*Three Summers Program*

**EPSY 5092: SEM Practicum Competencies Menu**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year of Enrollment \_\_\_\_\_\_\_\_\_\_\_\_

Please print this form and use it to determine which competencies you are choosing to accomplish. Be sure your time allocation (sum of #s in parenthesis) equals 90–120 hours and that each competency represents a new skill for you.

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| A. Identification and Assessment Activities |
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| \_\_\_\_\_ | A-1 Administer, score, and interpret a creativity test of your choosing. (4) |
| \_\_\_\_\_ | A-2 Complete a SRBCSS for a student. (1) |
| \_\_\_\_\_ | A-3 Find a non-achieving student who is/should be receiving SEM services. Complete a case study for this student. (3) |
| \_\_\_\_\_ | A-4 Interview a student for past accomplishments within and outside of the school setting. Write a summary with reflections or recommendations. (3) |
| \_\_\_\_\_ | A-5 Develop a Q and A document for parents who feel their child needs enrichment or acceleration services. (4) |
| \_\_\_\_\_ | A-6 Explain the rationale for the Talent Pool approach for identifying students in the SEM, to a colleague or parent. (2) |
| \_\_\_\_\_ | A-7 Plan and conduct a workshop explaining the Enrichment Triad and the services a student receives in a school using the SEM. (10) |
| \_\_\_\_\_ | A-8 Administer and tally an interest inventory for one class. (2) |
| \_\_\_\_\_ | A-9 Design an original interest inventory for your students. (2) |
| \_\_\_\_\_ | A-10 Administer and analyze an Interest-A-Lyzer (or other more in-depth interest assessment instrument) for students who may be considering Type III or advanced study. (2) |
| \_\_\_\_\_ | A-11 Design an original in-depth interest assessment instrument for use with your students. (3) |
| \_\_\_\_\_ | A-12 Establish the permissions, materials, and procedures necessary to initiate the use of Total Talent Portfolios with students. (8) |
| \_\_\_\_\_ | A-13 Design a Total Talent Portfolio inventory to document strengths for students at a single grade level (or more). (4) |
| \_\_\_\_\_ | A-14 Plan and conduct a workshop for teachers, designed to explain how to implement the TTP to document strengths at a single grade level (or more). (8) |
| \_\_\_\_\_ | A-15 Score a Learning Styles Inventory of your choice for a student. (2) |
| \_\_\_\_\_ | A-16 Develop a scoring rubric for a product, performance, or service. Use with students, obtain feedback, and edit original document accordingly. (2) |
| \_\_\_\_\_ | A-17 Develop/locate a GT program needs assessment instrument for parents and teachers. Administer and compile data. (10) |
| \_\_\_\_\_ | A-18 Develop/locate an inventory for parents to help gather information about their child’s interests or needs. Administer to the parents of your students. (4) |
| \_\_\_\_\_ | A-19 Identify Talent Pool students using test scores, teacher nominations, or a case study approach. (4) |
| \_\_\_\_\_ | A-20 Administer a group IQ test of your choice. (3) |
| \_\_\_\_\_ | A-21 Develop interview questions and protocols for parents who nominate their child for the GT program. (4) |
| \_\_\_\_\_ | A-22 Conduct a nomination interview with parents who nominate their child for the GT program. Write a brief summary. (2) |
| \_\_\_\_\_ | A-23 Design and complete a class record sheet. (2) |
| \_\_\_\_\_ | A-24 Develop a rationale and explain to a teacher or parent why the “Three Es” produce higher achievement than test-prep. (2) |
| \_\_\_\_\_ | A-25 Plan and conduct a GT identification workshop for teachers that includes an explanation of the Three Rings and why they are important for the development of gifted behavior. (8) |

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| B. Type I Activities |
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| \_\_\_\_\_ | B-1 Plan and carry out at least five schoolwide Type I activities based on student interests. Each Type I should include a Type I announcement, debriefing, and summary to teachers. (12) |
| \_\_\_\_\_ | B-2 Prepare a Type I Interest Development Center that includes hands on activities and is appropriate for a range of abilities and learning styles. (8) |
| \_\_\_\_\_ | B-3 Contact, schedule, and hold three classroom Type I speakers. (6) |
| \_\_\_\_\_ | B-4 Schedule and hold three classroom Type I *experiences* (alternative to speakers). (3) |
| \_\_\_\_\_ | B-5 Create a community resources database that can be used to record potential enrichment speakers/mentors for a school or classroom. Include space for contact information. (2) |
| \_\_\_\_\_ | B-6 Design, administer, and tally a community resources inventory to identify at least ten potential enrichment speakers/mentors for a school or classroom. Include contact information. (8) |
| \_\_\_\_\_ | B-7 Develop and conduct a Type I minicourse for interested students. (8) |
| \_\_\_\_\_ | B-8 Assist a child in completing a self-directed, self-selected Type I project. (5) |
| \_\_\_\_\_ | B-9 Identify a set of five books that have an appropriate format for use in Type I activities. (2) |
| \_\_\_\_\_ | B-10 Identify and list ten websites that are appropriate for Type I “virtual fieldtrips” for interested students. (4) |
| \_\_\_\_\_ | B-11 Set up plans and procedures to hold Type I’s in your school, including logistics for how to schedule and advertise. (5) |
| \_\_\_\_\_ | B-12 Document all Type Is that take place in your school for one year. (4) |
| \_\_\_\_\_ | B-13 Describe five ways Type Is increase ownership in your school. (2) |
| \_\_\_\_\_ | B-14 Organize a Type I Committee and hold meetings regularly. (15) |
| \_\_\_\_\_ | B-15 Plan and conduct a workshop to explain and encourage support for Type I Enrichment in your school. (8) |

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| C. Type II Activities |
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| \_\_\_\_\_ | C-1 Evaluate the quality of three Type II commercial materials. (2) |
| \_\_\_\_\_ | C-2 Identify three *methodological* Type II skills that can be added to an identified regular curriculum unit. Develop a plan and incorporate them into your teaching. (8) |
| \_\_\_\_\_ | C-3 Identify three *general* Type II skills that can be added to an identified regular curriculum unit. Develop a plan and incorporate them into your teaching. (8) |
| \_\_\_\_\_ | C-4 Meet with classroom teachers who are willing to incorporate the above methodological or general Type II skills into their own teaching. Provide support and materials to scaffold them into feeling confident with teaching the skills themselves. (8) |
| \_\_\_\_\_ | C-5 Teach two methodological “how to” lessons to interested students. (4) |
| \_\_\_\_\_ | C-6 Conduct a Type II demonstration lesson for a classroom. Prepare support materials to for the teacher so that they can repeat the lesson independently in the future. (4) |
| \_\_\_\_\_ | C-7 Teach one unit of at least six lessons in one Type II objective area. (10) |
| \_\_\_\_\_ | C-8 Develop and teach an original problem-solving activity that incorporates learned Type II skills. (2) |
| \_\_\_\_\_ | C-9 Develop a Type II Scope and Sequence for Type II activities. (12) |
| \_\_\_\_\_ | C-10 Assist a child in completing a self-selected, self-directed methodological Type II project. (6) |
| \_\_\_\_\_ | C-11 Conduct a needs assessment to determine which Type II Skills are already being taught and which need to be added in your grade, school, or district. (10) |
| \_\_\_\_\_ | C-12 Develop a Type II Enrichment plan and database for at least one year. (12) |
| \_\_\_\_\_ | C-13 Describe five ways Type IIs increase ownership in your school. (2) |
| \_\_\_\_\_ | C-14 Plan and conduct a workshop that includes an explanation of why Type II Skills are good for all students. Point out areas that are already being accomplished in the regular curriculum but include ways to identify and develop areas that are being overlooked. (10) |

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| D. Type III Activities |
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| \_\_\_\_\_ | D-1 Identify ten ways a Type III is different from a typical classroom assignment. Use this information to teach GT students about opportunities and expectations for creative productivity. (6) |
| \_\_\_\_\_ | D-2 Conduct a Type III intake interview with a student. Document with an Intake Interview Checklist or a brief summary of your conversation. (2) |
| \_\_\_\_\_ | D-3 Focus a child’s interests into a manageable Type III project. Discuss and document their “real problem”. (3) |
| \_\_\_\_\_ | D-4 Complete a management plan with a student. (3) |
| \_\_\_\_\_ | D-5 Design an original management plan for use with your students. (2) |
| \_\_\_\_\_ | D-6 Meet with a student and provide at least ten suggestions for a Type III project in their interest/content area. Include a possible audience. (2) |
| \_\_\_\_\_ | D-7 Suggest at least three methodological Type II skills that may need to be learned for a given Type III topic. (1) |
| \_\_\_\_\_ | D-8 Find appropriate reference materials for a specific Type III project. (2) |
| \_\_\_\_\_ | D-9 Locate two potential resource people for a specific Type III project. (2) |
| \_\_\_\_\_ | D-10 Make revision suggestions for developing a Type III project. (2) |
| \_\_\_\_\_ | D-11 Identify two raw data gathering activities appropriate for a specific Type III project. (1) |
| \_\_\_\_\_ | D-12 Teach students at least one product development technique. (4) |
| \_\_\_\_\_ | D-13 Find a real-world audience for a student’s Type III product. (3) |
| \_\_\_\_\_ | D-14 Evaluate the quality of a Type III project using the Student Product Assessment Form. Share results with student(s). (4) |
| \_\_\_\_\_ | D-15 Be a “guide on the side” or facilitator to one or more students completing their first Type III study. (This includes and is an alternative to individual competencies listed above.) (30) |
| \_\_\_\_\_ | D-16 Teach students/teachers how to write a “light bulb” message. (4) |
| \_\_\_\_\_ | D-17 Meet with teachers to find regularly scheduled Type III time each week for a given student. (2) |
| \_\_\_\_\_ | D-18 Describe five ways Type IIIs increase ownership in your school. (2) |
| \_\_\_\_\_ | D-19 Plan and conduct a workshop to explain the nature and benefits of Type III Study. Include an explanation of how Type IIIs are different from typical classroom assignments, and why they are not appropriate for all students. (10) |
| \_\_\_\_\_ | D-20 Write a brief document explaining why not all ideas from students will become Type IIIs. Include personal experiences if applicable. (2) |
| \_\_\_\_\_ | D-21 Initiate and set up a Type III Mentor Matrix for your school or district. (10) |
| \_\_\_\_\_ | D-22 Establish a Type III Research Foundation for your school or district. (10) |
| \_\_\_\_\_ | D-23 Organize a Type III or Enrichment Fair. (15) |

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| E. Curriculum Modification and Differentiation |
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| \_\_\_\_\_ | E-1 Outline ten reasons to support implementing curriculum compacting in your grade or school. Share with an interested colleague. (3) |
| \_\_\_\_\_ | E-2 Develop a Knowledge Tree for a curriculum unit of your choice. (3) |
| \_\_\_\_\_ | E-3 Create an advanced organizer to explain the activities and objectives for a curriculum unit of your choice. (3) |
| \_\_\_\_\_ | E-4 Develop an introductory activity to increase student interest and motivation for a curriculum unit. (2) |
| \_\_\_\_\_ | E-5 Experiment with the use of flexible small group instruction as a technique for addressing diverse interests and abilities. (10) |
| \_\_\_\_\_ | E-6 Experiment with the use of learning contracts as a technique for addressing diverse interests and abilities. (10) |
| \_\_\_\_\_ | E-7 Create a set of three mini-interest centers (i.e., 2-3 activities in a shoebox) for use with a specific curriculum unit. (6) |
| \_\_\_\_\_ | E-8 Develop a set of debriefing suggestions for use with a specific curriculum unit. (3) |
| \_\_\_\_\_ | E-9 Develop at least three different options for one assignment as a strategy for accommodating individual differences with respect to a given curriculum unit. (3) |
| \_\_\_\_\_ | E-10 Create an interest development center to stimulate students’ interest in a topic. The center should include suggestion cards for hands-on activities, realia including tools of the trade, and ideas for Types I, II, and III. (10) |
| \_\_\_\_\_ | E-11Prepare a 15–20-minute resource video in which you discuss your thoughts about curriculum compacting, the way you have used it in your classroom, and/or tips for teachers who are new to the process. (6) |
| \_\_\_\_\_ | E-12[Click here](https://gifted.education.uconn.edu/wp-content/uploads/sites/612/2022/01/2022-5092-Planning-Points-for-Curriculum-Compacting.docx) for “Planning Points” questions to help you organize the curriculum compacting process in your classroom. Provide brief answers to explain your plans. (8) |
| \_\_\_\_\_ | E-13Complete a matrix that lists scores from standardized, norm-referenced tests used by your school district to determine which students are above average. Use this data to identify which students are most likely to need curriculum compacting (and in which subject areas). (8) |
| \_\_\_\_\_ | E-14 Locatepretests (or posttests that can be used as pretests) for all chapters or units in one subject area at your grade level. (6) |
| \_\_\_\_\_ | E-15 Before beginning the compacting process, find/create two types of charts to record students’ pretest scores. One chart will list all student names vs objectives per unit. The second will list scores for individual students. This individual chart may be shared at parent conferences or placed in a student’s cumulative file. (8) |
| \_\_\_\_\_ | E-16 Administer and score pretests for one student who seems like a possible candidate for curriculum compacting in one subject area. (8) |
| \_\_\_\_\_ | E-17 Administer and score pretests for a small group of students who seem like possible candidates for curriculum compacting in one subject area. (12) |
| \_\_\_\_\_ | E-18 Use at least one technique other than pretesting to assess content mastery. (2) |
| \_\_\_\_\_ | E-19 Complete a Compactor form for an elementary or secondary student, complete with recommendations. (3) |
| \_\_\_\_\_ | E-20 Plan and conduct a workshop to explain curriculum compacting to an audience. Include ideas for follow-up designed to provide ongoing support and growth for teachers who are willing to try compacting with their students. (10) |

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| F. Enrichment Clusters |
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| \_\_\_\_\_ | F-1 Identify and describe ten ways Enrichment Clusters are different from minicourses or regular teaching. (2) |
| \_\_\_\_\_ | F-2 Plan and conduct a teacher workshop designed to explain and create support for starting an Enrichment Cluster program in your school. Include time to practice writing EC descriptions to encourage an understanding for how ECs are different from mini courses they may have done in the past. (10) |
| \_\_\_\_\_ | F-3 Identify and describe ten reasons an Enrichment Cluster program is good for students, teachers, administration, and the community. (2) |
| \_\_\_\_\_ | F-4 Meet with administration to explain the benefits of starting an EC program in your school. (2) |
| \_\_\_\_\_ | F-5 Identify a time, place, and schedule for an EC program in your school. (2) |
| \_\_\_\_\_ | F-6 Distribute an adult interest survey to potential EC facilitators, gather data, enlist facilitators, and determine EC offerings. (10) |
| \_\_\_\_\_ | F-7 Prepare and hold a workshop to train facilitators in the EC program. (6) |
| \_\_\_\_\_ | F-8 Prepare and hold a workshop to familiarize students with the EC program. (4) |
| \_\_\_\_\_ | F-9 Organize a culminating event or celebration for your EC program. (6) |
| \_\_\_\_\_ | F-10 Gather data from students, teachers, and parents to evaluate the EC experience. (6) |
| \_\_\_\_\_ | F-11 Invite local media to cover your school’s EC program. (2) |
| \_\_\_\_\_ | F-12 Establish an EC binder, file, or database that gathers and organizes all relevant letters, documents, or forms that have been collected as part of developing your EC program. (4) |
| \_\_\_\_\_ | F-13 Write, edit, and distribute an EC newsletter. (3) |

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| G. Management and Communication Activities |
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| \_\_\_\_\_ | G-1 Write, edit, and distribute a series of enrichment program newsletters. (6) |
| \_\_\_\_\_ | G-2 Develop a GT program budget for one year. (6) |
| \_\_\_\_\_ | G-3 Develop a GT program brochure. (8) |
| \_\_\_\_\_ | G-4 Create a weekly TAG program schedule. (3) |
| \_\_\_\_\_ | G-5 Outline five SEM student orientation lessons. (8) |
| \_\_\_\_\_ | G-6 Describe ten specific behaviors you will use to develop program ownership among students, parents, faculty, administration, or the community. Document at least two of them. (4) |
| \_\_\_\_\_ | G-7 Develop a set of annual target objectives for the SEM program. (5) |
| \_\_\_\_\_ | G-8 Write effective and well-constructed business letters, memos, and parent/staff notes. Submit three examples. (5) |
| \_\_\_\_\_ | G-9 Photograph an SEM Program in progress for at least one semester. (5) |
| \_\_\_\_\_ | G-10 Develop a five-year plan of action for a new SEM program. (5) |
| \_\_\_\_\_ | G-11 Plan a teacher workshop on SEM or a component of SEM, including handouts and evaluation. (10) |
| \_\_\_\_\_ | G-12 Conduct a GT parent conference. (2) |
| \_\_\_\_\_ | G-13 Conduct a GT program evaluation. (20) |
| \_\_\_\_\_ | G-14 Write a GT program grant. (20) |
| \_\_\_\_\_ | G-15 Organize a Saturday/summer/enrichment cluster program outside of regular school hours, based on the SEM philosophy. (40) |
| \_\_\_\_\_ | G-16 Make a complete collection of GT program forms and records for your school or program. (12) |
| \_\_\_\_\_ | G-17 Find and document local GT resources for students with special needs or challenges. (8) |
| \_\_\_\_\_ | G-18 Develop a GT parent handbook which includes GT resources for parents. (10) |
| \_\_\_\_\_ | G-19 Write an effective press release. (2) |
| \_\_\_\_\_ | G-20 Arrange to hold presentations describing GT program activities to social and civic organizations. (3) |
| \_\_\_\_\_ | G-21 Create a Triad/SEM Bulletin Board. (5) |
| \_\_\_\_\_ | G-22 Participate in a radio or television talk show related to GT. (2) |
| \_\_\_\_\_ | G-23 Give a GT program update/presentation to the school board. (6) |

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| H. Professional Development |
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| \_\_\_\_\_ | H-1 Subscribe to journals in the field of gifted education. (1) |
| \_\_\_\_\_ | H-2 Participate in state/national gifted education projects. (Variable) |
| \_\_\_\_\_ | H-3 Accept speaking engagements regarding talent development and enrichment education. (6) |
| \_\_\_\_\_ | H-4 Provide relevant reports and records to state and federal agencies. (6) |
| \_\_\_\_\_ | H-5 Assist local administrators in developing district policies. (8) |
| \_\_\_\_\_ | H-6 Write a professional article on a GT related topic of your choice. Submit for possible publication. (4) |

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| I. Additional Activities If you have ideas or suggestions for additional activities related to your work in GT or the SEM, please list them in this section and submit descriptions, along with a time credit estimate on the “Contract for Competencies Documentation” form. |
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| \_\_\_\_\_ | I-1 Read a text related to curriculum differentiation, creativity, or other relevant topics in the field of GT, and prepare a 3–5-page paper that provides summary, analysis, and implications for instruction. (8 per book, maximum two books)Suggested titles may include:Assouline, S., & Lupkowski-Shoplik, A. (2005). *Developing math talent: A guide for educating gifted and advanced learners in math*. Prufrock Press.Beardsley, J. G., Briggs, C., Pennington, L., & Imbeau, M. B. (2015). *Engaging and challenging curriculum: Supporting advanced and gifted learners*. Prufrock Press.Beecher, M. (1996). *Developing the gifts and talents of all students in the regular classroom.* Creative Learning Press.[Beghetto](https://www.amazon.com/Ronald-A-Beghetto/e/B00AXQS0YO/ref%3Ddp_byline_cont_book_1), R. A. (2018). *Beautiful risks: Having the courage to teach and learn creatively.* Rowman and Littlefield Publishers.[Betts](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=George+Betts&text=George+Betts&sort=relevancerank&search-alias=books), G. T., Carey, R. J., [& Kapushion](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=Blanche+Kapushion&text=Blanche+Kapushion&sort=relevancerank&search-alias=books), B. M. (2016). *Autonomous learner model resource book.* Routledge.Corwin, M. (2000). *And still we rise: The trials and triumphs of twelve gifted inner-city high school students.* William Morrow.Francis, E. M. (2016). *Now that’s a good question! How to promote cognitive rigor through classroom questioning*. Association for Supervision and Curriculum Development.[Galbraith, J., & Delisle, J.](https://www.amazon.com/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Judy+Galbraith+M.A.&text=Judy+Galbraith+M.A.&sort=relevancerank&search-alias=books) (2011). The *gifted teens survival guide: Smart, sharp, and ready for (almost) anything* (4th ed.)*.* Free Spirit Publishing.Heacox, D., & Cash, R. M. (2013). *Differentiation for gifted learners: Going beyond the* *basics.* Free Spirit Publishing.[Kettler, T. (2015).](https://www.amazon.com/Modern-Curriculum-Advanced-Academic-Students/dp/161821473X/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1519064644&sr=1-1&keywords=modern+curriculum+for+gifted+and+advanced+academic+students" \o "Modern Curriculum for Gifted and Advanced Academic Students) *[Modern curriculum for gifted and advanced academic students.](https://www.amazon.com/Modern-Curriculum-Advanced-Academic-Students/dp/161821473X/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1519064644&sr=1-1&keywords=modern+curriculum+for+gifted+and+advanced+academic+students" \o "Modern Curriculum for Gifted and Advanced Academic Students)* [Prufrock Press.](https://www.amazon.com/Modern-Curriculum-Advanced-Academic-Students/dp/161821473X/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1519064644&sr=1-1&keywords=modern+curriculum+for+gifted+and+advanced+academic+students" \o "Modern Curriculum for Gifted and Advanced Academic Students)Maker, C. J., & Neilson, A. B. (1996). *Curriculum development and teaching strategies for gifted learners* (2nd ed.). Pro-Ed.Reeves, A. R. (2011). *Where great teaching begins: Planning for student thinking and learning.* Association for Supervision and Curriculum Development.Reis, S. M., Renzulli, J. S., & Burns, D. E. (2016). *Curriculum compacting: A guide to differentiating curriculum and instruction through enrichment and acceleration* (2nd ed.). Prufrock Press.Reis, S. M., Renzulli, J. S., Karnes, F. A., & Stephens, K. R. (2005). *Curriculum compacting: An easy start to differentiating for high potential students.* Prufrock Press.Renzulli, J. S., Leppien, J. H., & Hays, T. S. (2000). *The multiple menu model: A practical guide for developing differentiated curriculum.* Creative Learning Press.Robinson, A., Shore, B. M., & Enersen, D. L. (2006). *Best practices in gifted education: An evidence-based guide*. Routledge.Ruf, D. L. (2009). *5 levels of gifted: School issues and educational options.* Great Potential Press.Siegle, D. (2013). *The underachieving gifted child: Recognizing, understanding, and reversing underachievement.* Prufrock Press.Sousa, D. A. (2016). *How the brain learns* (5th ed.). Corwin Press.Strickland, C. (2009). *Exploring differentiated instruction.* Association for Supervision and Curriculum Development.Tomlinson, C. A. (2014). [*The differentiated classroom: Responding to the needs of all learners*](http://www.ascd.org/Publications/Books/Overview/The-Differentiated-Classroom-Responding-to-the-Needs-of-All-Learners-2nd-Edition.aspx)(2nded.). Association for Supervision and Curriculum Development.Tomlinson, C. A. (2017*). How to differentiate instruction in academically diverse classrooms* (3rd ed.)*.* Association for Supervision and Curriculum Development.Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., & Burns, D. (2002). *The parallel curriculum: A design to develop and challenge high-ability learners.* Corwin Press.Tomlinson, C. A., & Murphy, M. (2015). *Leading for differentiation: Growing teachers who grow kids*. Association for Supervision and Curriculum Development.Wagner, T. (2015). *Creating innovators: The making of young people who will change the world.* Scribner.Webb, J. T., Gore, J. L., Amend, E. R., & DeVries, A. R. (2007). *A parent’s guide to gifted children*. Great Potential Press.*Other Additional Activities:* |
| \_\_\_\_\_ | I-2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_ | I-3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_ | I-4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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