

Extended Studies Program Statement of Philosophy

Chester-Joplin-Inverness Public Schools has the responsibility to provide services that help *all* students meet their potential.

Highly capable students have special needs created by their high degree of sensitivity, wide range of interests, advanced verbal and academic skills, rapid rate of learning, and a greater capability for higher-level thinking.

Chester-Joplin-Inverness Public Schools, therefore, is committed to providing these students with an appropriate learning environment to allow a diversity of options in order to maximize their potential.

What is the difference between a *bright* child and a *gifted* child?

BRIGHT CHILD

Knows the answer
Is interested
Is attentive

Has good ideas
Works hard

Answers the questions

Top group
Listens with interest

Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive

Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys straightforward, sequential presentation
Is alert
Is pleased with own learning

GIFTED CHILD

Asks the questions
Is highly curious
Is mentally and physically involved
Has wild, silly ideas
Plays around, yet tests well

Discusses in detail, elaborates
Beyond the group
Shows strong feelings and opinions

Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity

Is keenly observant
Is highly self-critical

Questions?

Please contact your child's teacher or Sara Tempel, Extended Studies Program Coordinator, at 759-5108

Chester-Joplin-Inverness Public Schools

Extended Studies Program



2012 - 2013

What is the Extended Studies Program?

The Extended Studies Program is designed to provide educational opportunities for students identified as educationally gifted or talented while addressing the unique needs and diversity of those students. The Program strives to provide students with the necessary support and high quality differentiated learning opportunities that enable each student to develop his or her unique individual potential.

What is "gifted" or "talented"?

The National definition of a gifted or talented student is this:

"Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society."

What is Differentiation?

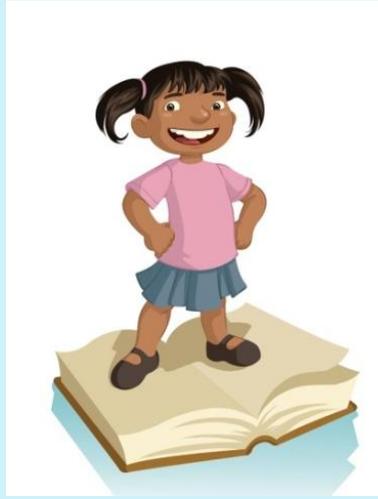
A differentiated classroom provides different avenues to acquire content, to process or make sense of information and ideas, and to develop products. The goals of a differentiated classroom are to maximize student growth and to promote individual success.

Want more information?

National Association of Gifted Children (NAGC)
www.nagc.org

Hoagies Gifted Education Home Page
www.hoagiesgifted.org

Montana Association of Gifted and Talented Education (Montana AGATE)
www.mtagate.org



How is a student referred to the Extended Studies Program?

1. A child can be referred to the Extended Studies program by parents, teachers, administrators or counselor.
2. School personnel will then review and evaluate student information obtained from multiple measures such as checklists, products, test data, classroom performance, developmental data, portfolios, and other information available.
3. If necessary, a member of the professional staff will administer additional tests and gather as much data as possible regarding the student's abilities.
4. After the assessment is complete, a committee will determine the student's eligibility for the program. Through collaboration with the student's parents, recommendations for the student's unique programming needs will then be made.

Commonly used Differentiation Strategies for Gifted or Talented Students

Pre-Testing/Flexible Grouping

Teachers assess prior knowledge. Data from pre-test allow teachers to modify curriculum and arrange students into flexible working groups.

Tiered Assignments

Classroom assignments that emphasize the same essential understandings or skills but use different learning modalities, content, processing strategies, etc. The level of complexity of each assignment differs to meet the student's readiness level, interest and/or learning style.

Ability Grouping/Clustering

Students with similar academic needs are placed into learning groups. This strategy allows teachers to narrow the range of academic abilities and create learning partners.

Curriculum Compacting

Instead of moving through the curriculum at a "regular" pace, teachers compact the same curriculum into a shorter time frame. By doing this, students free up time for additional learning opportunities while still covering grade level goals.

Enrichment Projects

Many times students have special interests. Enrichment projects are ways for students to highlight their interests while staying academically challenged.

Individual Learning Plan

This plan, in partnership with parents, teachers and administrator, will be individualized for students to meet their unique strengths. These learning opportunities may extend beyond the classroom.

Acceleration

Content and/or grade acceleration is provided for students with high academic ability who consistently exceed grade level expectations. The goal of acceleration is to adjust the pace of instruction to a student's capacity.