



Centennial School District Gifted Services Program

May 2007

The most significant message of gifted education is that we need to empower and enable students to develop and use the talents they possess. Our greatest opportunities, and our most complex challenges as well, are really about programming, rather than definitions or identification procedures or instruments. Through our combined years of experience in the field, spanning more than two decades, we have come to the conclusion that effective, quality programming is the very heart of gifted education.

Donald J. Treffinger

Grover C. Young

Carole A. Nassab

Carol V. Wittig

Expanding and Enhancing Gifted Programs



Centennial School District Gifted Service Task Force

A representative task force engaged in a process during the fall of 2006 to develop the guiding statements that are the foundation of this program model. This dedicated group of people provided valuable guidance to the district gifted staff members and we thank them for their time, expertise, and willingness to be part of this process.

Viki Bosin	Senior High Teacher
Pat Christiansen	District & High School Gifted Services
Suzy Guthmueller	School Board Member
Dianna Hunt	Middle School Gifted Services
Becky Johnson	Parent
Subathra Kadhiresan	Parent
Dan Kelly	Principal
Sara Koehn	Middle School Teacher
Chris Manning	Elementary Gifted Services
Kelly Marciano	Parent
Michelle McClellan	Elementary Teacher
Mary Millerhagen	Elementary Teacher
Imina Oftedahl	Facilitator
Colleen Salay	Elementary Gifted Services
Cyrena Schroeder	Elementary Gifted Services
Amy Sorenson	Parent

Centennial School District Gifted Services Program Study Timeline

School Year 2005-2006

- Gifted Consultant, Karen Kramer, was hired by the district to conduct a Gifted Program Analysis
- Ms. Kramer visited the district, met with district staff and parents, and reviewed documents developed by a 2003-2004 gifted study committee
- The Gifted Program Analysis Report was issued to the district in March 2006
- Spring of 2006 1.0 FTE was restored to gifted services staffing including .25 for a district facilitator

School Year 2006-2007

- **September – October**
A representative task force was formed and worked together to develop guiding statements that were used as the foundation for the redesign of gifted services for the district
- **September**
Sue Feigal-Hitch, Gifted Consultant, was hired to facilitate the process of redesigning our gifted services model
- **October – present**
The gifted services staff worked with the Ms. Feigal-Hitch to develop a draft proposal of a gifted services model based on research and best practice
- **April**
The draft proposal was presented to the task force and administrators for feedback
- **April**
The draft proposal was presented to the Systems Accountability Committee as an information item
- **April**
1.1 FTE was added to elementary and middle school gifted services staffing
- **May**
Presentation of redesigned service model to building level staff

Next Steps

- **May**
Presentation to the Systems Accountability Committee for endorsement
- **May**
Presentation to the School Board for approval
- **Summer 2007**
 - 1) Develop a timeline for implementation based on staffing levels and resources
 - 2) Create support materials for services and processes
- **Fall 2007**
Begin the first year phase of implementation of the redesigned service model including identification of students' needs for levels of service and staff development initiatives



Gifted Services Centennial School District

Centennial School District Mission

Through academic, emotional, and social development, Centennial School District #12 prepares students for life.

Centennial School District will:

- Partner with students, staff and community
- Produce learners with high academic and communication skills
- Develop responsible citizens

Gifted Services

The mission of the Centennial School District is excellence for all learners. The school district recognizes that gifted learners are a population with special educational needs. These learners are capable of high performance when compared to others of similar age, experience, and environment, and represent the diverse populations of our communities. These learners have potential that requires differentiated and challenging educational services beyond those provided in the general school program.

The Gifted Services Program will:

- Serve students from pre-kindergarten through grade 12 through a continuum of educational opportunities and supports based on students' identified needs
- Use equitable and inclusive assessments to identify student educational needs
- Meet academic and intellectual needs through rigor, pacing and depth of the curriculum
- Address unique intellectual and social/emotional needs
- Provide service through knowledgeable educators with skills and resources based on instructional best practices and proven research
- Partner with the regular education program to meet the unique needs of gifted learners
- Be inclusive and partner with the regular education program to support differentiated, enriched, or extended learning opportunities for students not identified for Level 3 services, but demonstrating an educational need
- Participate in the approved curriculum review cycle for each curricular area to ensure that the needs of gifted learners are considered
- Advocate for staff development training for all staff specific to instructional strategies, curriculum, and social/emotional needs of gifted students



Centennial Public Schools

Definition of Giftedness

(Adapted from Minnesota Department of Education MARSS Manual)

Gifted children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. These students are capable of high performance when compared to others of similar age, experience, and environment, and represent the diverse populations of our community. These are students whose potential requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic aptitude, creativity, leadership and visual and performing arts.

General intellectual ability: Students who demonstrate a high aptitude for abstract reasoning and conceptualization, who master skills and concepts quickly, and/or exhibit advanced critical thinking capability.

Specific academic aptitude: Students who evidence extraordinary learning ability in one or more specific disciplines.

Creative and critical thinking: Students who are highly insightful, imaginative, and innovative, who consistently assimilate and synthesize seemingly unrelated information to create new and novel solutions for conventional tasks, and who can interpret, analyze and evaluate information.

Leadership ability: Students who emerge as leaders, and who demonstrate high ability to accomplish group goals by working with and through others.

Visual and performing arts: Students who are consistently superior in the development of a product or performance in any of the visual and performing arts.



Gifted Services Centennial School District Identification of Educational Needs

The Centennial School District gathers achievement information from multiple sources on an ongoing basis to determine the educational needs of students. Gifted Services will use this achievement data in addition to work samples, checklists, and ability measures to create educational profiles identifying students' needs for added rigor or challenge in their educational programming. This inclusive process will match students' identified needs with learning opportunities supported by the Gifted Services Levels of Service Programming.

Grades K - 2

All students in kindergarten and grades 1 and 2 may receive curriculum based Level 1 services. Some students in kindergarten and grades 1 and 2 will receive curriculum based Level 2 services based on teacher referral and available assessment data. Students exhibiting uniquely high academic needs will be considered individually for further assessment to determine possible additional service needs.

Grades 2 – 12

All students in grades 2 through 12 may receive Level 1 curriculum based services. Some students in grades 2 through 12 will receive Level 2 curriculum based services based on teacher referral and available assessment data including MAP reading and math scores, teacher evaluation of performance per report card grades, and standardized measures of achievement including the Algebra Readiness Exam, EXPLORE, and PLAN which are taken by students at the secondary level.

Students in grades 2 through 12 exhibiting high academic potential and/or performance will be assessed to determine their need for Level 3 student based services. Data and information gathered through the assessment process will be used to match the services available to the needs that would best support the individual student's educational, social, and emotional growth and development. A variety of assessment measures will be used to identify students' needs for Level 3 services including MAP reading and math scores; teacher, parent, and student checklists; standardized measures of achievement including the Algebra Readiness Exam, EXPLORE, and PLAN which are taken by students at the secondary level; and group and/or individual ability assessments. Relevant assessment data from qualified out of school district sources will be included with Centennial School District data when making decisions on a student's need for Level 3 service. Obtaining outside assessment data is the responsibility of the parent.

Centennial Gifted Program Levels of Service Framework

Level One

Services for ALL Students Gr. Pre- K - 12

High Quality Curriculum with Differentiation, Creative & Critical Thinking
This may lead to more in-depth study, extended group projects,
special interest groups, etc. based on student need.

Gifted Staff has a professional and/or physical presence; provides support for teachers and students inside or outside of the classroom.

Level Two

Services for SOME Students

Gr. K - 12

Interdisciplinary, enrichment, accelerated, honors,
advanced classes, etc.

Gifted Staff has direct involvement with students exhibiting high academic needs.

Level Three

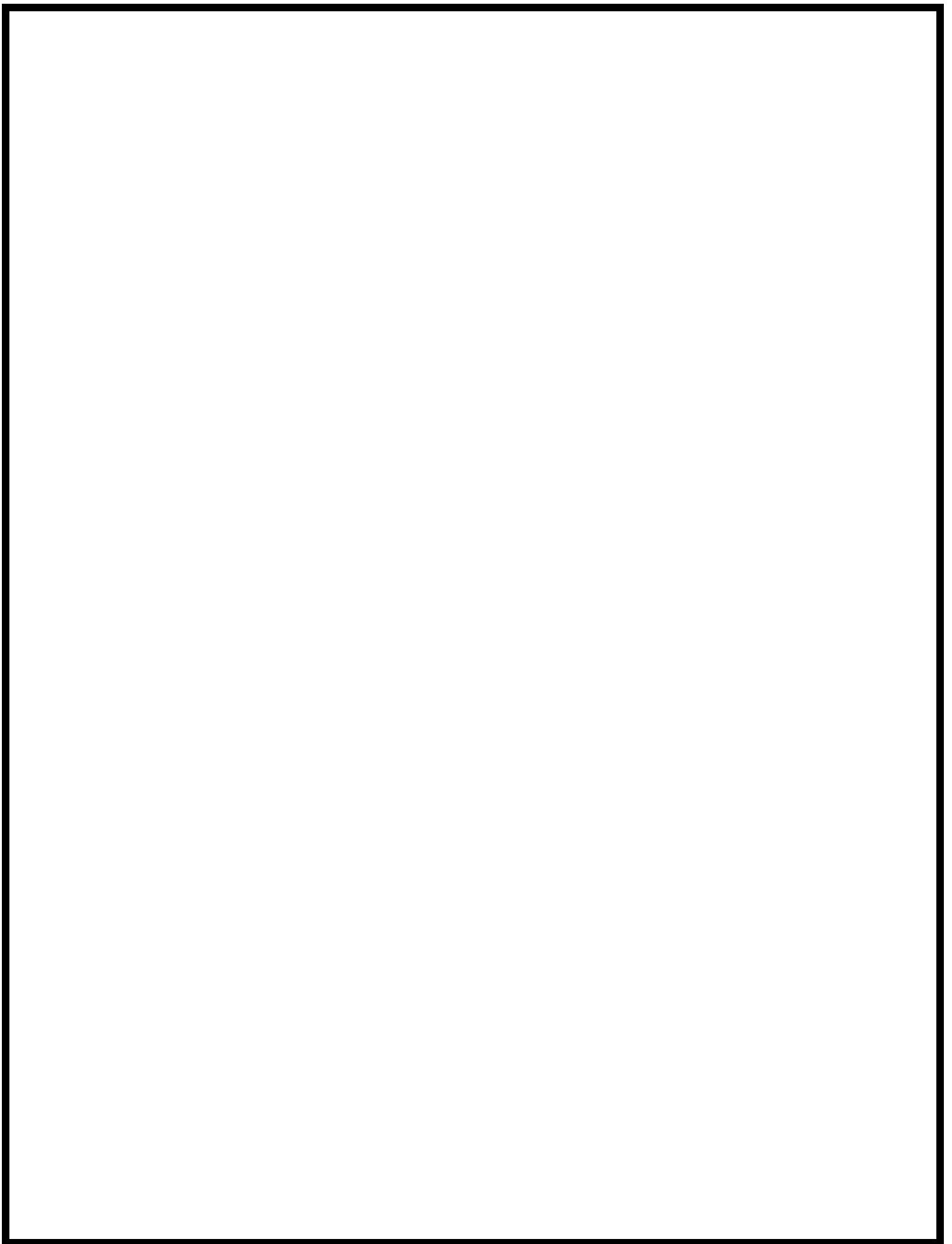
Service for FEW Students

Gr. 2 – 12 based on student need

Early admission, send-out, acceleration,
dual enrollment, early graduation, etc.

Gifted Staff has direct involvement with identified students

**K-1 grade students exhibiting uniquely high academic needs will be considered individually. Level 3 services for grade 2 students will begin in February.*



Centennial Public Schools Gifted Education Continuum of Services

Level One Services for ALL Students

Gifted Staff has a professional and/or physical presence; provides support for teachers and students inside or outside of the classroom.

- Academic co-curricular
- Collaborative teaching/planning
- Differentiated instruction
- Enrichment/Extension within the school day
- Exploratory/Elective classes (CMS, CHS)
- Flexible instructional grouping (Grouping within the academic curricular areas - within and/or outside classroom)
- Flexible offerings
- Thinking skills

Grades Pre K-12

Level Two Services for SOME Students

Gifted Staff has direct involvement with students exhibiting high academic needs.

- Accelerated/Advanced Classes
- Advanced Placement (CHS)
- College courses (CHS)
- Curriculum compacting
- Enrichment groups
- Honors classes (CHS)
- Honors options in regular classes (CHS)
- Learning contract
- Resource room
- Summer enrichment programs

*Grades K-12
Students exhibiting high academic needs*

Level Three Services for FEW Students

Gifted Staff has direct involvement with identified students

- Acceleration
- Advisory (CMS)
- Cluster grouping within or across grade levels
- Independent studies
- Individual learning plan
- Mentor Connection (CHS)
- Mentorships (CMS, CHS)
- Send-out (Elem)
- Proactive counseling group
- Talent searches and/or summer programs

*Grades 2-12
Identified students; services based on individual needs*

** K-2 grade students exhibiting uniquely high academic needs will be considered individually. Level 3 services for grade 2 students will begin in February.*

Recommendations of the Centennial Gifted Services Task Force Foundation for the Levels of Service Model

Curriculum based services must reflect differentiation in pace, depth, and complexity

Student based services must address both cognitive and affective needs

A continuum of gifted services should be offered to students in grades Pre K through 12

Services should become more specialized and appropriate for smaller numbers of students at points farther along the continuum

Level One Annotation Grades K-12

Gifted Staff has a professional and/or physical presence; provides support for teachers and students inside or outside of the classroom.

Academic co-curricular programs

Academic co-curricular programs can serve to both motivate and challenge students. They often involve students in forms of competition.

Collaborative teaching/planning:

The Gifted Resource Teacher works in collaboration with the classroom teacher to differentiate instruction for gifted/talented students.

Differentiated instruction:

Differentiated instruction is changing the pace, depth, breadth, and/or mode of instruction based on students' academic needs, interests, and learning styles.

Enrichment/Extension activities within the school day:

Activities that enrich and extend the curriculum designed to meet student interest and need.

Exploratory/Elective classes:

Curriculum activities in the form of electives or options designed to meet secondary students' interest and changing needs. Exploratory activities give students the opportunity to study in-depth while in the safe environment of the school setting.

Flexible instructional grouping with the academic curricular areas - within and/or outside classroom:

Flexible instructional grouping occurs within the regular classroom. Students are periodically assessed, primarily in language arts/reading and mathematics, to determine their instructional level needs in those areas. Students of similar needs may be grouped as warranted. Appropriate curriculum, instruction, and materials are provided. Team teaching may occur and allows for greater flexibility in the instructional grouping of students.

Flexible offerings:

Offerings vary from year to year, school to school, and place to place. They include a variety of topics that may depend on the specific needs, readiness levels and/or interests of the students and particular resources available in the school at the time. They may also take place outside the academic curriculum and in the community. Artist in residence and programs and activities presented to students by out of school experts are included as flexible offerings. Physics Force is an example of a program and chess club is an activity example.

Thinking skills:

A variety of strategies and resources will be used to promote higher level thinking skills to include, but not limited to critical thinking, creative thinking, problem finding and problem solving, metacognition, inquiry and investigation, and Socratic discussion.

Level Two Annotation **Grades K-12**

Accelerated & advanced classes

An accelerated and/or advanced class may be used to meet the needs of high performing students who exhibit extreme strengths and/or interests in specific areas. These courses are generally fast-paced and more rigorous than the regular course. These classes are available to students at all levels. The classes in grades 6-10 are designed to prepare students for the high level of expectations for achievement, advanced skills, concepts and strategies necessary for success in the college-level courses they may choose to take in grades 11 and 12.

Advanced Placement classes:

This program is sponsored by the College Board and administered by Educational Testing Service. Secondary students have the opportunity to participate in challenging, rigorous, college-level course work while still attending high school. Based on their exam score, students may receive credit, advanced placement, or both from thousands of colleges and universities that participate in the AP Program.

After school/weekend/summer enrichment programs:

These classes are designed to give students a unique experience to challenge their thinking and learning beyond the regular school-year program. Often these services are sponsored by agencies outside the school district.

College courses at Centennial High School:

Centennial High School offers college level courses taught by Centennial teachers in cooperation with the University of Minnesota-Twin Cities and Anoka Ramsey Community College. These college courses are taught at the high school by CHS teachers during the regular school day. Each student who successfully completes a college course earns University of Minnesota or Anoka Ramsey credit for the course as well as high school credit. In most cases, credit can be transferred to other colleges and universities.

Curriculum compacting:

Curriculum compacting is designed to adapt the regular curriculum to meet the needs of the student who is achieving above grade level expectations by either eliminating work that has been previously mastered or streamlining work that may be mastered, at a pace commensurate with the student's learning needs. Curriculum compacting has the three major objectives:

- To create a more challenging learning environment
- To guarantee proficiency in the grade level expectations,
- To buy time for appropriate depth of study or acceleration activities.

Enrichment groups:

Flexible academic groups that meet on a short term basis during the school year designed to enrich/extend grade level curriculum based on the needs of the students. These classes apply an appropriate level of challenge, pace, depth, and complexity above grade level standards.

Honors courses

Honors courses are intended to provide motivated and highly capable students with significant academic rigor. Courses are designed to promote higher level thinking skills and encourage inquiry and self-directed learning. The honors course curriculum is altered to provide additional depth of content, accelerated pacing, advanced concepts and provide extended learning opportunities. Honors courses are designated in the course catalog and on student transcripts.

Honors options within regular courses:

Honors options are learning opportunities offered in designated regular courses intended to provide students with extended learning opportunities within a course of study. These opportunities are independent study tasks that provide additional depth of content, advanced concepts and a chance for more authentic applications of skills and knowledge. Students obtain all information regarding the honors option guidelines and assignments from the teacher of the course. Honors option courses are designated in the course catalog.

Learning contract:

Student and classroom teacher work together to determine the complexity, depth, and pace of learning for a particular unit or content area that best meets the student's needs.

Post-secondary enrollment option:

Students in Minnesota may attend college during their junior and senior years of high school. The tuition and books are paid by the State of Minnesota, and students who successfully complete the course may earn credit through the college as well as high school credit. The University of Minnesota, Minnesota State Colleges and Universities, and some private colleges provide opportunities for high school students to participate in the Post-Secondary Enrollment Options program. These institutions establish admissions criteria for PSEO students that promote progress through college-level course work that will augment continued academic growth.

Resource room:

The Gifted Resource Teacher may work as a resource for teachers and students. For example, the resource teacher may work with a small group of students on an extension project at the request of the classroom teacher, or the resource teacher may work with students who are conducting independent study.

Level Three Annotation **Grade 1-12 based on student need**

Acceleration:

Acceleration falls into two broad categories: grade-based acceleration and/or subject-based acceleration.

Grade-based acceleration includes early entrance to kindergarten or to college and grade skipping. Early entrance at any level for students who demonstrate readiness and need, early entrance to kindergarten, first grade, middle school, high school, or college may be appropriate.

Subject-based acceleration is designed for more rapid pacing of the material taught to the learner. This can be done at the student's current grade level with appropriate materials. Subject-based acceleration can also be where a student enters a higher grade level for part of the school day to receive advanced instruction in one or more content areas. This is usually offering a standard curricular experience at a younger than usual age or at a lower than usual grade level.

Advisory:

Advisory designed for all-female/all-male multi-age students who are primarily in the gifted services area to develop close, trusting relationships between students and adults, increase engagement with learning and feelings of positive self-esteem and belonging. Social and academic support activities include giving career information and guidance, developing student self-confidence and leadership, discussing academic issues, social relationships, peer groups, etc.

Cluster grouping within or across grade levels:

Students identified as gifted are assigned in cluster groups of up to eight students to designated classrooms where they are provided a differentiated curriculum within the regular classroom setting. Classroom teacher works in close collaboration with gifted resource teacher.

Independent study/research:

Independent study/research opportunities are available to students on a case-by-case basis under the direct supervision of a qualified staff member.

Individual learning plan:

A learning plan is designed containing an individualized program of study based on the needs of the student. This type of plan may be appropriate for a small percentage of unique learners. As part of a learning plan, several kinds of differentiation such as acceleration, independent study, curriculum compacting, attention to social/emotional needs, and other gifted services may be described as needed.

Mentor Connection:

Mentor Connection is a year long, advanced learning program for highly motivated academically talented high school juniors and seniors offered through Northeast Metro District 916. Students enter this program through an application and interview process. After sufficient preparation, a student is placed with a professional in an academic, industrial, or artistic environment. The professional agrees to involve the student in appropriate hands-on learning experiences within their areas of interest.

Mentorships:

The gifted resource teacher may organize and set up mentorships between professionals in various fields and students with talent and/or interest in those fields. The mentorships may be short or long term. Mentorships provide unique learning experiences for students with exceptional strength in specific areas. Mentorships are appropriate for exceptional students grades 6-12.

Proactive counseling/ discussion groups:

The service model provides individual and/or groups that meet for the purpose of providing affective support and exploring issues of concern to high ability students. These groups are especially appropriate for students with extreme affective needs.

Send-out classes:

The class provides a means for bringing gifted students together for intellectual and social/emotional support. The curriculum may be interdisciplinary in nature and designed to be 'in place of', not 'in addition to' the regular class curriculum. These classes apply an appropriate level of challenge, pace, depth, and complexity above grade level standards. Independent and group projects are pursued.

Talent searches/summer programs:

A number of schools and organizations nationwide have processes for identifying and supporting gifted students.



Gifted Services Program Model Resource List

The Centennial Gifted Services Program Model is based on research and best practices from a variety of resources including those listed below.

Johnsen, Susan K., ed. *Identifying Gifted Students: A Practical Guide*. Texas: Prufrock Press, 2004.

Landrum, Mary S., Callahan, Carolyn M., and Shaklee, Beverly D. *Aiming for Excellence: Gifted Program Standards*. National Association for Gifted Children. Texas: Prufrock Press, 2001.

Lohman, David F. and Korb, Katrina A. "Gifted Today But Not Tomorrow? Longitudinal Changes in Ability and Achievement During Elementary School". University of Iowa, February 17, 2006.

Lohman, David F. "Identifying Academically Gifted children in a Linguistically and Culturally Diverse Society". University of Iowa, May 22, 2006.

Matthews, Dona J. and Foster, Joanne F. *Being Smart About Gifted Children*. Arizona: Great Potential Press, 2005.

National Association for Gifted Children Position Statements. "Ability Grouping", "Acceleration", "Addressing Affective Needs of Gifted Children", "Collaboration Between Gifted and General Education Programs", "Differentiation of Curriculum and Instruction", "Using Tests to Identify Gifted Students".

Purcell, Jeanne H. and Eckert, Rebecca D., eds. *Designing Services and Programs for High Ability Learners*. National Association for Gifted Children. California: Corwin Press, 2006.

Reis, Sally M., series ed. *Essential Readings in Gifted Education Series*. California: Corwin Press, 2004.

Robinson, Ann, Shore, Bruce M., and Enersen, Donna L. *Best Practices in Gifted Education: An Evidence-Based Guide*. National Association for Gifted Children. Texas: Prufrock Press, 2007.

Rogers, Karen B. *Re-Forming Gifted Education Matching the Program to the Child*. Arizona, Great Potential Press, 2002.

Treffinger, Donald J., Young, Grover C., Nassab, Carole A., and Wittig, Carol V. *Enhancing & Expanding Gifted Programs*. Texas: Prufrock Press, 2004.