

Caesar Rodney School District

Gifted Education and Enrichment Program

Division of Instruction
Fall, 2012

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Acknowledgements

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Statement of Commitment

The Caesar Rodney School District is committed to supporting the learning needs of all students. The district is dedicated to providing appropriate services for all students who require differentiated educational programs and/or services beyond the district's regular school programs.

Board Policy

Pursuant to the Caesar Rodney School District's board policy regarding Instructional Approach (File IF), students will be placed in heterogeneously-grouped classes. Exceptions to heterogeneous groupings may occur at the middle school level with instructional music and algebra; and, advanced-level classes may be offered at the high school level for students who have demonstrated proficiency. In addition, the Board of Education recognizes the unique characteristics of gifted and talented children and further recognizes the need to develop special programs to respond to their individual abilities and competencies (File IHBB).

Definition of Gifted Students

Pursuant to Title 14, Chapter 31 of the Delaware Code, a Gifted or Talented person is a person in the chronological age group 4 through 20 years inclusive, who by virtue of certain outstanding abilities is capable of a high performance in an identified field. Such an individual, identified by professionally qualified persons, may require differentiated educational programs or services beyond those normally provided by the regular school program in order to realize his or her full contribution to self and society.

Definition of Gifted Education

Gifted education will be defined as services and coursework that provide extended learning opportunities focused on the cognitive and affective needs of gifted students. Gifted education services in the Caesar Rodney School District will be inclusive of all school populations and student demographics and consist of differentiated learning experiences.

Programming

Overview of Gifted Education and Enrichment Programs

The Caesar Rodney School District will offer three levels of enrichment which will attempt to support the unique talents and gifts of all children.

I. Level I Enrichment

Definition: Experiences and activities that are purposefully designed to expose children to topics and disciplines related to specific interests and/or talents.

Audience: All students.

Programs: Enrichment Clusters during the school day

II. Level II Enrichment

Definition: Experiences and activities that are purposefully designed to expose children to appropriate academic content and instruction.

Audience: All Students.

All students will receive Level II services during the regular school day (ie. During RtI instruction)

Advanced learners will be exposed to content and instructional strategies designed to promote creative thinking and problem solving skills.

Programs: Response to Intervention, Differentiated learning experiences.

III. Level III Enrichment

Definition: Experiences and activities that are purposefully designed to expose identified profoundly gifted children to advanced levels of content acquisition and instruction.

Audience: Identified Profoundly Gifted students (3-5% of population)

Programs: Small group instruction provided by school staff member.

Definitions and Descriptions of Programs:

- **Enrichment Clusters:** Schools will offer Enrichment Clusters that will expose ALL students to a wide variety of disciplines, topics, occupations, hobbies or events not necessarily covered in the regular curriculum. Enrichment Clusters will be provided for students dependent upon, staffing interests, student demand, scheduling and available resources; however, it is recommended that students be permitted to meet with an Enrichment Cluster a minimum of one class period per week during targeted Enrichment Cluster units (weekly class periods should not exceed one hour). It is recommended that each school provide two units of study, or two Enrichment Cluster opportunities, each school year; one in the first semester and one in the second. Each Enrichment Cluster will last five weeks in length (one period per week for five (5) weeks). Two units of study lasting five weeks each will equate to 10 weeks of enrichment experiences throughout the school year. Examples of Enrichment Clusters may include creative experiences related to core content areas (Young Authors Guild, Space/NASA, Political Science, Engineering), visual and performing arts (Film Production, Creative Dance, Graphic Design), psychomotor experiences (Martial Arts, Yoga), or creative experiences as determined by student or teacher interest (Wood Working, small engine mechanics). Enhanced communications with public businesses/community members and PTO involvement is recommended to assist this program. Approved parent volunteers and guest speakers may assist with this program. Available grades 1-8.
- **After-School Programs:** Schools will offer a variety of after-school experiences that will expose students to a wide variety of topics, occupations, hobbies or events not necessarily covered in the regular curriculum. After-school programs will be offered to students dependent upon interest, availability and/or membership standards. Variations available grades 1-12.
- **Response to Intervention:** Student achievement in reading and math will be monitored and assessed via current Response to Intervention (RtI) guidelines. Universal screening tools test scores and course work will be used for data assessment and identification of all students' learning abilities. Students will be "Tiered" by ability according to RtI guidelines. **Tier I** will represent students working on grade level. **Tier II** will represent at-risk students needing intervention. **Tier III** will represent students performing below, or significantly below, grade level. A Revolving Door Identification Model (Renzulli, Reis, & Smith, 1981) will be used to identify all tier placements. The highest 15-20% of the grade population will not be issued a permanent label. All tiered students will receive differentiated instruction in one, or both, of the content areas. Available in grades 1-8 during identified RtI time periods.
- **Small Group Instruction:** Profoundly Gifted students (3-5% of population) may meet in a multi-age setting one class period per week. Available in grades 3-8.

Supporting Resources and Programs

Gifted Education and Enrichment Resources and Programs:

- **Compass Learning Resources:** The program is an internet-based resource that will evaluate a student's specific skills and concepts as they work on their current academic level. This program will both enrich the students as well as accelerate the student based on specific academic need. (Grades 6-12). [*Funded through 2014 with RTTT Funds]
- **Achieve 3000:** This is a web based ELA Reading program with self-guided reading passages that differentiate the students learning needs. This program will both enrich and accelerate the student based on their current academic need. (Grades 6-12). [*Funded through 2014 with RTTT Funds]
- **Advanced Math Course** (Grade 8).
- **Advanced Placement Courses** (High School, approximately 20 offerings).
- **Career Pathways and Associated Electives** (High School, numerous pathways offered).
- **Visual and Performing Arts:** Music education (grades 1-8), Art education (grades 1-8), Band (grades 5-12), Chorus (grades 5-12). Numerous advanced arts and honors courses offered at the high school (grades 9-12).
- **World Language Immersion Initiative:** Beginning in Kindergarten 2012-13 (with an increase at each grade level all subsequent years until full immersion occurs grades K-12). On-line language courses will be provided in grade 7 beginning 2012-13 (continuing in grades 7 and 8 in 2013-14)
- **Psychomotor Activities:** Physical education (grades K-12), Recess (grades K-5), Interscholastic athletic teams (grades 6-12).
- **Digital Learning/Technology Education:** Technology is integrated with learning in grades K-12; Technology education is provided grades 6-12; Acceptable Use standards and Internet Safety curriculum is provided to all students.

Identification Process

Level I Identification:

All students qualify for Level I instruction (Enrichment Clusters).

Level II Identification:

All students will qualify for Level II instruction (Response to Intervention).

The identification of advanced learners will endorse a Revolving Door Identification Model (Renzulli, Reis, & Smith, 1981) which will identify a fluid pool of candidates (15-20% of each grade population) in reading and math. Response to Intervention progress monitoring practices will identify this high achieving tier of students. Students will be selected for participation in enrichment activities based upon the analysis of test scores, course work, and teacher observations. Progress monitoring of all students will occur every 6-8 weeks.

The goal of a revolving door, or not permanent, identification process is to provide every student with opportunities and resources to achieve their maximum potential throughout the year; not to certify some students as “gifted” and others as “non-gifted”. **This model labels the services, not necessarily the students.** Services offered to our students will be a product of individual student talents and interests and may occur during RtI instructional periods. Research supports when a broader population of students (15-20%) is capable of participating in enrichment experiences, the students in the expanded talent pool produced equal quality of work as compared to students in the top 3-5% of the population (Reis, 1981).

Level III Identification:

For Profoundly Gifted Academic Students (95+ Percentile, 3-5% of population), the Caesar Rodney School District identification process requires the Administration of the Otis Lennon School Ability test.

- In order to qualify for **Profoundly Gifted** academic services an IQ score of **125+** must be achieved.
- Criteria for English Language Learners: A score of **96%+** on an approved nonverbal ability test is required for identification (the NNAT2 is a suggested test).
- Academic standards must be maintained by identified profoundly gifted students in order to participate in small group instruction. Identified students who fail to uphold minimum academic standards will remain in their regularly scheduled class.

Professional Development and Preparation

The Caesar Rodney School District Gifted and Enrichment professional development opportunities may include the following:

- Response to Intervention: The implementation of effective practices
- Differentiation Training: Instructional practice that meet the needs of all learners
- An Introduction to Enrichment Clusters
- Compass Learning Training
- Renzulli Learning Training

*The District Gifted and Enrichment Teachers and/or ALTs will receive specialized/additional training and professional development to support effective implementation of the proposed programs on an as needed basis.

Program Evaluation

Components of the Caesar Rodney School District Gifted and Enrichment program evaluation include:

- Gifted student rosters will be updated and maintained to assist with identification and scheduling.
- The gifted students' academic achievement will be monitored and tracked.
- Professional Learning Communities will document gifted and enrichment discussions.
- Professional development opportunities will be documented.