



# WELCOME TO TARGET!

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Mr. Bill McAllister  
Mrs. Traci Montague



# Meet Your Target Teachers

**BILL MCALLISTER**



- 23rd year in Cobb County
- 14th year in Gifted Services

**TRACI MONTAGUE**




- 27th year in Cobb County
- 19<sup>th</sup> year in Gifted Services
- Dually-certified
- Instructional Technology S.Ed.

*BOTH teachers support the classroom teachers with the higher level learners*



# Our Mission



**There is no  
giant step  
that does it.**

**It's a lot of  
little steps.**

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To prepare gifted students for the ever-changing global marketplace where innovation is key and where they must be self-reflective, goal-oriented problem-seekers and solvers

Preparing students for jobs that don't yet exist.



# Our Mindset for the Gifted Program

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We are interested in **HOW** your child thinks: what their thought processes are, what problem solving strategies were used, **HOW** they arrive at their answer... Not just whether or not they can get a correct answer.

*Trying, struggling, failing, and then trying again with a different strategy is more important than being successful on the very first try.*

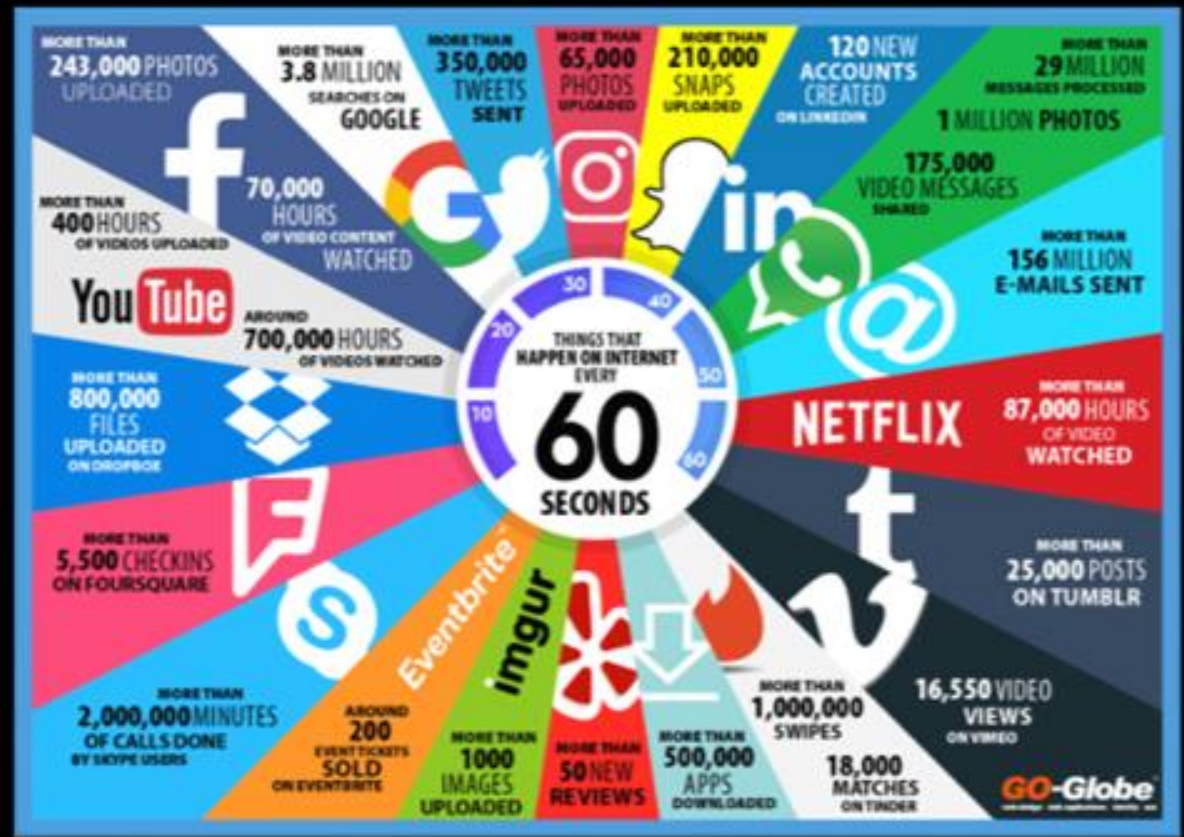
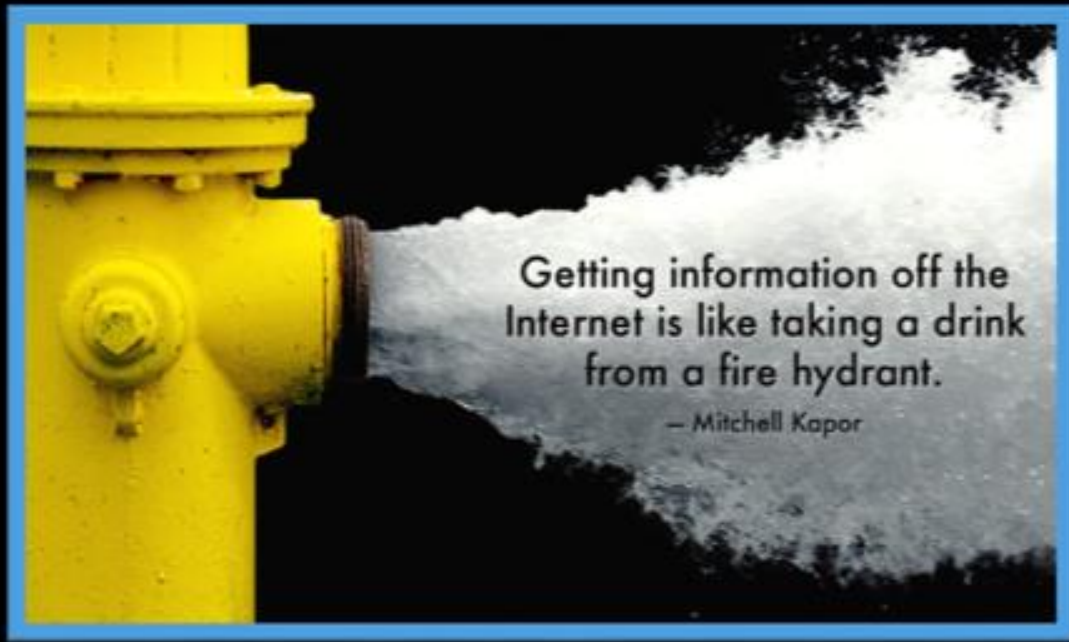


Your kid is never going to grow up if they never have the opportunity to figure it out.



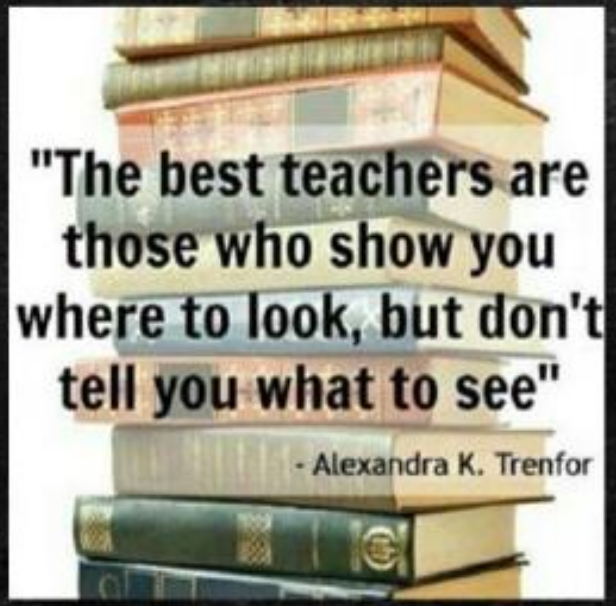
# WHY INFORMATION LITERACY?

We are no longer an information society...we are now more concerned with what you can do with that information.



Creativity & Innovation is KEY!

# Gifted Standards 2021-2022

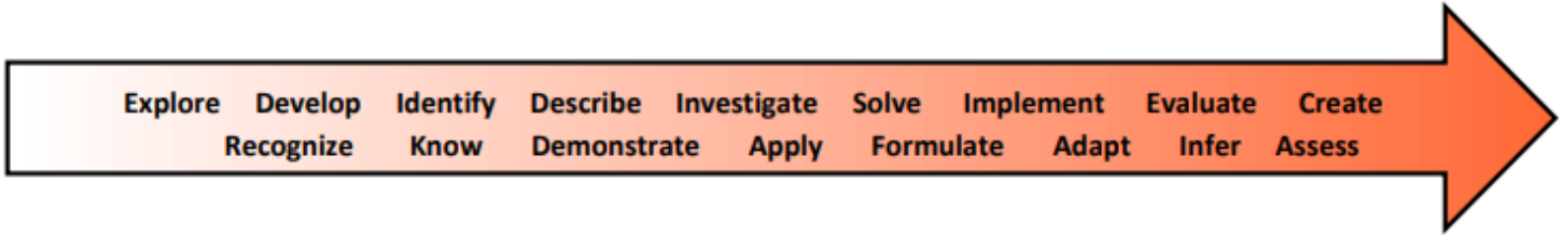


## Cobb County School District Gifted Standards

### Critical Thinking

Students will utilize higher order reasoning and reflect upon their thinking.

G1 – Convergent Thinking	G2- Algebraic Thinking	G3 - Divergent Thinking	G4 - Evaluative Thinking	G5 - Relationships & Connections
Students will reason logically using induction and deduction.	Students will reason algebraically.	Students will think creatively to generate innovative ideas, products, or solutions to problems.	Students will evaluate and solve a variety of authentic problems.	Students will make relationships and connections among various topics and disciplines.
<p>a. Solve problems using logical reasoning.</p> <p>B Justify opinions, theories, conjectures, and conclusions with logical reasoning.</p> <p>c. Analyze logic to determine if it sufficiently supports opinions, theories, conjectures, and conclusions.</p>	<p>a. Analyze mathematical situations for patterns and order.</p> <p>b. Symbolically represent situations involving patterns and mathematical relationships.</p> <p>c. Solve algebraic problems and equations with and without real world context.</p>	<p>a. Apply and assess the components of divergent thinking to improve ideas, products, and solutions.</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Flexibility</li> <li>• Originality</li> <li>• Elaboration</li> </ul> <p>b. Demonstrate an understanding of the relationships among invention, innovation, and social entrepreneurship.</p>	<p>a. Implement the evaluative thinking process.</p> <p>b. Apply and adapt a variety of strategies to resolve problems and dilemmas, and evaluate their effectiveness.</p> <p>c. Identify appropriate problems and dilemmas to research and resolve.</p> <p>d. Develop tools to assess performance-based products and personal goals.</p>	<p>a. Explore and demonstrate an understanding of the relationships within and connections across topics and disciplines.</p> <p>b. Formulate thought-provoking questions to explore relationships and connections.</p> <p>c. Research topics or real-world problems to develop knowledge and depth of understanding beyond the grade level CCGPS.</p> <p>d. Seek opportunities to become an informed, productive, proactive global community member.</p>



G6 – Communication	G7 - Collaboration	G8- Self-Reflection	G9 - Respect For Others	G10 - Self-Directed Learner
Students will interact and exchange ideas, feelings, information, thoughts, and knowledge with others.	Students will work toward a common goal with shared accountability for the final outcome.	Students will reflect upon their abilities and potential.	Students will be respectful members of their communities.	Students will seek opportunities for self-growth.
<p>a. Effectively communicate both verbally and nonverbally using a variety of modalities.</p> <p>b. Understand and adjust communication for a given audience.</p> <p>c. Read and write for a variety of purposes.</p> <p>d. Use knowledge of language and appropriate conventions when writing, speaking, reading, and listening.</p>	<p>a. Develop a shared sense of responsibility for participation, decision making, and outcomes.</p> <p>b. Achieve a shared objective by dividing it into manageable components suited to individual strengths.</p> <p>c. Engage in exchanges of constructive/critical feedback for instructional purposes.</p>	<p>a. Develop areas of strength in self.</p> <p>b. Demonstrate a growth mindset by recognizing areas for personal development and identifying strategies for improvement.</p> <p>c. Reflect upon personal learning styles and use the knowledge to facilitate self-growth.</p>	<p>a. Respect the input of others.</p> <p>b. Recognize the value of individual differences.</p> <p>c. Recognize the strengths of others.</p> <p>d. Actively listen to and empathize with others in various situations.</p>	<p>a. Establish and work toward short and long term goals.</p> <p>b. Persevere despite failure and adversity.</p> <p>c. Advocate for self.</p> <p>d. Set appropriately high standards for work and behavior.</p> <p>e. Take initiative to pursue new opportunities.</p>



# A Typical Target Day

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- Cognitive Growth/Critical Thinking
  - Problem Solving
  - Logic Puzzles
  - Brain Teasers
  - Pre-Algebraic/Algebraic Reasoning
  - Creative Thinking (FFOE)
  - Inquiry
- Affective Growth
  - Goal Setting
  - Self & Peer Reflection
  - Collaboration with other students
  - Communication with others
  - Respectful members of the community
  - Self-directed learners





# Instructional Expectations

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- Advanced Level Projects
- Above & Beyond
- Homework
- Task Commitment
- Accountability
- Eagle Expectations
- Participation in Class Discussions

**You are free  
to choose,  
but you are  
not free from  
the consequences  
of your choice.**

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# How are assessments gathered in Target?

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- Informal
- Performance Based
- Constructed Response
- Selected Response







## Target Progress Report



- Aligned to the Gifted Standards
- The expectations increase in complexity across grade levels
- Administered twice a year
- NOT in Synergy
- In Target we are reporting your child's progress at applying the standards, NOT grading your child.
- Progressing is NOT equivalent to a "C"
- P's and S's mean that your child is being successful in Target



# Schedule

- ◆ Students come straight to ALP after arriving at school and will be dismissed from our classrooms.
- ◆ McAllister Lunch
  - ◆ 11:15 – 11:40
- ◆ Montague Lunch
  - ◆ 11:50 – 12:15





# Home/School Communication

- ◇ Class Blogs can be reached from the school website
  
- ◇ School Phone: 678-594-8023
  
- ◇ School Emails:
  - ◇ [William.McAllister@cobbk12.org](mailto:William.McAllister@cobbk12.org)
  - ◇ [Traci.Montague@cobbk12.org](mailto:Traci.Montague@cobbk12.org)
  
- ◇ Please place your child's name in the subject line

Questions?



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