

**EXETER TOWNSHIP SENIOR HIGH SCHOOL
GIFTED PROGRAM:
Advanced Connections for Enrichment**

DRAFT

Exeter Township High School Gifted Program

OVERVIEW

The Exeter Township Senior High School Gifted Program is committed to have students view learning as a lifelong process that enriches the individual and allows him/ her to attain the fulfillment of their true potential. The Autonomous Learning Model's fundamental principals are used as the backbone of the High School Gifted Program which is designed to meet unique, individual needs by facilitating student growth as independent, self- directed learners while affording students opportunities that emphasize their cognitive, emotional, social and physical development. Through program options students will explore areas of interest, develop a more thorough knowledge base through independent investigations and be encouraged and facilitated in passion learning through Seminars and In Depth studies. Students can also choose among job shadowing, mentorships, community based service projects, academic competitions, dual enrollment and concentrated college and career exploration that will strengthen student transcripts, broaden student portfolios and be meaningful in terms of college admissions, scholarships and future employment.

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PROGRAM PRINCIPLES

- To develop self concept and positive self- esteem
- To comprehend one's abilities in relation to self and society
- To develop interpersonal skills
- To increase knowledge in a variety of areas
- To develop critical and creative thinking skills
- To develop decision- making and problem solving skills
- To integrate activities which facilitate the cognitive, emotional, social and physical development of the individual
- To develop individual passion areas(s) of learning
- To demonstrate responsibility for self learning in and out of the school setting
- To ultimately become responsible, creative, independent, life- long learners

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PROGRAM METHODS:

- Curriculum is differentiated by teachers and students based on the interests and passion of the learner
- Learners are involved in guided, open- ended learning experiences
- Responsibility for learning is placed on learners
- Teachers are facilitators of the learning process as well as dispensers of knowledge
- Higher level critical and creative thinking skills are integrated, reinforced and demonstrated in the learning process
- Content topics are broad based with emphasis on major themes, problem, issues, ideas and topics
- Learners use varied resources in the development of in depth studies
- Seminars and in-depth studies are essential components of learning process
- Mentorship provided adult role modeling, active support and individual instruction and facilitation
- Completions and presentation of in-depth studies are integral in the learning process
- Assessment of self development and learning created products is necessary and worthwhile

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PROGRAM REQUIREMENTS:

All students participating in the Exeter Township Senior High School Gifted Program for credit must meet the following requirements. The requirements for full and half credit are the same; the differentiation is in the required complexity of the student's proposal itself; the time requirements for project preparation as well as the scope and detail of individual core requirements. Each study is unique and a well- developed study may run over several course lengths, giving the student an opportunity to delve into a topic thoroughly. Program option and requirements will be discussed with the student and GIEP team at which the extent of participation will be determined.

To receive credit, all students must:

1. Write a proposal outlining their project and have it approved by the Gifted Facilitator in addition to mentor(s) that may be included in the evaluation.
2. Maintain a project log; documenting activities and time management.
3. Participate in student conferences and required seminars scheduled throughout the year.
4. Write a self critique/ analysis at the completion of their project.
5. Fulfill extended learning responsibilities for chosen areas of interest
6. Orally present project to the Gifted Facilitator or faculty panel upon completion of the project.
7. Display and present the project for the community at Expo of Excellence
8. Maintain a portfolio and meet required yearly goals outlined by the Gifted Facilitator
9. Fulfill requirements of the chosen program option determined at the student's GIEP meeting.

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PROGRAM OPTIONS

HONORS

- Complete In Depth study proposal and timeline
- Present In Depth study to Gifted Facilitator
- Complete self analysis at completion of In Depth Study
- No extended learning opportunity is required but it is recommended that students participate in Career and College exploration

SCHOLARS

- Complete Seminar proposal and timeline
- Complete a self analysis on each Seminar completed
- Complete and present at least (2) Seminars- (1) must be completed with a group unless decided otherwise by GIEP team
 - Group: 90 minutes
 - Individual: 60 minutes
- Select (1) extended learning opportunity to fulfill throughout the year

FOCUS

- 1) Explorations
 - Complete a minimum of (6) Explorations
 - Complete a proposal for each Exploration
 - Complete a reflection for each Exploration, share with Gifted Facilitator
 - Complete self analysis at completion of all explorations
 - Select (2) extended learning opportunities to fulfill throughout the year
- 2) Investigations
 - Complete a minimum of (4) Investigations
 - Complete a proposal for each Investigation
 - Present the mini project for each Investigation to the Gifted Facilitator/ teacher for evaluation
 - Complete self analysis at completion of all Investigations
 - Select (2) extended learning opportunities to fulfill throughout the year

FLEX

Students may choose as many extended learning opportunities as they wish to participate in throughout the school year. Students will need to sign up prior to the activity with the Gifted Facilitator.

PORTFOLIO

- Required during each school year, by each student participating in Flex, Focus, Scholars or Honors
- If portfolio is being used as a student's graduation project, prior approval must be given and the student must present the portfolio to the Gifted Facilitator and/ faculty panel by the conclusion of the fall semester of their senior year

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FLEX **No credit**

Students who wish to receive Gifted services or who are interested in participating in Gifted opportunities but need greater flexibility due to scheduling restraints may participate for no credit. Students choosing this option can make extended learning choices as the year progresses that best fit their desired level of participation. Students participating in the Flex option will still be required to maintain a portfolio and meet yearly portfolio requirements that will be reviewed during student scheduled conference times with the Gifted Facilitator.

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FOCUS **.25 - .5 credit**

Students may elect to participate in the FOCUS option, designed for students who need more extensive direction and guidance in discovering a focus area in which they would like to pursue. Students participating in FOCUS will be provided opportunities to become familiar with what is available but unknown to them by focusing on multiple topics to gain exposure and knowledge. The self selected explorative and investigative activities as well as chosen extended learning activities will help the student lay groundwork for future in-depth study and seminars. The student may also use this option to extend learning or differentiate material in the general education classroom in collaboration with the general education teacher.

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SCHOLARS **.5- 1.0 credit**

The SCHOLARS option is for those students who would like to pursue a specific area of study and who have demonstrated independent work habits which do not need direct supervision or substantial guidance. In SCHOLARS, students will complete (2) seminars with the assistance of a self selected specialist. Students will select a topic, prepare and present their seminar to other members of the program or interested school/ community members. The emphasis of SCHOLARS is placed on the idea production and the shift of student to learner; who understand the process of learning in addition to the skills, concepts and dedication required. Students are encouraged to work in a group for at least (1) seminar throughout the year.

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HONORS **.5- 1.0 credit**

The HONORS option is for those students who have discovered their passion area and are motivated and committed to study the topic as thoroughly as possible while striving to attain autonomous learning skills. In HONORS, students will define the study, develop goals and present a study which will include aides, handouts and self evaluations. The student becomes a professional in every way.

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EXTENDED LEARNING OPPORTUNITIES

** Extended Learning Opportunities are provided to students for exposure, growth and self discovery. Each Extended Learning Opportunity has minimum requirements that provide the foundation for each student to develop their individual experience. Students are not limited to the options below and suggestions may be proposed before or during the GIEP meeting. Extended Learning Opportunities should be included in the student proposal.*

Community Based Service Project

Students will create a community- based service project within an area of interest that deepens their understanding of social issues, strengthens commitment and inspires their dedication for caring for others and improving the world. Opportunities will be provided for students to participate in a community based service project with a group of their peers or the student may decide to create an independent project as part of this requirement. (Minimum of 30 hours is required)

Please visit <http://lancaster.unl.edu/4h/serviceideas.shtml> for service ideas that you can use for your project.

Career Colloquium

Students will commit to an in depth study of career opportunities through explorations, interviews, career fairs, seminars; shadowing, apprenticeship and mentorship experiences, while focusing on strengths, goals, priorities and interests/ passions. Each student will begin a specific career phase based on the recommendation of the GIEP team and will need to fulfill specific phase requirements in addition to an online career portfolio that will be shared with the Gifted Facilitator.

Self- Study

Designed around the Myers Briggs Personality Test, students are asked to research the results and synthesize information; concluding how this information affects future decisions, career choices, relationships with others and personal growth through a student- proposed culminating project.

College Colloquium

Students will commit to an in depth study of their choices beyond high school through college research, visitations and explorations while focusing on college entrance essays, applications, admission interviews, letters of recommendation and preparation for college entrance exams. Each student will begin a specific college phase based on the recommendation of the GIEP team and will need to fulfill specific phase requirements.

Academy (11th and 12th grade only)

Students who have fulfilled the Exeter Township School District course and credit requirements may request time to pursue college courses at an institution of higher education or online. The college course must provide an educational experience beyond that offered at Exeter Township Senior High. Any credits earned apply at the college level and cannot be used to meet Exeter Township High School graduation requirements. Participating students have the option of seeking .5 elective credit by using their college studies as a basis for a SCHOLARS contract proposal.

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Competitions

Students may elect to focus on individual entries into regional, state or national competitions during the school year. Students may select from the list below or a competition(s) of their choice. The competitions a student wishes to participate in may be advised by another faculty member. Please note: There may be a fee or portion of a fee for entering that the student will be subject to pay.

** Students may participate but are not limited to the choices below.*

NAME	DATE
National Linguistics Competition	February
Future Problem Solving Competition	October to May
JETS (Engineering)	October to May
National History Day	October to March
National Current Events League	September to March
Academic World Quest	September to April
National Social Studies League	April to May
National Science League	April to May
National Geography League	April to May
National Math League	April to May
Knowledge Masters Open	Fall/ Spring

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EXPO OF EXCELLENCE

The EXPO is a sampling of independent high school student work, presented by students at the conclusion of each year. The EXPO allows students, faculty members, administrators, parents and community members to see exemplary work produced by students in the High School Gifted program. The EXPO will feature a presentation of projects that may include work by students during their FOCUS, SCHOLARS or HONORS option. Students completing their senior year may chose to present their showcase portfolio.

**GIFTED PROGRAM:
STUDENT PORTFOLIO**

PORTFOLIO RATIONALE

Every student will create a portfolio which represents the history and diversity of their learning, giving a picture of their progress, development of skills, academic achievement and reflections of their expectations about life and future aspirations. The portfolio gives the student the opportunity to excel and to offer “best performances” in areas of personal interest and also offers opportunities for sustained in-depth study over relatively long periods of time. Portfolios assist students with choosing appropriate goals and encourage higher level reflective practices and self assessment. The portfolio puts the responsibility for demonstrating learning on the student and the emphasis on showing their transformation into a lifelong learner.

Students will have the opportunity to reflect on his/ her experiences through self evaluations of the documented artifacts which can then be shared with teachers, prospective employers and colleges. This portfolio will be compiled during four years of high school, with guidance from the Gifted Facilitator, and will be completed by the end of the first term in their senior year. Every student in the Gifted Program must complete a portfolio that will be evaluated by the Gifted Facilitator. Students may choose to use their portfolio as their graduation project, if prior approval has been given and all requirements have been fulfilled.

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PORTFOLIO OBJECTIVES

- Create a positive statement of achievement
- Allow a high degree of student autonomy and choice
- Encourage the development of higher levels of self assessment and decision making
- Generate student evaluated learning, for example, to select content, to choose appropriate methods of representing the content, to assess performance, and to take the next step in choosing appropriate objectives
- Emphasize the close link between learning and assessment
- Reflect holistic learning and assessment, and
- Develop a comprehensive picture of a student's best performance over a sustained period of time that can be used by classroom teachers and the student to appropriately differentiate instruction and evaluate the student.

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PORTFOLIO COMPONENTS

PORTFOLIO COVER

Portfolio covers should be creative and exhibit your own style. The cover must have your name, date and a title. The portfolio is a chance for you to show off who you are. Covers can be somewhat artistic, or very straightforward.

I. LETTER OF INTRODUCTION

- The letter of introduction will give the reader a preview of you as a person and what they may expect to see in your portfolio; who you are, what you have accomplished to date and your future plans.

- One Page only
- Word processed in a 12pt font
- Single spaced and in block format
- Signed at the bottom
- It will be completed during senior year, first semester
- Please reference “Letter of Introduction Template”

II. LEARNING: entries and evidence that reflect what you learned in high school

- Eight required artifacts
 - Written
 - Math concepts
 - Scientific reasoning
 - Social Science
 - Personal Choice (Arts, Fitness, Health, Language, Technology or other electives)
 - Focus Projects: Explorations, Investigations
 - Scholars Project: Seminars
 - Honors Project: In Depth Study

III. LEADING: include documents of activities in and out of school

- Five required artifacts
 - Clubs
 - Committees
 - Teams
 - Musical groups
 - Drama activities
 - Civic/ faith based organizations
 - Community Experience Project
 - Community Service Hours/ Volunteering
 - Leadership positions held
 - Recognition and awards- in and out of school
 - Magazines, newspapers clippings, photographs from community sources documenting your activity

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- IV. LIVING: evidence of future goals and documentation of plan of action
- Six required artifacts
 - o College research/ exploration
 - o Career Assessments, research/ exploration
 - o Resume
 - o References
 - o Letters of recommendation
 - o Post high school transition plan
 - o Mentorship Information
 - o Job Shadowing Experiences
 - o Apprenticeships
- V. REFLECTION PAPER
- The reflection paper should reference the contents of the portfolio sections. In addition, you will discuss future goals and plans. Use the questions and suggestions on your Reflection Paper Guidelines to assist you in the process.
 - o word processed, double spaced in 12 pt. font
 - o between 750-1500 words in length
 - o written following MLA format
 - o due to your advisor with the portfolio
 - o organized, skillful writing

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PORTFOLIO FAQ'S

I have so much coursework and I am involved in a lot of after school activities, when am I supposed to work on my portfolio?

The work for your portfolio will be completed across the curriculum and in advisory during 9th, 10th, 11th and 12th grade. Most of the artifacts will be compiled using actual work or activities you participated in throughout high school. A checklist will be provided to you by the Gifted Facilitator each year to help you save all the right things and assure you stay on track. During the first term of your senior year, you must have all required items organized in for you are ready to showcase.

What is the difference between a "working" portfolio and a "showcase" portfolio?

A "working" portfolio is your portfolio when it is in the development process; before final decisions are made as of what artifacts will be kept and your final reflection written. Your "showcase" portfolio is your portfolio that is finalized with all components and it is ready to present to the Gifted Facilitator or during EXPO of Excellence during the fall semester of your senior year. Your reflection paper will assist you for the presentations.

What are "artifacts"?

Artifacts are examples of your "best work", activities or future explorations that you choose to keep in your portfolio that represents you. Artifacts should be directly related to the curriculum or your special talents/ interests. Every artifact that you include in your portfolio must be accompanied by a typed, complete and thoughtful cover sheet. Artifacts of are high quality and will be kept in your portfolio located in the Gifted Facilitator's office.

Can I include other artifacts that are not listed such as my graduation project?

You are not limited by the artifact examples. However, additional ideas must be approved by the Gifted Facilitator. If you have completed a separate graduation project, it can be included as "optional" evidence but not solely an artifact to fulfill a section requirement.

Do I have to keep my portfolio in a three ring binder?

No you do not need to keep it in a three ring binder in the Gifted Facilitators office. However, during specific advisory meetings, your progress will tracked and it is important to have all of your portfolio artifacts during that time.

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Can I create an e-portfolio?

Absolutely! You must have prior approval from the Gifted Facilitator before beginning your e-portfolio.

How do I know that I am "on track" with my portfolio?

You will be given checklists every year that will help you stay organized. Portfolio progress will be evaluated during an advisory meeting every semester with the Gifted Facilitator. You will receive written feedback from the Gifted Facilitator during a one-on-one conference.

Why doesn't my portfolio look like the other students' portfolios?

Each portfolio will be individual and unique. It represents you as a person; your strengths, your interests, your future. No two portfolios will look alike and no two portfolios will be presented the same way. If you have any questions, please contact the Gifted Facilitator for an appointment.

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STUDENT PORTFOLIO
LETTER OF INTRODUCTION TEMPLATE

Name

Mailing address: street or PO Box

Town, State, Zip

Phone Number

Date: (The day you type the letter. Type out the name of the month.)

Salutation: To Whom It May Concern:

1st Paragraph: Start with a sentence that introduces who you are and that you are writing this letter as a way of introducing yourself. Describe two to three of your strengths, outstanding qualities or personal characteristics, your philosophy or anything else that will allow the reader to get a little idea about what kind of a person you are.

2nd Paragraph: Describe two or three of your long term goals related to your education and/or your future career. Describe some steps you have taken or plan to take that will help you reach these goals.

3rd Paragraph: Describe which section of your portfolio is the best or the most reflective of you and explain why. Tell what you learned from compiling this section and highlight any special skills you obtained related to this section. Describe how artifacts in this section relate to or influenced your future goals.

Closing Paragraph: End with a sentence or two that invites the reader to enjoy your portfolio or thanks them for reading it or another closing that sounds like you.

Closing: Sincerely,

Sign your name

Type your name (three spaces below "sincerely")

Things to remember...

-The letter must be word processed, 12 point font, and no longer than one page.

-Proof read this carefully. Sentences must flow together and conventions must be perfect.

STUDENT PORTFOLIO REFLECTION PAPER COMPONENTS

-Portfolio Section II: LEARNING: Discuss your achievement in high school as a whole, referencing several of the artifacts in Section II as evidence. You might also include an analysis of the effort you put into your high school courses, things that you consider to be your personal strengths/weaknesses, and/or obstacles you have overcome or significant changes you have seen in your academic abilities. Explain how the skills and knowledge learned in your classes relate to your personal life, your continued education, and/or your career after high school and your journey to become a lifelong learner.

-Portfolio Section III, LEADING: Use one or more of the artifacts in Section III to describe your interests and accomplishments during high school. You might include how much time or commitment you have made, what you have learned in both skills and knowledge from your participation, and how this knowledge will be helpful in the future in your personal, educational or career life. If these activities or awards influenced your future educational or career choices, explain that connection.

-Portfolio Section IV, LIVING: Tell what your future career choice is and reference items in Section IV that helped you define your pathway and specific career goal. How do you know this is the best choice for you? What are some important characteristics of careers in your pathway, and how do those relate to your personal interests and abilities? List other careers you have considered and explain why your final choice is the best fit for you. Share two to four major goals you have for yourself after high school graduation along with when you hope to complete these. Describe the plan you have for one or more years after you graduate that will help you achieve your stated goals. Be specific about where you will be and what you will be doing. What have you done already or do you still need to do to insure that your plan will work? What evidence can you provide to show that you are on your way? (Share specific details like college applications, financial preparation, job interviews, entrance tests, job searches, travel itineraries, budgets, for example).

**APPENDIX A:
PROGRAM FORMS**

EXPLORATION PROPOSAL/ REFLECTION

Name:

Title:

Exploration Date/ Location:

Event or Activity:

Project Due Date:

WHAT DO YOU HOPE TO GAIN FROM THIS EXPLORATION? Why choose this as an option?

Date Approved: _____ Gifted Facilitator Signature: _____

WHAT NEW INFORMATION AND SOURCES WERE DISCOVERED FROM THIS EXPERIENCE?

HOW COULD YOU USE THE INFORMATION YOU OBTAINED IN FUTURE EXPLORATIONS/ INVESTIGATIONS? What extensions could not be added to this activity?

Completion Date _____ Gifted Facilitator _____

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INVESTIGATION PROPOSAL

Name:

Title:

Will this investigation be used to differentiate material in the general education classroom?

Yes

No

If so, what course? _____

Goal of Investigation:

Description of Project: Describe your project. Include specific skills, resources (human, material).

Activities: Describe the specific activities you hope to accomplish during your investigation?

Products/ Presentation: Describe the mini product(s) that will be evaluated for your investigation? Describe your presentation of this investigation?

Evaluation: Describe how your investigation will be evaluated?

NAME	SIGNATURE	APPROVAL DATE
GIFTED FACILITATOR		
MENTOR (if applicable)		
STUDENT		

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INVESTIGATION ACTION PLAN

GOAL(S)	ACTIVITIES	COMPLETION DATE PROPOSED	CHECKPOINT (DATES)	GOAL MET
<i>GOAL #1:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:___
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:___
	<i>Activity #3</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:___
<i>GOAL #2:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:___
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:___
	<i>Activity #3</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:___
<i>GOAL #3:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:___
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:___

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SCHOLARS PROPOSAL

Name:

Topic:

Proposed Credit (.5-1.0):

Date of proposed presentation: /

How does this topic relate to your previous explorations/ investigations or present interests/ passions?

GOAL: What will the audience gain from your presentation?

Provide a brief description of your introductory plan for your presentation?

Provide a brief description of the audience activity during your seminar?

Provide the discussion questions that you will use to facilitate your seminar?

Provide a brief description of the closure of your seminar?

If working in a group to complete your seminar, provide specific responsibilities of each group member involved.

NAME	SIGNATURE	APPROVAL DATE:
GIFTED FACILITATOR		
STUDENT		

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SCHOLARS ACTION PLAN

GOALS	ACTIVITY	Person Responsible	CHECKPOINT (DATES)	GOAL MET
<i>GOAL:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #3</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
<i>GOAL:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #3</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
<i>GOAL:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____

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HONORS PROPOSAL

Name:	I will study: (topic)
Proposed Credit (.5-1.0):	
Description of Study:	My material resources:
	My human resources:
My content standards:	My final product:
The specific activities I will do as part of my project: I will show analysis by: I will show synthesis by:	My presentation:
	Presentation date:
	The audience should consist of:
	Evaluation Criteria:

NAME	SIGNATURE	APPROVAL DATE:
GIFTED FACILITATOR		
MENTOR(if applicable)		
STUDENT		

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HONORS ACTION PLAN

GOALS	ACTIVITY	DATE OF COMPLETION	CHECKPOINT (DATES)	GOAL MET
<i>GOAL:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #3</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
<i>GOAL:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #3</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
<i>GOAL:</i>	<i>Activity #1</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____
	<i>Activity #2</i>			<input type="checkbox"/> YES <input type="checkbox"/> NO Initial:____

PROJECT SELF ANALYSIS GUIDELINES FOR STUDENTS

Reflecting on what you learned and how you learned it is an important step in becoming an independent learner. Write a brief reflection of your project that explains how your project represents your accomplishments and growth as an independent learner.

The following criteria will be used in evaluating your reflective essay, a requirement of all project options:

- Write a reflection that is 1-2 pages in length; typed; 12 point font; double spaced; 1” margins.
- Describe what you did for your project, what you learned from your project and how you will use this information in future projects or life choices.
- Describe how well you feel you accomplished your goals, met your timeline, and utilized your resources.
- Describe the difficulties you encountered while completing your project and how you worked through these problems. Include in your writing what you could have done better to improve your project.
- Describe where you see yourself in the lifelong learning spectrum. Be sure to include specific skills and evidence that supports your position.
- Use effective writing strategies.
- Use proper writing mechanics such as spelling, punctuation, and sentence structure.

ARTIFACT COVER SHEET: EVIDENCE OF LEARNING

<p>STUDENT:</p> <input type="checkbox"/> FRESHMAN <input type="checkbox"/> SOPHOMORE <input type="checkbox"/> JUNIOR <input type="checkbox"/> SENIOR	<p>COURSE:</p> INSTRUCTOR: AREA OF STUDY: <input type="checkbox"/> WRITTEN COMMUNICATION <input type="checkbox"/> SCIENTIFIC REASONING <input type="checkbox"/> MATH CONCEPTS <input type="checkbox"/> SOCIAL SCIENCE <input type="checkbox"/> FOCUS <input type="checkbox"/> SCHOLARS <input type="checkbox"/> HONORS <input type="checkbox"/> OTHER: _____
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DATE OF ASSIGNMENT:

DESCRIPTION OF ASSIGNMENT:

RATIONALE FOR INCLUSION:

(What was important about this assignment? What did you learn? What was the challenge? How will you apply this learning? What did I do well? What could I improve in the future? What showed most growth?)

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**APPENDIX B:
EVALUATION FORMS**

PROJECT EVALUATION GIFTED FACILITATOR

STUDENT _____ Date _____

Title of Project _____ GIFTED FACILITATOR INITIALS _____

I. Student Self Analysis _____

- 1-2 pages in length; typed; 12 point font; double spaced; 1" margins
- Description of project and how it turned out. Explain the connection between the experience and the subject.
- Details of specific research and presentation support materials.
- Description of how goals, timeline, and resources were utilized.
- Evaluation and justification of work as well as an explanation of what worked well and what could have been done better.
- Organized structure, effective writing strategies and proper writing mechanics.

II. Student Proposal/ Action Plan _____

- Deadlines met
- Complete with objectives clearly stated
- Project completed

III. Student Project Log _____

- Required Hours (as stated in proposal)
- Complete entries included
- Journal information shows adequate and appropriate progression given the time period.

IV. Presentation of Project _____

- Gifted Facilitator/ Mentor
- Expo of Excellence

V. Student Conferences _____

- Met required times for individual conferences
- Participated in required seminars

VI. Extended Learning Opportunities _____

- Fulfilled required number
- Fulfilled requirements of each

VII. Portfolio _____

- Has met and fulfilled requirements of yearly checklist
- Met with Gifted Facilitator to discuss progress and goal setting

Comments:

Successful

Unsuccessful

The student has fulfilled requirements and will receive the proposed credit of: _____

GIFTED FACILITATOR

DATE

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CAREER COLLOQUIUM

STUDENT _____ Date _____

A variety of opportunities will be offered to students which may include but are not limited to guest speakers, video conferencing, meaningful and purposeful fieldtrips, and peer experience reflections. These opportunities allow students to explore and focus activities to specific areas of interest. The student will participate in the phase of the career colloquium based on the needs of the individual student. The student is not limited by the phase activities as the GIEP team may decide that other activities should be included. Specific requirements will be given to the student and they will be expected to include this portion into their written proposal and timeline. The specific activities, seminars, speakers, etc. will be determined by the needs of the individual students and the group participating in the seminar on a yearly basis.

PHASE I

- Career planning questionnaire(s)
- Career search
 - Work profiler
 - Career profiler
 - Myers- Briggs
- Research careers (3) and conduct interviews with professionals in interest area(s)
 - Phone
 - Email
 - In Person
- Career Culminating Presentation
- Attend seminars each quarter presented by Gifted Facilitator
- Other: _____

PHASE II

- Shadow Day: will shadow professionals in area(s) of interest
 - Documented journaling
 - Reflection (shared during seminar meetings)
- Attend career fairs, speakers (evidence of attendance)
- Attend seminar(s) presented by Gifted Facilitator
- Other: _____

PHASE III

- Apprenticeship of ___ hours, documented and reflected upon
- Attend seminar(s) throughout year for apprenticeships
 - Overview
 - Workplace Experience
 - Seminar Reflections
 - Project/ Presentation/ Portfolio
- Other: _____

PHASE IV

- Mentorship; included in passion area; interest
- Resume building
- Attendance at seminar(s) presented by Gifted Facilitator
- Other: _____

Exeter Township High School Gifted Program

COLLEGE COLLOQUIUM

STUDENT _____ Date _____

A variety of opportunities will be offered which allow each student to explore colleges and universities; costs, prerequisites, housing, course descriptions, etc. Students will attend seminars that are specific to strategies they will need to move forward in the process. The student will participate in the phase that best meets their needs and the student will complete the requirements. The student is not limited to the phase activities as the GIEP team may decide that additional activities are needed. Specific requirements will be given to each student that will be included in their written proposal and timeline. Students must fulfill specific requirements and attend mandatory seminars to participate in college visitations. Specific activities, seminars, speakers, etc. will be determined by the needs of the individual student and the group participating in the seminar on a yearly basis.

PHASE I

- Student Questionnaire and Inventory
- Virtual Tours (www.campustours.com)
- Research colleges/ comparison chart
- College fair attendance and documentation
- PSAT
- Seminar attendance throughout year presented by Gifted Facilitator
- Other: _____

PHASE II

- Attendance at college fairs, visits (independently and as a group)
- Attendance at seminars offered by Gifted Facilitator
 - Interviews
 - Essay
 - Financial Aid/ Scholarships
 - Applications
 - Letters of Recommendations
- Brag Sheets
- Other: _____

PHASE III

- One on One conferencing with Gifted Facilitator
- Seminar Attendance
 - Financial Planning
 - What to Expect when going to college?
- Other: _____