

GLOSSARY

Advanced Subject Grouping

Students identified are grouped for specific subjects based on criteria. In elementary school, students leave their regular classroom for a specified period of time with the AIG teacher in a pull-out model. In middle school, all AIG students identified in a specific subject are grouped together in a classroom(s) for a specified period of time with an AIG teacher. AIG teachers must attend gifted education training, if they are teaching only one class of AIG students during the day and AIG certification training if they teach all AIG classes during the school day. Activities may extend the regular curriculum and may focus on specific skills such as critical and creative thinking, research skills, and investigations.

Cluster Grouping within a Team

Students are assigned to one team. The academically able students within the team or grade level are re-assigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance. These teachers should meet on a regular basis and review student progress.

Content Modifications

These strategies represent various strategies to differentiate content. These strategies can be combined and/or merged with other teaching strategies in order to address the learning needs of the students. These strategies are delivered differently within each learning environment and at different grade levels.

Counseling Sessions

The counseling staff at each school site will provide both group sessions and individual sessions as needed to address the unique issues related to gifted learners.

Curriculum Compacting

Process by which multiple years of curriculum are provided in fewer years in an accelerated format. Requires training and pretesting of students to determine pace of acceleration.

Differentiated Study

Teachers design a curriculum that incorporates individual learning abilities and levels of content and skill.

Early Graduation

Early graduation may be an option for students who complete the number of credits earlier than the standard four years. Any student who wishes to be considered as a candidate for early graduation must consult the principal and guidance counselor.

Enrichment Sessions

Students will have opportunities to gain information from resources such as guest speakers or field trips outside the classroom setting.

Extended Reading/Writing Activities

Extended reading/writing activities are a vehicle for students to explore text beyond the regular curriculum. Student products incorporate higher order thinking skills and are a synthesis of learning.

Grade Advancement

Students move ahead one or more years, skipping levels in the normal sequence of promotion. This has been successfully used with highly gifted students. Specific guidelines should be developed and incorporated into school policy.

In-Class/Team Flexible Grouping

Students in each class or team are assigned to a small group for instruction according to skill achievement level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided tasks that are challenging and appropriate.

Independent Investigation

Independent investigation can be used to either accelerate or enrich learning. Students who demonstrate content mastery or have a special interest may contract with the teacher for an independent investigation project. This is an effective option for students who are self-directed, have strong interests and have a clear idea what they would like to investigate. The teacher serves as a resource person and meets periodically with the student to assess progress.

Independent Study

Independent study courses may be arranged through a university or other approved agency. The student needs to be self-motivated and able to work independently. A faculty member needs to serve as an advisor or mentor in case the student needs assistance.

Interest Development

In addition to enriching specific academic content, enrichment services in many schools focus on the development of interests. It is through these special interests that students have an opportunity to display gifted behavior. These opportunities vary by school.

Iowa Acceleration Scale (IAS)

A research based tool used as part of the decision making process in grade and subject acceleration evaluations.

Learning Centers

Learning centers are an appropriate way to provide content enrichment. Teachers design tabletop workstations for individual or group work. Students may self-select centers or be assigned to a center on a rotating basis. The center approach adapts well to the development of multiple intelligences. Learning centers can extend and enrich learning in a variety of topics. Interest development can be enhanced through effectively designed centers. Learning centers are usually thought of as an elementary activity but are equally effective with secondary school students. Learning centers may be located in regular classes, media centers, or resource rooms.

Learning Contracts

Learning contracts are agreements made between the teacher and students that allow students to work independently on either accelerated or enriched materials related to a unit of study. To be effective, it is important that contract goals be realistic and that teachers meet with the students on a regular basis to review their progress.

Mastery Learning Units

Teachers design units of instruction including activities that students might pursue once they demonstrate content mastery of the basic material. Reinforcement activities are also designed for students needing additional work or performing below mastery. The units are “learner based” but “teacher paced”, allowing teachers to appropriately pace the instruction for the entire class for an extended period of time and yet provide differentiation and incentive for high performance. By testing out, students gain access to the enrichment activities. At the end of the unit, everyone begins again at the same place. In this way, enrichment and reinforcement groups remain flexible.

Mentorships

Mentorships provide an opportunity for students to work with professionals in various areas. Students are able to connect what they learn in school with the world of work.

Off Level Assessment

Students will be tested two years above grade level in subject(s) to be accelerated. For example a fourth grader would be administered an achievement test for sixth graders.

On-line Courses

Courses offered through universities, NC Virtual Public Schools, NC Learn or other recognized institutions will be available to students through web-based instruction.

Resource Services

Students leave their regular classroom for a specified period of time. Activities may extend the regular curriculum and may focus on specific skills such as critical and creative thinking, research skills, and independent and small group investigation.

Socratic Seminars

Socratic seminars are conversations conducted in an orderly manner by the teacher who acts as leader or moderator of the discussion. The primary goal of Socratic teaching, whether in a formal seminar or not, is to bring out and then clarify the ideas and issues raised by something read or otherwise experienced jointly by the leader and the students. A secondary goal of such teaching is to make clear the text itself (book or work of art). All seminars have at least one thing in common: they will always be joint searches.

Special Courses

Level IV Courses

Level IV courses are advanced courses that not only cover traditional content but also focus on issues, problems, and themes related to topics. They are designed to help students

develop knowledge at an advanced level. Although these courses are not usually limited to gifted students, they need clearly defined prerequisites and entry criteria to be effective.

Advanced Placement Courses

The Advanced Placement program consists of college-level courses and examinations for high school students. AP Course descriptions are carefully followed and are usually taught by teachers who have received AP summer training.

Concurrent (Dual) Enrollment

Students are enrolled in two levels of schooling at the same time. This is appropriate for secondary students who might be enrolled in courses at a post secondary institution. Through dual enrollment, students may receive college credit for courses taken while still in high school.

Special Programs

Listed under special programs are a few of the many contests, competitions, and special opportunities that are available to students to help develop their talents and interests. While none of these activities are limited to gifted students, many of them provide outlets to expand their interests and explore possible future careers. Many of these activities are available at no cost, but those requiring funding are not necessarily provided by the gifted program but at the schools' and /or parents' options.

Subject Acceleration

Based on assessment, students are allowed to test out and bypass specific subjects or skill levels. They may receive instruction at a higher level with another group of students and yet remain with their peer group for most of their instruction. This method works best in subjects that have a clearly developed sequence of skills (i.e., reading, mathematics, foreign language, etc.). It is appropriate at any grade level. Once acceleration opportunities have begun, the availability of continued opportunities remains essential. Subject acceleration must have an ongoing plan.

Subject Grouping

Students are grouped for specific subjects based on recommended criteria. To address the strong need for differentiation, advanced subject grouping may be necessary.

Technology-based Instruction

Technology-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. Activities that challenge thinking, problem solving, and decision-making using 21st Century skills are encouraged.

Thematic Units

Thematic units deal with a broad-based theme such as conflict, power, patterns, etc.

Tiered Assignments

In a class, 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. Student groups use varied approaches in their exploration of essential ideas. All students participate in the same lesson but have different assignments.

