

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 areas of intellectual, creativity, leadership, artistic expression, 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) nationally standardized tests of intellectual ability
 - (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. All second and eighth grade students will participate in the group ability test. Parents must submit a denial in writing to the appropriate site principal in order to have their child excluded from participating in the group ability test.
 - b. 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.
 - c. Students scoring between 90% and 96% will qualify for additional testing provided at the respective sites.
 - d. 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.
 - e. Uniform identification procedures will be used across the district to identify students for specific gifted educational programming options.
 - f. 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 will authorize the use of alternative assessment procedures when appropriate for a student.
 - g. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval.
 - h. A committee chaired by an educator with training in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records and makes professional decisions on placement of students.
 - i. Instructionally useful information about individual students

obtained during the identification process will be communicated by the site committee to the appropriate members of the instructional staff regardless of final placement.

5. Identification of gifted students is an ongoing process extending from school entry through twelfth grade.
 - a. Opportunities will be provided for students to be considered for placement in existing gifted programs/opportunities 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 score of 97% or higher on a nationally standardized test of intellectual ability will be valid for the student's educational experience and benefit and for the duration of the student's career with the District.
 - 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. However, should a student merit additional testing based on performance of the initial test, additional testing will be provided by the district. If the student does not qualify via district assessments, 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 meet the needs 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. Gifted programming shall be in place within three weeks of the beginning of the school term.
 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. Individual student needs will be addressed case by case with specific opportunities determined by input from parents and the site committee.

4. Differentiation will occur in content, process, product, and learning environment.

5. Professional development opportunities will be an integral component of the program.

C. District plan will include appropriate flexible pacing, enrichment, academic/social support and professional development. The following are components that could be incorporated into the individual plan:

1. Elementary and Intermediate Grades Gifted Education (Prekindergarten-6th grade):

a. Placement for Identified Gifted Students

1. Heterogeneous classrooms with clusters of identified gifted students organized to provide planned differentiated instruction and time with intellectual peers multiple times throughout the day.

2. Cluster size dependent upon the number of students identified within grade levels and sites.

b. Acceleration (Appropriate Flexible Pacing):

1. Proficiency Based Promotion: A process, upon request of a student,

parent/ guardian or educator, in which a student will be given the opportunity to demonstrate proficiency (at the 90% level) in one or more areas of the core curriculum. The opportunity for proficiency assessment is provided monthly or upon request through the Student Placement Office. Students are allowed to take proficiency assessments in multiple subject areas and advancement and promotion may occur as a result of these assessments.

2. Acceleration: Administrative practices to allow students to progress through the core curriculum and/or grade levels at a rate faster than average. A faster pace through grade level requirements may be provided when pre-assessment of an individual student shows 90% proficiency on an end of year post-test.
3. Compacting: A three-step process that assesses what an individual student knows about material to be studied and what the student still needs to master; plans for learning what is not known and excuses students from what is known; and, plans for time to be spent in "application of concept" activities and/or extended/accelerated study instead of regular activities.
4. Cross-Grade Groups: Opportunities for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning tasks and performance expectations.

c. Addressing Depth and Complexity:

1. Collaborative Groups: A strategy teachers use to mirror the world of work and provide opportunities for students to work as a team to tackle challenging problems, explore extensions of topics, and create collective products.
2. Contracts: A strategy that allows students to work independently on material that is largely teacher-directed.
3. Creative and Academic Competitions: Organized opportunities for students to enter local, regional, or state contests in a variety of areas e.g., Geography Bee, Math Competitions, Knowledge Masters, Odyssey of the Mind, Word Masters, Quiz Bowl, Vex IQ
4. Flexible Groups: Student groups within a classroom or a team that changes frequently based on interests and/or needs.
5. Goal Setting and Meta-cognitive Reflection: An ongoing process in which students engage in meta-cognition and use reflections to identify and define long and short-term objectives.
6. Independent Projects: A strategy through which an individual student and the teacher identify problems or topics of interest to the student. Student and teacher together plan a method of investigating the problem or topic and identify the type of product the student will develop. The product addresses the problem and demonstrates the student's ability to apply skills and knowledge to the problem or topic.
7. Independent Study: A course or unit of study developed through an individual arrangement.
8. Interdisciplinary Learning: A process for developing learning experiences

that combine two or more academic disciplines to make connections between bodies of knowledge.

9. Learning Centers/Stations: A strategy teachers use to provide "stations" or collections of materials for students to explore topics or practice skills in greater breadth and depth, balancing student and teacher choice about centers to be completed.
10. Multiple Resources: A strategy for incorporating varied and complex materials in the learning environment, i.e., technology resources, people resources.
11. Pretesting: A strategy in which teachers assess what students know and can do, then adjust and/or design learning activities according to the needs that have emerged.
12. Higher Level Questions and Tasks: Strategies that draw on advanced levels of information require leaps of understanding and challenge thinking.
13. Research: A strategy for an investigation that gives students opportunities to pursue topics that interest them, identify intriguing questions and find answers, and develop talent and interest areas.
14. Resource Experiences: Learning opportunities for students outside their regular education classroom with a gifted coordinator. Opportunities may include Saturday Academies, Summer Camps, and Field Trips centered around activities of student interest collected via student/parent surveys.
15. Simulations: A strategy for providing activities that model real-life situations in which groups of students apply knowledge and skills, problem-solve, and evaluate decisions as they role-play various positions.
16. Student Choice: An ongoing process that gives students opportunities to make choices in their learning, i.e., topics for writing, books for reading, projects for inquiry and investigation.
17. Tiered Assignments: A strategy teachers use to various levels of activities to ensure that students explore ideas at levels that build on their prior knowledge and prompt continued growth. In developing/identifying activities, the focus is on activities that are complex and open-ended, explore essential ideas, and ensure that students transform ideas, not merely reproduce them.

d. Affective Support: Social Emotional Guidance: Support provided by counselors and/or teachers for the emotional needs of students i.e., underachievement, perfectionism, acceptance, self-understanding, self-expression.

e. Academic Support: MAP and Duke Talent Search (for students in grades 4 and 7): Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.

2. Middle School and High School Gifted Education (7th-12th grades)

- a. Placement for Identified Gifted Students: During the spring enrollment process students receive advisement regarding appropriate course placement and use their enrollment cards to list their preferences.
- b. Acceleration (Appropriate Flexible Pacing)
 - 1. Proficiency Based Promotion: Secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments. The opportunity for proficiency assessment is provided monthly or upon request through the Student Placement Office. Students are allowed to take proficiency assessments in multiple subject areas; advancement and promotion may occur as a result of these assessments.
 - 2. 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.
 - 3. 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 tasks and performance expectations.
 - 4. Correspondence or Online Courses: High school courses taken by correspondence or online through an approved university.
 - 5. Concurrent Enrollment: Qualified students taking college courses concurrently while in high school.
 - 6. Advanced Placement Courses: Vertically articulated courses, which prepare enrolled students for the Advanced Placement courses offered or college courses that advance beyond Advanced Placement offerings.
- c. Addressing Depth and Complexity
 - 1. 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).
 - 2. Honors Courses: Vertically articulated courses, which prepare enrolled students for the Advanced Placement Courses offered.
 - 3. Creative and Academic Competitions: Organized opportunities for students to enter local, regional, state or national contests in a variety of areas e.g., Invention Competitions, Math Competitions, Odyssey of the Mind, Engineering Fair, Mock United Nations, National History Day, Academic Bowl, Knowledge Masters, ABLE, Robotics.
 - 4. Differentiated Classroom Instruction: Differentiated instruction through content, process, and product modifications; not limited to identified gifted students.
 - 5. Enrichment of Content in the Regular Classroom: Activities related to curriculum or interest area that involve higher level

- thinking skills and guided problem-solving.
6. Flexible Groups: Student groups within a classroom or a team that changes frequently based on interests and/or needs.
 7. Independent Study: Individually contracted in-depth study of a topic; also a course or unit of study taken through an individual arrangement.
 8. Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic, usually short-term in duration.
 9. Higher Level Questions and Tasks: Strategies that draw on advanced levels of information require leaps of understanding and challenge thinking.
 10. Research: A strategy for an investigation that gives students opportunities to pursue topics that interest them, identify intriguing questions and find answers, and develop talent and interest areas.
 11. Seminars: Special short-term sessions where students focus on one area of study, including current economic trends, environmental issues, and political trends
 12. Student Choice: An ongoing process that gives students opportunities to make choices in their learning, i.e., topics for writing, books for reading, projects for inquiry and investigation.
 13. Tiered Assignments: A strategy teachers use to various levels of activities to ensure that students explore ideas at levels that build on their prior knowledge and prompt continued growth. In developing/identifying activities, the focus is on activities that are complex and open-ended, explore essential ideas, and ensure that students transform ideas, not merely reproduce them.

III. Evaluation

- A. A systematic plan for on-going evaluation is part of program modification and implementation. An on-going process will be established by the Local Advisory Committee on Gifted Education. Previous evaluations will be the basis for modifications to existing methods of serving gifted students' needs.
- B. Students, teachers, parents and administrators will annually evaluate gifted educational programming at each school site. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the District levels, and, as appropriate, to students, parents and the public.
- C. The evaluation process assesses each component of gifted educational

programming. These include, but are not limited to:

1. Identification;
 2. Instructional program (programming options and curriculum);
 3. Professional development;
 4. Teacher selection;
 5. Community involvement;
 6. Program management; 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 through the regular classroom teacher, counselor, site principal, and the gifted coordinator. They work together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed. The gifted coordinator may provide professional support through modeling, consultation, co-teaching, collaborative problem solving, and in-service training and may assist classroom teachers in finding and securing resource material and/or resource persons. The gifted coordinator is responsible for coordinating gifted student identification, monitoring student progress and maintaining records.
4. Documentation of Differentiation: Classroom teachers will maintain, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth based on pre-assessment and formative assessment data. Differentiation for grades pre-kindergarten through 6th grade is documented in a variety of ways: through lesson plans, student portfolio reflections, experiences resulting from the gifted continuum of skills, and inquiry projects. For advanced courses and Honors/AP courses, differentiation will be represented by course syllabuses and/or teacher lesson plans.

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.