

## THE NORTHEAST CLASSROOM

### *Indicators of Excellence Gifted/Talented*

<b>Teachers Will</b>	<b>Students Will</b>	<b>Environment Reflects</b>
<ul style="list-style-type: none"> <li>• use advanced, complex, in-depth curriculum</li> <li>• integrate universal themes with disciplines (Language Arts, Math, Science, Social Studies, Fine Arts)</li> <li>• use a variety of instructional theories and principles to teach complex processes that establish goals, extend multidirectional thinking, assess multiple outcomes, and deal with ambiguity (Socratic Dialogue, Brain Compatible Learning, Multiple Intelligences)</li> <li>• provide challenging opportunities for critical/creative/logical thinking, problem solving, decision making, and choice in assignments, products, and fields of study</li> <li>• provide a stimulating learning environment through diverse strategies and in-depth processes, utilizing real world applications, patterning, and connections to past learning</li> <li>• strengthen students' potential for metacognition, in-depth self-directed study, and intuitive interpersonal/intrapersonal development</li> <li>• model advanced questioning strategies, supporting generalizations with facts, and self-evaluation to further develop student skills</li> </ul>	<ul style="list-style-type: none"> <li>• engage in student-centered (Socratic) dialogue around global issues and intellectual ideas</li> <li>• demonstrate the ability to solve real-world problems through workable solutions, creative insights, and reasonable predictions</li> <li>• exhibit self-directedness by self-modifying, self-managing, self-monitoring, establishing long and short range goals, completing in-depth self-evaluations, and creating well-designed products</li> <li>• construct their own learning by metacognating, connecting diverse fields of information, and extending or expanding acquired knowledge in unusual and unique ways</li> <li>• demonstrate roles of leadership and fellowship through persuasive yet empathetic communication</li> <li>• develop tolerance for ambiguity, incongruities, and open-ended problems</li> <li>• show affective growth through autonomy, self-motivation, valuing diversity of learning, and appreciating learning as a means to an end/not end</li> </ul>	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• balanced large/small group instruction with individual study</li> <li>• acceptance of mistakes as a natural part of learning</li> <li>• the use of experimental and independent learning</li> <li>• aesthetic awareness and appreciation</li> <li>• technology integrated through curriculum study</li> <li>• opportunities for student choice</li> <li>• strategies that support brain-based learning</li> <li>• theme and varied learning experiences</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• space for varied groupings, centers, experimenting, and product display</li> <li>• materials and equipment that support students engaged in discovery/inquiry</li> </ul>

