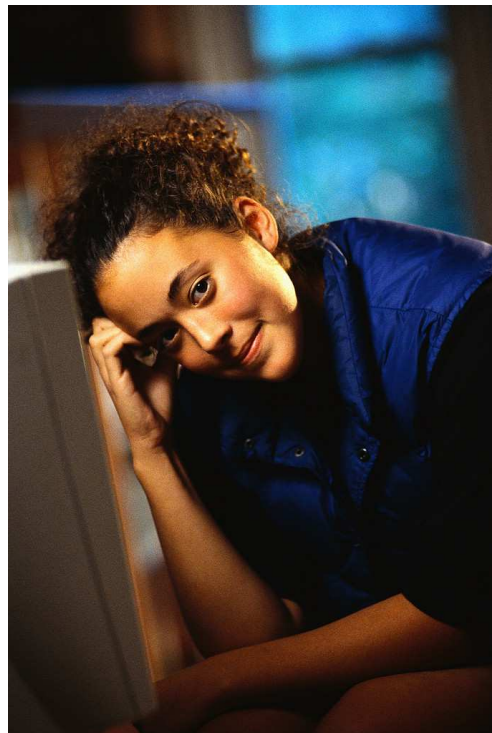




Faith and Learning...Celebrating the Journey

Plan for Gifted Learners



PHILOSOPHY AND GOALS

Educators in Ontario Schools strive to help all learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. As a Roman Catholic System, we are also committed to the spiritual development of students.

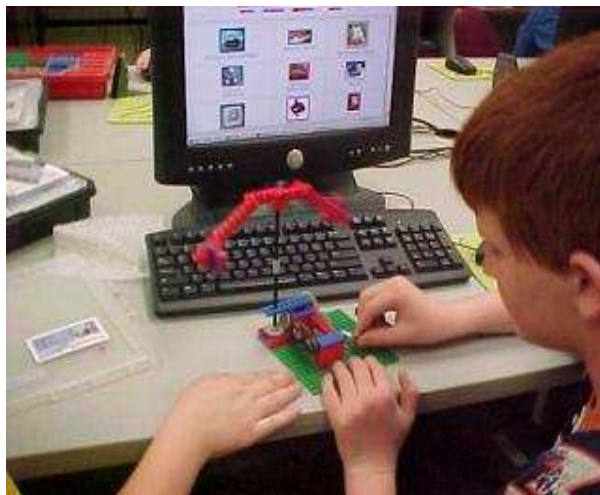
In the case of intellectually gifted learners, as with other exceptionalities, learning experiences must be provided which challenge and stimulate their exceptional abilities. Gifted learners require a qualitatively differentiated program tailored to their individual learning styles, interests, and special needs. Differentiation in curriculum can take place in four areas: content, process, product and evaluation. For gifted learners this will involve modifications to the kind, breadth, depth, and pace of these experiences. The main focus of a gifted student's program should be on developing self-esteem, skills in problem solving, independent study, research, creative and critical thinking. Encouraging gifted students as learners and producers of knowledge will challenge them to develop their abilities for both personal fulfilment and the benefit of society.

Exceptional pupils require special education programs, which are designed to help them attain these goals by recognizing and programming for their specific needs which are delineated by an Identification, Placement and Review Committee of the Board.

DEFINITION OF GIFTEDNESS

The Ministry of Education, in the Education Act, defines Giftedness as, "An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated."

From the Ministry's definition the aim of the program is, "to encourage gifted learners to function with competence, integrity, and joy, as active, independent, creative, and productive people in their societies." To facilitate this process, the teacher and the school system need to be able to identify these students.





IDENTIFICATION

Experts in gifted education place 3-5% of the population in the gifted category. Identification is a linking process that must be compatible with the definition applied and the services to be offered. Identification procedures make a deliberate effort to search for and identify the unique needs of students, based on their interests, strengths and talents.

PROCEDURES FOR IDENTIFICATION OF GIFTED STUDENTS IN HURON-PERTH

1. The classroom teacher administers the CCAT to students in grades 4 and 7 in October. The students who score 130+ on the CCAT are recommended for identification by IPRC and eligible to participate in the Infinite Horizons Program. Students in other grades may be included in the process through teacher or School Team nomination or through parental request.
2. Classroom teachers fill out the Teacher Nomination Form and Teacher Observation Guide for students scoring 130+ on the CCAT. Parents are asked to complete the Parent Nomination Form. Students complete the Student Interest Inventory.
3. The classroom teacher (or resource teacher) submits the completed Teacher Nomination Form, Teacher Observation Guide, Parent Nomination Form, Student Interest Inventory, and a copy of the student's IEP, to the Gifted Education Team.
4. The Gifted Education Team reviews the Student Profile to determine student eligibility for participation in the Infinite Horizons Program.



Screening and Identification Overview for Gifted Students

Identification practices rely on the following criteria:

1. Multiple sources of information including indicators of student's cognitive ability, creativity, interests, learning characteristics and behaviour are considered.
2. Opportunity for formal identification will take place in grades 4 and 7. Students in other Junior and Intermediate grades may be considered for identification in circumstances where additional investigation is warranted.

Steps in the Screening and Identification Process

Action	Criteria for Continuing Process
Group testing (CCAT) completed in grades 4 and 7	- composite score of 130 or higher, student is automatically nominated for identification by IPRC and eligible to participate in Infinite Horizons Program - IEP is generated.
-Teacher completes the Teacher Nomination Form and Teacher Observation Guide for students scoring 130 or higher on the CCAT -Parent completes Parent Nomination Form -Students complete Student Interest Inventory	-The classroom teacher (or resource teacher) submits the Student Profile, which includes the completed Teacher Nomination Form, Teacher Observation Guide, Parent Nomination Form, Student Interest Inventory, and a copy of the student's IEP to the Gifted Education Team for review.
-The Gifted Education Team reviews each Student Profile to determine student eligibility for participation in the Infinite Horizons Program.	-The Gifted Education team sends out Parent Permission Forms (Educational Field Trips Permission for Excursions Form 3E:4 Appendix C) for student participation in the Infinite Horizons Program.

WISC-R scores of 130+ from Board psychometrists and/ or private psychometrists/ psychologist may be accepted as criteria for identification and placement.

Copies of all private assessments will be required to confirm identification.

PROGRAMMING

The Huron Perth Catholic District School Board recognizes the unique needs of the gifted learner. The needs of these individual students will dictate the kind of program to be developed. However, the Board encourages three levels of programming. These levels include:

1. In class program differentiation, to the kind, breadth, depth and pace of classroom programs (mandatory for identified students);
2. Optional alternative program in school.
3. External congregation programming/ Board level, Infinite Horizons Program for identified students.

IN CLASS PROGRAM DIFFERENTIATION

Differentiation is the appropriate fit or match between curriculum and the traits of the learner. The classroom teacher, with assistance from the resource teacher, modifies the regular curriculum in an appropriate manner. This differentiation is limited only by the creative endeavors of the planners and the needs of the student. The process of differentiation broadens and deepens the learning experiences in a number of ways.

- I. A common theme is presented to the entire class, yet the content, process, product, and evaluation may vary according to the perceived needs, strengths and weaknesses of the individual.
- II. It stresses qualitative development of thinking skills, rather than quantitative accumulation of data.
- III. It emphasizes the process of learning rather than the content but content continues to have a role.
- IV. It may be both horizontal and vertical exploring bodies of knowledge that are not frequently touched on in the schools and have been identified as personal topics of interest.
- V. It requires teacher preparation and organization.
- VI. It is compatible with a regular classroom approach, as well as with a partial withdrawal approach.

Modified from Gifted Resource Guide, Nippising English Catholic Schools

OPTIONAL IN SCHOOL ALTERNATIVE PROGRAMMING

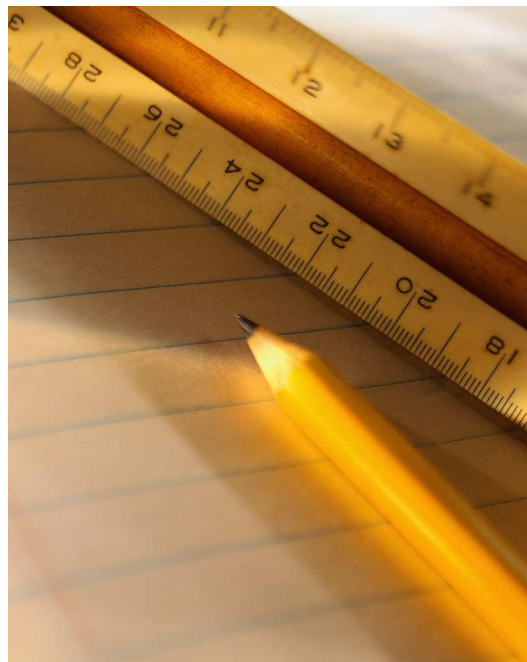
The purpose of In School Alternative Programming is to allow time and resources to be used to increase the skill level, development of unique topics/ themes, and to give students an opportunity to congregate with peers of similar abilities either within their home school or through web-based interactions with students from other schools and school boards. The resource teacher, with input from classroom teacher, will plan and organize activities for identified gifted learners in the school.

Many of the areas of study and activities will be suggested by, and co-planned with the participants. The activities and areas of study will be at a more sophisticated level than could be differentiated in a regular classroom environment.

External Congregation

Infinite Horizons Program

The Infinite Horizons Program allows gifted learners from several or all of our schools to come together to intensely explore topics/ themes/ ideas in collaboration with peers of like ability. The programs are developed and facilitated by the Huron-Perth CDSB Gifted Education Team to provide an innovative learning experience within a cross-curricular approach. Cooperative problem-solving and inquiry skills are promoted while increasing the student's awareness of, and respect for, multi cultural perspectives. All participants will meet the criteria as specified in the Gifted Education Screening and Identification Process.



GIFTED EDUCATION AND MULTIPLE INTELLIGENCES

When programming for gifted students, the Huron-Perth Catholic District School Board recognizes Howard Gardner's (1983, 1999) Theory of Multiple Intelligences, which identifies intelligence as a set of multiple, interdependent characteristics.

These intelligences may be demonstrated by the following characteristics:

Bodily/Kinesthetic - ability to control one's body movements and to handle objects skillfully in interaction with the environment

Existential - connecting to larger understandings and possessing sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here

Interpersonal - capacity to detect and respond appropriately to the moods, motivations, feelings, values, attitudes and desires of others

Intrapersonal - capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes

Logical/Mathematic - ability to problem solve, think conceptually and abstractly, and capacity to discern logical or numerical patterns

Musical/Rhythmic - ability to produce and appreciate rhythm, pitch and timber

Naturalist - ability to recognize and categorize plants, animals and other objects in nature

Verbal/Linguistic - well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words

Visual/Spatial - capacity to think in images and pictures, to visualize accurately and abstractly

References

1. Intelligence Reframed: Multiple Intelligences for the 21st Century, Gardner, H. , N.Y.: Basic Books, 1999.
2. Intelligence: A Brief History. Cianciolo, A. T. & Sternberg, R.J., Blackwell Publishing: 2004.
4. Walter McKenzie's Surfaquarium, copyright 1999 Walter McKenzie
<http://surfaquarium.com/MI/profiles/index.htm>

ADDITIONAL INFORMATION TO CONSIDER WHEN FILLING OUT INVENTORIES

UNDERACHIEVING OR DIFFICULT TO RECOGNIZE GIFTED STUDENTS

Within the gifted and potentially gifted population, there is variety in the way gifted characteristics are demonstrated. Achieving gifted students most often demonstrate the positive aspects of gifted characteristics, and their giftedness becomes evident to parents and teachers at an early age. Unfortunately, some gifted students who possess potential through a number of characteristics may not demonstrate these characteristics at school, making it difficult for teachers to recognize. In fact, some aspects of the typical characteristics of students who are gifted may detract from their learning and result in failure to reach their potential. Students who are gifted may be categorized into six profiles, four of which are characterized by traits that are not likely to alert teachers to their high potential. These four types are Types 2, 3, 4, and 5.

Type 1-The Successful Gifted Student-These students learn well and achieve high scores on both intelligence tests and achievement tests. They represent 90% of identified gifted students.

Type 2-The Challenging/Divergently Gifted Student- These students are often highly creative, but may appear to be tactless or sarcastic. They often do not conform to the school system and their interactions both at school and at home, such as correcting adults, questioning rules, and standing up for their own convictions frequently lead to conflict.

Type 3-The Underground Gifted Student- These students deny their talents in order to be accepted by others. They are often girls in late primary and early secondary school who want to fit in with their peers. They resist challenges, are insecure, frustrated, and may have low self-esteem.

Type 4-The Dropout Gifted Student- These students are angry and have low self-esteem. They feel the system has not met their needs and can be disruptive or withdrawn. They do not complete school tasks, do inconsistent work, and seem to be of only average or lower ability.

Type 5-The Double-labeled Gifted Student- These students, as well as possessing high potential, are also either learning disabled or have emotional difficulties.

Type 6- The Autonomous Gifted Student- These students are independent and self-directed. They have positive self-images and use the school system effectively to create new opportunities for themselves.

Betts & Neihart, 1988; cited L. Lucier, Idcb-gifted.

Culturally different gifted learners, or potentially gifted learners can be slower to develop and display their strengths because of language differences or they might repress evidence of their abilities. Teachers must be perceptive of the general characteristics and behaviours demonstrated by gifted and potentially gifted learners and be aware that while many of the characteristics may be evident, some may be suppressed, poorly nurtured, or camouflaged. Giftedness in some students is evidenced only at certain times and under certain circumstances. The observant teacher will identify these characteristics and take the appropriate action to attempt to meet the needs of the underachieving gifted learner.



STUDENT PROFILE-CANDIDATE FOR GIFTED EDUCATION PROGRAM
(Grades 3-12)

STUDENT: _____ **M/F:** ___ **DATE:** _____

SCHOOL: _____ **GRADE:** _____ **D.O.B.:** D ___ M ___ Y ___

TEACHER COMPLETING FORM: _____

CCAT

And/Or

WISC-R

Score	CCAT			Composite	Score	WISC-R					
	Verbal	Quantitative	Non-verbal			Verbal Component	Perceptual Reasoning	Processing Speed	Working Memory	Full Scale IQ	
SAS Gr. 4					Standard Score						
SAS Gr. 7					Standard Score						

Teacher Observation Guide Completed and Attached _____

Teacher Nomination Form Completed and Attached _____

Parental Nomination Form Completed and Attached _____

Student Interest Inventory Attached _____

Student approved for participation in Infinite Horizons Gifted Education Program _____

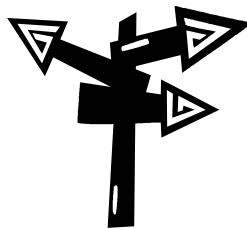
Signature(s) of Screening Committee _____

TEACHER OBSERVATION GUIDE

The Teacher Observation Guide has been designed to help teachers use observation techniques to find students with advanced potential of giftedness. It has been designed to increase the probability of finding children with advanced potential including those who are not performing at an advanced achievement level in class.

Although the Observation Guide may be an effective screening device, it is not an identification device, and must be used along with other assessment procedures prior to the determination of special programming.

Observation Guide questions were developed to reflect the nine areas of intelligence identified by Howard Gardner (1999).



DIRECTIONS

1. Record the name of the student in your class who may demonstrate characteristics of giftedness on the attached scoring sheet.
2. Read the list of numbered questions very carefully.
3. Indicate if the student exhibits the characteristic **to a marked degree** by placing an X beside the students name under the column corresponding to the numbered questions.

Please Note:

- a) Each characteristic is considered independently
- b) Characteristics must be exhibited to a **marked** degree



TEACHER OBSERVATION GUIDE

School _____

Teacher _____

QUESTIONS BASED ON CHARACTERISTICS OF THE NINE INTELLIGENCES

	A		B		C		D		E		F		G		H		I		Total
STUDENT NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	

Questions Based on Characteristics of the Nine Intelligences

A. Body/Kinesthetic

1. Demonstrates strong fine and/or gross motor ability?
2. Remains focused on hands-on activities for extended periods of time?

B. Existential

3. Takes an interest in social and political causes?
4. Looks for connections among ideas?

C. Interpersonal

5. Takes a leadership role in group activities?
6. Shows emotional sensitivity?

D. Intrapersonal

7. Is concerned about ethics and personal rights?
8. Engages frequently in self-assessment?

E. Mathematical/Logical

9. Enjoys problem-solving activities?
10. Catches onto new concepts quickly and perceives cause and effect relationships?

Questions Based on the Nine Characteristics of Intelligence cont'd

F. Musical/Creative

11. Learns foreign languages easily?
12. Seeks patterns in all things, not just in sound?

G. Naturalistic

13. Likes to collect, sort and organize materials?
14. Has a great store of knowledge and the ability to recall information by attribute, category or hierarchy?

H. Verbal/Linguistic

15. Enjoys problem solving?
16. Gives unusual, unique, creative responses during discussions?

I. Visual/ Spatial

17. Thinks in divergent ways?
18. Likes to experiment with things and/or ideas?



TEACHER NOMINATION FORM

The Teacher Nomination Form examines the degree to which students demonstrate attributes of Cognitive Ability, Intellectual Curiosity, Affective Curiosity, Sensitivity and Creativity, and Motivation. These five attributes may be evidenced in any of the nine areas of intelligence.

Scale 1- Cognitive Ability

	Insufficient Data	Never or Rarely	Frequently	Consistently
1. Has an unusually advanced level of language. (reading, speaking, writing, listening) e.g. – is an avid reader, reads beyond chronological age - has an advanced vocabulary for his/her age level - uses rich and interesting words, similies, metaphors - able to articulate ideas and communicate well with others				
2. Processes information quickly. e.g. - learns in a shorter period of time than others and with less practice - remembers in quantity and detail - has an unusual capacity for processing, retaining and recalling data				
3. Possesses a wealth of background knowledge. e.g. - craves knowledge, devours information - acquires a large storehouse of information about a specific topic - is interested in a variety of topics - knows the concept before lessons are taught				
4. Shows an unusual ability to make generalizations about events, people and things. e.g. - recognizes similarities and differences - identifies cause and effect relationships - identifies relationships between past/ present experiences - transfers learning from one situation to another				
5. Understands concepts/ theories beyond age level. e.g. - is able to develop theories and concepts - is a able to grasp underlying principles - is able to deal with abstractions - thrives on complexity				
Comments:				

Scale 2 – Intellectual Curiosity

	Insufficient Data	Never or Rarely	Frequently	Consistently
1. Enjoys learning and challenges e.g. - takes interest and pleasure in intellectual pursuits - demonstrates a love of learning, a high desire to learn - demonstrates a willingness to take risks				
2. Is intuitive e.g. - often knows the answer without working through the problem - senses a response rather than working sequentially				
3. Is perceptive e.g. - usually sees more or gets more out of a story, video, etc. than others - sees direct and unique relationships between known and new information				
4. Is curious and questioning e.g., - is highly inquisitive - displays a questioning attitude; seeks information for the sake of having it as much as for its instrumental value - acquires information about a variety of topics - enjoys challenges, learning new things/ new ways of doing things				
5. Has a wide range of interests e.g. - has interests that are often both varied and intensely focused - may “devour” a specific topic - explore interests at a maturity beyond his/her chronological age				
6. Delights in an exchange of ideas e.g. - loves to share ideas with peers and/ or adults - is interested in many “adult” topics such as politics, religion, race, ethics.				
Comments:				

Scale 3 – Affective Capacity

	Insufficient Data	Never or Rarely	Frequently	Consistently
1. Needs intellectual development e.g. - searches for understanding of complex problems, issues				
2. Needs social development e.g. - searches for stimulating social relationships				
3. Needs emotional development e.g. - seeks self – awareness				
4. Displays evidence of positive self-concept e.g. - is confident in expressing opinions and ideas - is a risk taker, adventurer, speculator				
5. Is self-critical e.g. - strives toward excellence; is a perfectionist - may be overly critical of his/ her work - has high expectations of self and others				
6. Displays unusual sensitivity to the expectations and feelings of others e.g. - sees other’s point of view - spontaneously takes action to help someone in need - shows non verbal awareness of other’s needs				
7. Is developing a moral and ethical sophistication e.g. - is concerned with values; has a strong sense of justice, compassion, morals, ethics - is concerned with right and wrong, good and bad - often evaluates and passes judgment on events, people and things				
Comments:				

Scale 4 – Sensitivity and Creativity

	Insufficient Data	Never or Rarely	Frequently	Consistently
1. Is creative and imaginative e.g. - likes to adapt, improve, extend or modify objects or ideas - likes new ways of doing things - finds creative solutions to problems - has a highly developed imagination - enjoys fantasy and fairy tales; creates new characters				
2. Is fluent, flexible, original and elaborate thinker e.g. - generates many ideas, solutions or unique approaches to problems or questions - offers unusual, clever or unique responses - is able to generate ideas that fall into different categories				
3. Has a keen sense of humour e.g. - displays wit and sophisticated humour - is quick to grasp wit - understands and/ or uses puns and riddles - responds to humour which classmates often miss				
4. Sees unusual and diverse relationships e.g. - understands subtleties - uses novel comparisons				
5. Is sensitive to beauty e.g. - sees beauty in nature - marvels at unusual things - is keenly observant				
Comments:				

Scale 5 – Motivation

	Insufficient Data	Never or Rarely	Frequently	Consistently
1. Has a long attention span e.g. - shows above average ability to concentrate intently on a topic for a long period of time - sustains interest in certain topics, problems or activities				
2. Is task-committed, goal oriented, self-directed e.g. - is highly motivated to pursue tasks, to explore, to learn - is persistent in seeking task completion, even with set backs - needs little external motivation to follow through on work that initially excites him/her				
3. Works efficiently e.g. - is a productive, effective and proficient worker - can become easily bored with routine tasks				
4. Works independently e.g. - often prefers to work alone, to do things on his/ her own - requires little direction from teachers - often prefers to learn on his/ her own rather than being taught by instructor - displays considerable drive to accomplish goals				
5. Is persistent, responsible e.g. - is reluctant to leave a task; is conscientious; perseveres - may be stubborn in beliefs - strives for perfection - is not easily satisfied with his/ her own speed or products - has good organizational ability, plans well				
6. Has a high energy level e.g. - actively participates in activities; adapts readily to new situations - is a high risk taker, adventurous and speculative				
Comments:				

-adapted from the Waterloo Region District School Board, 2005.



STUDENT INTEREST INVENTORY

Name: _____

School: _____

Date: _____

Current Grade: _____

Instructions: Place a check mark beside each statement that applies to you

Verbal-Linguistic

- I enjoy talking on the phone
- I enjoy keeping a journal and/or writing stories and articles
- I like to complete crossword puzzles and other word games
- I like to go to the library and/or the bookstore to get new books
- I would rather spend my personal time reading than watching television
- I understand more by listening to someone read or the radio than from watching television or movies
- Whenever I see a sign or billboard, I have to take the time to read it
- I am often told that I express my ideas and thoughts quite effectively

Logical-Mathematical

- Problem-solving has always been an easy task for me
- I love to identify, create, and sort things into categories or lists
- I can easily add, subtract, multiply and divide numbers in my head
- I enjoy brain-teasers and games that require logical thinking, such as mysteries
- My mind is always searching for patterns or an order to things that make sense
- Ideas put into a graph or a chart are easier for me to follow
- Checkers and Chess are two of my favourite board games
- I am good at estimation

Visual-Spatial

- I often find myself doodling during class activities or when I am on the phone
- I love to draw and paint in my personal time
- I have a good sense of direction
- When I read, I can see the story happening in my head
- I can understand colour combinations and which colours work well together
- Geometry is easier for me than other strands in math
- I enjoy solving jigsaw, maze and/or other visual puzzles.
- I enjoy creating cartoon strips.

Bodily-Kinesthetic

- I like to move, tap or fidget when sitting
- I like to do things in class that I can get out of my seat to do
- I am good at most sports
- I like to use tools to make things
- I am always curious about how many things work and sometimes take things apart to find out
- I would rather show someone how to do something, than explain it in words
- I live in a healthy lifestyle
- I participate in extreme sport, such as snowboarding, kayaking, and/or mountain biking

<p><u>Musical-Rhythmic</u></p> <p>I often hum to myself while I am working or walking I like to make up songs and/or tunes. I have music lessons outside of school and enjoy it I know the tunes to many different songs People often tell me that I have a pleasant singing voice I often listen to music in my spare time I work better when I listen to music It is easy for me to follow the beat of music</p>	<p><u>Naturalist</u></p> <p>I notice similarities and differences in trees, flowers and others things in nature I learn best by going on field trips I like to bird watch I am good at forecasting the weather I can name different types of insects and animals I love learning about stars, planets and the universe I have a collection of rocks and/or shells I care about the environment, so I am involved in conservation projects</p>
<p><u>Interpersonal</u></p> <p>I enjoy talking to people I think of myself as a leader, rather than as a follower, when I am with friends My friends often come to me for advice I prefer team sports rather than individual sports I would rather spend my spare time with friends than alone I like to do group projects and activities in class I enjoy teaching others I usually talk over my personal problems with friends</p>	<p><u>Intrapersonal</u></p> <p>I am often told that I am a quiet and/or shy person I am curious and ask a lot of questions I know my strengths and weaknesses I have no problem sharing my feelings or opinions I keep a personal journal or diary to record my thoughts Some people say that I am strong willed and independent I know what I want and try to get it When I have a personal problem, I like to figure out how to solve it on my own</p>
<p><u>Existential</u></p> <p>I have a strong connection with my family and friends I often ponder about the meaning of life I am interested in world issues I am interested in relating religious theories to science I am interested in mythology and/or world religions The study of the stars and the universe fascinates me I am interested in learning about other cultures I enjoy questioning and analyzing thoughts and feelings about situations</p>	<p><u>Totals</u></p> <p>Verbal-Linguistic- _____</p> <p>Logical-Mathematical- _____</p> <p>Visual-Spatial- _____</p> <p>Bodily-Kinesthetic- _____</p> <p>Musical-Rhythmic- _____</p> <p>Naturalist- _____</p> <p>Interpersonal- _____</p> <p>Intrapersonal- _____</p> <p>Existential- _____</p>



PARENT NOMINATION FORM

Student Name: _____ Date: _____

School: _____ Current Grade: _____

Student Birthdate: _____

Please use the following scale to complete the checklist: Seldom 1 Sometimes 2 Almost Always 3

LEADERSHIP

Does your child:	1	2	3
1. Accept responsibility well			
2. Display self-confidence with other children			
3. Adapt readily to new situations			
4. Direct or influence others in an activity			
5. Relate well to other children			
6. Relate well to adults			
7. Display concern for others			

INTELLECTUAL

Does your child:	1	2	3
1. Learn rapidly and easily			
2. Read books beyond his/her age level			
3. display curiosity and ask many questions			
4. use a large and advanced vocabulary			
5. Display a breadth of general knowledge			
6. Have a long attention span			

CREATIVITY

Does your child:	1	2	3
1. Generate a large number of ideas and solutions to a problem			
2. Display a keen sense of humour			
3. Display intellectual playfulness (i.e. use puns etc.)			
4. Adapt learning to various situations			
5. Spend a great deal of time playing alone			
6. Prefer older playmates			

MOTIVATION

Is your child:	1	2	3
1. Very persistent and goal oriented			
2. Easily bored by routine tasks			
3. Deeply involved in certain topics and problems			
4. Interested in many adult problems			
5. Displaying a keen interest in hobbies and self-directed activities			

If you wish to add any further information about your child, please do so in the space provided below.

Signature of Parent: _____ **Date:** _____

-adapted from the National Institute for the Gifted/Talented In-Service Manual and the Toronto Catholic District School Board

Resources:

http://www.thomasarmstrong.com/multiple_intelligences.htm

http://www.newhorizons.org/strategies/mi/dickinson_mi.html

<http://www.thirteen.org/edonline/concept2class/w1-resources.html#gardner>

<http://www.portables2.ngfl.gov.uk/pmpercival/philosophy/>

<http://surfaquarium.com/MI/intelligences.htm>

<http://surfaquarium.com/MI/profiles/index.htm>

www.abcontario.ca/gifted/gifted.htm

Gardner, Howard. Intelligence Reframed: Multiple Intelligences for the 21st Century. New York: Basic, 2000.

Boards contacted:

Avon-Maitland District School Board

London Catholic District School Board

Waterloo Region District School Board -Darrel Kuabara

Ottawa-Carleton- Mr. William Morton, william_morton@ocdsb.edu.on.ca

Waterloo Catholic District School Board-Cheryl Elliott Fraser-519-578-3660

Grand Erie District School Board- Sharon Laidlaw-754-1606 ext. 217

Toronto Catholic District School Board-Paul Corey-416-222-8282 ext 2485 or 2626 (secretary)

Wellington Catholic-Guelph-519-821-4600