

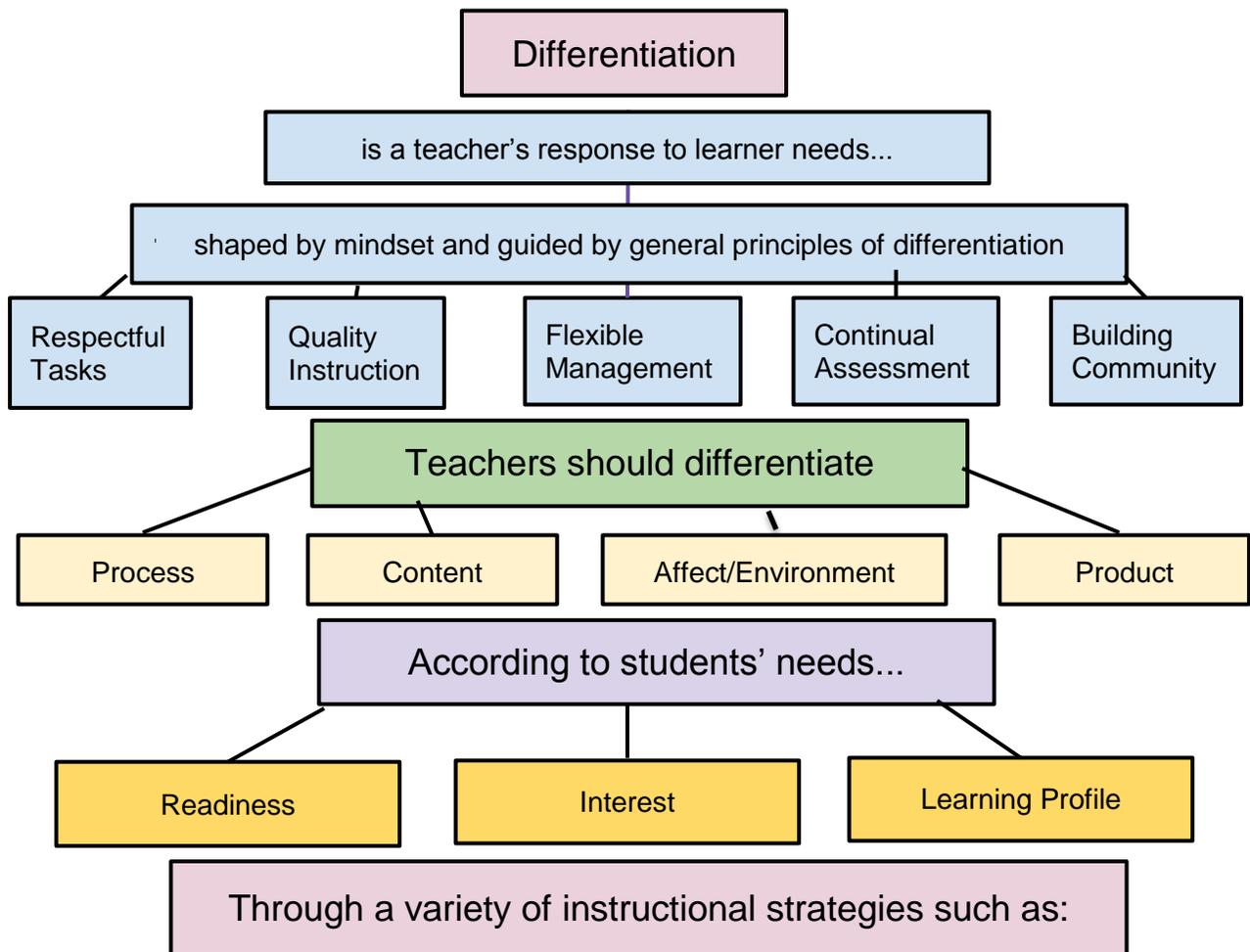
Urbandale Community School District
Extended Learning Program (ELP) Manual

Urbandale Schools District Mission and Vision

Mission: Teaching All / Reaching All

Vision: Urbandale will be a school district that brings learning to life for everyone.

Urbandale Community School believes the educational needs of the vast majority of students can be met through **differentiation** of the core curriculum. Differentiation is a common expectation of the student-centered, quality classrooms in the district. Therefore, the needs of more students are met through inclusion, and the planning/thought processes indicated in the image below.



Graphic organizers, scaffolding reading, small-group instruction, learning contracts, learning/interest centers, independent study, intelligence preferences, complex instruction, WebQuests and Web Inquiry, differentiated homework, project based learning opportunities.

Resource: Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom by David A. Sousa and Carol Ann Tomlinson, Solution Tree Press, Bloomington MN 2011

Definition of Talented and Gifted: In 1993, the Office of Education revised it's 1988 definition for 'gifted and talented students', to read: "Children and youth of outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment." In addition, the Office of Education stated, "Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."

Differentiation for Gifted Learners: Going Beyond the Basics by Diane Heacox, Ed.D. and Richard M. Cash, Ed.D., Minneapolis MN 2014

State definition: "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.

District ELP Program Mission: To identify and provide support to students in order to ensure challenging and authentic learning beyond the classroom, in addition to providing continuous social/emotional support.

Aim: The aim of the Extended Learning Program in Urbandale is to enrich and/or accelerate learning to prepare students for life.

District Extended Learning Philosophy:

We believe...

- gifted and talented learners require differentiated academic experiences as well as opportunities to explore their passions and interests in order to develop their talents, promote self-direction and self-reflection, and to encourage life-long learning.
- gifted and talented learners have specific social and emotional needs, which should be addressed through programming.
- that providing a supportive environment, which allows and encourages gifted and talented learners to realize their potential, is a responsibility shared among school personnel, family, and community.
- gifted and talented learners need opportunities to collaborate and learn with their intellectual peers.
- that identification for ELP must be an ongoing and systematic process.

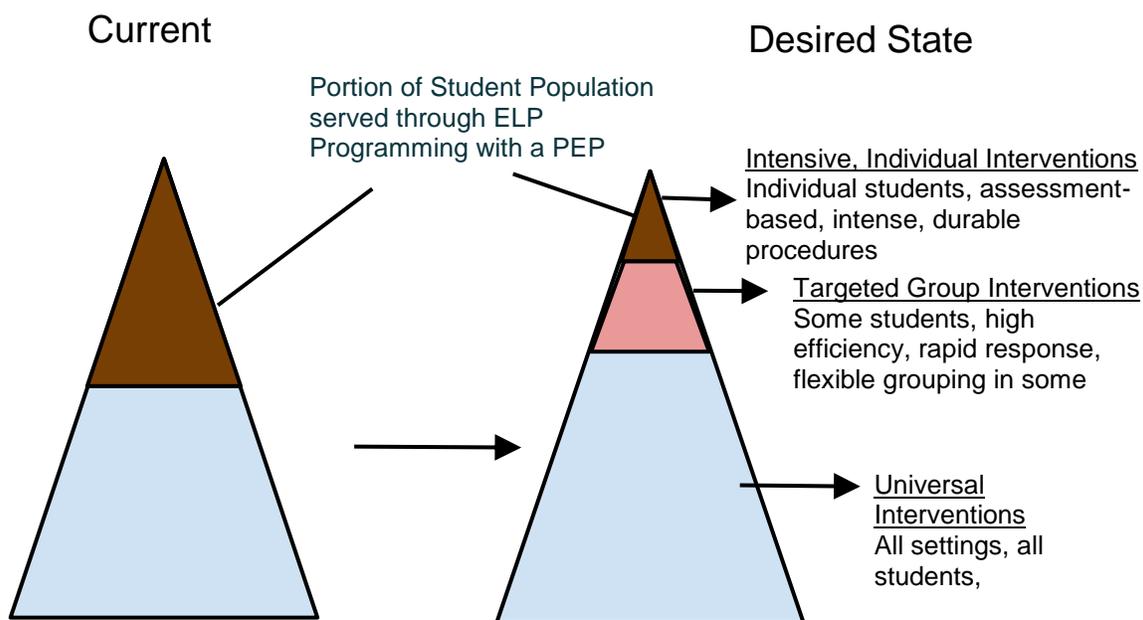
Extended Learning Program Goals:

Goal 1: UCSD will provide extended learning programming to meet the needs (academic and social/emotional) of gifted students.

Goal 2: UCSD will utilize multiple assessments to identify gifted and talented learners and their needs in addition to any district, state and national test scores.

Goal 3: UCSD will provide professional development for teaching staff in differentiation strategies and resources for use with gifted and talented learners.

Goal 1: UCSD will provide extended learning programming to meet the academic and social/emotional needs of gifted students.



The transition to the Iowa Core standards increases the rigor, depth, and complexity required for student mastery of concepts. This will invariably help our pyramid closer resemble the more typical balance of 80-90% of students having their needs met through quality instruction in the classroom.

Classroom teachers continue to refine their formative assessment practices to guide instruction through the PLC Process to meet students learning needs within quality core instruction. The type of support high level learners receive will shift to occur within general education classrooms.

The ELP Program supports the district mission and vision by effectively identifying the 3-5% of the student population, with the use of multiple assessments, whose needs indicate programming beyond the differentiation provided in the classroom; it may also provide opportunities for out-of-school enrichment activities, building self-advocacy and self-regulation through small group instruction, furnishing social/emotional support for students, and providing teachers with resources to aid in enrichment of the core curriculum, acceleration plans when appropriate and complementing the regular curriculum in breadth, depth, pace or in the kind of experience offered, and acceleration plans when appropriate.

Programming Environment: ELP programming and services occur during the school day and are provided in both pull-out and collaborative settings. Many, but not all, services are coordinated by the ELP teacher and carried out in the classroom by general education teachers. Other services are provided directly by the ELP teacher.

The Role of Contests and Competitions in the Extended Learning Program

There are often questions regarding the role of academic contests and competitions with regard to the ELP Program. Since the District expends all of its funds for staff in this area, some clarification is needed regarding the District's role in academic competitions and contests.

For those contests and competitions, such as Academic Decathlon, Math Counts, or National History Day where there is a board-approved curriculum and is taught by teachers, the District will remain responsible for costs.

For those contests and competitions, where there is no specific board-approved curriculum, yet the contest or competition would enrich and be directly tied to other curriculum being taught by staff, the District would be responsible for costs if participation or preparation in these efforts happens at school, (e.g., Quiz Bowl, Knowledge Bowl). If participation and preparation lies outside the school day, then the District would not be responsible for any costs or organization (e.g., Mock Trial.)

Parents and students may also be informed regarding additional contests/searches/summer opportunities not sponsored by the school.

Professional Partnership for Talent Development

Classroom Teacher	ELP Teacher
Being a talent spotter; actively search for all students' strengths, talents, interests, enthusiasm for learning, divergent thinking	Facilitating planning at school and district levels, along with coordinating and supporting enrichment, extension, and acceleration services
Providing classroom differentiation: Ability groupings, and varied activities/assignments	Assisting with curriculum planning and individual modifications
Providing time and support for student initiated projects	Assisting in documenting students' activities and accomplishments
Engaging students in productive thinking	Leading, networking, and supporting services for all PEP students
Designing and using authentic learning experiences, using a variety of materials and resources	Collaborating in projects for instruction and development
Collaborating with the ELP teacher	Serving a liaison role (staff, students, parents, administrators, community), coordinating data review, providing resources and conferencing

Goal 2: UCSD will utilize multiple assessments to identify gifted and talented learners and their needs in addition to any district, state and national test scores.

Urbandale Community School District defines “outstanding talent”, “potential”, and “high levels of accomplishment” through the following categorized characteristics, found within current research.

General Intellectual Ability

Comprehends and formulates abstract ideas/Reasons things out

Processes information in complex ways

Solves difficult and unique problems

Observant/Inquisitive

Learns rapidly/Self-starter

Excited about new ideas

Uses a large vocabulary

Chooses challenge tasks

Enjoys difficult problems

Makes quick and valid generalizations

Generates sophisticated ideas and solutions

Specific Academic Ability

High academic success in a special interest area

Widely read in special interest area

Pursues special interest with enthusiasm and vigor

Good memorization ability

Knows correct answers

Advanced comprehension

Acquires basic skill knowledge quickly

Self-directed and motivated

Corrects his/her answers

Recognized by peers and other teachers as having high intellectual ability

Self-aware of academic aptitude

Addressing the Underachiever: The following characteristics are used to define need, and possible indicators of non-motivation or underachievement, as shown below. Characteristics of non-motivation or underachievement behaviors are also considered in identification.

Symptoms of Underachievement/Non-Motivation

- Looks 'bored' or expresses boredom, even after suggestions related to same concept
 - Expresses frustration with 'waiting for the group'
 - Doesn't complete group work, but demonstrates knowledge through conversation
 - Poor personal relationships with less able children of the same age
 - Adults consider him/her as demanding, or compulsive
 - Does not conform or has difficulty with rigid conformity
 - Demonstrates overextending energy levels/Takes on too many activities with low success
 - Peers consider him/her as a 'show off', superior, too critical, elitist
 - Dominates conversations with factual information to either avoid tasks or add to lessons
 - Resents interruption, is too serious or dislikes routine and drill
-
- Perceived as a disruption or disrespectful to authority or tradition, stubborn, uncooperative
 - Doesn't do required work but chooses to pursue other interests
 - Demonstrates frustration when asked to get back on topic
 - Demonstrates frustration when considered odd or weird
 - Deals with rejection through rebellion
 - Demonstrates frustration with peers who don't understand his/her point of view
 - Demonstrates discouragement of self-criticism
 - Demonstrates fear of trying new things or taking risks in fear of failure
 - Misinterprets the emotions and responses of others which impacts him/her negatively
 - Demonstrates a high need for success and recognition
 - Shows isolation of self and is considered aloof or feelings of rejection
 - Attempts unrealistic reforms and goals with resulting intense frustration

Initial Screening for All Students

There are several data sources reviewed for all students to determine a need for nomination.

Data Source	Specific Data	Individual With Access to Data
Iowa Assessments/state testing (all) - given yearly in Grade 3 through High School.	expected growth on standard scores as reflected in the Iowa Assessments growth chart	ELP Teacher
Cognitive Abilities Test (CoGATs) (may be given)	review Verbal, Non-Verbal and Quantitative subtests	ELP Teacher
Pretest/Formative/Summative Test Data	consistently proficient with small amounts of instruction or enrichment doesn't meet academic needs	Classroom Teacher PLC Group Student
Work Samples	demonstrate skills/ability/dedication above and beyond the level of peers	Classroom Teacher PLC Group Student
Work Habits	demonstrate perfectionism, learning with relatively low levels of instruction, or forced compliance	Classroom Teacher PLC Group Parents/Guardians Student
Peer Interactions	demonstrate peer reliance on knowledge, isolation/awkwardness, underachievement or exceptional leadership potential	Classroom Teacher PLC Group Parents/Guardians Student
Student Screening Inventory	characteristics of talented and gifted are present	Student ELP Teacher

Best Practices in Gifted Education: An Evidence-Based Guide, by Ann Robinson, Ph.D., Bruce M. Shore, Ph.D. and Donna L. Enersen, Ph.D; Prufrock Press, Inc. 2007.

Purpose of Formal Identification: Once a nomination has been made, more data is collected specifically for identification. The purpose of the formal identification process for the Extended Learning Program is to identify the student population who need enrichment, acceleration and differentiation beyond the general education environment with the Iowa Core Standards. Best practice suggests that multiple assessments provide data when making decisions on identification.

In addition to the data collected for the nomination process, several other pieces complete a well-rounded view of the student to ensure appropriate identification.

Possible Additional Screening for PEP Identification

Data Source	Specific Data	Individual With Data Access
Student Interest Written Survey	characteristics of gifted and talented individual present in answers	Student
Student Characteristics Inventory	characteristics of intensities/over-excitabilites present in student responses	Student
Student Intrinsic Motivation Survey	characteristics of highly motivated gifted and talented/intense individual present in answers; or characteristics of talented and gifted/intense individual as an underachiever present in answers	Student
Parent/Guardian Inventory	characteristics of gifted and talented/intense individual, or underachiever, in answers	Parents/Guardians
PLC Teacher Group Survey or Individual Teacher Survey	trends in behavior across multiple content areas that include characteristics of gifted and talented/intense, or underachiever, in answers; and pre-assessing high across many content areas and enrichment in the classroom, while present, doesn't meet the academic needs of the student characteristics of gifted and talented/intense individual, or underachiever, in answers	PLC Group Classroom Teacher

The District ELP Identification Committee consists of representatives from the elementary schools, middle school and the high school, including special education, ELP teachers, English as a Second Language teachers, administration and guidance/counseling. This committee

meets two times a year to look at recommendations, once in the Fall (Oct.), and again in the Spring (May).

Personalized Education Plans: The Urbandale Community School District strives to provide programming options that are flexible enough to respond effectively to individual student needs. Personal Education Plans are co-created/updated with the ELP teacher, classroom teacher, and parent/guardian(s) either face-to-face or with the use of technology, to set goals and articulate services and expectations for each school year. The Personal Education Plan and the ELP programming options target the daily academic and social/emotional needs of the students.

A Note on Twice-Exceptionality

A student may be identified as an ELP student if he/she has an IEP or 504 Plan. A student in this situation will continue to have special education services and accommodations/modifications in addition to ELP programming.

Identification of Transfers/Move-Ins

If students have been identified as ELP/TAG in their previous district, formative data will be used along with any standardized test scores and taken to the next District ELP Identification Committee.

ELP Transition Plans

Elementary to Middle School Transition Plan

- I. *Parent Outreach*
 - A. *Meet in the Spring with Elementary ELP staff to discuss needs to communicate to the middle school*
 - B. *Middle School Open House in the Fall*
 - C. *Meet in the Fall with Middle School ELP staff to orient parents (and students) to the ELP program.*
- II. *Student Outreach*
 - A. *Spring Orientation to Middle School with guided tour*
 - B. *Movin' on Up*
 - C. *Middle School Open Houses in the Fall*
 - D. *ELP enrollment*
- III. *Differentiation in Classes*
 - A. *Students have the opportunity for enrichment within the Core classroom as data indicates*
 - B. *Students have the opportunity for enrichment within related arts and PE as data indicates*
- IV. *Other contacts/interventions*
 - A. *Individual parent contacts regarding ELP identification, tutoring, grades, counseling, out-of-school, contest opportunities*
 - B. *On-going student counseling*
 - C. *On-going student participation in ELP*

D. Advisory contacts

Middle School to High School Transition Plan

- I. Parent Outreach*
 - A. High School Fall Open House*
 - B. Parent conferences as needed*
- II. Student Outreach*
 - A. Orientation/Visitations*
 - B. On-going contacts regarding contests, scholarships, volunteer opportunities, etc.*
 - C. Optional participation in High School ELP Class*
- III. Advanced Placement Opportunities*
 - A. Four-Year Planning*
- IV. Other contacts/interventions*
 - A. On-going student counseling*
 - B. Connections*

Four-Year Planning for 8th Graders transitioning to High School

Effective planning needs to take place while in 8th Grade to ensure that students will meet the graduation requirements and take advantage of the academic opportunities that Urbandale High School Provides. The Middle School ELP teacher will have discussions with the 8th grade ELP students to further ensure their awareness of their academic opportunities as a freshman.

Extended Learning Program Screening for Re-Evaluation

The ELP Program has a re-evaluation process for students who have two or more years of in-district service prior to the end of Grade 5, and all students in Grade 8 who have been previously identified ELP and/or who score in the top Standard Score range, may be further evaluated to determine a need for PEP services.

Procedures for Single Subject Acceleration

See curriculum manual for subject in question.

Procedures for Whole Grade Acceleration

Whole grade acceleration refers to the practice of moving a student ahead a full year in his or her grade placement.

Step 1: Notification

- Informal conversation takes place within the building, then later may include parent/guardian(s) and student, to assess interest in pursuing whole grade acceleration.
- If interest is expressed, proceed to step 2.
- If no interest is expressed, services will be provided through the Personalized Education Plan and general education classroom.

Step 2: Iowa Acceleration Scale

- Parent/Guardian(s), teachers, and principals gather data needed to complete the Iowa Acceleration Scale.
- An *Acceleration Consideration Committee* will meet to complete the Iowa Acceleration Scale and determine acceleration recommendation.
- If acceleration is recommended, proceed to step 3.
- If acceleration is not recommended, determine other means for meeting the student's needs.

Step 3: Transition

- A transition meeting will be scheduled with the parent/guardian, ELP teacher, current classroom teacher(s), next grade level classroom teacher(s), building administrator, and the student.
- Transition services to be discussed include: social transition, emotional services, scheduling, continued services from the ELP teacher. These services should be noted in the student's Personalized Education Plan.

The Acceleration Consideration Committee will consist of:

Parent/Guardian(s)

2 ELP department members (1 is to be the student's teacher)

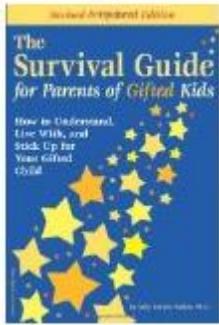
Classroom teacher (and other staff members upon request)

Building Administrator (and other administrators upon request)

Student (upon request)

Parent Involvement at School

The ELP teacher and parents (and student, when appropriate) will collaborate to complete the Personal Education Plan (PEP). The plan is reviewed each year.



At Home

Parents are encouraged to be involved in what their children are learning and supporting their healthy, academic-related risk-taking. Parents may find it helpful to read The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick Up For Your Gifted Child by Sally Yahnke Walker.

Goal 3: UCSD will provide professional development for teaching staff in differentiation strategies and resource for use with gifted and talented learners.

ELP Professional Development: The Urbandale Community School District professional development plan for ELP is intended to provide teachers and administrators with the knowledge, skills, and strategies that will help them provide ELP students with the academic and affective support they need to experience an appropriate level of challenge and learning each day. The professional development is provided in multiple ways. Some professional development is provided during traditional professional development time to all teaching staff in a building or across the district. Some professional development is provided via e-mails and newsletters. ELP staff, and other teachers across the district, are provided opportunities to attend workshops geared toward the teaching of the talented and gifted student. In addition, some informal professional development takes place during PLC time where one-on-one or small group conversations can take place.

Extended Learning Program Budget: Urbandale Community School District follows the state funding formula for the Extended Learning Program. This formula is based on certified enrollment. The state provides 75% of the budget, while the district funds the remaining 25%. An annual budget is prepared each year. A majority of UCSD's Extended Learning Program budget is spent on staffing.

Extended Learning Program Staffing

Teaching Staff (FTE= Full Time Employee)

3.0 FTE Elementary Extended Learning Program Teachers (6 buildings)

1.0 FTE Middle School Extended Learning Program Teacher

1.0 FTE High School Extended Learning Program Teacher

Associate Staff

One K-12 Associate

Administration

Director of Teaching and Learning

ELP Program Administrator

One building principal per school building

****UCSD requires the K-12 Talented and Gifted endorsement for all Extended Learning Program teachers***

Talented and Gifted Organizations, Memberships, and Networking

Parents have an important role in the education of their gifted child. Parents work together to support changes in legislation, implement special curriculum and promote individualized education for students. It is important to be informed of the district's policies and potential changes that may affect gifted education.

Ask important questions.

Serve on a state or regional committee.

Communicate frequently with teachers.

The following are organizations related to gifted education:

National Organizations

National Association for Gifted Children www.nagc.org

National Research Center on Gifted & Talented www.gifted.uconn.edu

State Organizations

Iowa Talented and Gifted Association <http://iowatag.org>

Other Organizations

The Belin Blank Center for Gifted Education and Talent Development

www.education.uiowa.edu/belinblank/

Hoagies Gifted Education

www.hoagiesgifted.org

SENG Supporting Emotional Needs of the Gifted

<http://www.sengifted.org>

Glossary of Terms:

Differentiation:

In differentiated instruction, teachers respond to students' readiness, instructional needs, interests and learning preferences and provide opportunities for students to work in varied instructional formats.

ELP:

Extended Learning Programming (ELP) is the district's vehicle for the provision of services to the gifted and talented students. It includes collaboration with the classroom teacher for the provision of differentiated instruction, specialized services and extension opportunities to students in flexible grouping and personalized education plans and instruction for the highly gifted.

Enrichment:

Enrichment has been defined in a number of ways. One such is that of Teare (1997), who described it as:

- A higher quality of work than the norm for the age group
- Work covered in more depth
- A broadening of the learning experience
- Promoting a higher level of thinking
- The inclusion of additional subject areas and/or activities
- The use of supplementary materials beyond the normal range of resources.

Flexible Grouping (Flex Group)

Flexible Grouping (Flex Groups) is a way of enriching students in specific content areas. Classroom teachers and ELP teachers collaborate to use multiple points of assessment resulting in the formation of flex groups. Such grouping could be a single lesson or objective, a set of skills, a unit of study, or a major concept or themes in a set amount of time. Students move in and out of flexible groups as needed. Student products, responses, and observations can be used as additional data.

Intensities/Overexcitability:

Overexcitabilities are inborn intensities indicating a heightened ability to respond to stimuli. Found to a greater degree in creative and gifted individuals, overexcitabilities are expressed in increased sensitivity, awareness, and intensity, and represent a real difference in the fabric of life and quality of experience. (Dabrowski, 1972, p. 7)

PEP (Personal Education Plan)

A PEP is a plan that includes education strategies specifically designed to improve an individual student's academic performance in school

Things you will see in a PEP:

- Basic student information
- Academic indicators
- General areas of concern
- Subject area of concern
- Targeted skills
- Interventions
- Parent supports
- Monitoring progress
- PEP team members

Heartland definition:

The purpose of the personalized education plan (PEP) is to provide a plan designed to meet the educational needs for identified gifted students. The written plan should be a living document and revised as necessary and can serve as a communication tool between students, teachers and parents. The following items are suggested for inclusion in a student's personalized education plan, but this is neither a mandatory nor an exhaustive list:

- Relevant background data (such as assessment of present needs and projections for future needs)
- The nature and extent of the gifted and talented services provided to the student, including indirect services, such as consultative services or other supportive assistance such as modifications to curriculum and acceleration of the student's curriculum
- Personnel responsible for the services provided to the student, as well as those responsible for monitoring and evaluating the student's progress

Professional learning community (PLC)

A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

PLC's constantly search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not

Applying new knowledge in the next cycle of continuous improvement

The Four Essential Questions to drive PLC discussions:

1. What do we want students to know and be able to do?
2. How will we know if they have learned it?
3. How will we respond when some students don't learn?
4. How will we respond when some students already know it?

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential. If you have questions please contact the district office at 11152 Aurora Ave, Urbandale, IA or call [515.457.5000](tel:515.457.5000). The district's Equity Coordinators are Dr. Keri Schlueter, Coordinator of Student Services, Mark Lane, Director of Human Resources, and Crista Carlile, Director of Teaching and Learning.

