

# ADM Gifted and Talented Program

## Handbook Modifications for 2011-2012

**Page 5: Identification Criteria:** Change vocabulary to *reading comprehension*

**Page 6: Identification Criteria:** Delete #4 and #7 and add section at the bottom to read:

*Students that have demonstrated any of the above criteria may be asked to demonstrate either of the following if needed:*

1. *Grade level benchmark testing*
2. *Parent observations and recommendations*

**Page 7: Identification Criteria:** #1 add *ITED* after ITBS.

Change vocabulary to *reading comprehension*

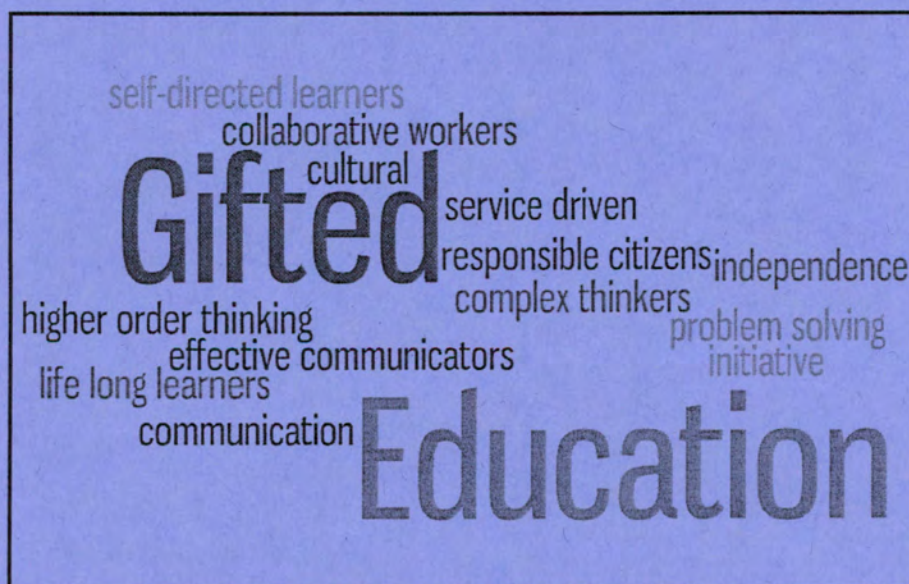
Delete #3, #6, and #7 and add section at the bottom to read:

*Students that have demonstrated any of the above criteria may be asked to demonstrate either of the following if needed:*

1. *Content benchmark testing or semester exams*
2. *Parent observations and recommendations*
3. *Student interviews*

# ADEL DESOTO MINBURN COMMUNITY SCHOOLS

## Gifted and Talented Program Handbook



*2011-2012*



**Adel DeSoto Minburn CSD  
Gifted and Talented Program  
2011-2012**

**Vision**

Provide challenging and engaging learning experiences and opportunities for growth that enable all children with high intelligence, talent, and exceptional capacity to develop to their potential.

**Mission**

Our mission is to serve gifted, talented, and creative children of both genders and all cultural and socioeconomic groups in Kindergarten through Grade 12. Gifted and Talented children have the potential to perform at remarkably high levels for their age, experience, or environment. The Gifted and Talented Program helps all students thrive by offering challenging and supportive educational services.

**Definition**

The Adel DeSoto Minburn CSD operates under Iowa Code's definition of Gifted and Talented.

Iowa Code 257.44 Gifted and Talented children defined.

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

Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual capability
2. Creative thinking
3. Leadership ability
4. Visual and performing arts ability
5. Specific ability aptitude

The ADM Schools work to address gifted needs in all areas, with the primary focus on general intellectual capability and specific ability aptitude.

**Goals**

ADM's Gifted and Talented program seeks to recognize and develop talents in advanced-level learners. To this end, the long-range program goals will serve as the foundation to guide the development and delivery of the gifted



and talented program. Data regarding the various components of the program will be collected throughout the year. This data will be analyzed and used as the basis to determine the overall success of the program and to establish short-term goals for the upcoming year. These short-term goals, which are measurable and data driven, will represent areas in need of improvement of areas of concern.

### **Long-Range Program Goals**

\*To provide valid and systematic procedures for identifying gifted and talented students from the total student population by using multiple selection criteria.

\*To establish and monitor long-range and short-range goals and performance measures to help guide the program.

\*To provide a qualitatively differentiated program that meets the cognitive and affective needs of students.

\*To provide certified and qualified personnel to administer the program.

\*To establish and monitor a budget to support the program needs.

\*To provide for quality professional development for all staff.

\*To review on an annual basis the long-range and short-range goals.

### **District Student Learner Outcomes**

Adel DeSoto Minburn students will acquire the KNOWLEDGE BASE needed to use effectively the following strategies and skills necessary for success in adult life.

Adel DeSoto Minburn students will be EFFECTIVE COMMUNICATORS who:

1. Organize and communicate ideas and information clearly and correctly.
2. Interpret and respond to auditory, written and visual communications.
3. Demonstrate appropriate use of resources and technology.
4. Make quality presentations.

Adel DeSoto Minburn students will be COMPLEX THINKERS who:

1. Consider factors as objectively and completely as possible.
2. Apply knowledge, concepts and processes effectively and thoroughly.
3. Define a problem, generate options and develop a plan of action.
4. Use higher order thinking skills.
5. Produce quality products of complex thinking.

Adel DeSoto Minburn students will be COLLABORATIVE WORKERS who:

1. Share their own opinions.



2. Work to understand others' opinions.
3. Respect others' right to their opinions.
4. Help to build a working relationship within the group.
5. Contribute to the completion of the group process and/or outcomes.
6. Evaluate the effectiveness of the group process.

Adel DeSoto Minburn students will be SELF-DIRECTED LEARNERS who:

1. Schedule and use time wisely.
2. Gather information and use resources on their own.
3. Demonstrate initiative and perseverance in their learning.
4. Self assess for quality.

Adel DeSoto Minburn students will be RESPONSIBLE CITIZENS who:

1. Accept responsibility for their actions.
2. Display knowledge of the workings of democracy.
3. Recognize the need to obey rules and laws.
4. Recognize the connections between current events and history.
5. Demonstrate a willingness to help others.
6. Recognize how personal decisions affect their lives and society.
7. Recognize and respect the value and equality of individuals.

### **Gifted and Talented Student Goals**

The students will:

1. Develop life-long autonomous learner skills. (4)
2. Demonstrate higher order thinking skills including critical thinking, logical thinking, creative thinking, problem solving, applications, synthesis, and evaluation. (2)
3. Explore career possibilities with differentiated advocacy and specific opportunities. (2, 4, 5)
4. Use research and communication skills including print resources and non-print resources, people networking and community networking. (1, 3, 4)
5. Design independent projects inclusive of goals, objectives, products and an evaluation based upon student abilities, interests and responsibilities. (1, 2, 4)
6. Broaden exposure and civic responsibility through cultural and service events. (5)
7. Demonstrate initiative to meet their educational needs. (1, 2, 4)
8. Acquire specific affective and personal growth skills needed to operate at their potential level. (2, 3, 4, 5)
9. Realize educational opportunities through differential curriculum



based upon individual needs (PEP, Personal Education Plan) as developed by staff, students, and parents. (1, 2, 4)

### **Identification**

The ADM Gifted and Talented Program uses multiple measures and criteria to identify children who have the potential to perform at remarkably high levels for their age, experience, or environment. Each attendance center and/or grade span in the ADM district has identification measures and criteria that are developmentally appropriate for their students and that are supported by best practices in education. To assist in this identification process, whole grade screening of all students takes place in third, fifth, and eighth grades. Parents will receive notification prior to any individual or whole group testing for their child. Students can also be brought to the G.A.T.E. committee at *any* grade level if they exhibit any of the identification criteria.

The ADM G.A.T.E. team will reevaluate students who move into the ADM district who have previously been identified by another school district. They will be put on the list for the next G.A.T.E. identification meeting.

### **Kindergarten through Third Grade Identification**

Current research indicates student performance on standardized tests to measure cognitive and academic abilities tends to fluctuate during the early elementary years. In order to support these developmental needs of early elementary students, the students in grades K-3 are screened for extended learning opportunities offered by the GATE program through the use of the following sets of data:

1. Students' verbal responses and written work that is related to the Kingore lessons conducted by the GATE teacher in the grade level general education classrooms and/or
2. GATE teacher's and general education teacher's observations of the student's ability to problem solve at a higher level and/or a high degree of creativity and/or
3. Documented evidence of student performance that is above grade level expectations. Screening information could be obtained from the following documents:

- \*Reading benchmark assessments
- \*Gates McGinitie Reading Scores
- \*Reading running records
- \*Math benchmark scores
- \*Basic math facts assessments



- \*Math content assessments
- \*Scores on grade level writing rubrics
- \*Scores on related arts rubrics

### **Third through Fifth Grade**

The results of standardized testing for cognitive ability and for academic skills become more reliable during the middle elementary grades, thus making the formal identification of students for gifted and talented services feasible. Data to be used in this formal identification process will be gathered during the first semester of third grade and a formal pull-in Gifted and Talented Education program (GATE) will be implemented during the second semester of the third grade. Third grade students who are not formally identified for a pull-in program at semester time, but who demonstrate exceptionally high abilities on the spring Iowa Tests of Basic Skills Tests will be re-screened in the fall of their 4<sup>th</sup> grade year for placement in the pull-in GATE program. Recognizing that giftedness is developmental and that learning abilities and creative abilities may peak at different ages, all students are re-screened for GATE services during the spring of their 5<sup>th</sup> grade year. When whole grade screening takes place, weighted consideration will be given to students who have been engaged in the Level I pull-in GATE program and these students will remain in the GATE program at some level of service. Students new to the district who exhibit exceptional abilities may be screened for GATE services by the GATE teachers and recommended for placement if they meet the established criteria.

### **Identification Criteria**

An identification committee consisting of the administrator for GATE, GATE staff, building principals, grade level or building representatives (2 or 3 per building), and 1 or 2 community representatives will review the nomination criteria. Identification will be based upon consideration of the student in relation to the peer group and the student in relation to the assessment.

The following data sets will be used to screen and nominate students in grades 3-5 for GATE services:

1. Iowa Test of Basic Skills scores of 97% or better based on national norms in the areas of reading comprehension, reading total, language total, math



- problem solving and data interpretation, math total, or basic composite; or score within the top 3% of the local norms in any of the listed subtest and/or
2. Cognitive Ability Test results with a Standard Age Score of 130 or above in verbal reasoning, quantitative reasoning, nonverbal reasoning, or composite score, a School Ability Index in the 9<sup>th</sup> stanine, or the top 3% of local norms in any of the listed areas and/or
  3. Score of 9 or higher on work samples from the Kingore Identification Model lessons in third grade and/or
  4. Other out of level testing, individual IQ tests less than 2 years old, a portfolio of student work samples, content specific screening tools such as the Torrance Test of Creativity Thinking, the Iowa Acceleration Scale, information correlated to student talent, such as ACT/SAT tests taken in grade 5, or other pertinent information which shows areas of giftedness and/or
  5. Teacher observations and evaluations including documented characteristics of gifted students

Students that have demonstrated any of the above criteria may be asked to demonstrate either of the following if needed:

1. Grade level benchmark testing
2. Parent observations and recommendations

### **Grades 6-12**

Identification for GATE services for students in the secondary grades is provided through whole grade screening of students at the end of the 5<sup>th</sup> grade year and the end of the 8<sup>th</sup> grade year. Students in the secondary setting may also be nominated for GATE screening by teachers, parents, peers, and by self-referral. When whole grade screening takes place, weighted consideration will be given to students who have been engaged in GATE programming and these students will remain in the GATE program. Students new to the district who exhibit exceptional abilities may be screened for GATE services by the GATE teachers and recommended for placement if they meet the established criteria. An individual student will not be screened for GATE more than once a year, unless new information demonstrates an exceptional need.



The following data sets will be used to screen and nominate students in grade 6-12 for GATE services:

1. Iowa Test of Basic Skills or ITED scores of 97% or better based on national norms in the areas of reading comprehension, reading total, language total, math problem solving and data interpretation, math total, or basic composite; or score within the top 3% of the local norms in any of the listed subtest and/or
2. Cognitive Ability Test results with a Standard Age Score of 130 or above in verbal reasoning, quantitative reasoning, nonverbal reasoning, or composite score, a School Ability Index in the 9<sup>th</sup> stanine, or the top 3% of local norms in any of the listed areas and/or
3. Other out of level testing, individual IQ tests less than 2 years old, a portfolio of student work samples, content specific screening tools such as the Torrance Test of Creativity Thinking, the Iowa Acceleration Scale, the Roets Leadership Inventory, other pertinent information correlated to student talent, such as ACT/SAT tests taken in grades 7-10, PSAT, PLAN, or additional pertinent information which shows areas of giftedness and/or
4. Teacher observations and evaluations including documented characteristics of gifted students

Students that have demonstrated any of the above criteria may be asked to demonstrate either of the following if needed:

1. Content benchmark testing or semester exams
2. Parent observations and recommendations
3. Student interviews

### **Differentiated Programming and Levels of Services**

In order to meet the cognitive and affective needs of students, the GATE program provides a wide array of opportunities and/or services to ADM students. This differentiated programming is defined in terms of Levels of Services, with instruction taking place in pull-in GATE settings, general education settings, and in community based settings. Each attendance center and/or grade span has programming that is developmentally appropriate and supports students who demonstrate an exceptional capacity or talent.

The parents of students who are involved in the GATE program will be notified and written or verbal consent for services will be acquired before any GATE services are provided. The GATE teacher, with input from the student, general education teacher(s), and parents, will prepare a plan that



includes details of the services and the level of programming deemed necessary to meet the needs of the student.

### **GRADES K-3 Programming**

#### **Student Learner Goals**

The student will:

1. apply higher level thinking skills
2. apply problem-solving skills

#### **Whole Group Services: Kingore Identification Model**

**Whole group instruction serves all students, is provided by the GATE teacher, and takes place in the general education setting.**

The GATE teacher will present whole group classroom activities that are designed around the Kingore Identification Model in the general education setting to all students in the third grade. These work samples will be placed in individual portfolios to be used as part of the data for screening and identification of students for GATE. Following the schedule delineated below, the GATE teacher will use the Kingore activities to facilitate higher order thinking skills activities to all students in grades 3 in the ADM Schools. Information gained through these whole group lessons will serve to help identify students who demonstrate the ability to use higher order thinking skills.

<b>Time Frame</b>	<b>Grade Level</b>	<b>Activities</b>
1 <sup>st</sup> quarter	3 <sup>rd</sup> Grade	Kingore Identification lessons

#### **Level I: Extended Learning Opportunities**

**Extended Learning Opportunities are services for selected students that are offered in a small group setting, by the GATE teacher, and are outside of the general education setting.**

Extended Learning Opportunities will be offered to students in Kindergarten through the first semester of 3<sup>rd</sup> grade who demonstrate an ability to apply higher order thinking. These Extended Learning Opportunity activities will be provided by the GATE teacher and will take place outside of the general education setting. The GATE teacher, the general education teacher, and the student will determine the student's interests and areas of higher ability to be addressed.



Students in grades K-3 may participate in one or more areas. Participation in Extended Learning Opportunity activities at the K-3 level carries no implication for future GATE services since there is no formal identification of students in grades Kindergarten through the first semester of grade 3. Formal identification of students for pull-in GATE services will take place before the end of the first semester of the student's third grade year. Placement in the pull-in program will occur during the second semester of the third year.

Examples of ELP services provided by the GATE teacher in grades K-3 could include the following:

- \*Enrichment activities for math
- \*Guided reading groups and/or literature circles at accelerated levels
- \*Opportunities to explore written language and the writing process
- \*Opportunities for enrichment in areas matched to individual student needs

#### **Level II: Modification of General Education Curriculum**

**The modification of curriculum is a collaborative effort between the general education teacher and the GATE teacher. These are services/modifications that serve many students. The general education teacher in the general education setting presents the modified curriculum.**

Kindergarten through 3<sup>rd</sup> grade students who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement this modified curriculum.

Examples of Level II services include:

1. Guided reading instruction is provided in flexible groups at the students' instructional level (i.e. a third grade student may be receiving reading instruction using 5<sup>th</sup> grade guided reading books and materials)
2. Writer's Workshop provides students opportunities to write at their level
3. Compacting of curriculum to allow for individual differences and skills
4. Differentiated spelling programs



5. Differentiated math materials that are aligned with the curriculum to encourage higher order thinking
6. Experiences in the Star Lab

### **Grades 3-5**

#### **Student Learner Goals**

The student will:

1. demonstrate independent research methods
2. explore career opportunities
3. demonstrate public speaking skills
4. perform service projects
5. observe and/or participate in cultural events
6. use creative thinking in problem solving

#### **Whole Group Services: Kingore Identification Model**

**Whole group instruction serves all students, is provided by the GATE teacher, and takes place in the general education setting.**

During the first semester of third grade whole group instruction will take place. All students will receive GATE services in the general education setting by participating in Kingore lessons that are taught collaboratively by the GATE teacher and the general education teacher.

#### **Level I: Extended Learning Opportunities**

**Extended Learning Opportunities are services for selected students that are offered in a small group setting, by the GATE teachers, and are outside of the general education setting.**

Extended Learning Opportunities will be offered to students in third through fifth grade who demonstrate an ability to apply higher order thinking skills. These Extended Learning Opportunity activities will be provided by the GATE teacher and will take place outside of the general education setting. The GATE teacher, in conjunction with the general education teacher, will determine the curriculum used. Students in grades 3-5 may participate in one of more areas.



Examples of services provided by the GATE teacher in grades 3-5 could include the following:

- \*Enrichment activities for math
- \*Guided reading groups and/or literature circles at accelerated levels
- \*Opportunities to explore written language and the writing process
- \*Opportunities for enrichment in areas matched to individual student needs
- \*Participation in Invention Convention
- \*Research Projects on selected topics
- \*Projects infused with technology

### **Level I: Pull-in Program**

**Pull-in programming serves only those students who have been formally identified through the application of the identification criteria, as exceptional academic students with high general intellectual abilities. Services for pull-in programming are provided by the GATE teacher, are regularly scheduled throughout the school year, and take place outside of the general education setting.**

Formal identification of students for pull-in GATE services will take place before the end of the first semester of a student's third grade year. These identified, highly gifted students may be offered a pull-in program beginning the second semester of third grade. This pull-in program will address the needs of students who possess exceptional academic skills and high general intellectual abilities. Students served through Level I pull-in programming will benefit from the individualized instruction provided and from the interaction with high ability peers. This instruction will be provided by the GATE teacher and will take place outside of the general education setting.

Examples of Level I pull-in curriculum include:

1. Creativity and problem solving are enhanced through the use of projects designed to develop higher order thinking skills.
2. Problem solving, research, and design skills are taught through the creation and presentation of an invention. Local Invention Convention winners serve as representatives to the Area 11 and the Invent Iowa Invention Conventions.
3. Public skills are developed through the presentation of completed projects.
4. Global awareness and community service are instilled through a variety of projects.



5. Students' general intellect is challenged through competitions such as The Thinking Cap Quiz Bowl.
6. Cultural awareness is increased by participating in creative theatre workshops and by attending live performances at the Des Moines Playhouse or the Civic Center.
7. Independent research methods are demonstrated as students select a topic, research it, create a PowerPoint, and present the information to their peers.

### **Level II: Modification of General Education Curriculum**

**The modification of curriculum is a collaborative effort between the general education teacher and the GATE teacher. These are services/modifications that serve many students. The general education teacher in the general education setting presents the modified curriculum.**

Students in grades 3-5 who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement this modified curriculum.

Examples of Level II services include:

1. Guided reading instruction is provided in flexible groups at the students' instructional level (i.e. a third grade student may be receiving reading instruction using the 5<sup>th</sup> grade guided reading books and materials).
2. Students are placed in flexible groups based on math chapter pretests for enrichment or advance learning opportunities.
3. Students who demonstrate mastery on the beginning of the year math assessments advance to the next grade level of math instruction.
4. Reader's workshop provides extended time for students to be engaged in reading a book that is at their independent reading level. The students conference individually with the teacher on a weekly basis to share their thinking and learning. In addition, students reflect daily in their dialogue journals to record the tracks of their thinking.
5. Writer's Workshop allows students to write at their level of expertise.
6. Compacting of curriculum accommodates individual differences and skills.



7. Differentiated spelling program is provided.
8. Subject specific enrichment extends the learning in science and social studies.
9. Experiences in the Star Lab.

### **Level III: Special Opportunities**

**Selected students will be offered opportunities to participate in specific activities or events that will support their areas of giftedness or enhance a specific talent. These opportunities may take place within the general education setting or outside of the general education setting and may be offered by a variety of professionals.**

Students who exhibit exceptional talent in the areas of creativity, leadership, and visual/performing arts may be offered opportunities to attend special events or content specific activities. Opportunities available in these areas will vary from year to year, depending on the availability of the events or activities, cost, scheduling, and transportation.

Examples of Special Opportunities include participation in:

1. Invention Convention
2. Science Fairs
3. Children's Theatre
4. Select or Honor Choirs
5. Art competitions or shows
6. Continental Math League
7. Area Spelling Bees

## **GRADES 6-12**

Student Learner Goals

The student will:

1. access educational opportunities and options commensurate with his/her abilities
2. pursue independent study using individual interest and abilities
3. write measurable long and short-term goals and objectives
4. utilize researching skills using print, non-print and community resources
5. produce products based upon higher level thinking skills



6. perform a service project at his/her developmental level
7. observe and/or participate in cultural events
8. exhibit leadership skills
9. display creative thinking in problem-solving situations
10. demonstrate effective speaking and presentation strategies for varied audiences
11. explore career options based upon values, needs, abilities, and interests
12. employ effective learning strategies

### **6-8 Grade Services**

#### **Level I: Pull-in Services**

##### **Level I: Pull-in Program**

**Pull-in programming serves only those students who have been formally identified through the application of the identification criteria, as exceptional academic students with high general intellectual abilities. Services for programming are provided by the GATE teacher, are regularly scheduled throughout the school year, and take place outside of the general education setting.**

Identified, highly gifted students may be offered differentiated curriculum. This program will address the needs of students who possess exceptional academic skills and high general intellectual abilities. Students served through Level I programming will benefit from the individualized instruction provided and from the interaction with high ability peers. This instruction will be provided by the GATE teacher and will take place outside of the general education setting.

Examples of Pull-in services include GATE teacher monitoring differentiated student projects that involve:

1. Accessed educational opportunities and options commensurate with his/her abilities.
2. Pursued independent study using individual interest and abilities.
3. Written measurable long and short-term goals and objectives.
4. Utilized resourcing skills using print, non-print and community resources.
5. Produced products based upon higher level thinking skills.



6. Performed a service project at his/her developmental level.
7. Observed and/or participate in new and different cultural events.
8. Exhibited leadership skills.
9. Displayed creative thinking in problem-solving situations.
10. Showed effective speaking and presentation strategies for varied audiences.
11. Used assertive communication including reflective listening and "I" messages.
12. Explored career options based upon value, need, abilities and interest.
13. Employed effective learning strategies.

#### **Level II: Modification of General Education Curriculum**

**The modification of curriculum is a collaborative effort between the general education teacher and the GATE teacher. These are services or modifications that are available to many students. The general education teacher in the general education setting presents the modified curriculum.**

Students in grades 6-8 who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement this modified curriculum.

Examples of Level II services include:

1. Students who demonstrate mastery on the beginning of the year math assessments advance to the next grade level of math instruction.
2. Students may be in classes where the curriculum is compacted and allows for individual difference and skills.



### **Level III: Special Opportunities**

**Selected students will be offered opportunities to participate in specific activities or events that will support their areas of giftedness or enhance a specific talent. These opportunities may take place within the general education setting or outside of the general education setting and may be offered by a variety of professionals.**

Students who exhibit exceptional talent in the areas of creativity, leadership, and visual/performing arts may be offered opportunities to attend special events or content specific activities. Opportunities available in these areas will vary from year to year, depending on the availability of the events or activities, cost, scheduling, and transportation.

Examples of Special Opportunities include participation in:

1. Technology Fair
2. Department of Energy/ISU Science Bowl & Solar Car Competition
3. Belin Blank Summer Institute
4. Art competitions or shows
5. Select or Honor Choirs and/or Bands

### **Grade 9-12 Services**

ADM students in grades 9-12 will be provided with a variety of options to accommodate academic and extra-curricular schedules and the enriching experiences available through an expanded general education curriculum. Students may be involved in one or more levels at any given time. Students may choose any particular semester, and they may, with the instructor's permission, repeat and/or move in and out of an option. The parents of students who are involved in the GATE program will be notified and written or verbal consent for services will be acquired before any GATE services are provided. The GATE teacher, with input from the student, general education teacher(s), and parents, will prepare a PEP that includes the level of service provided and details of the services available at the building level that will meet the student's individual needs.

### **Level I: Elective GATE Class**

**Elective classes will be offered to students who have been identified for pull-in programming. These classes will be offered by the GATE teacher and will take place in the GATE setting.**



GATE identified students will be able to register for GATE independent study classes and will meet daily. The class will be individualized to meet the specific student needs in the areas of personal and affective abilities, including career exploration, researching, cultural and service projects, communications, college exploration, organization and study skills, stress management and perfectionism. Students will design independent studies with contracted goals and objectives, using a mentorship when appropriate and possible. The students will have a flexible environment tailored to their interests, skills, learning styles, leadership styles and past experiences. Students may earn one credit per semester.

Examples of Level I opportunities:

1. Individualized Honors Projects are designed to allow students to do extensive work in an area of interest to them.

### **Level II: Modification of General Curriculum**

**The modification of curriculum is a collaborative effort between the general education teacher and the GATE teacher. These are services/modifications that serve many students. The general education teacher, in the general education setting, presents the modified curriculum.**

9-12 grade students who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement the curriculum.

Examples of Level II opportunities:

1. General education classes that are designated as Honor Level Classes
2. College prep classes which may result in college credit through AP College Testing
3. AP classes that may result in college credit
4. Students may test out of classes in order to accelerate their progress toward advanced classes
5. On-line AP classes



6. Des Moines Public Schools offer advanced learning opportunities in a variety of content areas. ADM students who qualify may attend these classes.

### **Level III: Enrichment and Special Opportunities**

**Selected students will be offered opportunities to participate in specific activities or events that will support their areas of giftedness or enhance a specific talent. These opportunities may take place within the general education setting or outside of the general education setting and may be offered by a variety of professionals.**

Students who exhibit exceptional talent in the areas of creativity, leadership, and visual/performing arts may be offered opportunities to attend special events or content specific activities. Opportunities available in these areas will vary from year to year, depending on the availability of the events or activities, cost, scheduling, and transportation.

Examples of Level III opportunities:

1. Knowledge Bowl
2. Mock Trial
3. Nobel Peace Conference
4. World Peace Prize
5. Academic Decathlon
6. Select or Honor Choirs
7. Art competition or shows
8. Select or Honor Band
9. Opportunities to visit colleges
10. All State Band and Choirs
11. Speech Competitions

### **Level IV: Early College and AP Course**

**Level IV services are offered to secondary students. These classes vary in educational setting and are provided by qualified professionals.**

Identified students may, at any time during their High School career, take advantage of the Secondary Enrollment Option. This allows students to enroll in a course at the college level through correspondence, the Internet, or on campus. The students must provide their own transportation for classes that are not accessible from the ADM High School Campus. AP



classes not offered at ADM High may be taken on-line through services such as the AP Online Program, which provides daily college-level studies guided by a professor in the selected area via the Internet and email.

#### **Level V: Advocacy**

**Level V services are offered to identified GATE students by counselors, GATE teachers, and/or general education teachers. These services are provided as needed and take place in a variety of educational settings.**

Students will receive an annual orientation and education counseling. Advocacy for students' needs and goals will be available throughout the year.

#### **Level VI: Special Opportunities in Creativity, Leadership, and/or Visual/Performing Arts**

**Level VI services will be offered to selected students who demonstrate exceptional skills or qualities in identified areas.**

Identification for this service will be separate from the other services. If the school has the ability to provide students with special opportunities, such as working closely with an Artist in Schools program, or in-house seminars, workshops or special field trips, students will be identified on a short-term basis. Students in the area of creativity and visual/performing arts will be identified based on portfolio and expert observation.

In the area of leadership, identification will include a modified Roets Leadership inventory for teachers, peers, and self. Students will not be identified if the school has no way to serve those students' talent areas.

#### **Professional Development**

Professional Development will be provided for the G.A.T.E. teachers. This may include, but isn't limited to:

- \*The annual ITAG conference
- \*Observation of G.A.T.E. teachers in other districts
- \*Attending AEA workshops
- \*Working collaboratively as a K-12 G.A.T.E. team

Formal and informal Professional Development regarding gifted and talented education will be provided on an annual basis to all staff members in the ADM CSD. Formal professional development for staff will take place



through district wide professional development meetings and workshops, building scheduled faculty meetings and/or conferences held outside of the school district. Informal professional development will take place through consultation and/or collaboration between the GATE teacher and/or general education teachers and administrators.

### **Staff Qualifications**

The ADM Gifted and Talented program will be staffed at all grade levels with teachers who are certified in the area of gifted and talented education. The ADM District will assign a licensed administrator to oversee the GATE programming for the district.

### **G.A.T.E Staff Job Descriptions**

- .6 G.A.T.E Teacher
  - 6<sup>th</sup>-12<sup>th</sup> grade GATE instructor-collaborate with classroom teachers from each subject/grade level. This will be an opportunity to differentiate the existing curriculum for identified students
  - Monitor 9<sup>th</sup>-12<sup>th</sup> grade independent study G.A.T.E. students
  - Attend G.A.T.E Professional Development
  - Bi-monthly meetings with each identified student
  - Develop and implement PEPs
  - Communicate with parents about the identification process, programming, and procedures
- .8 K-5 G.A.T.E. Teacher
  - Teach math enrichment groups
  - K-2 ELP students
  - 3-5 GATE enrichment lessons, 3<sup>rd</sup> grade Kingore lessons, reading support in the form of dialogue journaling, conferencing and mini-lessons
- .2 GATE Coordinator-
  - Create a plan and oversee the K-12 GATE program. Bridge each grade level span for succinct K-12 programming
  - Develop a professional development plan for GATE teachers
  - Yearly update of the GATE program overview document
  - Oversee the bi-yearly GATE identification process



- Communicate with parents about the identification process, programming, and procedures
- Coordinate the Personal Education Plans for each identified student
- Facilitate the GATE Self-Audit/Reflection process
- Develop and communicate with staff members about the GATE program
- Update the Gifted and Talented Education district brochure

### **Budget**

The ADM Schools will establish a gifted and talented budget for the expenditures incurred in operating the gifted and talented program.

### **Program Evaluation**

The ADM GATE program will be evaluated on an annual basis. This evaluation will include the review of long and short term goals established for the GATE program. This evaluation process will include an analysis of data related to the program to determine the areas of strength and the areas in need of improvement, a review of the professional development offered to the staff and the impact it had on student achievement, analysis of data gathered from students, parents, and staff regarding the programming, and the review of any additional data deemed necessary to effectively review the quality and delivery of GATE services to the students in the ADM District.