

# Colcord Public School Gifted Education Plan

## Introduction

The Colcord Public School District is committed to providing opportunities which promote the growth of skills, knowledge, and understanding necessary for students to reach their full potential so that the best possible outcomes will be achieved. To ensure an appropriate education for gifted students, a committee has conducted surveys, studied current research, reviewed the literature, attended conferences/seminars, and visited other districts to design an optimum program for the students of the district.

As schools restructure to meet the changing needs of society, restructuring our gifted program requires changes in our approaches and attitudes toward knowledge, curriculum, instruction, educator roles, parental involvement, and community integration. Our planning has addressed the following:

- ✓ the need for greater variety and flexibility of instructional methods and strategies to meet the needs of increasingly diverse students
- ✓ the acknowledgement of multiple intelligences
- ✓ the need for greater focus on the teacher as instructional manager/facilitator, self-concept developer, developer/user of technology, and manager of change
- ✓ the importance of parental involvement and support
- ✓ the use of resource persons and community resources as catalysts for breaking through to new and innovative curriculum

Colcord Public School realizes that there are students in our school system whose abilities require differentiated programs for the full development of their general intellectual ability, specific academic ability, creativity, thinking skills, leadership ability, and performance and productive ability. Since these students are in the regular class for all or part of the week, their abilities must be thought of in the context of the entire school week, not just the few hours the students typically happen to be in a program for the gifted.

Planning a program for gifted students necessitates a framework that is flexible enough to respond to the changing goals of education, variances in delivery systems, and diversity of students' needs. A plan has been designed to support and

enrich the regular educational program and complement the education of all students. It provides choices determined at each school site in modifying content, processes or thinking skills, products, and learning environments for gifted students.

### **Definition of Gifted**

*“Gifted and talented children” means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services.*

The District shall provide appropriate educational services in order to develop the potential gifts within each child. “Gifted and talented children” are those who have evidenced high performance capability in cognitive ability such as intellectual or academic achievement; or in creativity and talent areas. The term “gifted” refers to a person who has the potential for performing at a remarkably high level of accomplishment, while “talented” refers to someone who is able to perform at a remarkably high level of accomplishment. In other words, one can be gifted and not be talented, while one who is talented is also gifted.

### **Philosophy**

The Colcord Board of Education believes that there are gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences different from, but connected to, the regular curriculum. These students exhibit high performance, or the potential to achieve, in intellectual, creative, or artistic areas; possess strong leadership capacity; or excel in specific academic fields. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students. It is our responsibility to provide students with educational opportunities that teach, challenge, and expand their knowledge, while simultaneously developing independent, self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

We are committed to the belief that it is the responsibility of the entire staff to meet the needs of gifted and talented students by identifying their high performance potential and providing learning experiences that develop those gifts and talents.

## **Goals**

- A. To assess the instructional level of students and consider the unique learning characteristics of each child.
- B. To place students at an appropriate instructional level, creating the best possible match between students' achievement and instruction.
- C. To allow students to move forward in the curriculum as they achieve mastery of content and skills while providing differentiated curriculum to meet the students' unique needs.
- D. To provide enrichment experiences by regular classroom teachers and other school staff that supplements the established curriculum.
- E. To provide a gifted resource teacher and/or counselor(s) who will coordinate services for identified students needing academic or personal counseling.

## **Objectives**

- A. To identify gifted students.
- B. To assess the instructional level of identified students and consider the unique learning characteristics of each child.
- C. Expand curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pacing; provide differentiated curriculum to meet unique needs; and offer academic/social support when needed.
- D. To appropriately match the programs and support services to the individual.

## **Identification Procedures**

Identification of gifted students is an ongoing process extending from PreKindergarten through grade twelve. Opportunities are provided for students to be considered for placement in gifted programming options throughout their school experience. Selected certified staff will conduct identification screening, placement, and the review of placement. Records of placement decisions and data on all nominated students are kept on file for as long as needed for educational decisions. Procedures used in the identification process are nondiscriminatory with respect to race, economic background, national origin or handicapping condition.

Procedures used in the identification process will be communicated to staff and parents in a variety of ways. Information about the Gifted and Talented Program

will be available on the district website and the School Way app. Forms will be available for download. In addition, the site plan and accompanying forms will be available at each school site for parents, students, teachers, and staff.

A. Automatic Placement

1. A score in the top 3%, including the standard error of measurement, on a national standardized test of intellectual ability results in automatic placement into the gifted program with parental approval. Identification of students based on a nationally standardized test of intellectual ability is valid for a minimum of three (3) years and may be valid for the student's educational experience.

B. Assessed Placement

1. Recognizing specific students as candidates for the identified gifted population in the district will result in nomination. Nomination creates a pool of students for further assessment and evaluation. The following criteria will be used for nomination:
  - a. Recommendation by professional educators, parents, peers, and/or self
  - b. Standardized achievement test scores at or above the 90<sup>th</sup> percentile nationally in the core or composite batteries
  - c. Standardized ability test scores at or above the 90<sup>th</sup> percentile in the verbal or nonverbal subtests
  - d. Students identified based on district approved multicriteria as specified in the plan may also be eligible for placement in the Gifted and Talented program.
  - e. Other as deemed appropriate by a placement committee
2. Steps in the Identification Process
  - a. A nationally standardized school ability test shall be administered periodically to all students as funds are available.
  - b. Colcord Public Schools will utilize a variety of assessments appropriate to the child's skills and abilities and will make those available for students who have been nominated for the Gifted/Talented Program.

- c. Parents will be contacted for written permission to assess students who have been nominated for placement in the Gifted/Talented Program when the exam is not part of the entire grade level assessment that is routinely administered.
- d. Students moving into Colcord Public Schools from another district or school shall be identified as gifted/talented with a review of criteria used to identify the student at their previous school.
- e. All students meeting the above criteria will be identified for Gifted Child Count and shall receive program options that best meet their needs through affective support, appropriate pacing of curriculum and instruction, and school-wide enrichment.
- f. Professional development is available each year to the Gifted Resource Coordinators and site committee members regarding the procedures for identification of gifted/talented students.

Student placement decisions in the capability areas will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from needed educational programming.

### **Nominations**

School professionals, parents, peers, and the students themselves may make referrals for gifted and talented identification. Referrals will be returned to the Gifted and Talented Coordinator. Data will be collected on the referred students and will be used in making decisions for the selection of students. Data collection may include, but is not limited to, scores on standardized ability and/or achievement tests, student achievement within the curriculum, student grades within specific academic areas, project portfolios, and other information as appropriate. Referral information and a signed “parent permission to test” form will be kept on file. Lists of students needing to be served will be sent to all buildings and appropriate personnel.

### **Placement**

A site committee will use the data collected to determine inclusion in the Gifted and Talented Program. When students do not qualify with one assessment, parents may request that an additional assessment be administered. No single criterion or score will be used to exclude a student from being identified.

Colcord Public School will have a Gifted and Talented Site Committee consisting of administrators, teachers, and other certified personnel that meet to review student

nominations and student records. After reviewing the criteria for identification, nominations, and student records, the committee will make decisions regarding student placement.

Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students and will be kept on file for a minimum of five years or for as long as needed for educational decisions.

If the committee decides that a child meets the criteria for the Gifted and Talented Program, a letter is sent to the parents or guardians of the child asking for their written permission for the child to participate in the program. A summary of services is provided to the parents and also placed in each student's individual file. Notification forms and records are returned to the Gifted and Talented Coordinator. Parents

Records that may be useful for instruction will be shared with the appropriate members of the instructional staff regardless of final placement.

The site committee will review available program services and shall make appropriate service options available for individual identified students.

Parents may contact the Coordinator of the Gifted and Talented Program if they disagree with the site committee's decision. Further review will be done and the parents will be informed of the results following the review. An appeal of a school decision regarding placement can be presented to the Gifted and Talented Coordinator.

### **Review of Progress**

An informal review of progress, placement, and appropriate programming options shall be ongoing by the Gifted and Talented Coordinator and site committee. Students may be removed from a program option or service which is not meeting the student's educational needs with prior notification to the Gifted and Talented Coordinator and following a conference with parents and appropriate instructional staff. Students whose needs are not met by current program options will be considered for other program options or strategies which may better meet their needs.

Students may be removed from the gifted programming option or strategy by parent request at any time. Alternative options may be sought in order to meet the student's needs. Strict confidentiality procedures will be followed in regard to placement decisions and data on all nominated students.

Parents may appeal a placement decision with which they disagree. Appeals will be made to the Gifted and Talented Site Committee. Further appeals may be made the Gifted and Talented Coordinator.

Records of placement decisions and data on all nominated students are kept on file for a minimum of five years of for as long as needed for educational decisions.

### **Qualifications and Responsibilities of Gifted Education Program Staff**

#### A. Qualifications of Staff

1. Teachers must hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
2. Gifted resource coordinators must hold a valid Oklahoma teaching certificate.
3. Teachers whose duties include direct involvement with gifted and talented students shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.
4. Gifted resource coordinators shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.
5. Gifted coordinators responsible for gifted education programming will attend professional development related to the educational needs of gifted students.

#### B. Responsibilities of Gifted Education Program Staff

1. The district coordinators for gifted educational programming will be responsible for working with the District Gifted Education Advisory Committee and the gifted education staff overseeing planning, programming and curriculum. In addition, the coordinators will be responsible for:
  - a. Filing such reports and information as required by the State Department of Education relative to gifted education programming
  - b. Work with site administrators/staff in programming and identification efforts
  - c. Oversee the development of documents which delineate roles, responsibilities, and coordination procedures in regard to gifted educational programming options
  - d. Fulfill duties as per job description

2. The gifted education faculty is responsible for:

- a. Assisting in gifted identification efforts
- b. Monitoring student progress
- c. Maintaining student records
- d. Implementing appropriate program options/curriculum
- e. Acting as a resource for parents and classroom teachers
- f. Assisting in the development of documents in regard to gifted education programming options

3. The classroom teacher is responsible for:

- a. Identification, monitoring, and maintaining student records
- b. Implementing appropriate program options/curriculum
- c. Provide documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth

### **Due Process Procedures**

- A. Parents and/or teachers may request the administration of a standardized written or oral ability test for a student without recent ability test scores, or for a student for whom a written ability test may be an inadequate measure of the child's ability. Written parental permission is required before an individual evaluation may be administered.
- B. No test scores are released outside the school except to the parent or by written permission by the parent.
- C. Recent nationally standardized ability and achievement test scores provided by other school districts will be accepted in accordance with the identification procedures outlined above.

### **Professional Development**

Opportunities for professional development in gifted/talented education will be provided for all certified staff members. The professional development will help teachers understand the learning needs and characteristics of gifted/talented children and to develop strategies and options that assist gifted/talented students in reaching their maximum potential. Topics for professional development may include differentiated instructional strategies, modifications of curriculum and instruction, assessment of learning

readiness, social/emotional needs of gifted/talented students, learning styles, twice-exceptional students, current research on acceleration, underachievement, and perfectionism.

Professional development opportunities may be obtained through:

- A. Local, state, and national conferences with a gifted/talented education focus (i.e., EncycloMedia Conference, OAGCT Conference)
- B. Professional development workshops or faculty meeting sessions provided by district or site personnel who are trained in gifted/talented education
- C. Gifted Resource Coordinator Advisory Boards
- D. Artists-in-Residence, authors, historians, consultants, etc.
- E. CollegeBoard Advanced Placement Training and Conferences

### **Parent Involvement and Education**

Parent involvement will be a key component in the development of the Site Gifted/Talented Plan as well as the District Gifted/Talented Plan. Parental involvement roles include the following:

- 1. District Gifted Education Programming Advisory Council
- 2. Participant in own child's gifted education plan development
- 3. Resource person
  - a. Guest Speaker
  - b. Mentor
  - c. Group Leader
  - d. Sponsor
  - e. Tutor
- 4. Participant in gifted education meetings

### **Differentiated Education**

Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth.

- A. Programming Strategies

1. Programming strategies are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
2. Students' placement in programming strategies is based on their abilities, needs, and interests.
3. Gifted child educational programming is ongoing and a part of the school schedule.
4. Differentiated education shall be in place within three weeks of the beginning of the school term.

B. Curriculum for Gifted Education

1. Curriculum for the gifted extends or replaces the regular curriculum.
2. Curriculum is differentiated in content, process, and/or product.
3. Content is differentiated in breadth, depth, and/or pace.
4. Processes for gifted students stress creativity and higher level thinking skills.
5. Developmental appropriateness is a fundamental consideration.
6. Curriculum is planned to assure continuity.

**Appropriate Pacing Strategies**

These strategies are instructional/organizational strategies which match the student's learning readiness level, rate of learning, and affective support.

- A. Individualization of Instruction: Instructional procedures for selection and creation of materials and processes that are based on student's individual physical, mental, psychological, and emotional needs

- B. Continuous progress: Appropriate instruction delivered daily that allows students to move ahead as content and skills are mastered; breaks in age-in-grade lockstep
- C. Acceleration: Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average
- D. Pre-testing and Curriculum Compacting: Adjustment of the instructional plan for students who have mastered some or all of the content to be covered in a unit
- E. Cluster Groups: Grouping of high-ability students within a classroom that are an integrated part of the class, but may have some different learning opportunities and materials with which to work
- F. Instructional Groups: Grouping of high achieving students that work together within or outside the regular classroom for a particular subject area (i.e., mathematics or reading)
- G. Multi-age or Cross-age Groups: Strategy which allows students to travel to the appropriate grade classroom for instruction when the students need instruction at an advanced level
- H. Enrichment of content in the Regular Classroom: Experience provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material (i.e., curriculum compacting or learning centers).
- I. Independent study units: Self-selected and individually contracted research projects on in-depth topics with a variety of final product formats
- J. Advanced Level, Honors, Enriched, and Accelerated Classes: Classes with course content normally taught at a high grade level or content in greater depth
- K. Advanced Placement Courses: College-level courses provided at the Secondary level for which students may receive college credit by

examination (administered by the Advanced Placement Program of the College Board)

- L. Concurrent Enrollment: Attendance of classes in public school and college during the same school session
- M. Online Courses: High school courses taken online through an approved university
- N. Proficiency-based promotion: Students who demonstrate proficiency in a set of competencies at the 90% level shall be advanced to the next level of study in the appropriate curricular areas. This decision will take into consideration social, emotional, physical, and mental growth. For 9-12 courses, the students received credit toward graduation upon satisfactory completion of a comprehensive examination and demonstration of proficiency.

#### **District Gifted Education Advisory Committee**

- A. The District Gifted Education Advisory Committee members will be appointed by the Superintendent. The committee will consist of at least three (3) but no more than eleven (11) members, at least one third (1/3) who have been selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.
- B. The District Gifted Education Advisory Committee will be demographically representative of the community.
- C. The District Gifted Education Advisory Committee will be appointed no later than September 15<sup>th</sup> of each school year for two year terms and will consist of parents of children identified as gifted and talented and community members who may be, but are not required to be parents of students within the district.
- D. The first meeting will be called by the superintendent/designee no later than October 1<sup>st</sup> of each year. At this meeting, the committee will elect a chair and vice chair.
- E. The District Gifted Education Advisory Committee will meet at other times during the year as necessary in a meeting space furnished by the district.

- F. The school district will provide staff who have training in gifted education for the advisory committee.
  
- G. *The District Gifted Education Programming Advisory Committee will assist in the formulation of the District goals for gifted education, assist in the development of the District plan for gifted child educational programming, assist in preparation of the District report on gifted child educational programming, and perform other advisory duties as requested by the Board of Education. [70 O.S. 1210.308(C)]*

### **Expenditures Report**

- A. An expenditures report for the previous school year will be submitted by the Superintendent to the State Department of Education by August 1 of each year as required by 70 O.S. 1210.307(D).
  
- B. The report will outline the expenditures made by the District during that year for gifted child educational programming. [70 O.S. 1210.307(D)]
  
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

### **Evaluation of Gifted Education Programming**

- A. A systematic plan for on-going evaluation is part of program planning and implementation. An on-going process will be established by the Local Advisory Committee on Gifted Education. Previous evaluations will be the basis for planning.
  
- B. Students, teachers, parents and administrators will annually evaluate gifted educational programming at each school site. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the District levels, and, as appropriate, to students, parents and the public.
  
- C. The evaluation process assesses each component of gifted educational programming. These include, but are not limited to:
  - 1. Identification
  - 2. Instructional program (programming options and curriculum)
  - 3. Professional development

4. Teacher selection
  5. Community involvement
  6. Program management
  7. The evaluation process
- D. The Evaluation process will focus upon the appropriateness of educational programming provided for gifted students.
- E. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
- F. Data for evaluation will be obtained from a variety of instruments, procedures and information sources.
- G. Student progress will be assessed, with attention to mastery of content, high level thinking skills and creativity.
- H. Advanced content courses will be noted on student transcripts.

### **Optional Services of Gifted Education Program**

The optional services available to identified secondary gifted education students are: academic/personal counseling, seminars, field trips, scholastic meets, academic competitions, and creative problem-solving competitions. Students may participate as interest, need, and time permits.