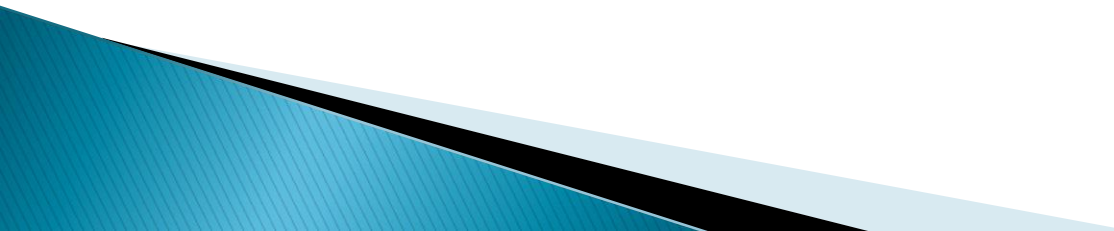


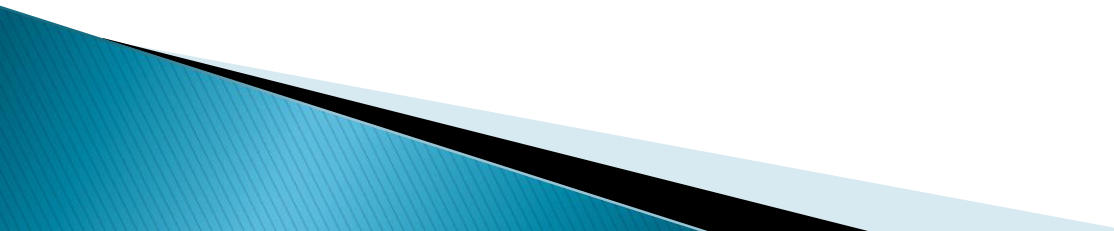
# Secondary Gifted Programs

Gerald Fussell BA, B.Ed, M.Ed

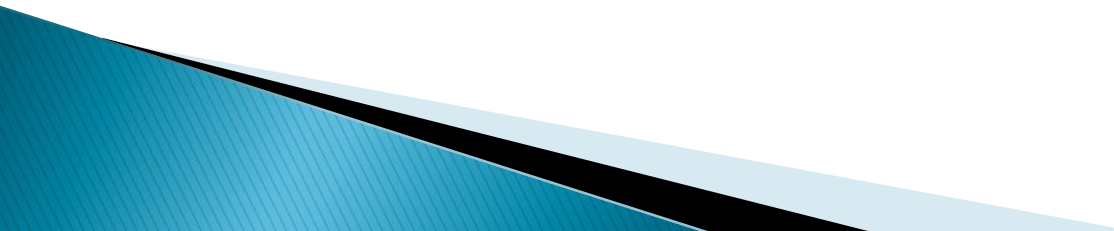
# Why?

- ▶ Student success
    - learning
    - growth
    - development
  - ▶ Student affect
    - frustration
    - connection
    - depression
  - ▶ Social stratification exacerbates dangers
- 

# Who?

- ▶ Stereotypes and assumptions
  - ▶ Profiles
    - Type I The Successful
    - Type II The Challenging
    - Type III The Underground
    - Type IV The Dropped Out
    - Type V The Twice Exceptional
    - Type VI The Autonomous Learner
- 

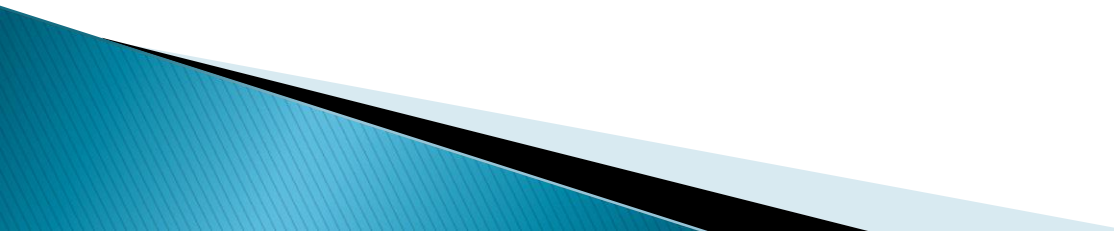
# Autonomous Learner

- ▶ Has a positive self concept/esteem
  - ▶ Is accepting of others
  - ▶ Is perceptive and understanding
  - ▶ Interacts effectively
  - ▶ Has problem finding & problem solving abilities
  - ▶ Is creative & independent
  - ▶ Discovers & develops passions
  - ▶ Wants to impact the world in a positive way
  - ▶ Sees learning as a life-long journey
- 

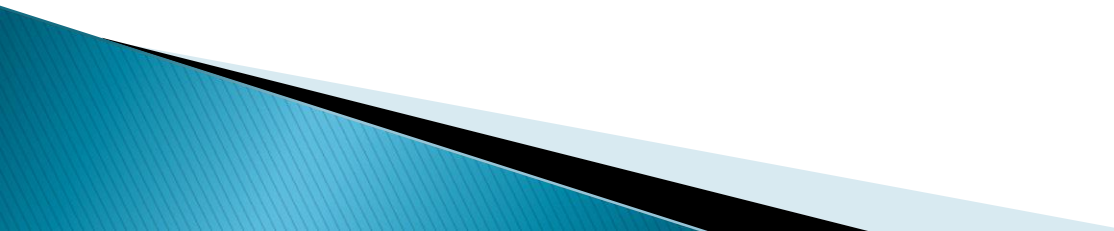
# The Story

- ▶ My journey
  - Student feedback
  - Identification
  - Phase One
  - Phase Two
  - Trip
  - Recommendations
    - Community
    - Variety
    - Value
    - Ownership
    - Support

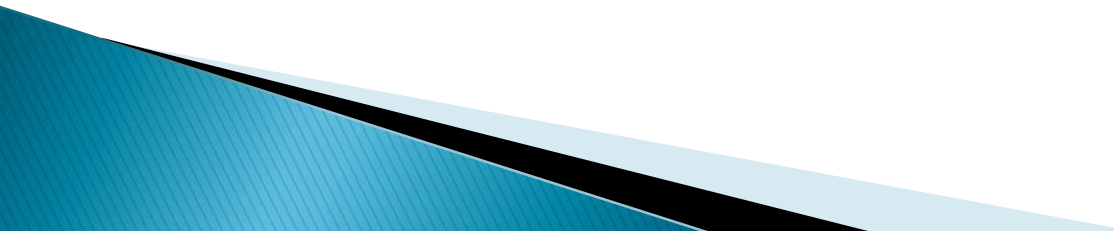
# Guiding Principles

- ▶ Rather than any single gifted program, a continuum of programming services must exist for gifted learners.
  - ▶ Gifted education must be adequately funded.
  - ▶ Gifted education programming must evolve from a comprehensive and sound base.
- 

# Guiding Principles

- ▶ Gifted education programming services must be an integral part of the general education day.
  - ▶ Flexible grouping of students must be developed in order to facilitate differentiated instruction and curriculum.
  - ▶ Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.
- 

# The Process

- ▶ Committees
    - Junior Students (grades 8 & 9)
    - Senior Students (grades 10 – 12)
    - Site-based teachers
    - District (2 teachers & 1 admin/school)
  
  - ▶ Consultation and conversations
- 



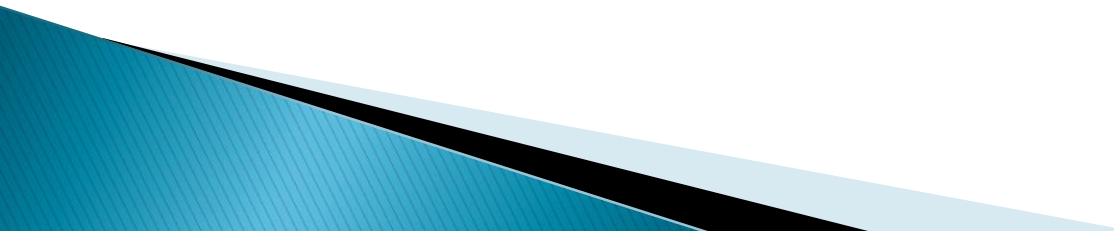
# Autonomous Learner Model

## George Betts

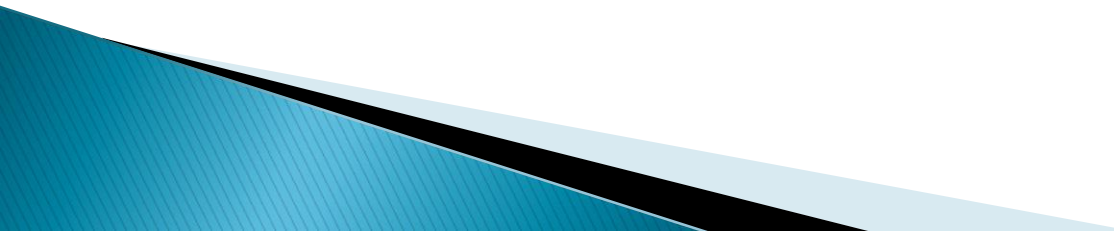
Independent Learning  
or  
Self-Directed Learning



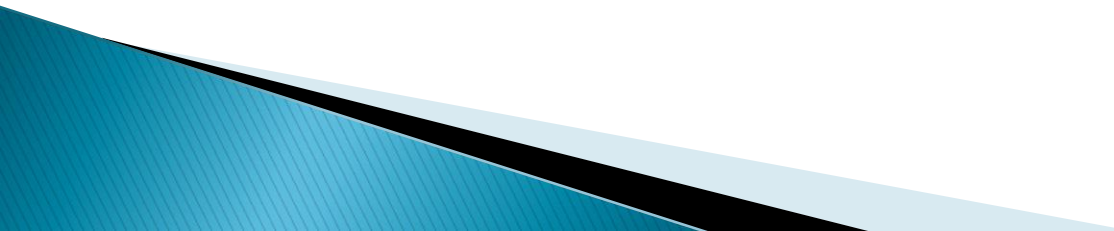
# Three Levels of Curriculum

- ▶ Prescribed Curriculum
  - ▶ Teacher Differentiated Curriculum
  - ▶ Learner Differentiated Curriculum
- 

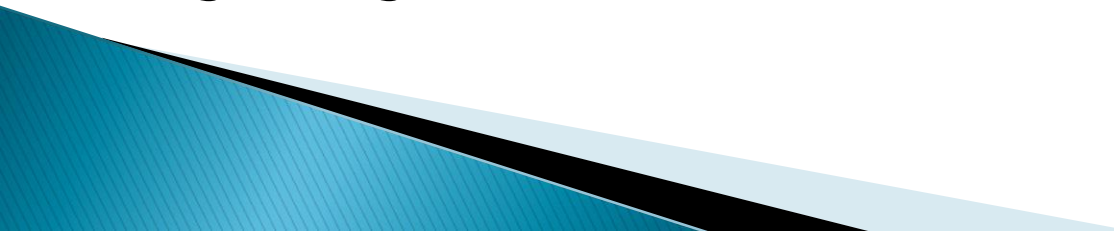
# Prescribed Curriculum

- ▶ Prescribed Content & Basic Standards
  - ▶ Textbooks & Worksheets
  - ▶ Knowledge, Comprehension & Application Levels of Thinking
  - ▶ Lectures, Quizzes
  - ▶ Daily Assignments
  - ▶ Curriculum is basically the same for all students
- 

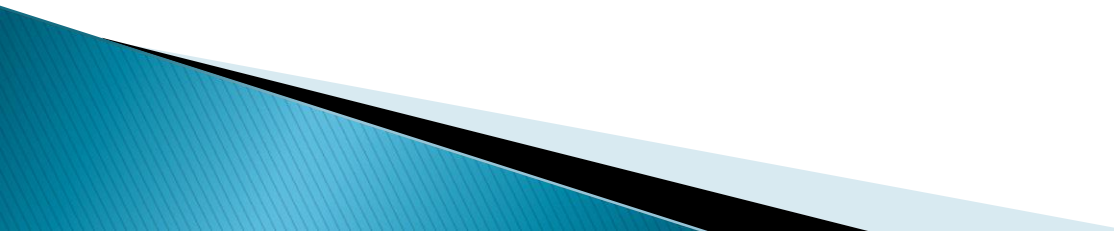
# Teacher Differentiated Curriculum

- ▶ Content + Process + Product = Learning Experience
  - ▶ Teacher Developed, Learner Implemented
  - ▶ Higher Level Thinking Skills
  - ▶ Depth and Complexity
  - ▶ Integrated In-depth Knowledge
  - ▶ Pre-testing and Curriculum Compacting
  - ▶ High Level Teacher Differentiated Curriculum
  - ▶ Development of Independent Learning Skills
- 

# Learner Differentiated Curriculum

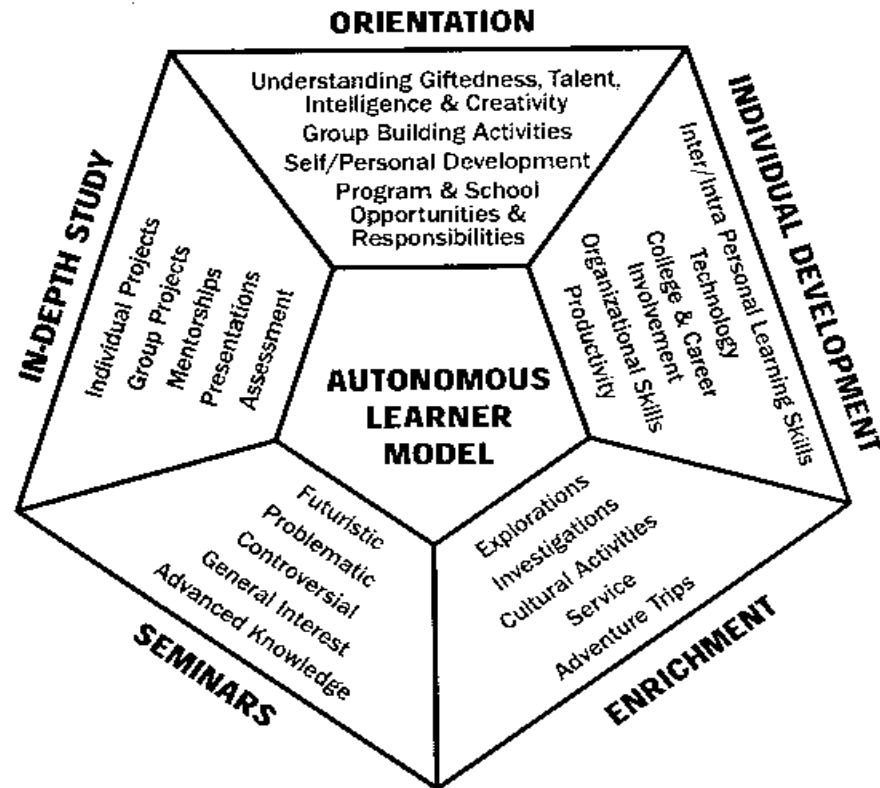
- ▶ Explorations, Investigations & In-depth Studies
  - ▶ Learner Developed, Learner Implemented
  - ▶ Standards Applications & Extensions
  - ▶ Passion-based Learning
  - ▶ Application of Independent Learning Skills
  - ▶ Mentorships with producing adults in fields of passions
  - ▶ Opportunities for becoming “Producers of Knowledge”
  - ▶ Beginning of the “Quest”
- 

# Three Levels of Curriculum

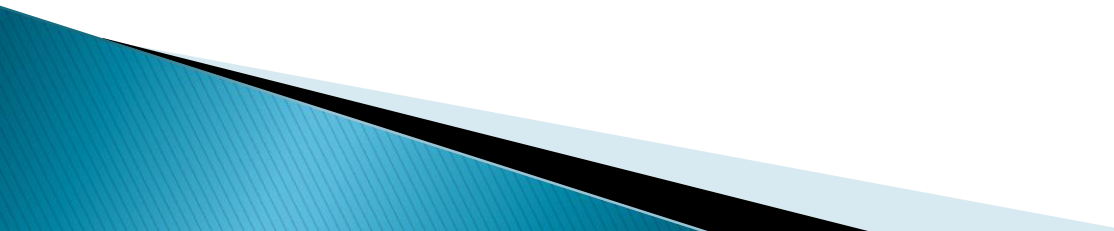
- ▶ Prescribed Curriculum
  - ▶ Teacher Differentiated Curriculum
  - ▶ Learner Differentiated Curriculum
- 

# ALM

- ▶ The purpose of the model is to teach gifted learners strategies for and attitudes toward independent learning.

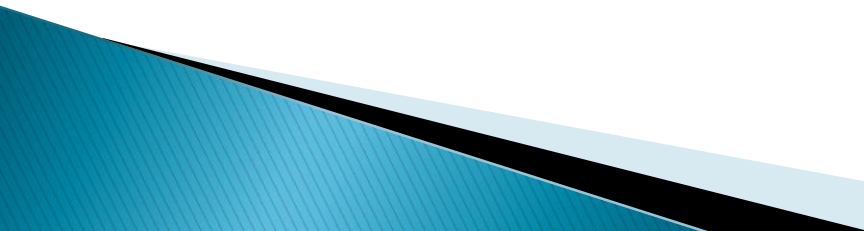


# Independent Learning & Gifted Learners

- ▶ Independent or self-directed learning is highly successful with gifted students.
  - ▶ Not all gifted students have the requisite skills for conducting independent learning.
    - goal setting
    - planning
    - evaluation of progress and quality of work
  - ▶ Gifted students who are taught to use independent study strategies use them more efficiently.
  - ▶ These skills are important to underachievers in particular.
- 



# Five Dimensions of ALM

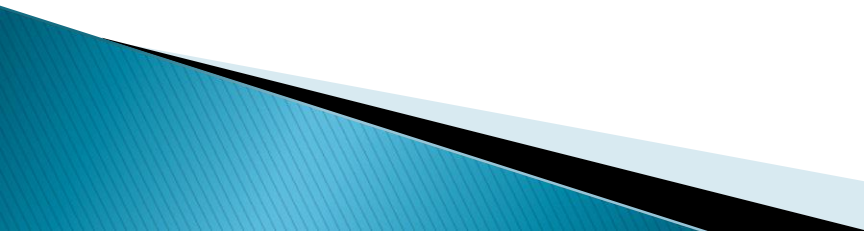
1. Orientation-- *opportunities to build basic concept of giftedness, interests and abilities, and ALM*
    - understanding giftedness, group building, self-understanding, program opportunities & responsibilities
  2. Individual Development-- *opportunities for the development of many, varied learning skills; greater personal understanding; improved interpersonal skills; and career exploration*
    - the cognitive, socio-emotional skills, concepts, and attitudes necessary for life-long learning
- 

# Five Dimensions of ALM

3. Enrichment Activities-- *opportunities for students to discover what is “out there” to be learned*

- exploration, investigations, cultural activities, service , and adventure trips

4. Seminars-- *opportunities for the production of new knowledge through small group investigations*

- research topics in one of 5 areas (futuristic, controversial, problematic, general interest, and advanced knowledge)
- 

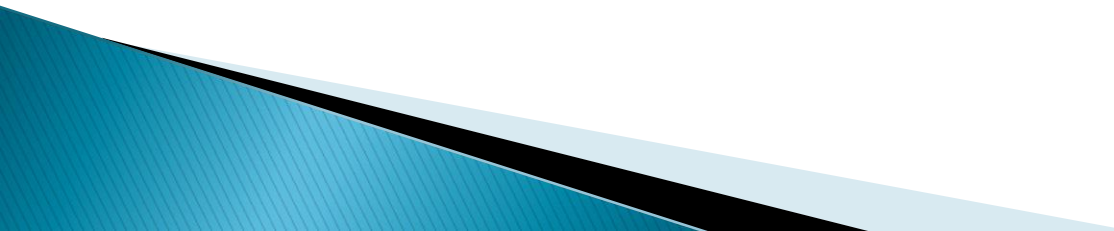
# Five Dimensions of ALM

## 5. In-depth Studies--*individual and small group study*

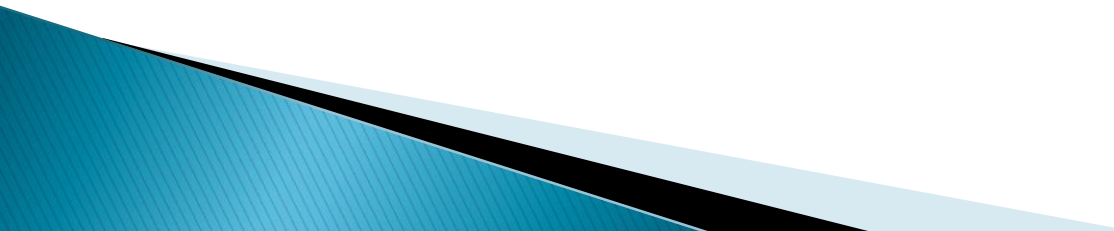
- Students will identify topic of study, objectives, activities, questions to be investigated, list of resources, time line, plan for presentations



# ALM Commentary

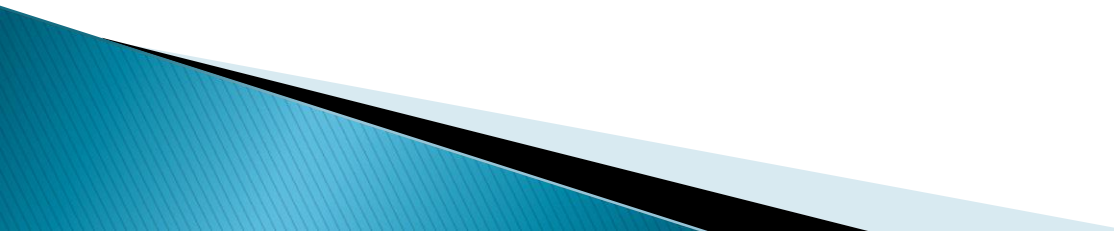
- ▶ Individual development and enrichment activities should be integrated.
  - ▶ Skills should be means rather than ends.
  - ▶ Requires expertise on part of coordinator or facilitator of model.
  - ▶ Requires much planning for facilitator.
- 

# ALM Commentary (continued)

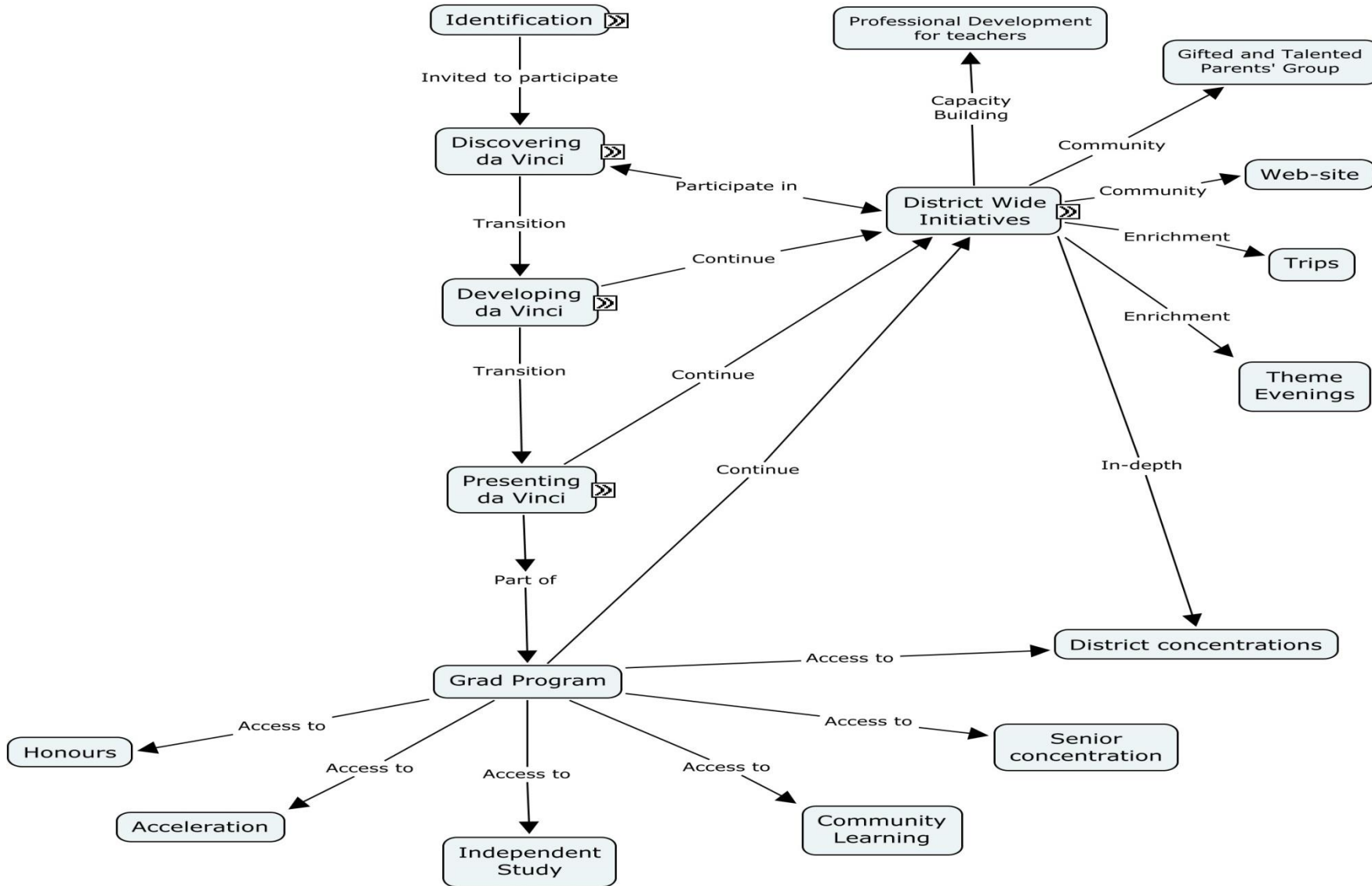
- ▶ Provides students an orientation to giftedness.
  - ▶ Designed specifically for gifted learners.
  - ▶ The model focuses on socio-emotional and cognitive needs of gifted learners.
- 

# Comox Valley Secondary Challenge Program

**Purpose:** to meet the affective (social emotional), as well as cognitive needs of gifted students and to facilitate their development of the autonomous, lifelong learners.



Secondary Challenge Program - School District #71 Secondary Gifted Program



# Identifying and meeting the needs of gifted children and their teachers

- ✓ Community
  - ✓ Variety
  - ✓ Value
  - ✓ Ownership
  - ✓ Support
- 