the complexity of these studies through and interdisciplinary lens. They are expected to outline their process of inquiry and to delve into many sources to create multiple products to demonstrate their strength areas as indicated on their Advanced Learning Plan. These products will be displayed for a wide audience during our Presentation of Learning.

Dr. Betts Autonomous Learner Model

He is the current President of NAGC, a leading voice in gifted ed. With programs and school models. He started Greeley West's IB program. He started and ran the Summer Enrichment Program at UNC for 35 years.

<http://www.unco.edu/cebs/sep/....>

Presentation of Learning

Students will present their products of inquiry to the school, staff, high school gt coordinators and counselors, and parents throughout the day and evening. These products can derive from portfolio work and/or passion projects. It is day full of confidence, exploration, and respect for the variety of learning that happens in Morey Middle School.

Giftedness Categories:

Critical Thinking - is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.

<http://www.criticalthinking.org/pages/our-concept-of-critical-thinking/411>

Interdisciplinary – combining or involving two or more academic disciplines or fields of study.

Social/Affective Needs (Leadership) - life skills, including how to deal with oneself, others and relationships, and work in an effective manner. (examples: group work, reading groups, fishbowl, partner work, peer editing, presentations, etc.)

Creativity –the process of analyzing ideas, alternatives, or possibilities that are useful in problem solving, communicating, and entertaining to develop new, uncommon, or unique ideas.

Problem Solving – Developing and using strategies to analyze and solve problems

Students will be required to choose 2 products per core class per semester for end of the semester evaluation workday. Each of these products must also have the rationale attached and placed in their classroom-working portfolio. These will be flushed into one product per pillar at the end of the semester so the Talent Portfolio will show one piece of evidence per pillar per grade.