

# **Extended Learning Program**

**Denison  
Community Schools**

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## **Extended Learning Program For Talented and Gifted Students**

### ***Denison CSD Definition of Talented and Gifted***

Gifted and talented children are those identified as possessing outstanding abilities that are capable of high performance. They require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.

### **“The Denison Difference”**

Denison Community Schools, in collaboration with the family and community, provide quality learning today preparing students for tomorrow.

“Quality Learning Today; Preparing Citizens of Tomorrow”

### **Mission Statement for Denison Community Schools**

At Denison Community Schools, we believe all students can learn. Through essential concepts and skill sets, students will develop their individual talents in a meaningful curriculum while learning to work together collaboratively. Students will think creatively, critically, and constructively while learning will be enhanced through national, global, technological, and multicultural perspectives. Continuous commitment to improvement ensures that our students will be well-rounded and will have the ability to reason and act in an ethical manner which will empower them to be responsible citizens of the 21st Century.

### **Vision:**

We aspire to...

- ...challenge identified gifted learners intellectually and creatively every day.

### **Mission/Philosophy Statement:**

The mission of the Denison CSD gifted program is to...

...provide equitable and comprehensive talented and gifted services for all students identified as demonstrating or showing potential for exceptional abilities K-12 across socio-economic and cultural groups meeting cognitive and social-emotional needs, moving them toward their individual potential.

We will accomplish this mission through:

- early enrichment and equitable identification using multiple criteria,
- qualitatively differentiated services designed to meet those exceptional needs, and
- individualized programming in the student’s identified area of giftedness, and advocacy on behalf of identified gifted learners.

We believe...

1. Talented and gifted programming is best when it's integrated within the Denison educational system through collaborative efforts. Administrators, talented and gifted facilitators, classroom teachers, support staff, parents, and community share responsibility for meeting the needs of gifted learners, which requires appropriate professional development.
  - Because of this belief, we are committed to providing learning opportunities and resources for all involved in comprehensive gifted programming.
2. Gifted learners need opportunities to explore their passions and interests in order to develop their talents, promote self-direction, and encourage lifelong learning.
  - Because of this belief, we are committed to creating curricular opportunities that are responsive to the passions and interests of each gifted learner.
3. Talented and gifted programming should adapt to meet the unique social/emotional and learning needs of gifted learners.
  - Because of this belief, we are committed to identifying and addressing the unique social/emotional and learning needs of gifted learners.
4. Talented and gifted learners come from all socio-economic, cultural, and linguistic backgrounds.
  - Because of this belief we are committed to using identification criteria appropriate for our diverse demographics.
5. Gifted learners require qualitatively differentiated curriculum and instruction that includes, but is not limited to, increased rigor and appropriate pace.
  - Because of this belief, we are committed to implementing evidence-based curricular opportunities, supports, and resources that meet the individual needs of TAG learners.
6. A sound assessment system is an integral part of determining a gifted learner's instructional level.
  - Because of this belief, we are committed to using a variety of assessments in order to identify a gifted learner's cognitive level for academic placement.
7. Gifted learners learn best in the company of their intellectual peers.
  - Because of this belief, we are committed to using a variety of grouping methods and placing students in an appropriate level of curriculum.

Kulik & Kulik

<http://www.ericdigests.org/2001-4/cluster.html>

## **Talented and Gifted Program Goals (Standards)**

### **Student Achievement:**

#### Long Term Goal:

As we strive to increase student achievement for gifted learners, we will monitor, on an on-going basis, the performance of identified TAG students through district-wide assessments, classroom assessments and, as needed, out-of-level assessments.

Indicators:

- Personalized Educational Plan Record

Measurement:

- Personalized Education Plan review

**Identification:**

Long Term Goal:

We will utilize valid and systematic procedures for identifying gifted learners from the total student population. Based on data collected from multiple criteria, individual need(s) will be determined.

Short Term Goal:

The procedure for identifying gifted learners and their learning needs will be evaluated annually. The identification and measures of ELL students will be developed and implemented to more accurately reflect the diversity of our student population.

Indicators:

- Identification assessments
- PEP documents
- Referrals

Measurement:

- Comparison of demographic school data with sub-groups and TAG enrollment

**Goals & Performance Measures:**

Long Term Goals:

Denison's District Vision and Mission Statements, TAG Belief Statements, TAG Program Goals and Gifted Education Standards will guide our Talented and Gifted programming.

Communication with students, parents, staff, and community will be an integral part of the Talented and Gifted Program.

Short Term Goal:

Short-term program goals will be determined, monitored and modified each spring for the following school year.

Talented and Gifted Program team will communicate with parents throughout the year (e.g. P/T conferences, Progress & Programming Reports, Newsletters, PEP development, parent meetings).

Indicators:

- Personalized Education Plan development
- Parent participation
- Communication
- Progress toward Personalized Education Plan goal attainment
- Appropriate learning environment

Measurement:

- Parent survey
- Student survey

- Personalized Education Plan records
- Records of parent communication

**Differentiated Program:**

Long Term Goals:

Denison's Talented and Gifted Program will provide a qualitatively differentiated program to meet the cognitive and affective needs of identified gifted learners.

TAG teachers will collaborate and consult with general education teachers and support staff to differentiate the grade level curriculum and instruction for identified gifted learners.

The Personal Education Plan (PEP) outlines gifted programming for each student. Goals established in the PEP determine what services will be provided. Formal and informal data collection will occur as we monitor student progress toward achievement of goals.

Short Term Goals:

Collaboration and consultation with general education teachers and support staff will occur through ongoing professional learning communities and professional development.

**Staff Qualifications:**

Long Term Goal:

TAG staff will meet qualifications and state endorsement requirements as specified by Iowa Code 14.20 (13).

**In-service Design:**

Long Term Goal:

Denison Schools will continue to support ongoing professional development of TAG staff and will integrate professional development related to gifted education into the District and buildings' professional development plan as appropriate.

Short Term Goal:

- Provide Professional Development at least once per semester to all teachers.
- Provide informal professional development throughout the year by collaborating with and providing materials to the classroom teachers as needed.

**Review & Evaluation:**

Long Term Goal:

Denison Schools will implement a systematic means of collecting data pertaining to our gifted education program. Input will be gathered from students, parents, teachers, administrators and community members. Based on our Gifted and Talented Program Self-Audit/Reflection tool, selected aspects of our gifted education program will be examined each school year. Annually two aspects of our program will be examined with the intention that all eight areas (Identification of Students, Goals & Performance Measures, Differentiated Program, Staff Qualifications, Budget, In-service Design, Review & Evaluation and Additional Quality Indicators) will be thoroughly examined every four years.

**Staff Qualifications/Allocations:**

### **TAG Instructors**

3 certified staff members with TAG endorsements serve students in grades K-12. The TAG teachers continue to expand their knowledge and comprehension of giftedness through TAG conference attendance including ITAG, AEA workshops and meetings, and coursework in the field.

### **TAG Coordinator**

The TAG Coordinator will coordinate the district program for gifted and talented students. He/she will collaborate with district staff and outside personnel to provide educational opportunities for gifted and talented students. They will work to collaborate with the TAG teachers to ensure that gifted student needs are addressed in professional development.

### **Building Principals**

Building principals will be aware of and support implementation of the TAG program.

### **Classroom Teachers**

Classroom teachers will support gifted students, be able to identify giftedness, and have knowledge to provide support and direction to student projects. Classroom teachers receive support through formal and informal professional development.

### **Budget**

The state budget formula is utilized for the TAG program. The Denison School District utilizes the budget for the best interests of the TAG students. Funding provides the following:

Curriculum and materials for TAG programming

Salary and benefits for three fully endorsed TAG teachers:

Elementary F/T Instructor: 60% at Denison Elementary/40% at Broadway Elementary

Middle School F/T Instructor: 100% Middle School

High School 25% Instructor: 100% High School

### **Inservice Design**

TAG teachers and TAG coordinator will advocate for TAG learning opportunities for the general education staff and will collaborate with the District's professional development committee to develop awareness regarding the unique needs of gifted students.

Methods of collaboration may include:

- In-house information
- Ideas shared through the network
- Faculty Meeting Presentations/Discussions
- Reports following ITAG conferences or similar meetings
- Information about upcoming opportunities focused on the talented and gifted

- Collaboration with general education teachers (i.e. Professional Learning Communities and Student Assistance Teams).

TAG teachers will be provided with opportunities to attend TAG conferences, meetings, and workshops designed to further their knowledge of the needs of gifted students.

## **Content Standards, Benchmarks, and Critical Objectives for the Extended Learning Program** aligned with National Association of Gifted Children standards

### ***Student Learning Goals***

1. To gain an understanding of his/her abilities, giftedness, and affective needs;
2. To develop his/her cognitive and affective abilities, talents, and skills;
3. To develop and utilize problem solving and critical thinking abilities; and
4. To be a self-directed, independent, lifelong learner.

**Content Standard I.** Students will learn about effectiveness as a high-ability individual.

**Benchmark A.** Students will understand and value their gifted potential and the potential of others.

**Critical Objective 1.** Students will analyze their attitudes, feelings, and beliefs.

**Critical Objective 2.** Students will generate ways to utilize their skills and gifts.

**Critical Objective 3.** Students will identify ways to strengthen their weaknesses.

**Benchmark B.** Students will recognize the strengths of their preferred learning style.

**Critical Objective 1.** Students will analyze their learning styles.

**Critical Objective 2.** Students will identify ways to improve their performance due to their particular learning style.

**Content Standard II.** Students will develop their cognitive and affective abilities, talents, and skills

**Benchmark A.** Students will explore and extend their areas of giftedness.

**Critical Objective 1.** Students will set goals within their area of talent.

**Critical Objective 2.** Students will identify future career pathways and talent development pathways to reach their goals.

**Critical Objective 3.** Students will participate in advanced learning opportunities within their area of talent.

**Benchmark B.** Students will develop an understanding of self and how their unique characteristics may influence interactions with others.

**Critical Objective 1.** Students will evaluate positive peer relationships.

**Critical Objective 2.** Students will display positive coping, social, and communication skills through positive interactions with peers.

**Benchmark C.** Students will communicate thought processes verbally and in writing concerning a wide variety of subjects, concerns, interests, and careers.

**Critical Objective 1.** Students will assimilate advanced vocabulary.

**Critical Objective 2.** Students will be able to express a position on an issue and support

their position with evidence.

**Content Standard III.** Students will develop higher level thinking skills.

**Benchmark A.** Students will problem solve in a cooperative and collaborative way.

**Critical Objective 1.** Students will analyze information, draw inferences, generate ideas, and make connections to solve problems.

**Critical Objective 2.** Students will use group dynamics to generate solutions to problems.

**Benchmark B.** Students will generate creative solutions to problems.

**Critical Objective 1.** Students will demonstrate fluency, flexibility, and originality in thinking within the perimeters of a problem.

**Critical Objective 2.** Students will design original products that reflect creative thinking.

**Benchmark C.** Students will use critical thinking skills (analysis, synthesis, evaluation, logical thinking, and inquiry) with an emphasis on metacognition.

**Critical Objective 1.** Students will analyze an argument and evaluate the strength of the resulting debate.

**Critical Objective 2.** Students will gather, analyze, and synthesize data through the use of technology.

**Critical Objective 3.** Students will utilize systematic decision making strategies within a given real world scenario.

**Content Standard IV.** Students will develop skills for becoming self-directed, productive, lifelong learners.

**Benchmark A.** Students will analyze and evaluate the characteristics of successful inventors and leaders.

**Critical Objective 1.** Students will analyze the characteristics and ethics that influenced the success of recognized inventors and leaders.

**Critical Objective 2.** Students will evaluate themselves for leadership success characteristics

and discuss ways to reinforce or build those characteristics.

**Benchmark B.** Students will research a topic in which they are deeply interested.

**Critical Objective 1.** Students will use research skills and technology to craft a creative product.

**Critical Objective 2.** Students will present meaningful, accurate information in a creative form to their peers.

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## **Role of the Extended Learning Teacher**



*The responsibilities of the Extended Learning Teacher include:*

- Provide direct education services to students (e.g., pullout enrichment classes, push-in classes, participation in contests, special projects).
- Provide instructional support for classroom teachers (e.g., locating resources, helping with specific class or student projects).
- Coordinate student opportunities for both in and out of the class enrichment.
- Help students develop and envision a plan for their future.
- Work as an advocate for the student and the student's needs.
- Develop Personalized Education Plans (PEP) for students enrolled in the Extended Learning Program.
- Identify and enroll students in the Extended Learning Program.
- Provide opportunities for the student's family to assist in developing the student's PEP.
- Assess and evaluate the student's performance in the Extended Learning Program.
- Evaluate the Extended Learning Program.
- Participate in professional development focusing on the needs of exceptional children.
- Communicate with families (e.g., newsletters, progress reports, P/T conferences)

## **Identification Procedures for Students K-12 with General Intellectual Ability**

### **Stage 1: Referral**

Initial referral for services are made by any one or more of the following:

Nominations from teachers, parents, peers, or self

Test data: Iowa Assessments, Cognitive Ability Test Screener, STAR Reading & Math

### **Stage 2: Profile Development**

Data is collected to provide more information about each nominated student including Iowa Assessment scores, Cognitive Ability Test screener scores, STAR Reading and Math scores, and teacher evaluations of learning characteristics and creativity. English language learner profiles will be developed with nonverbal measures and ELL gifted characteristic scales. Twice exceptional gifted students' profiles will be individually developed to showcase their gifts.

### **Stage 3: Profile Assessment**

Participation in the Talented and Gifted Program is based upon each nominated student's profile and their need for extension. Each student's profile and individual need is evaluated by a TAG Placement Committee comprised of the TAG teacher, the District TAG Coordinator, the building Principal, and the Student Services teacher. If a need for extension is determined, TAG services will be provided.

### **Stage 4: Curriculum Modification and Services**

TAG teachers provide pull-out and push-in services as needed. The approaches used for programming for gifted learners are

1. Accelerative approaches, in which instruction is matched to competence level
2. Enrichment approaches, in which opportunities for the investigation of supplementary material are given
3. Individualization, in which instruction is matched specifically to the learner's achievement, abilities, and interests. (Feldhusen, 1998)

Regular classroom curriculum adjustments are made as needed and may include being placed in a higher grade within a subject area, acceleration within a subject area, enrichment, etc. TAG Program critical objectives, in addition to regular classroom curriculum modifications, form the students' Personal Education Plan (PEP).

## **Identification Schedule and Documents Used:**

### **Kindergarten Identification - 1st Quarter**

Student classroom work artifacts

Parent survey - As requested

Observation

### **End of Kindergarten - 1st Grade Identification**

Teacher Evaluation of Creativity Recommendation

Torrance Test of Creativity

STAR

Nonverbal Ability Test - Individual basis  
Parent Survey - As requested and after first pool

### **End of 3rd grade - 4th Grade Identification**

Teacher Evaluation of Creativity Recommendation

ISASP

STAR

Gifted/Talented Indicator/Culturally

Nonverbal Ability Test - CogAT Form 7 Screener at end of 3rd Grade

Parent Survey - As requested

### **Scaled Score Explanation**

For 1st-5th Grade students, scaled scores on a scale of 1-4 are used for all pieces of the identification process except the CogAt Test. The scoring for that scale is as follows:

- Teacher Recommendation
  - Student can be recommended up to 4 times on this document, 1 point per recommendation.
- Torrance Test of Creativity
  - Score of 1-4 based on Flexibility, Fluency, Originality and Development of ideas.
- G/T Indicator (23 attributes of a TAG student)
  - 23-19 - 4
  - 18-15 - 3
  - 14-8 - 2
  - 7-1 - 1
- STAR Reading, STAR Math, Iowa Assessment Reading, Iowa Assessment Math and Early Literacy are all based on Percentile Rank:
  - 100%-90% - 4
  - 89%-80% - 3
  - 79%-70% - 2
  - 69%-60% - 1

### **End of 5th Grade - 6th Grade Identification**

Teacher Evaluation of Creativity Recommendation

ISASP

STAR

Gifted/Talented Indicator/Culturally

Nonverbal Ability Test - CogAT Form 7 Screener at end of 3rd Grade (Test given to all in 3rd Grade. All new students receive CogAT the beginning of 6th grade year or at end of semester if a CogAT score is not on record. Test may be given sooner as needed or as requested.)

Parent Survey - As requested

### **End of 6th Grade - 9th Grade Identification**

First Stage:

Teacher nomination

ISASP

STAR

Nonverbal Ability Test - CogAT Form 7 Screener at end of 3rd Grade (test given to all in 3rd Grade. All new students receive CogAT the beginning of 9th grade year or at end of semester if a CogAT score is not on record. Test may be given sooner as needed or as requested.)

Parent Nomination

Peer Nomination

Self Nomination

Second Stage:

Profile development

Renzulli Learning and Creativity Assessment completed by teachers

### **End of 10th Grade - 11th Grade Identification**

HOPE SCALE - Teacher Assessment

ISASP

STAR

Nonverbal Ability Test - CogAT Form 7 Screener at end of 3rd Grade (Test given to all in 3rd Grade. All new students receive CogAT the beginning of 11th grade year or at end of semester if a CogAT score is not on record. Test may be given sooner as needed or as requested.)

Parent Nomination

Peer Nomination

Self Nomination

Subject Area Assessment - As requested

Renzulli Learning and Creativity Assessment

## **Exit Procedure**

### **Termination by student:**

- The student presents to the Extended Learning Teacher a request to exit the program with reasons for termination. The Extended Learning Teacher is to contact the parents and discuss the situation with the parents.
- The student and Extended Learning Teacher meet to discuss the request to exit the program. If the student wishes to continue to pursue exiting the program, the written request and written response of the Extended Learning Teacher is forwarded to the counselor. The student will then meet with the Guidance Counselor.
- After meeting with the Guidance Counselor, and the student wishes to continue to exit the program, the request is forwarded to the Principal for review with recommendations from the Extended Learning Teacher and Counselor.
- If termination is being pursued, the parents must be contacted by the Extended Learning Teacher or Principal. If needed, a meeting may be required between the family, student, teachers, principal, and counselor.

- Before final termination may be executed, the parents need to give their final approval for termination which will be filed in the student's PEP.

### **Termination by Parent/Guardian**

- The parent/guardian presents to the Extended Learning Teacher a request to exit their child from the program with reasons for termination. The Extended Learning Teacher is to discuss the situation with the parents.
- The parent/guardian, student, and Extended Learning Teacher meet to discuss the request to exit the program. The Guidance Counselor and/or Principal may also attend the meeting. If the parent/guardian wishes to continue to pursue exiting their student from the program, the written request with reasons for termination will be filed in the student's PEP.

### **Suspension of Student:**

Students may be suspended from the Extended Learning Program for a variety of reason but not limited to: failure to comply with program assignments, lack of motivation or dedication, low performance levels, low task commitment, etc.

- The ELP Teacher meets with the student and discusses the student's actions leading to possible suspension of the student from the extended learning program. The teacher and student will develop an appropriate plan to rectify the situation and the teacher will monitor.
- If the student is not successful in achieving the standards set forth by the ELP curriculum, the student's parents or guardian will be informed and a conference will be scheduled. The conference may include the parents or guardians of the student, the school principal, counselor, ELP teacher, Classroom teacher, and when appropriate the student. A program of intervention will be established for the parents or guardians, the school, and the students. A probationary period as established by the school will begin with the date of the conference.
- A follow up conference one month from the initial conference, earlier if the intervention program is not working successfully, will be scheduled with the student's parents or guardians, school principal, counselor, ELP teacher, classroom teacher, and when appropriate the student. The student's behavior and performance in the classroom will be evaluated and appropriate steps taken to determine continued assignment of student in the Extended Learning Program.
- The student will continue to be assigned to the Extended Learning Program if the student demonstrates improved behaviors that are conducive to achieving the standards set and the student agrees that this pattern of learning will continue. If the student is not successfully achieving the standards, the student will be assigned to another classroom.

## **EVALUATION OF PROGRAM**

An ongoing evaluation of the talented and gifted program is conducted annually each spring for the following purposes:

1. To assess the effect of the program upon the students (both cognitive and affective).

2. To acquire information that can be used for program improvement.
3. To provide accountability for the program.
4. To determine to what extent our mission has been accomplished.

Evaluation of the Extended Learning Program shall consist of:

1. Monitoring individual students' progress. Evidence of written Personalized Education Plans (PEP) for each student in the Extended Learning Program.
2. Evaluating special programs such as seminars, workshops, mini-courses.
3. Soliciting various perspectives (from students, teachers, administrators, and parents) about the quality of the program and service.
4. Results based on actual accomplishments by ELP students as a direct result of the students' project, program, or activity.
5. Measurements of students' cognitive and affective development.