Extended Learning Program

Denison Community Schools

Denison Community Schools
Program For Gifted/Talented Students

Extended Learning Program is a name given to Gifted/Talented programming in the Denison Community Schools. The Extended learning program is designed to assist students in reaching their greatest potential so that they "will develop their individual talents in a meaningful curriculum while learning to work together collaboratively ", as stated in the district's mission.

Denison CSD: Definition of Gifted and Talented
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, provides 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.

Extended Learning Program
Philosophy

Denison Schools recognize that all students need to be challenged to fulfill their potential. This district and high school recognizes the multifaceted dimension of intelligence and the varying conceptions of giftedness. Students with strengths and talents in various areas of endeavor - including general intellectual ability, specific academic aptitude, creative or productive thinking, leadership skills, and visual or performing arts - must be given opportunities to develop and nurture their talents. The Extended Learning Program offers a variety of program and opportunities both within and outside of the existing curriculum. These programs are designed to challenge students, address unique learning needs, and help all students fulfill their potential. The Extended Learning Program is to provide services to meet the intellectual, social, and emotional needs of students.

If we provide programming for students with outstanding abilities who are capable of high performance, we will be enriching society with valuable human resources and helping these students realize their contributions to self and society.

The Extended Learning Program is designed to:

- Extend students' thinking;
- Support a learning atmosphere and experience that will provide opportunities to develop problem-solving abilities;
- Encourage critical and creative thinking skills;
- Strengthen research skills and individual interests;
- Develop an understanding of personal strengths;
- Promote independent study skills and life-long learning; and
- Apply communication skills

Target Population

The Extended Learning Program of the Denison Community Schools recognizes that there are students who possess outstanding abilities who are capable of high performance. Gifted and talented children are those who require appropriate instruction and educational services commensurate with their high intellectual and academic abilities/needs. There are also students whose giftedness exists in unique areas.

Program Goals

The Denison Community School District will provide and maintain a program to meet the cognitive and affective needs of gifted and talented students. The District will offer educational opportunities and differentiated curricula for students who give evidence of high performance capability in specific academic fields.

Expectations

1. To provide differentiated instruction and programming at all grade levels.
2. To provide an extensive learning environment which will enable each child to fully develop his/her intellectual and creative abilities through challenging instructional activities;
3. To provide for the development and utilization of students' thinking abilities, creativity, research skills, and problem-solving techniques;
4. To help students accept responsibility for self-directed learning; and
5. To provide students with additional extended learning opportunities, support, and resources to enhance their education

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
4. To be a self-directed, independent, life-long learner

Program Standards

The following are consistent with the National Association of Gifted Education to be used as a guide to drive instructional decision making:

1. Learning and Development

Educators, recognizing the learning and developmental differences of students with gifts and talents,promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

2. Assessment
Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

3. Curriculum planning and Instruction
Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

4. Learning Environments
Learning environments foster personal and social responsibility, multicultural* competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

5. Programming
Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

6. Professional Development
All educators build their knowledge and skills using the NAGC/CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Content Standards, Benchmarks, and Critical Objectives for the Extended Learning Program

Content Standard #1 Students will develop complex thinking skills (problem solving, decision making, and designing).

Benchmark 1. Students will be able to complete the problem solving process.

Critical Objective a. Students can define the problem and brainstorm ways to solve it..

Critical Objective b. Choose the best solution according to what is possible and still be creative.

Benchmark 2. Students will be able to generate creative solutions to problems.

Critical Objective a. Students can be creative and think "outside the box" through risk taking within the perimeters of the problem.

Benchmark 3. Students will be able to use critical thinking skills (synthesis, analysis evaluation, logical thinking).

Critical Objective a. Students will read a paragraph or selection, analyze and evaluate it for main idea and usefulness, then synthesize its effectiveness.

Content Standard #2 Students will develop research skills.

Benchmark 1. Students will be able to use multiple, factual sources.

Critical Objective a. Students will use electronic media and computers as well as printed material.

Benchmark 2. Students will explore topical, historical, inventive, and experimental research.

Critical Objective a. Students will read and search for primary and secondary sources versus fictional material.

Benchmark 3. Students will present their chosen topic research to groups.
Critical Objective a. Students will show organization, planning, and creativity in their presentations.

Benchmark 4. Students will use the scientific method of hypothesis, predicting, testing, and conclusion to learn why things happen (hands-on investigations).
Critical Objective a. Students will pose a question, form an hypothesis, make a prediction on the outcome, test the hypothesis, and reach a conclusion.

Content Standard #3 Students will use communication skills: written, oral, and technological.

Benchmark 1. Students present original and commercial dramatizations.
Critical Objective a. Students will present meaningful, accurate information in a creative manner.

Benchmark 2. Students will express a position on an issue and support it with evidence.
Critical Objective a. Students can analyze an issue, take a position, and give specific reasons why they support that position.

Content Standard #4 Students will learn about effectiveness as a high- ability individual.

Benchmark 1. Students will understand and valve their gifted potential and the potential of others.
Critical Objective a. Students will perform a self assessment on attitudes, feelings, and beliefs on their gifts and skills.
Critical Objective b. Students will identify means and ways to utilize their skills and gifts.
Critical Objective c. Students will identify means and ways to strengthen their weaknesses.
Critical Objective d. Students will participate in group and individual activities discussing and debating various aspects of their giftedness.

Benchmark 2. Students will recognize the strengths of their preferred learning style.

Critical Objective a. Students will identify their learning styles.

Critical Objective b. Students will practice behaviors to enhance their learning style.

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

Program Description
Curriculum

Extended Learning Program opportunities include options for both acceleration and enrichment. Programs include the following:

· Acceleration and enrichment in the general classroom setting.

· Special classes (pull in, after school, advanced, college courses, Saturday) that provide opportunities for students to pursue their interests.

· Mentor and apprenticeship programs.

· Work/study, community service programs.

· Career education.

· Correspondence study

Extended Learning Program opportunities include guidance and counseling young students to further their personal and academic goals as well as develop a positive self concept and image.

Programs include the following:

· Encouraging family involvement in planning short and long term student goals.

· Planning Career options.

· Group and individual counseling session (e.g., coping with stress, test-taking strategies, working with a supervisor, making the right decisions, underachievement, perfectionism).

· Participating in a mentor program.

Overview of Extended Learning Program

Elementary Extended Learning Program Grades K-3

All students are involved in diagnostic/enrichment activities. The TAG teacher collaborates with the classroom teacher to meet the needs of the students. In the primary grades, cumulative data will be collected for students recommended as potentially gifted based on teacher/parent referral and a minimum of one subjective and one objective assessment source which would but not limited to the use of Kingore Observation checklist, CogAT score, Renzulli Rating scale, and ITBS (second and third grade only). The ELP teacher will work with the classroom teacher to provide the appropriated level of instruction to each identified student's abilities.

Quick Reference Guide for Personalized Education Plans K-8

Cognitive Programming	Acceleration/Curriculum Modification in subject specific or whole grade Horizontal or Vertical Course/Grade Acceleration Summer camps and or other extended learning opportunities Academic activities Contests/competitions Extension of classroom curriculum
Affective Programing	Field Trips Contests and competitions
Collaboration and consulting with classroom teachers	Classroom and ELP teachers work together to provide appropriate level of instruction to each identified student's abilities. Student events and conference coordination ELP teacher provides collaborative/ consultative teaching models

ELP Programming - Grades 4-8

4th grade:

Affective Unit-

It's in the Bag

Productive thinking Unit- fluency, flexibility, elaboration, and originality

Project: Creation of a alphabet book based on the book Tomorrow's Alphabet

Road Trip Across Iowa

Students will be planning a two week trip across Iowa. It is an integrated unit which uses math, geography, writing, reading, and planning skills. There is a list of things that they must see and do along the way such as battlefields, museums, a geographic phenomenon, etc. The students have a budget and must record their expenses for gasoline, food, lodging, and entertainment. They also have to send three post cards home telling of their activities as well as choose three days to write journal entries.

Flight Unit

This unit deals with principles of flying (gravity, lift, drag, and thrust). The students do a number of hands-on activities to learn about these principles of flight.

Logical Thinking Unit:

Matrixes, table logic Venn diagrams, Red Herring mysteries, number equations, and syllogisms will be introduced

Types of Research

This unit introduces the students to different kinds of research. The first is **historical research**. Each person must choose and research an eminently famous gifted person who has made a contribution to society. The students must then present their findings to the Extended Learning class.

Types of Research

The next research type is **inventive research**. The students study famous inventors and inventions and then do their own inventing with bags of materials.

The students do correlational research comparing parents to themselves, TV and ITBS scores, and public opinion polls. Vocabulary words used are validity and reliability; what they mean and how they apply to classroom work.
The last type of research is **action research** with taste tests, different types of laundry soaps on specific stains , and different brands of paper towels.

5th grade:

Affective Unit (Perceptions)

Discuss that being gifted can mean different things to different people. Explain the importance of self image psychology and self esteem.

Mixtures and Solutions (FOSS Kit)

Chemistry is the study of the structure of matter and the changes or transformations that take place in it. Learning about the makeup of substances gives us knowledge about how things go together and how they can be taken apart. Learning about changes in substances is important for several reasons: changes can be controlled to produce new materials; changes can be used to give off energy to run machines. This module has four investigations entitled: Separating mixtures, Reaching Saturation, Concentration, and Fizz Quiz.

The Case of the Missing Lunch

This mystery has been designed to combine the typical elements of a literary mystery with physical science experiments and higher order thinking skills. This "case" is an investigation in which students must use chemistry experiments along with analysis of the crime scene and judgments about the suspects' alibis to solve the mystery. Also included in this unit is exploring careers associated with crime scene investigations.

Researching Adventures

The collection of glyph activities challenges students to use multiple research techniques as they read non-fiction text, use an atlas, utilize both print and electronic encyclopedias, measure, calculate, select appropriated materials, and synthesize data. Students then take the information and create an original product whose specifications are satisfied when the glyph direction is followed.

Bubble.ology

Students will explore topics in light and color, aerodynamics, chemical composition, surface tension, and technology while developing science process skills such as making observations, measuring and recording data, experimenting, calculation averages, graphing, making inferences, and drawing conclusions.

Mathematical Mystery Tour Unit 1 Living Things Count

Students take an exciting mathematical journey exploring patterns in nature and ancient locations using Fibonacci Numbers and the Golden Ratio with math thinking and reasoning. The units integrates math with art, science, philosophy, history, social studies, and language arts.

6th grade

Social/Emotional (Affective)

Better At or Better Than- Enduring Understanding: being gifted means different things to different people

Guiding question: How are gifted students perceived by friends, teachers and peers

Mathematical Mystery Tour- Unit 2 The Dance of the Numbers

Students take an exciting mathematical journey exploring patterns in nature and ancient locations using Fibonacci Numbers and the Golden Ration with math thinking and reasoning. The units integrates math with art, science, philosophy, history, social studies, and language arts.

Ages

In this unit, students will explore the concept of age. They will discover traditional coming of age ceremonies and learn their importance in different cultures. Students will also explore the way things such as the calendar, advertising, measurement, and architecture have changed through time.

Crime Scene Investigation

rotation every 3 years-

Felix Mystery

Mystery Festival uses a classroom learning-station format; students study the "crime scene," then conduct crime-lab tests on the evidence, analyze the results, and try to solve the mystery. These forensic science activities absorb students from the start and keep them intensely involved throughout.

This unit explores many key content areas and emphasizes the important distinction between evidence and inference. The many crime-lab procedures include thread tests, powder tests, DNA comparison, chromatography, and fingerprinting. *Mystery Festival* combines fun and connections to forensic science. As the fascinating correlation between science and detective work become clear, students absorb processes that will be useful in all disciplines.

Environmental Detectives

In this case, the "crime" is a mysterious environmental calamity—a fish die-off that began five years ago. The scene of the crime is the "Gray Area," a watershed that includes forests, a city, a town, a coast, three rivers, a lake, and a pond. Student sleuths investigate the many potential causes of the fish dying, including chlorine pollution, acid rain, pollution and algal blooms, and oil pollution.

Environmental Detectives provides students the opportunity to grapple with a complex, interdisciplinary scientific problem. They hear statements of various "suspects" in the crime. They study and discuss reference materials, including records, newspaper articles, charts, graphs, and even "secret documents," and integrate all of this information with their own test results.

Placing science learning in a real-world context, *Environmental Detectives* conveys solid scientific content and research-related inquiry skills. Students become aware of the interconnectedness of the natural world and the complexity of many environmental problems. They discover that science and society are inextricably linked, and that most solutions require compromise.

Mystery Disease - This problem-based learning unit, students become public health workers as they track down the source of a mysterious illness. The activities combine science, social studies, math, research, group collaboration, and communication as students work in teams to solve the problem and present their findings.

7th grade

Affective Goal(s) - Enduring Understanding of the Principles of Achievement

Successful people exhibit the traits of creativity, goal setting, intelligence, courage and kindness. Explain the importance of goal setting with the following guiding question: Why is goal setting important?

Mathematical Mystery Tour- Unit 3 Finding the Gold

Students take an exciting mathematical journey exploring patterns in nature and ancient locations using Fibonacci Numbers and the Golden Ration with math thinking and reasoning. The units integrates math with art, science, philosophy, history, social studies, and language arts.

Connections

Students will investigate how math is tied to art, literature, nutrition, poetry, science, and history. Hands-on discoveries, challenging puzzles, and activities relevant to middle school students will enhance their understanding and purpose of probability, geometry, algebra, and problem solving.

Crime Scene Investigation
rotation every 3 years-
Felix Mystery
Environmental Detectives
Mystery Disease

8th grade

Affective Goal(s)

Enduring Understanding: A person who chooses a career based on his or her intelligences may be more productive and satisfied in their career.

Guiding question: What multiple intelligences do you have?

Mathematical Mystery Tour- Unit 4 and 5
Mathematical Artforms and Geometry, The Pyramid, and the Moon

Students take an exciting mathematical journey exploring patterns in nature and ancient locations using Fibonacci Numbers and the Golden Ration with math thinking and reasoning. The units integrates math with art, science, philosophy, history, social studies, and language arts.

Thrill Ride

This unit covers the physical science concepts related to force and motion. Students work together cooperatively, have four open- ended hands-on investigations, discussions with peers, and analyze data collected. Students will also construct 2-4 different K' Nex roller coasters to complete this unit.

Crime Scene Investigation

rotation every 3 years
Felix Mystery
Environment Detectives
Mystery Disease

Enrichment:

4th & 5th	Math Olympiad, Art Club, Musical Monarchs
Middle School	Math Team 6th, 7th, 8th Grade, Science Bound, Band, Chorus and Drama.

Curriculum Plan for High School

Extended Learning Program opportunities include options for both acceleration and enrichment. Programs include the following:

Acceleration and enrichment in the general classroom setting.

Special classes (pull in, after and before school, advanced, college courses) that provide opportunities for students to pursue their interests.

Student developed courses.

Mentor and apprenticeship programs.

Work/study, community service programs.

Career education.

Correspondence study

Extended Learning Program opportunities include guidance and counseling young students to further their personal and academic goals as well as develop a positive self concept and image. Programs include the following:

Encouraging family involvement in planning short and long term student goals.

Planning Career options.

Group and individual counseling session (e.g., coping with stress, test-taking strategies, working with a supervisor, making the right decisions, underachievement, perfectionism).

Participating in a mentor program.

Curriculum Plan for High School

High School - All Grades:
1. Seminar: Current Issues - Social and Community Issue Problems

2. Brain Expanders - Exercises in creative thinking, deductive reasoning, and problem solving

3. Individual and Group Counseling - selected topics

4. Year long project - Option. The project could be an extension of a project in class, or some other work in progress. The project could also be a new area of interest or independent investigation.
Development - proposal
Weekly journal
Creation and Production
Presentation
Evaluation

By Grade Level

9th Grade -
Profile of self and interests. Goal setting and plan.
Perfectionism and Underachievement.
Habits of Mind - Study on how each individual student's brain learns, processes information, and works.
Get Off of My Brain - Survival unit for gifted students. Study on behaviors and attitudes of self and others affecting learning and class room performance.
Career Focus based upon gifts, talents, and interests.

10th Grade -
Profile of self and interests. Goal setting and plan.
Leadership Focus and Group Dynamics (Mellis) - Using individual gifts and talents with 95% of the rest of the world.
More Than A Test Score Book review.
Covey's: Seven Habits of Highly Effective Teens
Career Focus based upon gifts, talents, and interests.

11th Grade -
Profile of self and interests. Goal setting and plan.
The Gifted Kids' Survival Guide: A Teen Handbook Book review.
Choosing a College and Career: If you don't know where you are going, you will probably end up somewhere else.
College Planing for Gifted Students
Problem Solving Techniques
Student Developed Course Seminar

12th Grade -
Profile of self and interests. Goal setting and plan.
Philosophy for Teens.
Senior Tours for College - Career choice -
College Planning for Gifted Students

11th and 12th Grade years:

Student Developed Course

SDC (Student Developed Course). This model provides students with the option to study topics that match their interests and talents through a two step process. First, students learn about their talents, weaknesses, and learning styles in a one semester SDC class. In that class they also learn how to design an independent study course. The SDC class teaches students how to design and execute an independent study based upon their unique strengths and interests.

Following completion of the SDC class, students are encourages to register for a one semester independent study that they design. After completing the SDC class and prior to beginning an independent study, students develop proposal outlines for their studies. The outlines include learning objectives, a list of proposed activities and a time line, a list of resources needed to complete the project, a description of the final product and audience, and a description of how the project will be evaluated. Once the independent study proposal is complete, the student contacts one of the secondary teacher to mentor him/her through the project. The teacher's role is to monitor the student's progress during the semester for which the student enrolls in the independent study.

Students receive one semester credit for their projects. They register for this credit as they would register for any regularly scheduled class and work on their project during a scheduled time just as they would other courses. Independent project credits serve as elective credits within the content area that the student has chosen to investigate.

9th - 12th Grade: AP Courses, Online Courses, Independent study courses, and college course enrollment options

All Students:
The opportunity to participate in contests, camps, conferences, conventions, and interest areas based upon their gifts and talents.

Other Elements of the Extended Learning Program

Parent Meetings
A parent meeting will take place in the fall with all students enrolled in the Extended Learning Program. The purpose of the meeting is to explain the Extended Learning Program and each student's goals.

Family Information
Family information is available on the website as well as email notices for opportunities for students. Information for families is also sent direct mail as needed.

Field Trips

Occasionally, throughout the school year, field trips will be offered to students enrolled in the Extended Learning Program. These field trips will focus on areas of interest expressed by students enrolled in the program, or educational opportunities which could enrich, enhance, and expand the student's education.

Contests

Students enrolled in the Extended Learning Program as well as other students in the high school can participate in various contests to complement a student's interest areas.

Personalized Educational Plan

Every student will have a Personalized Education Plan (PEP) on file with the ELP teacher. This plan will include assessment scores, the program description developed for each student, student goals, activity completion record, and information gathered from the family - student planning meeting.

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, participation in contests, special projects).

· Provide instructional support for classroom teachers (e.g., locating resources, helping with specific class or student projects).

· Coordination of out of school resources and programs (e.g., apprenticeship programs, special seminars, guest speakers, summer programs, enrichment programs).

· Coordinate student opportunities for both in and out of the class enrichment.

· Help students develop and envision a plan for their future.

· Provide individual and group counseling.

· 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.

Screening and Identification Process

General Intellectual Ability

Stage 1: Referral

· Teacher referral
· Parental referral
· Student referral
· Peer referral
· ITBS or ITED Vocabulary, Math and Reading concepts
· Cog-AT
·

Stage 2: Profile Development

· A profile will be established for each student who is nominated.
· Scores from Stage 1 assessments will be placed on a scoring matrix.
· Student self assessment.
· Teacher evaluation of student focusing on critical or complex thinking abilities.
· Student portfolio indicating complex thinking.

Stage 3: Profile Assessment

· The student study team consisting of the principal, the guidance counselors and Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
· If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
· If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
· Where and with whom would be most appropriate for these modifications to occur?
· How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

· Develop a Personalized Education Plan for the student.
· Meet with parents and student to implement plan.
·

Screening and Identification Process

Specific Academic Aptitude

Stage 1: Referral

· Teacher referral
· Parental referral
· Student referral
· Peer referral
· ITBS or ITED
· Cognitive Abilities Test
· Academic Grades in subject area
· Performance in subject area
·

Stage 2: Profile Development

· A profile will be established for each student who is nominated.
· Scores from Stage 1 assessments will be placed on a scoring matrix.
· Student self assessment.
· Teacher evaluation of student focusing on specific academic area.
· Student portfolio indicating academic aptitude.

Stage 3: Profile Assessment

· The student study team consisting of the principal, the guidance counselors, subject area teacher, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
· If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
· If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
· Where and with whom would be most appropriate for these modifications to occur?
· How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

· Develop a Personalized Education Plan for the student.
· Meet with parents and student to implement plan.

Specific Academic Aptitude focus:	Vocational areas
Science	Family and COnsumer Science
Math	Health Occupations
Humanities	
Foreign Languages	

Screening and Identification Process

Creative and Productive Thinking

Stage 1: Referral

· Teacher referral
· Parental referral
· Student referral
· Peer referral
· ITBS or ITED
· Cognative Abilities Test
· Academic Grades in subject area
· Performance in subject area
·

Stage 2: Profile Development

· A profile will be established for each student who is nominated.
· Scores from Stage 1 assessments will be placed on a scoring matrix.
· Student self assessment.
· Teacher evaluation of student focusing on creative thinking abilities.
· Student portfolio indicating creative and complex thinking abilities.

Stage 3: Profile Assessment

· The student study team consisting of the principal, the guidance counselors, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
· If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
· If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
· Where and with whom would be most appropriate for these modifications to occur?
· How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

· Develop a Personalized Education Plan for the student.
· Meet with parents and student to implement plan.

Screening and Identification Process

Leadership

Stage 1: Referral

· Teacher referral
· Parental referral
· Student referral
· Peer referral
· Activities list of student.
· Record of student achievement and involvement.
·

Stage 2: Profile Development

· A profile will be established for each student who is nominated.
· Scores from Stage 1 assessments will be placed on a scoring matrix.
· Student self assessment.
· Teacher evaluation of student focusing on leadership traits.
· Student portfolio indicating leadership talent.

Stage 3: Profile Assessment

· The student study team consisting of the principal, the guidance counselors, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
· If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
· If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
· Where and with whom would be most appropriate for these modifications to occur?
· How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

· Develop a Personalized Education Plan for the student.
· Meet with parents and student to implement plan.

Screening and Identification Process

Visual or Performing Arts

Stage 1: Referral

· Teacher referral
· Parental referral
· Student referral
· Peer referral
· Academic Grades in subject area
· Performance or project in subject area
·

Stage 2: Profile Development

· A profile will be established for each student who is nominated.
· Scores from Stage 1 assessments will be placed on a scoring matrix.
· Student self assessment.
· Teacher evaluation of student focusing on artistic abilities.
· Student portfolio or performance indicating artistic abilities.

Stage 3: Profile Assessment

· The student study team consisting of the principal, the guidance counselors, subject area teacher, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
· If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
· If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
· Where and with whom would be most appropriate for these modifications to occur?
· How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities?

Stage 4: Curriculum Modification

· Develop a Personalized Education Plan for the student.
· Meet with parents and student to implement plan.

Screening and Identification Process

Non English Speaking or Minority Student Identification

Stage 1: Referral

· Teacher referral
· Parental referral
· Student referral
· Peer referral
· Performance in subject area
·

Stage 2: Profile Development

· A profile will be established for each student who is nominated.
· Scores from Stage 1 assessments will be placed on a scoring matrix.
· Student self assessment.
· Teacher evaluation of student focusing on various gifted areas.
· Student portfolio indicating evidence of gifted characteristics.

Stage 3: Profile Assessment

· The student study team consisting of the principal, the guidance counselors, subject area teacher (if applicable), the ESL teacher, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
· If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
· If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
· Where and with whom would be most appropriate for these modifications to occur?
· How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

· Develop a Personalized Education Plan for the student.
· Meet with parents and student to implement plan.

Screening and Identification Process

Disabled Populations

Stage 1: Referral

· Teacher referral
· Parental referral
· Student referral
· Peer referral
· Performance in subject area
·

Stage 2: Profile Development

· A profile will be established for each student who is nominated.
· Scores from Stage 1 assessments will be placed on a scoring matrix.
· Student self assessment.
· Teacher evaluation of student focusing on various gifted areas.
· Student portfolio indicating evidence of gifted characteristics.

Stage 3: Profile Assessment

· The student study team consisting of the principal, the guidance counselors, subject area teacher (if applicable), the Special Education teacher, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.

· If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.

· If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?

· Where and with whom would be most appropriate for these modifications to occur?

· How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

· Develop a Personalized Education Plan for the student.

· Meet with parents and student to implement plan.

Denison Community School Student Matrix
_____ School Year

Student:

Sex: Male Female Grade: K 1 2 3 4 5 6 7 8 9 10 11 12
Race: American Indian Asian Hispanic African American Caucasian

Assessment Item	5	4	3	2	1		N/A Score
Cognitive Abilities Test (SAS)	133 +	132-126	125-121	120-115	114-111	110-	
Verbal							X2
Quantitative							X2
Non-verbal							X2
Iowa Test Basic Skills	95-99	90-94	85-89	80-84	75-79	74-	
Vocabulary							X2
Reading							X1
Math Total							X1
Hartman/Renzulli Scales (behavioral)							
Learning	29-32	25-28	21-24	17-20	13-16	12-	X2
Creativity	29-32	25-28	21-24	17-20	13-16	12-	X3

Total _____

Student participated in Extended Learning program in elementary grades. Yes No

Student is recommended_____ is not not recommended _____ for inclusion in ELP programing at this time

Date _____ Signature_____

Exit Criteria

To suspend or terminate a student's Personalized Education Plan, the following course of action is to be pursued.

Termination by student:

1.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.

2.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.

3.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.

4.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.

5.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.

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.

6. 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.

7. 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 students. 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.

8. 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 of 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.

9. 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 leaning 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 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.

IN-SERVICE DESIGN / PROFESSIONAL DEVELOPMENT

Professional development information for the general education staff will be developed by the TAG teacher and coordinated with the District's professional development committee to develop awareness regarding the unique needs of gifted students.

Possible 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 meetings focused on the talented and gifted
- Collaboration with general education teachers (i.e. Professional Learning Communities and Student Assistance Teams).

STAFF QUALIFICATIONS

<u>TAG Instructors</u>

Certified staff members serve students in grades K-12. Responsibilities include program coordination, student programming, and parent communication. The TAG teacher(s) expand their knowledge and comprehension of giftedness through conference attendance (ITAG) and course work in the field.

Building Principals

Building principals will be aware of and support implementation of the TAG program. They will work to collaborate with the TAG teacher(s) to ensure that gifted student needs are addressed in professional development.

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 have been trained to some extent through professional development.

BUDGET

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

Salary and benefits for TAG teacher(s)