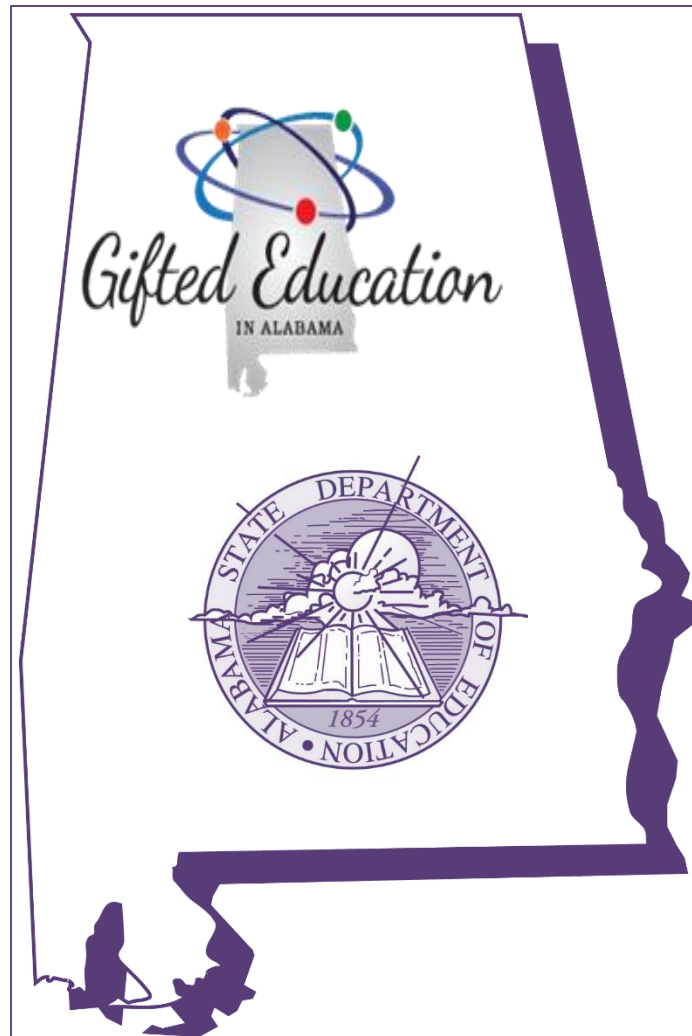


# Alabama

## Gifted Education Programs: Standards and Student Outcomes



**Thomas R. Bice, Ed.D.**  
**State Superintendent of Education**  
**ALABAMA STATE DEPARTMENT OF EDUCATION**

For information regarding the *Alabama Gifted Education Programs: Standards and Student Outcomes*, contact the Alabama State Department of Education, Special Education Services, 3344 Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama 36104, or by mail to P.O. Box 302101, Montgomery, Alabama 36130-2101. Telephone Number (334) 242-8114

Alabama State Department of Education, Thomas R. Bice, State Superintendent of Education

June 2015

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## Appendix E

### Student and Teacher Checklist

<b>A. Metacognition (Skills)</b>		
Competency	Skill/Outcome	Date of & Reflection on Mastery
Students will be able to:		
<b>1. Abstract Thinking</b>	a. Observe, analyze, and implement abstract thinking skills modeled by others.	
	b. Develop and ask questions for cognitive development: <ul style="list-style-type: none"> <li>• Lower-level questions to develop a foundation for higher-level questions.</li> <li>• Hypothetical questions designed to explore possibilities and test relationships.</li> <li>• Clarifying questions to examine the coherence and logic of an argument, article, an essay, editorial, or presentation.</li> <li>• Elaborating questions to extend and stretch learning.</li> <li>• Divergent questions to engage in new ideas and promote sophisticated and/or contradictory thinking.</li> <li>• Viewpoint questions from different perspectives.</li> </ul>	
<b>2. Reflective Thinking</b>	a. Observe, analyze, implement, and record reflective thinking modeled by others.	
	b. Ask questions: <ul style="list-style-type: none"> <li>• Before, during, and after reading and/or instruction to develop a deeper understanding.</li> <li>• That seek reasons and evidence – why, how, what.</li> </ul>	
	c. Determine which resources and hands-on activities will develop exploration of the topic.	
	d. Analyze and evaluate the learning situation – what is known, what is not yet known, and what has been learned. <ul style="list-style-type: none"> <li>• Summarize and justify the knowledge gained through reading, activities, and/or instruction.</li> </ul>	

<b>B. Critical Thinking (Skills)</b>		
<b>Competency</b>	<b>Skill/Outcome</b>	<b>Date of &amp; Reflection on Mastery</b>
<b>Students will be able to:</b>		
<b>1. Analyze</b>	<b>a.</b> Identify main ideas in oral, written, and nonverbal form.	
	<b>b.</b> Recognize relationships among ideas and data. <ul style="list-style-type: none"> <li>• Compare and contrast attributes of varying ideas.</li> <li>• Classify information into logical categories.</li> <li>• Analyze various perspectives.</li> <li>• Analyze discrepancies in thought or information.</li> <li>• Determine cause and effect of relationships and events.</li> </ul>	
	<b>c.</b> Utilize inductive reasoning to solve problems. Utilize deductive reasoning to solve problems.	
	<b>d.</b> Provide supporting evidence. <ul style="list-style-type: none"> <li>• Sequence information to make points.</li> <li>• Verify solutions.</li> </ul>	
<b>2. Evaluate</b>	<b>a.</b> Assess the organization, content, value, effectiveness, and results of action/decision.	
	<b>b.</b> Prove or disprove ideas by presenting evidence. <ul style="list-style-type: none"> <li>• Assess accuracy and relevance of points used to support conclusions.</li> </ul>	

<b>C. Creative Thinking (Skills)</b>		<b>Date of &amp; Reflection on Mastery</b>
<b>Competency</b>	<b>Skill/Outcome</b>	
<b>Students will be able to:</b>		
<b>1. Fluency</b>	Develop the ability to use brainstorming techniques. <ul style="list-style-type: none"> <li>• Create many ideas in order to maximize the possibility of finding the solution to the problem.</li> <li>• Accept the possibility of more than one right answer.</li> </ul>	
<b>2. Flexibility</b>	<b>a.</b> Create varied ideas in order to maximize the possibility of finding the solution to the problem.	
	<b>b.</b> Adapt a single idea or materials to many different uses.	
	<b>c.</b> Substitute, combine, adapt, magnify/minify, put to other uses, eliminate, or rearrange to change an idea or concept.	
	<b>d.</b> Question relationships and interpretations. <ul style="list-style-type: none"> <li>• Discern various interpretations of information.</li> <li>• Apply a principle or concept to different areas.</li> <li>• Develop an ability to shift approaches or change directions in thinking.</li> </ul>	
<b>3. Originality</b>	<b>a.</b> Create original ideas in order to maximize the possibility of finding the solution to the problem.	
	<b>b.</b> Provide different or alternate outcomes in real-world situations.	
	<b>c.</b> Use familiar objects in ways different from their intended purposes.	
<b>4. Elaboration</b>	Provide detail that is accurate and complete to enhance meaning and understanding.	
<b>5. Synthesis</b>	<b>a.</b> Combine commonplace ideas or materials in unusual ways.	
	<b>b.</b> Combine concepts and generalizations in order to create a new understanding.	

<b>D. Problem Solving (Process)</b>		<b>Date of &amp; Reflection on Mastery</b>
<b>Competency</b>	<b>Skill/Outcomes</b>	
<b>Students will be able to:</b>		
<b>Divergent and Convergent Thinking Skills</b>	<p>The problem solving process requires all of the following steps:</p> <ul style="list-style-type: none"> <li><b>a.</b> Recognize and define the problem (hypotheses).</li> <li><b>b.</b> Gather ideas and data.</li> <li><b>c.</b> Brainstorm aspects of the problem.</li> <li><b>d.</b> Identify underlying problems or sub-problems.</li> <li><b>e.</b> Produce alternative solutions.</li> <li><b>f.</b> Develop criteria for judging solutions.</li> <li><b>g.</b> Evaluate alternative solutions using the criteria.</li> <li><b>h.</b> Determine and implement possible solutions.</li> </ul>	

<b>E. Communication &amp; Creative Expression (Process)</b>		<b>Date of &amp; Reflection on Mastery</b>
<b>Competency</b>	<b>Skill/Outcome</b>	
<b>Students will be able to:</b>		
<b>1. Oral</b>	<ul style="list-style-type: none"> <li>• Plan, create, and present information orally in order to share thoughts and ideas to a variety of authentic audiences.</li> <li>• Contribute (with confidence) to a group or class discussion of a concept, topic, theme, issue, or problem.</li> <li>• Develop appropriate listening and speaking skills to effectively communicate a concept and/or idea to an audience and respond appropriately.</li> <li>• Support and defend personal opinions while collaborating with and respecting the opinions of others.</li> <li>• Demonstrate effective speaking skills such as appropriate rate, volume, tone, pitch, enunciation, and pace and effective body language, such as eye contact, inflection, and gestures.</li> </ul>	
<b>2. Written</b>	<ul style="list-style-type: none"> <li>• Plan, create, and present written information in order to share thoughts and ideas to a variety of authentic audiences.</li> <li>• Create unique compositions that utilize their own voice.</li> <li>• Edit and refine all written communications by applying proofreading and editing skills.</li> </ul>	
<b>3. Nonverbal (including Artistic and Kinesthetic)</b>	<ul style="list-style-type: none"> <li>• Plan, create, and present a nonverbal performance in order to share thoughts and ideas to a variety of authentic audiences.</li> <li>• Experience expression through various nonverbal forms.</li> <li>• Select, analyze, and utilize appropriate visual aids for effective communication.</li> </ul>	

<b>F. Information Literacy: Research (Process)</b>		<b>Date of &amp; Reflection on Mastery</b>
<b>Competency</b>	<b>Skill/Outcome</b>	
<b>Students will be able to:</b>		
<b>1. Identify a topic and formulate questions for research</b>	<ul style="list-style-type: none"> <li>Analyze the topic/problem/issue to determine areas to be researched.</li> <li>Brainstorm questions related to the topic/problem/issue.</li> <li>Identify related topics/problems/issues.</li> <li>Identify a specific topic for research.</li> <li>Formulate significant, complex questions for study.</li> </ul>	
<b>2. Select and apply a research methodology appropriate for the topic</b>	<ul style="list-style-type: none"> <li>Select appropriate research method: case studies; historical studies; interviews; surveys; scientific method; descriptive research.</li> <li>Construct a hypothesis.</li> <li>Design a plan or experiment to test the hypothesis.</li> </ul>	
<b>3. Collect information from primary and secondary sources using print and electronic media</b>	<ul style="list-style-type: none"> <li>Analyze the differences between primary and secondary sources.</li> <li>Employ various digital tools, media, and strategies to locate and collect accurate and reliable information.</li> <li>Take simple, accurate notes.</li> <li>Understand ethics in copyright/fair use and cite sources to avoid plagiarism.</li> </ul>	
<b>4. Assess the validity, reliability, and relevance of the information collected</b>	<ul style="list-style-type: none"> <li>Evaluate sources with respect to date, aspects covered, information provided, and relevance to the study.</li> <li>Compare and contrast authors/interview subjects with respect to qualifications.</li> </ul>	



<b>5. Organize and integrate information/data</b>	<p>Create and visually organize your data (Chart, table, graph, map, web, or outline) using the various categories:</p> <ul style="list-style-type: none"> <li>• Chronological order.</li> <li>• Sequence of steps.</li> <li>• Generalizations.</li> <li>• Evidence.</li> <li>• Patterns.</li> <li>• Outline.</li> <li>• Compare/contrast.</li> <li>• Cause/effect.</li> </ul>	
<b>6. Synthesize and interpret information</b>	<p>Make inferences about the data with respect to trends, future directions, similarities, and differences.</p>	
<b>7. Develop conclusions and implications based on the problem</b>	<p>Draw conclusions and develop generalizations based on and supported by data gathered in the course of research.</p>	
<b>8. Demonstrate the ability to communicate research findings</b>	<ul style="list-style-type: none"> <li>• Identify appropriate audience.</li> <li>• Select an appropriate medium (form) in terms of audience, impact and type of information/data for which it is best suited.</li> </ul>	

<b>G. Information Literacy: Technology (Process)</b>		<b>Date of &amp; Reflection on Mastery</b>
<b>Competency</b>	<b>Skill/Outcome</b>	
<b>Students will be able to:</b>		
<b>1. Technology Use</b>	<ul style="list-style-type: none"> <li>• Apply troubleshooting strategies to correct issues.</li> <li>• Use digital tools and strategies to locate, collect, organize, evaluate, and synthesize information.</li> <li>• Apply the principles of safe and appropriate Internet use including cyber-safety and “netiquette.”</li> <li>• Use digital environments to collaborate and communicate.</li> </ul>	
<b>2. Software</b>	<ul style="list-style-type: none"> <li>• Identify and use software appropriate to educational tasks, including but not limited to, web browsers and office-productivity suites.</li> <li>• Explore and evaluate alternative software options (e.g., compare and contrast different office-productivity programs such as Word and OpenOffice).</li> </ul>	
<b>3. Project Development</b>	<ul style="list-style-type: none"> <li>• Identify appropriate technological tools for use in academic and creative projects.</li> <li>• Plan, create, and upload technological communications and/or presentations, using technological software, online applications, or apps that may include blogs, WIKIS, podcasts, videos, and webinars.</li> </ul>	
<b>4. Web Site Creation</b>	<ul style="list-style-type: none"> <li>• Design Web sites that appropriately convey desired information.</li> <li>• Understand principles of good Web site design including differences between Web site design and other forms of presentation.</li> </ul>	
<b>5. Computer Programming</b>	<ul style="list-style-type: none"> <li>• Write basic programs and macros in one or more computer programming languages.</li> <li>• Be familiar with differences among programming languages.</li> <li>• Understand the principles of good software design.</li> </ul>	

<b>H. Social-Emotional</b>		<b>Date of &amp; Reflection on Mastery</b>
<b>Competency</b>	<b>Skill/Outcome</b>	
<b>Students will be able to:</b>		
<b>1. Cope with inner feelings</b>	<ul style="list-style-type: none"> <li>• Understand and evaluate the social, emotional, and academic implications of giftedness.</li> <li>• Understand and analyze feelings and emotions in self.</li> <li>• Identify feelings and emotions in self.</li> <li>• Identify and utilize appropriate personal perceptual filters and defense systems for situations.</li> </ul>	
<b>2. Cope with perfectionism goal setting, emotional intensity, anxiety, and stress</b>	<ul style="list-style-type: none"> <li>• Develop a healthy perception of perfectionism in accomplishing tasks.</li> <li>• Express and manage emotions in positive ways.</li> <li>• Develop a healthy responses toward peer pressure and expectations of others.</li> <li>• Develop behavioral strategies appropriate to the situation.</li> <li>• Identify sources and possible solutions of stress and anxiety.</li> </ul>	
<b>3. Develop self-acceptance</b>	<ul style="list-style-type: none"> <li>• Appreciate their personality styles.</li> <li>• Understand their asynchronous development.</li> <li>• Develop ethical practices.</li> <li>• Embrace their giftedness.</li> <li>• Develop and demonstrate appropriate self-efficacy and self-talk.</li> </ul>	
<b>4. Demonstrate and evaluate responsibility for personal growth</b>	<ul style="list-style-type: none"> <li>• Understand how attitudes, attention, and commitment can affect one's knowledge and self-control.</li> <li>• Identify and assess strengths and weaknesses as a baseline for improvement.</li> <li>• Set goals for self-improvement and take the necessary steps to reach them.</li> <li>• Accept responsibility for choices made.</li> <li>• Develop and model self-discipline.</li> <li>• Show evidence of delayed gratification and impulse control.</li> <li>• Demonstrate leadership skills.</li> <li>• Accept failure as part of growth.</li> </ul>	

<p><b>5. Enhance relationships with others</b></p>	<ul style="list-style-type: none"> <li>• Analyze, evaluate, and respond appropriately to various forms of body language.</li> <li>• Demonstrate respect for and empathy with others.</li> <li>• Participate in community building skills.</li> <li>• Differentiate constructive or destructive criticism.</li> </ul>	
<p><b>6. Demonstrate an awareness of cultural diversity</b></p>	<ul style="list-style-type: none"> <li>• Recognize contributions and achievements of various cultures.</li> <li>• Recognize various forms of bias.</li> <li>• Question stereotypes.</li> </ul>	

<b>I. Autonomous Learner</b>		<b>Date of &amp; Reflection on Mastery</b>
<b>Competency</b>	<b>Skill/Outcome</b>	
<b>Students will be able to:</b>		
<b>1. Demonstrate independent learning</b>	<ul style="list-style-type: none"> <li>● Gather, organize, analyze, and apply new knowledge.</li> <li>● Exhaust resources prior to asking for help.</li> <li>● Formulate questions that will aid in learning.</li> <li>● Set, prioritize, and achieve goals.</li> <li>● Utilize time management skills.</li> </ul>	
<b>2. Monitor and evaluate learning</b>	<ul style="list-style-type: none"> <li>● Reflect on progress as determined by established goals/timelines.</li> <li>● Self-evaluate progress of completing final tasks.</li> <li>● Revise, refine, and modify final tasks in relation to original goals and timelines.</li> <li>● Revise, refine, and modify goals and timelines in relation to the constraints of the project/situation/issue.</li> </ul>	
<b>3. Increase intrinsic motivation</b>	<ul style="list-style-type: none"> <li>● Explore and pursue areas of personal interests/curiosity/passion.</li> <li>● Demonstrate personal motivation and task commitment.</li> <li>● Develop persistence when working on challenging activities.</li> </ul>	
<b>4. Take academic risks</b>	<ul style="list-style-type: none"> <li>● Identify personal learning comfort zone.</li> <li>● Analyze the value of academic risk-taking by weighing the positive/negative outcomes of taking that risk.</li> <li>● Express the importance of risk-taking.</li> <li>● Take academic risks by accepting challenges outside of comfort zones.</li> </ul>	
<b>5. Demonstrate personal flexibility</b>	<ul style="list-style-type: none"> <li>● Identify alternative methods of accomplishing a task.</li> <li>● Describe the benefits of developing alternative processes to accomplish a task.</li> <li>● Develop a method of transitioning from one process to an alternative.</li> </ul>	

<p><b>6. Grow from constructive criticism</b></p>	<ul style="list-style-type: none"> <li>• Develop a receptive attitude towards feedback.</li> <li>• Reflect on the meaning of feedback received.</li> <li>• Differentiate constructive or destructive criticism.</li> <li>• Determine how to improve based upon feedback.</li> <li>• Respond to feedback with well-reasoned explanations.</li> <li>• Provide constructive criticism to others.</li> </ul>	
<p><b>7. Exhibit professional or business ethical behavior (character education)</b></p>	<ul style="list-style-type: none"> <li>• Define attributes of ethical principles.</li> <li>• Identify and analyze outcomes of individual actions.</li> <li>• Evaluate the individual actions for ethical practices.</li> <li>• Uphold ethical principles.</li> </ul>	

<b>J. Executive Skills</b>		<b>Date of &amp; Reflection on Mastery</b>
<b>Competency</b>	<b>Skill/Outcome</b>	
<b>Students will be able to:</b>		
<b>1. Organizational Skills</b>	<ul style="list-style-type: none"> <li>• Develop and adhere to a time schedule.</li> <li>• Develop a priority list and adjust it as needed.</li> <li>• Develop lists of goals, projects, or “to-do’s” and complete the items on the lists.</li> <li>• Re-evaluate the lists in order to prioritize greatest needs first or adjust to changing deadlines.</li> </ul>	
<b>2. Decision-Making</b>	<ul style="list-style-type: none"> <li>• Develop, evaluate, and select criteria when given multiple alternatives.</li> <li>• Prioritize criteria.</li> <li>• Apply criteria to alternatives.</li> <li>• Explain your chosen decision based on criteria.</li> <li>• Act on selected decision.</li> </ul>	
<b>3. Impulse Control</b>	<ul style="list-style-type: none"> <li>• Self-monitor verbal, non-verbal, and physical responses to others (including teachers) through wait time, self-talk, and reflection.</li> <li>• Code-switch according to audience.</li> </ul>	
<b>4. Project Management</b>	<ul style="list-style-type: none"> <li>• Prioritize project elements.</li> <li>• Plan long- and short-term tasks.</li> <li>• Execute ideas to completion.</li> <li>• Self-evaluate the final projects/ideas/tasks.</li> </ul>	
<b>5. Time Management</b>	<ul style="list-style-type: none"> <li>• Transition from one task to another.</li> <li>• Prioritize competing interests.</li> <li>• Create schedules and to-do lists in order to adhere to time constraints.</li> </ul>	
<b>6. Adaptability</b>	<ul style="list-style-type: none"> <li>• Adjust expectations and behavior according to various academic environments.</li> <li>• Identify and articulate multiple solutions, goals, or perspectives.</li> <li>• Establish a unified solution, goal, perspective from consensus among the group.</li> </ul>	
<b>7. Goal-Setting</b>	<ul style="list-style-type: none"> <li>• Develop realistic goals and objectives.</li> <li>• Evaluate the time to accomplish objectives.</li> <li>• Seek resources to accomplish objectives.</li> <li>• Set benchmarks to complete objectives.</li> </ul>	
<b>8. Collaboration</b>	<ul style="list-style-type: none"> <li>• Use listening skills with others.</li> <li>• Respect perspectives of others.</li> <li>• Compromise and negotiate to accomplish tasks.</li> <li>• Relinquish control while working with others.</li> </ul>	









