

Clinton Community School District

Talented and Enrichment Program

(Talented and Gifted)

Philosophy

The Clinton Community School District (CCSD) recognizes that learners have different needs; the district is committed to meeting the needs of its diverse learners. Providing quality programming for talented and gifted students involves a continuous process that is responsive to the needs of students. Gifted students possess superior abilities and are capable of high performance.

Gifted students are those students identified as possessing abilities that require appropriate instruction and educational services commensurate with their talents and needs beyond those provided by the regular school program. Talented students possess unique abilities in specific areas and need educational opportunities to exercise and develop individual talents.

Mission

This mission of the Clinton Community School District's Talented and Enrichment Program (TEP) is to ensure that all students regardless of background, socio-economic status, gender, ethnicity or race are provided every opportunity possible to develop, to the highest degree, their individual potential. All students possess talent and will benefit from program enrichment. This program is based on a high degree of collaboration between the classroom teacher and Talented and Enrichment instructor. Working together, teachers provide instructional services to children who demonstrate mastery of content and/or higher abilities. These students are accommodated with differentiated activities aligned and articulated throughout the district curriculum. The Talented and Enrichment teachers are the primary service provider for students identified as exceptional learners.

Components

The Talented and Enrichment Program components for the Clinton Community School District are guided by the programming criterion and standards introduced in 2000 by the National Association for Gifted Children. Those components include:

- ◆ Curriculum and Instruction
 - A well-defined and implemented curriculum scope and sequence is in place and is articulated for all grade levels and all subject areas.
 - District curriculum plans include objectives, content, and resources that challenge gifted learners in the regular classroom.
 - Teachers are responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.
 - There are possibilities for partial or full acceleration of content and grade levels to any student presenting such needs after a thorough assessment. (Board Policy 505.2)

- ◆ Program Administration and Management
 - There are teacher professionals whose only academic responsibility is the delivery of gifted education and enrichment activities for all children.
 - Responsibility for the education of gifted learners is a shared one between the gifted education program and general education school-wide.
 - The gifted education program considers current issues and concerns from other educational fields and agencies regarding gifted programming decision-making on a regular basis.
 - The acquisition of materials purchased by the TEP program is reflected by the needs of the gifted and talented learners.
 - Budget for the program is developed by the TEP teachers with administrative guidance from the Assistant Superintendent.

- ◆ Program Design
 - Gifted services are designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program.
 - Program design includes: enrichment opportunities for all students in grades K-5; separate gifted instruction for students qualifying in grades 1-8; inclusive and exclusive instruction for high achieving students in middle level math classes; honors classes for students in grades 7-12; AP classes for students in high school; and post-secondary opportunities for high school students. A continuum of services is provided in grades K-12 and is guided by a clear mission and set of program goals.
 - Gifted learners are included in flexible grouping arrangements in all content areas and grade levels to ensure that they learn with and from intellectual peers.

- ◆ Program Evaluation
 - Formative evaluations are conducted informally regularly with summative evaluations occurring minimally every five years. Student participation data will be reviewed annually to ensure balanced participation in regard to gender, race, ethnicity, and socio-economic status.
 - There is a TEP advisory committee made of the TEP teachers, Assistant Superintendent (or designee), administrative representatives, a school board member and parents that biannually meet to review the K12 TEP program components and data in making recommendations for the coming year.

- ◆ Socio-Emotional Guidance and Counseling
 - Gifted learners are provided with career guidance consistent with their unique strengths and abilities.
 - Talented Enrichment Advisory Committee oversees this component

- ◆ Professional Development
 - All teachers of gifted learners are encouraged to continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.
 - All gifted teachers participate in regular staff development programs.
 - Gifted teachers are encouraged to participate in regional and state conferences for gifted education and are supported by building and district personnel.

- Gifted teachers provide professional development to building staffs over differentiation of student instruction.
- ◆ Student Identification
 - The CCSD uses a multi-criteria approach to identify students for the Talented and Enrichment Program including but not limited to: achievement scores on ITBS and NWEA in reading, math, and/or science, parent or teacher recommendation, prior participation in the program, and/or student records from prior districts.

Elementary Identification

- * Scores at the “Gifted” Level on the NWEA in reading and math
- * Scores at or above the 90 percentile on ITBS in reading, math, or science
- * Shows a majority of gifted characteristics on teacher/parent rubric
- * Parent/Teacher observations and referral

Middle School Identification

- * Participated in 5th Grade program the previous year
- * Scores at the “Gifted” Level on the NWEA in reading and math
- * Scores at or above the 90 percentile on ITBS in reading, math, or science
- * Shows a majority of gifted characteristics on teacher/parent rubric
- * Parent/Teacher observations and referrals

High School Identification

- * Participated in 8th Grade program the previous year
- * Scores at the “Gifted” Level on the NWEA in reading and math
- * Scores at or above the 90 percentile on ITBS in reading, math, or science
- * Shows a majority of gifted characteristics on teacher/parent rubric

- The nomination and selection process is ongoing and the screening of any student may occur at any time.
- There is written notification to parents if a student qualifies for gifted services in grades one through five.

Responsibilities

Administration - The designated gifted programming coordinator is the Assistant Superintendent of the District. The TEP teachers work collaboratively with the Assistant Superintendent in the development of a yearly budget, acquisition of new materials and professional development opportunities based upon state funding, updating program components, and program evaluation. Building principals are responsible for the evaluation of Talented and Enrichment teachers based upon district protocol.

Program Delivery – Teachers hired by the district for instruction in Talented and Enrichment are responsible for the delivery of gifted and enrichment opportunities within buildings. Teachers are certified through the licensure of the Board of Educational Examiners in the State of Iowa. They receive on-going professional development by attending state and regional meetings each year, as well as other content specific training in the areas of reading, math, and technology. CCSD TEP teachers are also responsible for each year delivering professional development to the staff in their buildings on differentiating for higher ability learners.

TEP Advisory Council – This is a group that meets bi-yearly to discuss the working protocols at each level of talented of gifted and make recommendations to the identification, technology, implementation, and future of the program. It is cross section of school stake-holders (parents, teachers, administrators, school board) who review annually the program in place and the number of students benefiting from the program.

Talented and Gifted Program Goals

- 1) The goal of the TEP program is to expose student to multiple levels of technology with use of diverse production tools.
- 2) The goal of the TEP program is to enhance grade level curriculum with extensions and differentiated projects in a 21st century learning environment.
- 3) The goal of the TEP program is to provide enrichment opportunities to each student as well as help to develop the interests and talents of students.
- 4) The goal of the TEP program is to increase the number of students who participate in the middle school TEP program and enroll in honors classes at Clinton High School.
- 5) The goal of the TEP program is to enroll more students in dual enrollment or PSEO classes at Clinton High School.

Student Goals for Talented and Gifted

The goal of the Clinton Community School District’s Talented and Enrichment Program is to provide a differentiated, enriched academic environment for all students. We recognize that students have unique needs, talents, and abilities that require an education which utilizes instructional methods and materials designed to develop critical thinking processes that enhance independent study and personal effectiveness. Program services range from full participation in the regular classroom to partial pull-out programs. The expectations for students involved in the program include:

- ◆ Engaging in accelerated and/or in-depth curricular extensions
- ◆ Demonstrating communication skills
- ◆ Conducting authentic research
- ◆ Exhibiting critical thinking at appropriately challenging levels
- ◆ Demonstrating the use of insightful creative thinking
- ◆ Learning to understand and maximize their own talents and abilities
- ◆ Demonstrating the use of technology to enhance curriculum
- ◆ Pursuing and sustaining academic challenges independently

CCSD Service Delivery Model

Kindergarten through Fifth Grade (Elementary)

Through the Talented and Enrichment Program developmental thinking activities are routinely integrated into the classroom curriculum for all children. Teachers observe and note responses indicative or emerging giftedness and talents. The Talented and Enrichment program teachers provide direct instruction and assist classroom teachers in providing reading, math, and special interest instruction for children who need additional individual challenges. There are also several pull-out sessions for gifted students in the areas of comprehension, literacy, reading, math, and critical thinking skills.

Grades Six through Eight (Middle School)

Middle School (6-8) students have access to a revolving door identification program model which provides a pool of above average ability students with a wide variety of general exploratory and enrichment experiences that focus on process-oriented activities, accelerated content, and curriculum differentiation. Critical and independent thinking are promoted with the use of state and national competitions.

In the fall of 2009, students will begin having opportunities within the TEP spectrum when a concerted focus will be on the utilization of the TEP instructors in providing differentiation for higher ability students in the math classrooms. Elementary TEP instructors will be responsible for bridging the gap between elementary and middle school by teaching the 6th grade students at the middle level. The middle level TEP instructor is responsible for grades 7/8 differentiating in the math classroom and providing additional pull out opportunities for those students in the areas of reading comprehension and future problem-solving.

Grades Nine through Twelve (High School)

Gifted and Enrichment options for high school students include access to an accelerated curriculum, honor level courses, Advanced Placement courses, post-secondary classes at the college level and/or individualized programming for highly exceptional students. Students can also option to graduate early from high school.