

The Gifted Child

The following characteristics of gifted children may help you in the identification process:

A gifted child:

- Questions critically.
- Memorizes easily.
- Transfers learning to new situations.
- Learns rapidly and easily.
- Does some academic work advanced from his assigned grade level.
- Uses a large number of words easily and accurately.
- Visualizes mentally.
- Shows curiosity and originality.
- Has a wide range of interests.
- Is an avid reader.
- Has a high energy level.
- Solves problems and processes ideas in a complex way.
- Has a sense of humor.
- May have a long attention span.
- Seems to have more emotional stability.
- Sometimes comes up with unexpected, even "silly" answers.
- Is often asked by peers for ideas and suggestions.
- Is a good listener.
- Understands and accepts reasons for change.
- Anticipates outcomes.
- Is challenged by new ideas.
- Likes to improvise.
- Offers several solutions to the same problem.
- Shows ability to plan, organize, execute and judge.
- Uses trial-and-error methods.
- Is persistent.
- Seems to know when, where and how to seek help.
- Makes generalizations.
- Is sensitive to the feelings of others or to situations.



A Parent's Guide to our Challenging Academic Potential (CAP) Program



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What is CAP?

CAP stands for Challenging Academic Potential and is the gifted program at Davison Community Schools.

The **U.S. Department of Education** recommends the following definition of children with outstanding talent: *"Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience or environment. These children and youth exhibit high performance capability in intellectual, creative and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."*

Consultants for Gifted and Talented Education have developed a **Michigan Vision** for talent development. The vision states: *"Every learner is assured opportunities to develop extraordinary levels of performance. Talents emerge in an environment of challenging and meaningful learning experiences. All schools, whether affluent or low income, urban or rural, have children and youth with exceptional talent. The educational community is committed to finding these learners and developing their full potential. These learners are entitled to intensively pursue their individual talents and have their unique needs met."*

Davison Schools' CAP Mission Statement:
Davison Community Schools is committed to offering a differentiated and/or accelerated curriculum for those K-12 students meeting a specific criteria.

The gifted classrooms are designed to provide an educational program beyond the regular education curriculum at a pace appropriate to these students. Students are usually accelerated to higher grade level materials, especially in reading and math. In the content areas of science and social studies, students are encouraged to study topics in greater depth and spend more time on individual research projects.

Environment (Continued)

Grades 2-6

Gifted students at these grades are grouped into separate classrooms. The environment is an enriched one and the classroom is extended to the community. Project assignments and field trips in connection with areas of study are part of the program. Students will demonstrate the ability to think creatively. The program will provide students with instruction in, and the opportunity to apply problem-solving skills.

Middle School

The Middle School student has very unique needs. In response to those needs, the programs offered to our CAP students try to satisfy two equally important goals:

- Goal 1 - To provide a variety of opportunities for students to develop socialization skills and develop lasting peer relationships.
- Goal 2 - To challenge and expand our students academically.

High School

Along with honors classes in all academic areas, high school students can also consider testing out of high school courses to move more quickly through a sequence of course work. Advanced Placement course work and dual enrollment in college courses while attending high school are also available. The following Advanced Placement classes are offered at Davison High School: calculus, chemistry, government, psychology, programming (Java), literature and language.

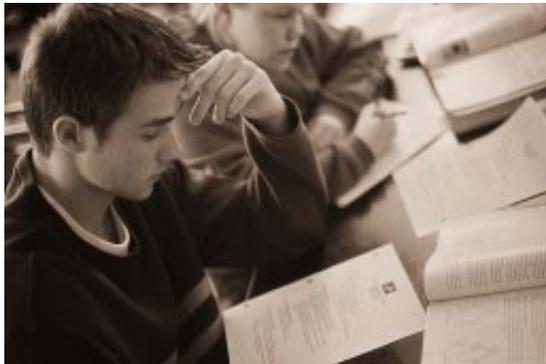
Placement

Placement outside of regular education and within the self-contained gifted classrooms will be only by the recommendation of the Gifted Education Screening Committee. The members of this committee are the school psychologist, school principal, district curriculum consultant, school counselor and a classroom teacher representative.

Information to be considered by the committee will be entered on a Screening Matrix, and will include achievement and intelligence test results as well as information gathered from parents, teachers and, where indicated, test administrators.

In order to ensure objectivity and impartiality, the information will be presented without identification as to name, sex or school of the student. The material and comments submitted by teachers will be entered anonymously.

Parents are informed of the recommendations of the Gifted Education Screening Committee by mail. They are encouraged to set up a conference to discuss the recommendations of the Screening Committee and devise a plan for meeting the child's needs.



Programming

Grade	Classes			
K	Identification			
1	Gifted Cluster			
2	Gifted Cluster			
3	Gifted Cluster			
4	Self-contained classroom			
5	Self-contained CAP Team			
6	Self-contained CAP Team			
7	Honors Math	Honors L/A English 7	Honors Science	Honors Social Studies
8	Honors Algebra	Honors English 8	Honors, Essential Earth Science	Honors History
9	Honors Geometry	Freshman Honors English	Honors Physical Science 9	Honors World History
10	Honors Algebra II	Sophomore Honors English	Honors Biology	Honors, U.S. History & Geography
11	Honors Trig. and Pre-calculus	AP Language and Composition	Chemistry Anatomy/Phys. Honors Physics	AP U.S. & Comparative Government and Politics
12	AP Calculus	AP Literature and Composition	AP Advanced Chemistry	AP Psychology

Environment

Education for highly gifted students requires a curriculum that is different from the regular curriculum in its pacing, depth and methodology. It is built around the objectives of the regular education curriculum for Davison Schools, which are appropriate to the levels of the student. These regular education objectives will be basic to the program and will be expanded upon. It will also involve a greater use of higher level thinking skills including application, analysis, synthesis and evaluation.

Developing curriculum to fit the needs of the students is a continual and ongoing process. The teachers design the instructional activities to enrich and extend the understanding of the individual groups of students that they serve. They try to meet the interests and abilities as well as their learning styles.

Each elementary gifted classroom will also be scheduled for computer, physical education and music classes like all Davison students. Secondary students can choose electives based on their individual interests.

Kindergarten

At the kindergarten level, we are just beginning to identify our students with advanced potential. Our primary focus at this level is to ensure that the child's first experience in school is a positive one. Goals that relate to social, emotional and physical development as well as academic progress are emphasized. Kindergarten staff work individually with parents to meet the needs of their students.

First Grade

Identified CAP students are clustered in one classroom and regularly work on above grade level materials. The teacher emphasizes higher level thinking skills, advanced writing activities and projects throughout the first grade year. The goal of this year is to transition students positively to a full day of school.

Identifying CAP Students

The identification process for intellectually and academically talented students consists of three stages:

Nomination: Any one of the following will consist of a nomination: teacher referral, parent referral, standardized achievement and intelligence test scores within the top five percent of the student's age group. Parents should feel free to nominate their child by contacting the Special Services department at 591-0913.

Assessment: This process determines whether the child needs educational experiences beyond those provided in the regular curriculum. Assessment will consist of any of the following:

- a record search regarding grades, test scores, etc.
- additional information from teachers and/or parents via questionnaires.
- further evaluation via tests of academic achievement or intelligence.
- observation of performance.

Evaluation: This is an ongoing process to determine whether those children designated as gifted are appropriately programmed and challenged. Additional achievement testing is reviewed prior to placement in grade seven for Middle School and in grade nine for High School. This updated information assists us with our placement in honors classes.

Children may enter regular classroom enrichment program options as their talents indicate and opportunities allow. It should be understood that the greater the talent, the fewer will be the number of children requiring those services and the more stringent will be the identification process.