

# **GIFTED EDUCATION PLAN MOORE PUBLIC SCHOOLS MOORE, OKLAHOMA**

## **INTRODUCTION**

An important goal of Moore Public Schools (hereafter referred to as “District”) is to identify and provide appropriate educational experiences for those students who give evidence of high performance capability in intellectual and specific academic areas, and who require learning opportunities or experiences not ordinarily provided by the school in order to fully develop such capabilities.

Initiatives to provide those appropriate educational experiences will include:

- assessing the instructional level of identified students and considering the unique learning characteristics of each child;
- providing differentiated curriculum to meet unique needs; and
- structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.

## **I. Identification of students for gifted educational programming**

### **A. Process for identifying students**

1. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin, or handicapping condition.
2. Nominations will be sought from a wide variety of sources:
  - a. professional educators
  - b. parents
  - c. self
  - d. others as appropriate
3. Data will be collected on nominated students:
  - a. testing methods

- (1) standardized ability tests
    - (2) standardized achievement tests
    - (3) student achievement within the curriculum
    - (4) other as appropriate
  - b. nontesting methods
    - (1) Nomination Inventory checklists
    - (2) other as appropriate
- 4. Student data analysis and placement decisions
  - a. A score in the top 3% on a nationally standardized test of intellectual ability, according to the law of the State of Oklahoma, results in automatic placement into appropriate gifted programming options with parental approval including standard error of measure as denoted in each nationally standardized test of intellectual ability technical manual.
  - b. 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.
  - c. Uniform identification procedures will be used to identify students for specific gifted educational programming options.
  - d. To allow for the unbiased assessment of all cultural and economic backgrounds, a placement decision will be based on referral, performance, appropriate checklists, and other relevant information. The office of gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
  - e. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval.
  - f. Instructionally useful information about individual students obtained during the identification process will be communicated by the school counselor to the

appropriate members of the instructional staff regardless of final placement.

5. Identification of gifted students is an ongoing process extending from first grade through twelfth grade.
  - a. Opportunities will be provided for students to be considered for placement in existing gifted programs throughout their school experience. Referral forms will be available through the counseling office at each school site and the District Gifted Education office.
  - b. Identification of students based on a nationally standardized test of intellectual ability will be valid for the student's educational experience and benefit.
  - c. Identification of students based on alternate methods may be reassessed after one year.
  - d. Students who were identified as eligible for gifted programming options in another school district will be considered for identification and placement based upon qualifying information consistent with this District's policy.
  - e. Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing. Students whose needs are not met by current placement will be considered for other programming options which may be more appropriate to their needs.
  - f. Students who were placed using a nationally standardized test of intellectual ability may be removed from a programming option that is not meeting their educational needs following a conference which includes the child's parent(s), regular education teacher(s), gifted education teacher(s), and administrative representative(s). Parents must be provided with written notification of changes in programming.

- g. Students who were placed using alternate methods may be removed from the gifted education program after one year following a conference which includes the child's parent(s), regular education teacher(s), gifted education teacher(s), and administrative representative(s). Parents must be provided with written notification of changes in programming.
  - h. Strict confidentiality procedures, as elsewhere defined by District policy, will be followed with regard to records of placement decisions and data on all nominated students.
  - i. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed for educational decisions.
6. The identification and placement process includes parental involvement.
- a. Parents will be asked to grant written permission for individual testing.
  - b. Parents will be given written notice that their child has been identified for placement in gifted educational programming.
  - c. Parents will be provided with a summary of the gifted educational programming to be offered to their child.
  - d. Parents may appeal a placement decision with which they disagree. Appeal will be made to the certified personnel at the child's educational site. Further appeals may be made to the District's gifted education coordinator and educational director.
  - e. The district will be required to offer no more than one individual test for gifted identification. Parents may obtain additional evaluations at their own expense.

## II. Differentiated Education

- A. Differentiated education includes multiple programming options and curriculum which is modified in pace, depth, and breadth.
  - 1. Programming Options
    - a. Programming options will be coordinated by the District's gifted education coordinator and education director to guide the development of gifted students from the time they are identified through graduation from high school.
    - b. Students will be placed in existing programming options based on their abilities, needs, and interests.
    - c. Gifted child educational programming is ongoing and a part of the school schedule.
  - 2. Curriculum
    - a. Curriculum for the gifted extends or replaces the regular curriculum.
    - b. Curriculum is differentiated in content, process and/or product.
      - (1) Content is differentiated in breadth, depth and/or pace.
      - (2) Processes for gifted students stress creativity, responsibility and higher level thinking skills.
    - c. Curriculum is planned to assure continuity.
- B. Appropriate learning opportunities will be provided for identified gifted students through a District developed program which is an integral part of the total school program.
  - 1. The District will complete a gifted plan for the following year by April 15 each year.

2. Each program site will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace, provide differentiated curriculum to meet unique needs, and facilitate academic/social support.
  3. When appropriate, differentiation will occur in content, process, product, and learning environment.
  4. Professional development opportunities will be an integral component of the program.
- C. District plan will include selections from appropriate flexible pacing, enrichment, academic/social support and professional development. The following are some of the components that might be incorporated into the plan:
1. Elementary Gifted Plan Options
    - a. Appropriate flexible pacing
      - (1) Individualization of Instruction - instruction of an individual student focused on the specific educational needs of that student.
      - (2) Proficiency Based Promotion - elementary students advancing one or more grade levels by demonstrating proficiency at the 90% level on designated assessments in all curriculum areas.
      - (3) Differentiated or Enriched Classes - include differentiated curriculum and accelerated content designed for able students.
      - (4) Independent Study - individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
      - (5) Continuous Progress/Acceleration - the content and pacing of curriculum and instruction are matched to students' abilities and needs; students move ahead on the basis of mastery.

- (6) Cross Grade Groups - opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectation.
- b. Enrichment
  - (1) Enrichment of Content in the Regular Classroom - experiences 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.
  - (2) Seminars - special short-term instructional periods where students focus on one area of study.
  - (3) Resource Room - a class for students released from their regular classroom on a scheduled basis to work with a gifted education teacher.
  - (4) Creative and Academic Competitions - organized opportunities for students to enter local, regional, state or national contests in a variety of areas, such as science fairs, geography bees, Odyssey of the Mind, Academic Bowl, and others.
- c. Academic Social Support
  - (1) Guidance and Counseling - planned activities, sessions and policies that assist gifted students in planning their academic career in-school and after high school, and that also address the specific social-emotional needs of the gifted, including underachievement.
  - (2) Other

## 2. Junior High Gifted Plan Options

- a. Appropriate Flexible Pacing
  - (1) Individualization of Instruction - instruction of an individual student focused on the specific educational needs of that student.
  - (2) Proficiency Based Promotion - secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
  - (3) Differentiated, Enriched or Honors Classes - include differentiated curriculum and accelerated content designed for able students; these classes need not be limited to identified gifted students.
  - (4) Independent Study - individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
  - (5) Continuous Progress/Acceleration - the content and pacing of curriculum and instruction are matched to student ability and needs; students move ahead on the basis of mastery.
  - (6) Cluster Groups - any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
  - (7) Instructional Groups - any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
  
- b. Enrichment
  - (1) Enrichment of Content in Regular Classroom - experiences 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.
- (2) Seminars - special short-term sessions where students focus on one area of study.
  - (3) Creative and Academic Competitions - organized opportunities for students to enter local, regional, state or national contests in a variety of areas, such as science fairs, geography bees, Odyssey of the Mind, National History Day, Academic Bowl, Engineering Fair, and others.
- c. Academic Social Support
- (1) Duke Talent Search - conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.
  - (2) Guidance and Counseling - planned activities, sessions and policies that assist gifted students in planning their academic career in-school and after high school, and that also address the specific social-emotional needs of the gifted, including underachievement.
3. High School Gifted Plan Options
- a. Appropriate Flexible Pacing
    - (1) Individualization of Instruction - instruction of an individual student focused on the specific educational needs of that student.
    - (2) Proficiency Based Promotion - secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
    - (3) Differentiated, Enriched or Honors Classes - include differentiated curriculum and accelerated content designed for able students;

these classes need not be limited to identified gifted students.

- (4) Independent Study - individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
- (5) Continuous Progress/Acceleration - the content and pacing of curriculum and instruction are matched to student abilities and needs; students move ahead on the basis of mastery.
- (6) Cluster Groups - any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- (7) Instructional Groups - any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- (8) Concurrent Enrollment - qualified students taking college/vocational courses concurrently while in high school.
- (9) 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).

b. Enrichment

- (1) Enrichment of Content in the Regular Classroom - experiences 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.
- (2) Seminars - special short-term sessions where students focus on one area of study.

- (3) Creative and Academic Competitions - organized opportunities for students to enter local, regional, state or national contests in a variety of areas, such as science fairs, geography bee, Engineering Fair, National History Day, Academic Bowl, and others.
- (4) Other
- c. Academic/Social Support
  - (1) Guidance and Counseling - planned activities, sessions and policies that assist gifted students in planning their academic career in-school and after high school, and that also address the specific social-emotional needs of the gifted, including underachievement.
  - (2) Test Preparation - provide students with readiness opportunities for PLAN, PSAT, SAT, and ACT.
  - (3) Other

### **III. Evaluation**

- 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;
  3. Professional development;
  4. Teacher selection;
  5. Community involvement;
  6. Program management; and
  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.

#### **IV. Local Advisory Committee**

- A. The Local Advisory Committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consist of at least three but no more than eleven members, at least one-third of whom shall be selected from a list of nominations submitted by associations

whose purpose is advocacy for gifted and talented children. [70 O.S. 1210.308(A)]

- B. The Local Advisory Committee will be demographically representative of the community.
- C. The Local Advisory Committee will be appointed no later than September 15 of each school year for two-year terms and will consist of parents of children identified as gifted and community members who may be but are not required to be parents of students within the district. [70 O.S. 1210.308(A)]
- D. The first meeting will be called by the superintendent no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice-chair.
- E. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the District. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.
- F. The District will furnish staff who have trained in gifted education for the advisory committee.
- G. The Local Advisory Committee will assist in the formulation of District goals for gifted education, assist in 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)]

**V. Qualifications and responsibilities of gifted child educational program staff**

- A. Qualifications of staff:

1. Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
2. The coordinator of gifted education holds a valid Oklahoma teaching certificate and Masters degree.
3. Teachers whose duties include direct involvement with gifted and talented students will participate in inservice training or college training designed to educate and assist them in the area of gifted education each year.
4. The coordinator of gifted education will participate in inservice training or college training designed to educate and assist them in the area of gifted education each year.
5. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students each year.

B. Responsibilities of gifted educational program staff:

1. The superintendent or the coordinator of gifted education will be responsible for working with the Local Advisory Committee, overseeing the District plan, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.
2. Under the direction of the district coordinator of gifted education, an organizational document will be developed for the District which clearly delineates roles, responsibilities and coordination procedures with regard to gifted educational programming options.

3. Delivery is addressed by both the regular classroom teachers and the gifted education teachers. They work together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed.

## **VI. Budget**

- A. The District coordinator of gifted education will compile the budget and will prepare, in conjunction with the superintendent and Local Advisory Committee, a District budget for gifted educational programming.
- B. The District budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required.
- C. The District budget for gifted educational programming will be approved by the board of education before filing with the State Department of Education.

## **VII. 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.
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.