APS Gifted Program Goals and Standards

Gifted and Talented Program Goals align with the Programming Standards for Meeting the Needs of Gifted and High Ability Learners established by the Georgia Association for Gifted Children and the Georgia Department of Education.

Our goals are to:
- Utilize research-based student identification processes as established by Georgia Board of Education policy to ensure equitable access to appropriate services for all gifted learners.
- Employ rigorous and relevant K-12 curricula to accommodate the range of academic and intellectual needs of gifted learners.
- Employ diverse and effective instructional practices and assessments to address the learning needs of gifted learners.
- Create learning experiences which foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for citizenship in the global environment of the 21st century.
- Provide a full continuum of options to meet the demonstrated needs of K-12 gifted learners in academic areas, the arts, and career technical education.
- Design and deliver comprehensive professional learning that is relevant to the needs of gifted learners.
- Design and deliver professional learning to all school personnel involved in the education of learners.

APS Gifted and Talented Program Instructional Standards:

- **Advanced Communication Skills (ACS):** Learners will express ideas clearly and effectively using advanced communication skills for a variety of purposes.

- **Creativity (CRT):** Learners will generate and/or produce items, ideas, and solutions using creative thinking skills.

- **Creative Problem Solving (CPS)** Learners will insightfully evaluate a variety of problems and arrive at innovative and reasonable conclusions.

- **Global Citizenship (GCZ):** Learners will develop an awareness of global cultures, connections and issues in order to become actively engaged citizens of the world, with respect for differing values and goals.

- **Higher Order Thinking Skills (HOTS):** Learners will analytically critique a system or set of complex ideas, utilizing logic and reasoning skills in novel ways, to create and/or modify knowledge.

- **Leadership (LEAD):** Students will develop an awareness of leadership skills, analyze and evaluate components of leadership, and demonstrate an effective leadership style.

- **Advanced Research Skills (ARS):** Learners will select and explore a topic, research using a variety of sources, analyze and evaluate the information.

- **Social Emotional Learning (SEL):** Learners will develop an understanding of their unique social emotional needs as a gifted learner and develop their coping and social interaction skills.

Please see the next pages for more detailed expectations for each domain.

Detailed APS Gifted and Talented Program Instructional Standards, Adopted 2018:

Advanced Communication Skills (ACS): Learners will express ideas clearly and effectively using advanced communication skills for a variety of purposes.

1. Practice receptive listening with focus, including verbal and nonverbal cues, to gain understanding and interpret information
2. Communicate effectively using advanced written, oral, and/or visual products in order to persuade, defend an argument, debate, speak publicly, interview, etc.
3. Express a variety of perspectives in order to ask questions, develop empathy, and/or draw conclusions
   a) Change in point of view
   b) Change in time or location
   c) Change in audience
   d) Change in role
   e) Change in presentation format
4. Utilize technology in innovative ways to communicate and/or solve real world problems
5. Analyze and evaluates formal and informal communication in self and others

Creativity (CRT): Learners will generate and/or produce items, ideas, and solutions using creative thinking skills.

1) Demonstrate the components of creative thinking.
   a) FLUENCY: Produce a larger number of ideas or alternatives to a presented problem.
   b) FLEXIBILITY: Approach a problem from a different perspectives, thereby producing ideas/solutions in a variety of categories.
   c) ORIGINALITY: Produce ideas that are unique or unusual.
   d) ELABORATION: Add details to embellish ideas or products.
2) Demonstrate their creativity through a variety of visual, written, and oral products and/or productions.
3) Take risks while demonstrating their creative thinking by asking questions, sharing unique and unusual ideas, challenging thoughts and ideas, trying something new, etc.
4) Use technology to communicate and express themselves creatively for a variety of purposes appropriate to their goals.

Creative Problem Solving (CPS) Learners will insightfully evaluate a variety of problems and arrive at innovative and reasonable conclusions.

1) Apply creative problem solving strategies to create new solutions to problems in following ways:
   a) Identify problems that can be solved or improved
   b) Gather data in order to understand a problem or solution
   c) Generate ideas which may lead to a solution
   d) Develop a criteria and evaluate possible solutions
   e) Organize and possibly implement a plan of action that applies to a solution
2) Demonstrate the use of a variety of creativity/ idea-generating techniques in order to solve a problem in following ways:
   a) Brainstorm, without judgment, solutions to a posed problem (creative listing, graphic organizers, etc.).
   b) Make connections between different concepts using various techniques such as analogical/metaphorical thinking, attribute listing, SCAMPER, etc.
3) Demonstrate open-mindedness and tolerance of imaginative, sometimes playful, solutions to problems.

Global Citizenship (GCZ): Learners will develop an awareness of global cultures, connections and issues in order to become actively engaged citizens of the world, with respect for differing values and goals.

1. Develop an understanding of the responsibility one has to promote the creation of a safe and just space for all *(Universal Responsibility)*.
2. Demonstrate a respect and understanding of the values and beliefs of various cultures   *(Cultural Values and Beliefs)*.

3. Construct innovative solutions to local and global issues (sustainability, health, natural resources, economic, human rights, etc.) including equality, justice, and access to opportunities and resources *(Global Issues).*
4. Engage collaboratively engage in personal passion to positively to impact global change through service learning and social action *(Service Learning/Social Action).*
5. Explain how we are connected with people across the globe, such as, through trade, governmental relationships, social connections, and shared humanity *(Local to Global).*
6. Assess how natural systems are interconnected and dependent and how human choices affect the greater community over time *(Connecting with Nature).*
7. Utilize technology to communicate across cultures and create innovative ways to solve real world problems *(Technology).*

Higher Order Thinking Skills (HOTS): Learners will analytically critique a system or set of complex ideas, utilizing logic and reasoning skills in novel ways, to create and/or modify knowledge.

1) Apply *convergent thinking* by reasoning logically using induction and deduction to:
   a) solve problems
   b) support and analyze opinions, theories, conjectures, and conclusions
2) Apply *divergent thinking* by creatively generating ideas, products, or solutions.
3) Apply evaluative thinking by evaluating and solving a variety of authentic problems in order to:
   a) resolve problems and dilemmas and evaluate their effectiveness
   b) choose appropriate problems and dilemmas to research and resolve
   c) develop tools to assess performance based products and personal goals
   d) draw conclusions based upon relevant information while discarding irrelevant information
4) Apply *algebraic thinking* by reasoning algebraically to search for patterns, order, and regularity in mathematical situations
5) Apply *metacognitive strategies* in order to:
   a) link new information to former knowledge
   b) choose thinking skills deliberately
   c) design, test/check, and evaluate thinking processes
6) Ask probing, insightful, and relevant questions in order to extend critical thinking and gain deeper understanding.

Leadership (LEAD): Students will develop an awareness of leadership skills, analyze and evaluate components of leadership, and demonstrate an effective leadership style.
1. Define the characteristics of leadership.
2. Demonstrate basic leadership skills (take initiative, integrity, recognize strengths of others, encouragement and motivation, etc.) and apply risk-taking strategies.
3. Recognize, analyze, and evaluate the leadership styles of self and others (mission, vision, and goal-setting, interpersonal skills, self-improvement, organizational skills, team leadership, etc.).
4. Collaborate with others in large and small group settings to work toward a common goal with shared responsibility for the outcome.
5. Employ the skills of self-reflection to monitor and adjust goals.
6. Transfer leadership skills to real life situations in the school and in the community through an independent project/action (Capstone/Passion Project/Genius Hour).

Advanced Research Skills (ARS): Learners will select and explore a topic, research using a variety of sources, analyze and evaluate the information.
1. Acquire information from a variety of appropriate sources (magazines, books, newspapers, surveys, interviews, etc.).
2. Develop a hypothesis or thesis statement.
3. Collect and organize the data (note-taking, outlining, tables, graphs, charts, etc.). Cite sources.
4. Analyze (compare, categorize, classify, generalize, specify) and interpret the information to support an opinion/stance.

5. Design and construct an appropriate presentation/performance based on information, audience, personal interests and talents and link to a real world problem, if applicable.

Social Emotional Learning (SEL): Learners will develop an understanding of their unique social emotional needs as a gifted learner and develop their coping and social interaction skills.

1. Take ownership of their giftedness and describe their individual learning needs.
2. Demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
3. Describe issues frequently manifesting in the gifted population (including perfectionism, elitism, imposter syndrome, over-excitabilities, underachievement, asynchronous development, etc.), and manage them when evident in oneself
4. Employ a growth-mindset and set goals to develop their intra- and inter-personal skills
5. Foster practices of social interactions with same-age peers, others with having similar interests and abilities, and/or mentors or experts to support their affective needs.
6. Develop their executive functions to self-regulate attention, mood and behavior in order to get complex tasks done well