

eagle talk

dates to Remember

How to contact us

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Gifted & Talented Handbook 2016

August

- 11** - Open House
Harrisburg & Indian Land Elementary
at Indian Land Elementary - 5-7 p.m.
- 14** - Open House
All other elementary schools
at Discovery School - 2-3:30 p.m.
- 18** - EAGLE program orientation
Parents of new EAGLE students
USCL Bundy Auditorium - 6:30 p.m.
- 22** - EAGLE classes begin



September

- 6** - ST-ARTS referral forms
sent to all middle schools
- 26-Oct. 31** - EAGLE Fall fundraiser

October

- 7** - ST-ARTS referral due - Grades 6-8
- 13** - EAGLE parent conferences
Grades 3-5 - 3:30-6:30 p.m.
- 14-17** - PSAT - Grade 8

November

- 1** - GT IDEAS Meeting - Grade 3
presentations - 6:30-7:30 p.m.
USCL's Bradley Building
- 8** - Election Day - no school
- 19** - ST-ARTS auditions - Grades 6-8
Discovery School - 8 a.m.-noon
- 22** - Last EAGLE Day
- 23** - No school
- 24-25** - Thanksgiving holidays
- 28** - EAGLE classes resume

December

- 6-7** - No EAGLE classes
Teacher professional development
- 8** - Field trip - Thursday Group
Taiko Drums
- 19** - Last EAGLE Day
before Winter Break

January

- 3** - EAGLE classes resume
- 16** - No school
- 18** - Field trip - Biz Town
Indian Land Elementary &
Harrisburg Elementary Grade 5
- 19** - EAGLE parent conferences
Grades 3-5 - 3:30-6:30 p.m.
- 20** - Field trip - Biz Town
all other fifth graders
- 23** - Field trip - Monday Group
Wonders of the Rain Forest

February

- 8** - Field trip - Wednesday Group
Jump for Life
- 17** - No School - Winter Break
- 20** - No School - Professional development
- 21** - Field trip - Tuesday Group
Joe Odhiambo
- 28** - G/TIDEAS Meeting - 6:30 p.m.
Math Festival - USCL Bradley Building

March

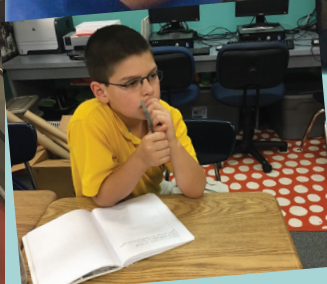
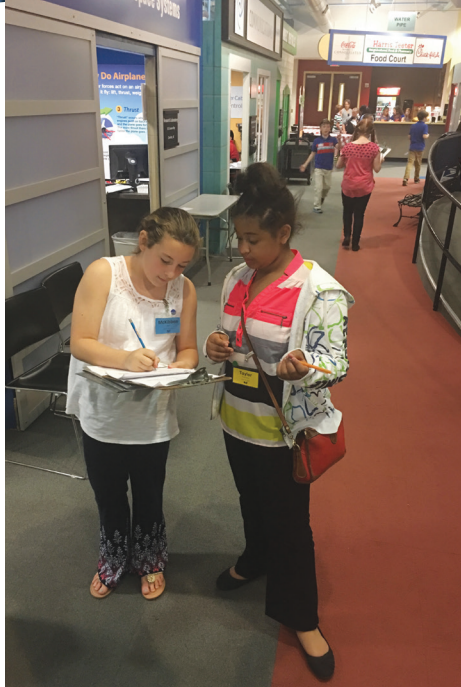
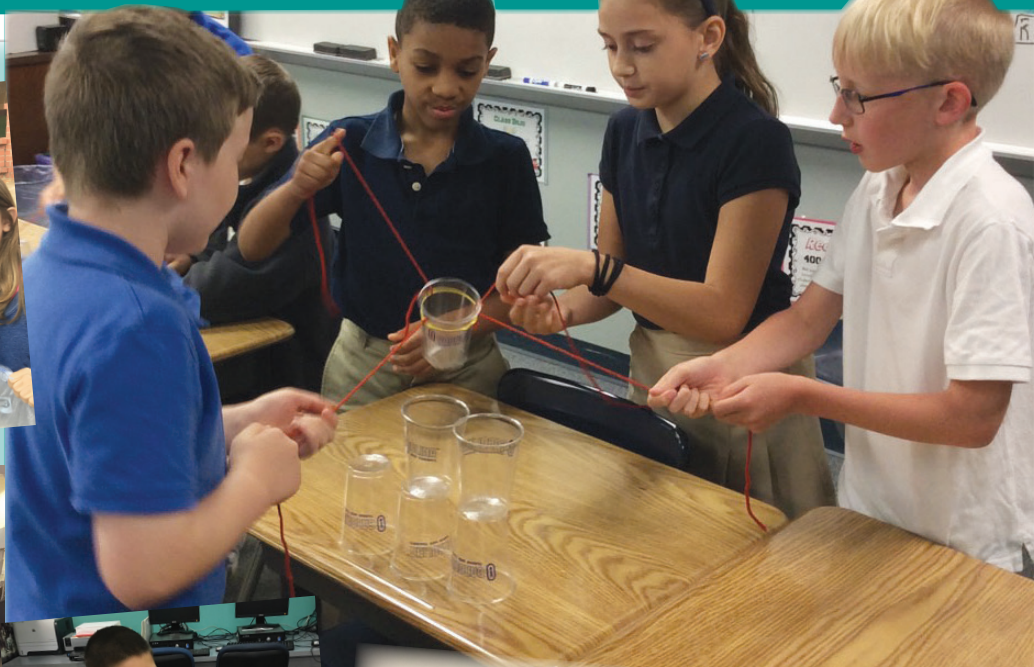
- 10** - No School - Teacher Workday
- 13** - No School - Spring Break
- 31** - Festival - Friday Group
Everyday Leadership

April

- 7** - Field trip - Friday Group
Amazing Animals
- 10-14** - Spring Break

May

- 12-18** - EAGLE progress reports
- 18** - Last EAGLE Day



From top left clockwise:
GT students make bag ice
cream to learn about food
science, chemistry, phases
of matter and solutions,
engineer as a team a tool to
move and stack cups, learn
about the airline industry
at Biz Town, plan for an
engineering project plan
and interview at Biz Town.

Our philosophy

Challenge & stimulate our students

Our district is committed to an educational philosophy that recognizes the unique value, needs and talents of individual students.

The EAGLE-GT Program is designed to challenge and stimulate the academically gifted through a multi-dimensional approach involving special curricula, enrichment and the inclusion of accelerated concepts and content.

How we define a gifted student

Students identified as gifted and talented are those who possess demonstrated or potential abilities for high performance in academic or artistic areas, and, therefore, require services or programs not ordinarily provided by the regular school program.



Dear Parents:

Welcome to a new school year with our district's Gifted and Talented Program. This year, our program celebrates its 39th year of service to gifted and high-ability students throughout the county.

Our program continues to change and expand. We are fortunate, again this year, to be able to work with a record number of students from across the county. Exciting curricular changes for school year 2016-2017 include the highly respected Junior Great Books Program at all grade levels as well as the continuation of our student leadership program entitled *Changing Tomorrow*. In addition to the award-winning Mentoring Mathematical Minds (M3) units, we will be adding the Junior Achievement Biz Town math curriculum at the fifth-grade level. Engaging field-learning opportunities this year include the following: *Amazing Animals*, *One World Taiko*, *Joe Odhiambo*, *Jump for Life*, *Wonders of the Rain Forest* and Junior Achievement's Biz Town.

We hope that this handbook will be of benefit to you, not only this year, but in the future as your child moves from elementary school to middle school and high school and beyond!

Because we live in an age of information, communication with our stakeholders is essential. We encourage you to take an active role in your child's education by:

- Visiting our program when you can;
- Logging onto our web site and teacher pages frequently;
- Communicating with us by phone or e-mail;
- Asking your child questions about his or her assignments;
- Attending parent meetings;
- Encouraging and modeling critical and creative thinking; and,
- Understanding the nature and needs of your gifted child.

We look forward to working with you and your child this year!

Sincerely,



Tom McDuffie
Gifted & Talented Programs Coordinator

Our curriculum: What we teach

Students participating in our district’s GT Program are offered a variety of educational experiences outside the bounds of the regular classroom.

Our focus is on a differentiated, concept-based curriculum (aligned to State Standards and the SC Gifted & Talented Goals), that emphasizes the following:

- ◆ Inquiry – observing, experimenting, critiquing and evaluating;
- ◆ Creative and productive thinking – producing many and varied responses, new or origi-

nal responses, elaborating on a response and generating innovative ideas;

- ◆ Problem-solving – defining the problem, obtaining evidence, analyzing, synthesizing, hypothesizing, validating and evaluating.

Program goals

- ◆ To help each student recognize and utilize his/her ability(ies) to the fullest;
- ◆ To strive for excellence in his/her contribution to self and others;

- ◆ To help each student gain a realistic and healthy concept of self and others;
- ◆ To provide each student with opportunities for intellectual stimulation.

Program objectives

- ◆ To develop and refine critical thinking skills;
- ◆ To develop and refine problem-solving abilities and research skills;
- ◆ To develop and stimulate creative behaviors;
- ◆ To develop independence and responsibility.

How does a student qualify for academic GT Programs in SC?

Identification is a multi-step process, which consists of referral, screening, and assessment by a district evaluation and placement team.

The state of South Carolina has established three dimensions of giftedness as criteria for placement in state-funded academic gifted programs.

To qualify for placement, a student must meet the eligibility criteria in two out of the following three dimensions:

(A) Reasoning Abilities

Students must score 93rd national age percentile on a nationally-normed aptitude test. Students may be eligible for placement based on aptitude scores alone if they score 96th percen-

tile or higher on the composite score of a nationally-normed aptitude test.

B) Achievement

Students must score 94th national percentile on approved subtests (reading or math) on a nationally-normed achievement test or score appropriately in ELA or math on the SC statewide assessment instrument (PASS).

(C) Performance

For placement in grades 3-6, a student must score appropriately on either verbal or non-verbal sections of the STAR Performance Tasks. For placement in grades 6-12, a 3.75 grade point average in the academic areas may be used.

Placement based on local criteria

Our district has adopted guidelines for placement of students (based on space availability) who meet one of the two required dimensions and are very close in a second dimension.

Students identified based on local criteria are eligible for services only in our district and will be served only if appropriate academic performance is maintained.

Some characteristics of gifted learners

- Learns easily and rapidly;
- Thinks clearly, recognizes implied relationships;
- Reads above grade level;
- Retains what he/she has heard or read without appearing to need much rote or drill;
- Exhibits independence, individualism, self-sufficiency;
- Demonstrates a curious and investigative nature;
- Asks penetrating, searching questions;
- Focuses intently on areas of interest;
- Readily recognizes spatial relationships;
- Produces original products or ideas;
- Prefers complex ideas;
- Excels in mathematics concepts and problem-solving;
- Demonstrates an advanced sense of humor;
- May start several projects at one time, but never finish any;
- May demonstrate a heightened sensitivity to issues and concerns.

Terms associated with highly capable students

Ability Grouping

Students put in groups by need, ability or interest. Groups can be formed and reformed to meet varied instructional purposes. All students need to participate in both homogeneous and heterogeneous grouping patterns.

Advanced Placement

An academically rigorous program in which secondary students can gain college credit and/or advanced college placement. Students in Advanced Placement classes must meet a level of criteria established by higher education institutions on a nationally given and scored Advanced Placement examination.

Authentic Assessment

Process of evaluating student learning using student products or performances instead of traditional standardized tests. Students are evaluated with regard to effort, individuality and creativity.

Cluster Grouping

A method for organizing a heterogeneous classroom by assigning students with similar needs, interests, and/or abilities within the same classroom.

Collaborative Learning

A teaching strategy whereby students are expected to share their expertise [their area of strength] in order to reach a consensus or create a common project.

Content/Process/Product

The elements of curriculum. Content is the subject matter. Process is the skill included in the curriculum [how we learn the content]. Product is the outcome of the learning.

Creativity

It is the process of combining what exists into something new. This process could be a procedure, an idea or a product. Creativity can be taught. The elements of creativity play an important part in introducing new ideas and solutions to problems.

Critical Thinking

The development of analytical thinking for purposes of problem-solving and decision making. Critical thinking uses specific attitudes and skills such as seeing others' points of view and reaching sound conclusions.

A Creative Thinker...

- ◆ Sees exceptions.
- ◆ Wonders.
- ◆ Daydreams; may seem off task.
- ◆ Overflows with ideas, many of which will never be developed.
- ◆ Plays with ideas and concepts.
- ◆ Injects new possibilities.
- ◆ Is in his/her own group.
- ◆ Questions: What if...
- ◆ Prefers the company of creative peers but often works alone.
- ◆ Relishes wild, off-the-wall humor.
- ◆ Is independent and unconventional.
- ◆ Enjoys creating.
- ◆ Improvises.
- ◆ Is an inventor and an idea generator.
- ◆ Is intuitive.
- ◆ Is never finished with possibilities.
- ◆ May not be motivated by grades.

Kingore, B. (2004). Differentiation: Simplified, Realistic, and Effective. Austin: Professional Associates Publishing.

Curriculum Compacting

A process used to compact what students already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than is typical. Students are thus able to "buy time" which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to the other students.

Duke TIP

[Talent Identification Program]

Duke University's student recognition program for highly capable 4th, 5th and 7th grade students across the southeastern United States.

Enrichment

Activities that supplement the core curriculum. Such activities are generally not specified in the curriculum and are selected by the teacher and/or students in a given classroom.

Flow Room

"Flow" is defined as a state of being in which individuals are totally immersed in their experiences. A Flow Room is a dedicated space where students have choice in what they learn and where they are free to explore their multiple intelligences through a wide range of logic games, interactive activities, hands-on projects, puzzles and other experiences. Student choices, growth and levels of involvement are closely monitored by a teacher trained in multiple intelligences assessments.

International Baccalaureate [IB]

A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically advanced secondary school students. IB has a comprehensive classics curriculum [languages, sciences, mathematics, and humanities] that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization.

Magnet School or Magnet Program

Many school districts, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as highly gifted or gifted and high-ability students. Since space is usually limited, special entrance requirements may apply.

Mentor

An adult member of the community who can provide expertise and/or advice in a field of study or other community endeavor when matched with a student on a one-to-one basis.

Multiple Intelligences

The theory that intelligence can be expressed in a variety of ways and is not limited to the rational linear mode. The theory commonly associated with Howard Gardner identifies at least eight intelligences: linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic.

Portfolio Assessment

A collection of student products is used to measure student progress and achievement. A collection of student products is often used to evaluate abilities to determine the appropriateness of placement in a program such as visual and performing arts. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Materials in a portfolio may be student selected. [See also Authentic Assessment.]

Project M3

[Mentoring Mathematical Minds]

Creative and engaging mathematics curricular units designed at the University of Connecticut in conjunction with the National Research Center for Gifted Education.

Rubric

It is a scoring guide to assess learning. Each interval along the scale represents a specific level of learning from the beginner to expert. The levels of learning are accompanied by specific descriptors of the type and quality of work.

SC Junior Scholars

Recognizes outstanding student performance by eighth-graders on the PSAT, a test normally given to high school students across the nation.

Thematic Curriculum

A curriculum focused on the study of a specific topic or concept, such as "animals" or global, such as "change." The theme serves as an organizing element to provide continuity and "connectedness" for learning.

William & Mary Curriculum

Rigorous units of study in language arts, science, social studies and mathematics created at the Center for Gifted Education at the College of William and Mary under the guidance of Dr. Joyce Van Tassel-Baska. These units are widely used throughout South Carolina and many other states.

EAGLE Program Directory 2016-17

- **Sandy Barfield** / EAGLE Teacher sandy.barfield@lcsdmail.net
- **Tom McDuffie** / GT Coordinator tom.mcduffie@lcsdmail.net
- **Mandy McGee** / EAGLE Teacher amanda.mcgee@lcsdmail.net
- **Tina Morgan** / GT Admin. Asst. tina.morgan@lcsdmail.net
- **Marni Peavy** / EAGLE Teacher marni.peavy@lcsdmail.net

- **Nicole Seegars** / EAGLE Teacher nicole.seegars@lcsdmail.net
- **Lucy Sims** / EAGLE Assistant lucy.sims@lcsdmail.net
- **Please contact** us via e-mail or...
Phone: 803-416-8910 • **Fax:** 803-289-2953

Our Gifted & Talented offerings

K-6 Camp Adventure

Camp Adventure provides gifted and high-ability learners in grades K-7 with an exciting week-long summer program that focuses on the concepts of exploration and discovery.

The Camp Adventure Program is an enrichment experience that develops creativity, teamwork and problem-solving skills through hands-on exploration in STEAM (science, technology, engineering, the arts and mathematics).

The program promotes a passion for learning and focuses on making learning fun. The program is open to students from any of the district’s attendance areas.

3-5 EAGLE Program

EAGLE units of study*

Instructional units vary somewhat from year to year. During school year 2015-16, the units below are planned:

3rd Grade

- Junior Great Books (ELA)
- The Mystery of the Moli Stone (math)
- Odyssey of the Mind
- Changing Tomorrow (Part 1)

4th Grade

- Junior Great Books (ELA)
- The ME in Measurement (math)
- Variables (science)
- Changing Tomorrow (Part 2)

5th Grade

- Junior Great Books
- JA Biz Town Math
- Adventures in Engineering (science)
- Changing Tomorrow (Part 3)

For more information (including detailed curriculum maps), please visit our website.

6-8 math & ELA

[Pre-AP / Pre-Honors / G-T / Honors]

No matter what it’s called, our district’s middle schools are committed to offering appropriate services for high-ability and gifted learners through special sections of math and English-language arts.

- Content-based to match student identification criteria;
- Teachers are specially trained and state-endorsed in gifted and talented;
- Aligned to SC Best Practices for GT;
- Uniform offerings district-wide;
- Meets SC Department of Education GT guidelines.

Units of study in English & Math incorporate the areas below

- Inquiry-based learning
- Authentic assessment
- Higher-order reasoning
- Conceptually-oriented curriculum
- Focus on constructing meaning
- Higher level questions
- Focus on analysis and interpretation
- Accelerated pacing
- Real-world applications

6-8 Junior Scholars

The SC Junior Scholars Program was developed by the SC Department of Education during the 1985-86 school year to identify eighth-grade students with exceptional academic talent and to determine strategies for their inclusion in special programs.

The program reflects the growing statewide effort to improve education in South Carolina and responds to the needs of students possessing unique abilities.

The program’s purpose is to identify students with exceptionally high scholastic

achievement and intellectual ability and to provide opportunities for these students to facilitate their intellectual growth, broaden their individual interests, and promote their scholastic achievement.

Eighth graders who are identified as SC Junior Scholars are recognized in a variety of ways by the SC Department of Education and our district.

Special field learning experiences are offered to 9th – 12th grade students identified as SC Junior Scholars through the Olde English Consortium and regional colleges and universities each year.

6-8 ST-ARTS PROGRAM

[SPECIAL TALENTS IN THE ARTS]

Sponsored jointly by the Winthrop University College of Visual and Performing Arts and the participating school districts from Lancaster and York counties, the summer ST-ARTS Program serves over 300 gifted and talented students in the arts in grades 6-8 annually.

A professional faculty of over 50 artists / teachers in the four visual and performing arts (dance, drama, music and visual arts) directs the students through a multifaceted curriculum from 9 a.m.–3:30 p.m. daily during a three-week program.

Students also attend three Saturday workshops during spring semester and have an opportunity to attend over 20 arts performances on the Winthrop campus.

Students spend the day in a variety of instructional opportunities in their “major” arts area, taking full advantage of the state-of-the-arts facilities on Winthrop’s campus. A portion of the afternoon is spent experiencing a “minor” art area.

To take part in ST-ARTS, students must qualify as artistically gifted and talented through auditions in either dance, drama, music or visual arts.

Referrals of 6th, 7th or 8th grade students must be made before the end of September. Auditions are set for mid-November.

9-12 honors-level courses

At each of our district’s high schools, gifted and high-ability students have the opportunity to engage in honors-level classes that provide a challenge in English-language arts and mathematics.

9-12 Advanced Placement courses

The AP program consists of academically-accelerated courses that offer college-level instruction in high schools and an exam administered by the College Board to determine a student’s mastery of the material. Scores on the exam can range from one, the lowest, to five, the highest. A score of three or greater on a test may earn a student college credit for the course the exam material covers. A wide variety of AP courses are offered through our district’s high schools and include AP English, AP Calculus, AP Biology, AP Chemistry, AP US History, AP Human Geography and more.

9-12 dual-credit college courses

Students may earn dual credit through the district’s distance education classes taught by USCL professors. These courses are offered at all four high schools. A total of six courses, 18 hours of college credit, are rotated over a period of three years, two courses per year.

Current courses in the cycle are Philosophy 111, Philosophy 102, Economics 221, Psychology 101, Criminal Justice, and Political Science 101.

All of these courses are scheduled during the school day in the high school’s distance education classroom. And if students take both courses offered during the semester, tuition could be free through lottery assistance funds!

Elementary school FAQ's

What grades must an EAGLE student maintain?

EAGLE students are expected to maintain grades commensurate with their abilities. If an EAGLE student makes a “D” or “F” on a report card, the student is usually placed on academic probation for a period of three weeks. During this time, a student-parent-teacher conference should be scheduled and a plan created to enable the student to work on performance deficiencies.



Are EAGLE students required to make up work missed in regular classes?

The answer is “yes” and “no.” Some work may be essential for all students. Regular classroom teachers are asked not to give EAGLE students lengthy assignments on their EAGLE days. Teachers are also encouraged not to schedule tests or introduce new concepts on the days they have students attending EAGLE classes. Gifted students should not be required to do more work than other students. Instead the quality of assigned tasks should be differentiated to include more opportunity for depth and complexity. If the workload becomes a problem for your child, it is strongly suggested that you schedule a conference with your child’s regular classroom teacher to discuss your concerns.

Does attendance really matter?

Yes! State regulations require districts provide services for a specified time period. Students need to be in EAGLE classes each scheduled day. Parents and students may not “pick and choose” days students attend without direct authorization by their school administrator. If a child has excessive unexcused absences, he / she will be placed on academic probation until a conference with parents can be held.

What is G-T IDEAS? Why should I join?

G-T IDEAS is our district’s parent support group for GT students. Each year they sponsor a fund-raiser which helps to offset the cost of materials and supplies, field trips and scholarships for students. A lifetime membership is only \$5 and it is well worth the money for you to join. G-T IDEAS also sponsors parent workshops, newsletters and other updates to keep parents informed about the unique needs of gifted learners.

What happens if I waiver my child out?

Gifted students have a right to appropriate educational services; however, students may be removed from the program if the district’s evaluation and placement team determines that it is in the student’s best interest. Parents have the right to waiver a child out of the program; however such waivers will be approved only after a conference has been held. Waivers are valid for the current school year and do not affect a child’s eligibility for services in the future.

EAGLE Parents as Partners Contract

Our Pledge to Students and Parents: EAGLE Program faculty members will, to the best of their abilities, offer quality instruction for students identified as academically gifted and talented in accordance with state regulations and nationally accepted best practices related to gifted education. EAGLE Program faculty members will also maintain appropriate communication with parents, welcome parental involvement, and strive to meet both the cognitive (learning) and affective (social and emotional) needs of the students that we serve.

Attendance: Due to the special nature of the program, every effort should be made to attend each EAGLE class. Since EAGLE classes meet only once each week, missing one day of EAGLE is equivalent to missing one week of a regular class. If absence is unavoidable, students are expected to make up any missed assignments. Chronic absence may indicate a lack of interest on the part of the student, and those absences will be dealt with on an individual basis.

Academic Responsibilities: Students are expected to be prepared for each EAGLE class. They should have materials ready for classroom work sessions. They will also be expected to set personal goals for the effective use of class time.

1. Students are expected to complete all EAGLE assignments. Projects should be turned in on the assigned date and meet all requirements. Failure to accept these responsibilities may result in conferences and/or probation from the program.
2. Students should complete all work assigned by their regular classroom teachers.
3. Grades from the regular classroom will be requested at the end of each six or nine week grading period. Students must maintain at least a “C” average in all major academic subjects (ELA, math, science and social studies). Students not meeting these grade expectations will be encouraged to take part in a parent/teacher/student conference and may be subject to probation from the program.

Behavior: Students must cooperate with EAGLE teachers and fellow students and behave responsibly.

- ◆ Behavior on the bus to and from EAGLE classes is very important. Students must cooperate with the bus driver at all times and follow the rules and instructions for bus safety.
- ◆ Field trip participation and participation in special performances are directly related to behavior and academic progress. Students who have failed to complete assignments and/or who have chronic disruptive behavior may not be eligible to participate in field trips or special performances.
- ◆ Severe behavior problems may include (but are not limited to): disrespect to teachers, being physically or verbally abusive to other students, destruction of school property, and misbehavior on the school bus that creates a safety hazard. For these types of offences, students may be referred to the EAGLE Program coordinator and/or the child’s principal for discipline consistent with district policies.