EXPEDITIONARY
LEARNING

Expeditionary Learning
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www.elschools.org

Evidence of Success

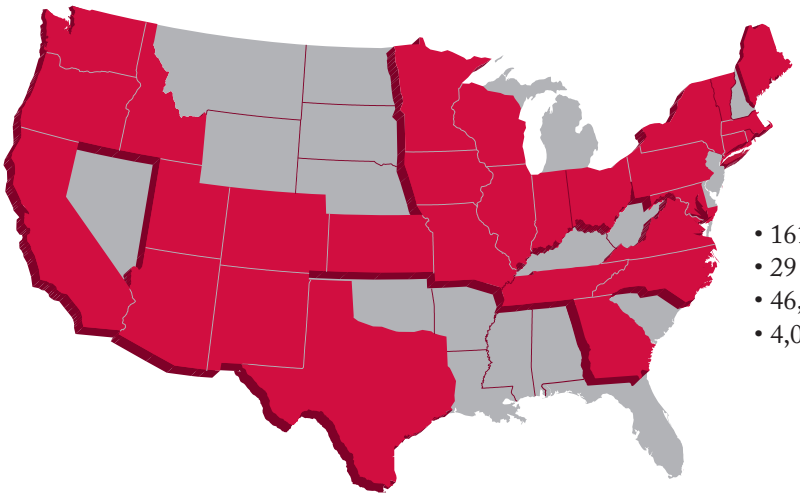
"Expeditionary Learning...this is how kids want to learn."

U.S. Secretary of Education Arne Duncan at King Middle School, Portland, ME

"This kind of innovative school...
is an example of how all our schools should be."

President Barack Obama at Capital City Public Charter School, Washington, DC

A national network of schools

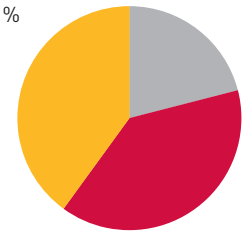


- 161 EL schools
- 29 states and DC
- 46,000 students
- 4,000 teachers and leaders

Driving improvement in different settings

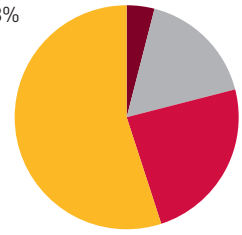
Diverse grades (2010-11)

- Elementary School 40%
- Middle School 39%
- High School 21%



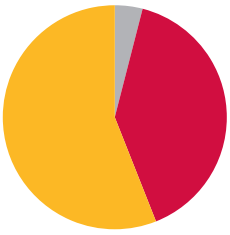
Diverse locales (2010-11)

- City 57%
- Rural 20%
- Suburban 18%
- Town 5%



Diverse governance (2010-11)

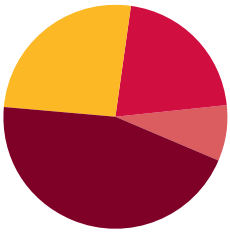
- District 56%
- Charter 39%
- Other 5%

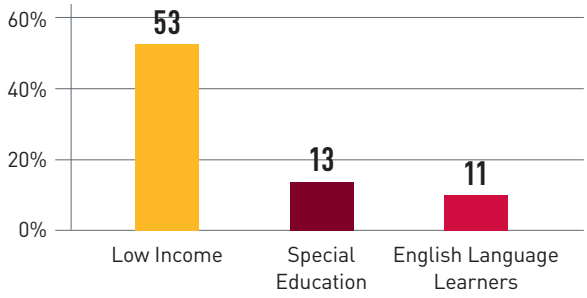


Serving a diverse population of students

Student profile (2010-11)

- White 45%
- Black 26%
- Hispanic 21%
- Other 8%



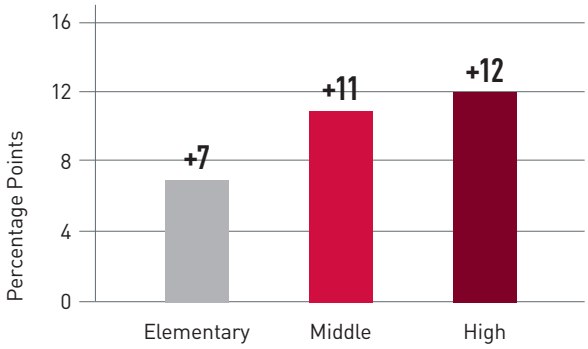


A higher percentage of Expeditionary Learning students score proficient or advanced on state tests

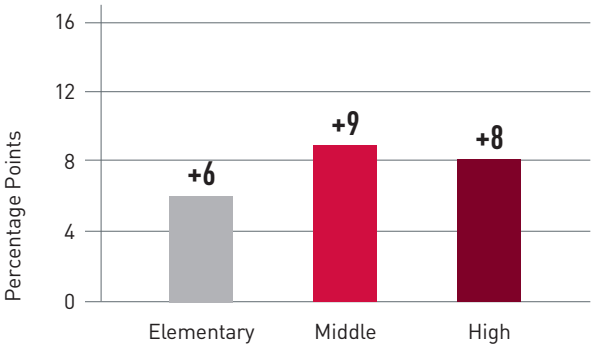
Network-wide achievement

Average percentage point difference between EL students reaching proficiency and their district peers

Reading/English language arts (2010-2011)

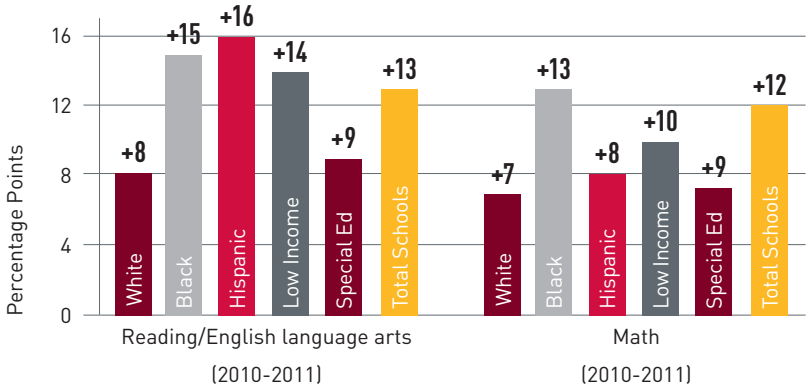


Math (2010-2011)



Mentor school achievement

Average percentage point difference between EL students reaching proficiency and their demographic peers

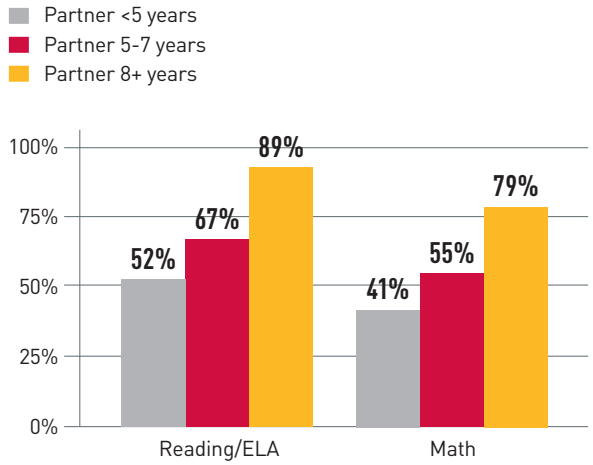


EL's 17 mentor schools are network leaders, chosen for their:

- Deep implementation of the EL model
- Student engagement
- Strong leadership

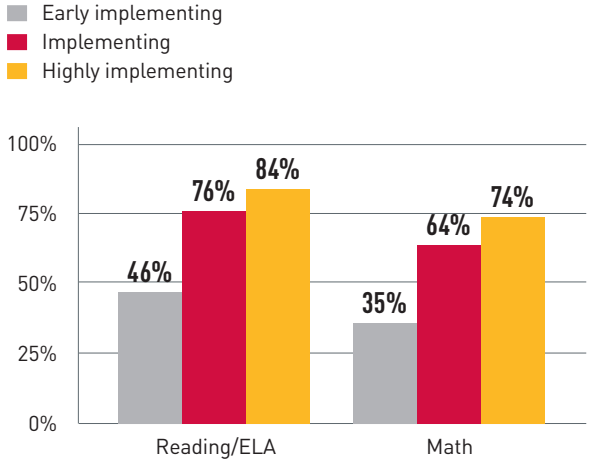
Longer partnerships yield higher achievement scores

% of EL schools outperforming districts based on length of partnership with EL (2010–11)



Deeper implementation of the model yields higher achievement scores

% of EL schools outperforming districts based on level of EL implementation (2010-11)



EL conducts an annual review to determine each school's level of implementation.

Independent findings

EL supports third-party research on the impact of its work. Two recent studies show significant evidence of EL's impact on student achievement.

Study 1

Impact of the Expeditionary Learning Model on Student Performance in Rochester, NY (UMass Donahue Institute, September, 2010)

Summary: A 2010 study of EL schools in Rochester, NY compared students from EL elementary and middle schools to their peers in the city's non-EL schools over two years. Researchers found that EL schools provided significant achievement advantages for elementary students in English language arts and math and for middle school students in English language arts.

EL studies can be found at www.elschools.org

Study 2

Expeditionary Learning: Impact on Achievement Gaps (UMass Donahue Institute, July 2011)

Summary: In 2011, researchers examined the progress made by EL schools in New York City and Rochester, NY between 2006 and 2010 in closing achievement gaps. Their analysis found that EL schools closed gaps in English language arts for African-American, Hispanic, and low-income students and English language learners in both cities.

EXPEDITIONARY LEARNING

Model Expedition: Grade 1
Young Achievers Science and Mathematics Pilot School
Boston, MA

Farms and Food

This learning expedition combined all major academic content areas with nutrition, health, service, and social justice. Students engaged in fieldwork at local farms and homeless shelters and planted a student garden.

Guiding Questions:

Where does our food come from?

How does our food come from the farm to the table?

How do people ensure justice for workers in the production and distribution of food?

SUMMARY: The Farms and Food learning expedition brought first-grade students outside of the school to do research in their local community to better understand how food gets from the farm to the table. For the first part of the expedition, students addressed state life science standards through a class case study of an apple orchard and small-group case studies of various kinds of farms. Their fieldwork and expert visitors involved them in interviewing and data collection and their class farm book project honed their skills in nonfiction writing, reading, and illustrating. During the second part of the expedition, the class covered state standards in communities, economics, and nutrition with case studies on migrant farmworkers and healthy food access. A healthy food calendar project required students to practice their skills in word processing and standard English conventions. Throughout the expedition, teachers wove the arts, service learning, and social justice together with academic content to help these urban students understand and care about their environment and healthy eating.

Academic Skills and Standards

SCIENCE AND TECHNOLOGY

- Life science
- Horticulture and nutrition
- Computers and word processing

ENGLISH

- Reading nonfiction and fiction
- Oral presentation
- Letter writing and expository writing
- Standard English conventions

SOCIAL STUDIES

- Geography
- Economics
- Communities and social justice

MATH

- Data collection
- Measurement
- Sorting and counting

VISUAL AND PERFORMING ARTS

- Illustration and labeling
- Drama

HEALTH AND WELLNESS

- Public health awareness
- Gardening

PERFORMANCE AND RELATIONAL CHARACTER

- Interviewing
- Critique and revision
- Group collaboration

Part One: Farms

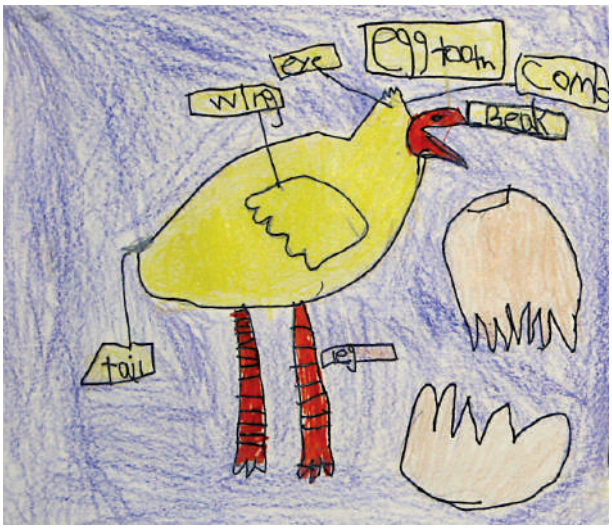
CASE STUDY: THE APPLE ORCHARD

The kickoff to the Farms and Food learning expedition was a case study of an apple orchard. All students focused on this one fruit for four weeks before beginning to examine food production on a larger scale. Students visited a local apple orchard, where they learned about how apples are picked, the processes an apple goes through after it gets picked, the people who pick the fruit, and how the apple trees are cared for. After the visit, they recreated all aspects of the orchard and revisited the content through dramatic play, painting, construction with blocks, writing, and drawing. Literacy activities included writing about what they saw, labeling buildings and murals, and interactive writing. Students participated in making applesauce and apple crisp as well as careful observational sketches of apples and apple trees.

CASE STUDY: FARM STUDY GROUPS

Students broke into small study groups to conduct a case study of one of four kinds of farms—apiaries, vegetable farms, dairy farms, or poultry farms. Each group visited

ABOVE *Students grew their own vegetables and learned the value of healthy eating.*



ABOVE *Each student contributed a page to the class farm book, with accurate headings, labels, and captions.*

their farm and met with farmers to gain expertise. In the *apiary* group, students studied the life cycle of bees and built models with clay. They performed a dramatic play about the bees' jobs (worker bees, nurse bees, queen bee, etc.), sketched and labeled bee bodies, and dissected, sketched, and built models of flowers. The *vegetable farm group* sketched produce and seeds, ground flour from wheat, pressed apples into cider, and made dishes such as pumpkin pancakes and pretzels. The *dairy farm group* sketched and labeled cows, both inside and outside, and acted out how cows and other ruminants digest their food. They also milked cows, churned butter, and made yogurt and ice cream. The *poultry farm group* incubated eggs and hatched chicks. They candled eggs to view the embryos, dissected eggs, and sketched chickens and roosters. They cooked with store-bought and farm-fresh eggs to compare the tastes, and they performed a dramatic play about the life cycle of a chicken. Finally, each group planned and executed a blind taste test of different kinds of food produced on their farm and collected data about class preferences.

PROJECT: THE FARM BOOK

Following their intensive case studies, each study group created one chapter of the class farm book, and each student wrote and illustrated one page. They studied nonfiction text features, and each student crafted headlines and captions for each page. Each draft was followed by structured feedback from classmates and teachers. Students learned word processing and typed the text for their captions. The final farm book was presented at a culminating family presentation.

Part Two: Access to Healthy Food

CASE STUDY: MIGRANT FARMWORKERS

Because of the school's focus on social justice, students addressed the social and civic aspects of farms and food for the second part of the expedition. Students read a number of accounts of migrant farmworkers' lives. They reviewed the work of Dr. Martin Luther King, Jr. in order to compare him with César Chávez and Dolores Huerta, who led the farmworker movement. Students learned about strikes, marches, and boycotts as tools of nonviolent protest, and contrasted living conditions of farm owners and farmworkers. They presented what they had learned at the school's annual social justice assembly.

CASE STUDY: ACCESS TO FOOD IN BOSTON

Students took their farm studies one step further by exploring what happens when people do not have access to food. This study began with a trip to ReVision House, a homeless shelter for women and children, which has organic gardens, greenhouses, beehives, and aquaculture tanks to raise tilapia. Prior to the trip, the class read several fictional books about homeless people and animals, discussed what people need to live, and made connections to the living conditions of migrant farmworkers. After the fieldwork at ReVision House, students worked in small groups to recreate the many components of the shelter. This included models of the aquaculture tanks, the shelter, and the greenhouses. Students then formed groups to interview someone at a community agency that helps people in the city get access to healthy food. Study groups practiced interviewing skills and developed questions to help them understand how to help people gain access to healthy food.

PROJECT: HEALTHY FOOD CALENDAR

Following their case studies, students brainstormed solutions to hunger. The twelve most important ideas became the twelve months of the calendar. Students studied exemplar calendars from previous years, created rubrics of what excellent work looks like, and gave each other feedback. Their final calendar illustrations were professionally printed and donated to the study group agencies and sold in the community.

Connections to the Community and Larger World

Fieldwork

- Carlson Orchards, Harvard, MA
- Drumlin Farm, Lincoln, MA
- Boston Pretzel, Jamaica Plain, MA
- Clark Cooper Community Gardens at the Boston Nature Center, Mattapan, MA
- The Food Project, Roxbury, MA
- Greater Boston Food Bank, Boston, MA
- Haley House soup kitchen and bakery, Boston, MA
- Women's Lunch Place soup kitchen, Boston, MA
- Beehives at Leland Community Garden, Dorchester, MA
- The Farm at Long Island Shelter, Boston Harbor Islands
- ReVision House Urban Farm (homeless shelter with an organic farm), Dorchester, MA
- Women, Infants, and Children (WIC), Jamaica Plain, MA

Experts

- Visit from a local beekeeper
- A spring visit by a farmer and several adult chickens
- Second graders (former first graders) sharing the farm book drafting process

Service Learning

- Visiting and helping in community food agencies (i.e. helping to prepare and serve food at the Haley House soup kitchen)
- Donating calendars to food agencies
- Toiletry drive for the Long Island Shelter
- Collecting toys for the ReVision House daycare

Exhibitions

- Presentation of the farm book to families and friends
- Recitations of bilingual poetry about migrant farm-workers, explanations of the similarities between Dr. Martin Luther King and César Chávez, and recitations of quotes from Dr. King and César Chávez during the school's social justice assembly
- Video of students reading their healthy food calendar text at end-of-year assembly

Final Products

- Farm book
- Healthy food calendar

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Core Practice 27

Establishing Structures for Knowing Students Well

An Expeditionary Learning school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Students in EL schools are known well and supported by adults. The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members.

A. Crew in Elementary Classrooms

1. Crew meetings, typically involving the whole class, are held at the beginning of the day (often referred to as "morning meeting") and frequently at the end of the day as well.
2. As crew leaders, teachers develop learning targets and instructional plans to support relational and performance character development, literacy, portfolio work, adventure, service learning, and school-wide concerns.
3. Crew allows students and teachers to forge productive relationships over time to support their achievement.
4. Crew provides a time to focus on relationship building among students and between adults and students (e.g., through greetings, personal sharing, classroom discussions).
5. Crew provides a check-in on how the class is doing in terms of character and academic progress, and how well individuals are doing. If there are problems with courtesy, behavior, tolerance, or responsibility in the group, those problems are often addressed in this setting.
6. Crew provides an opportunity to help students define what it means to be an EL school (e.g., commitment to positive character, exploration of the design principles, the concept of "crew, not passengers").
7. Crew leaders set the tone for high achievement by engaging students in collaboration and competition in a joyful, supportive environment (e.g., through the use of cooperative and problem-solving games).
8. Whenever possible, students in crew sit in a circle so they can see each other, participate actively in discussion, and hold each other accountable for high standards of character.
9. Crew leaders form relationships with parents, monitor academic progress, and lead interventions.

B. Crew in Secondary Classrooms

1. Crew (similar to Advisory in some schools) meets on a consistent basis, multiple times every week, every day if possible.
2. Crew is not homeroom. By contrast, crew sizes are small (ideally 8-16 students) and allow significant meeting time (20-60 minutes), and students are active participants in the class.
3. To keep crew sizes small, staff beyond classroom teachers are trained and supported to be crew leaders.
4. Crew leaders develop learning targets and instructional plans to address relational and performance character development, literacy, portfolio work, adventure, service, school-wide concerns, and postsecondary readiness.
5. Crew allows students and teachers to forge productive relationships over time to support their achievement. To this end, crew composition is structured in the way the school feels works best in its culture (i.e., whether the crew stays together over multiple years, whether the crew is made up of students who are all in the same grade or from different grades, whether the same crew leader stays for all the years, or if a college specialist leader is used for junior and senior high school years).
6. Crew provides a time to focus on relationship building among students and between adults and students (e.g., greetings, personal sharing, classroom discussions).

UNIVERSITY OF MINNESOTA

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Center for
Restorative Justice & Peacemaking
An International Resource Center in Support of Restorative Justice Dialogue, Research and Training

Restorative Justice Practices and Principles in Schools

By Toran Hansen, MS
Research Associate
September 2005

What is Restorative Justice?

Restorative Justice (RJ) is a new justice paradigm that is unlike the traditional approaches to discipline that have been used extensively in school systems. Traditionally, discipline has been handled by the school administration or teachers and based on a system of rewards and punishments for behaviors deemed appropriate or inappropriate, respectively. Restorative Justice, on the other hand, actively involves the victim of the infraction in addressing the offender directly to hold them accountable and give them a chance to explain their actions. In this meeting, the victim and the offender are invited to decide how the offender can make amends for their misdeed. In this way, the victim can experience empowerment from being actively involved in the justice process and the offender can experience responsibility, in attempting to make sense of the breach of the school rules or normative expectations. In this process, the community of family, friends, social workers, police officers, or other interested parties are often invited to support both the victim and offender on their path towards healing and wholeness once again. Key RJ principles include: focusing on the harms of the incident instead of the broken rule, understanding that these harms create responsibilities for the offender to remedy to the best of their ability, re-establishing broken relationships, showing equal concern for the welfare of the victim and the offender, using inclusive processes based on consensus, and respecting all parties in the process of addressing and remedying harms (Umbreit, 1995, Umbreit, 1994, Zehr, 2002, and Zehr, 1995).

Why are Restorative practices and philosophies being utilized in school systems?

Restorative Justice is being used in school systems as a response to a growing dissatisfaction with traditional approaches to school-based discipline. As an approach, indicated above, RJ calls for a skill set and philosophy that are very different from traditional approaches to discipline, but it has been suggested that these differences might not be incompatible with one another but instead complimentary (Lowry & Tuchman, 2004, p.12). While a strict behavioralist approach to discipline, focusing exclusively on rewards and punishments to provide incentives in complying with school rules and norms, is incompatible with the philosophy underlying RJ, traditional methods of teaching pro-social skills and using traditional discipline as a contingency plan to deal with children not interested in going through an RJ process or who are not willing to take responsibility for their actions, traditional discipline would indeed be compatible (Riestenberg, 2000, p.4).

Zero tolerance discipline policies now popular in many schools are seen as too restrictive by many working in the school system (Rappoport, 2005, p.1). Severe punishments in schools often do more harm than good (Wachtel, 2003, p.1). In fact, in schools that use harsh punishments due to policy regulations students report feeling less safe in school than students where moderate punishments are the norm (McNeely, Nonnemaker, & Blum, 2002, p.145).

Some school-based RJ programs have arisen as a response to particular problems in given schools. One such problem is the problem of bullying and violence within the school (Katchen & Ginsberg, 2001, Morrison, 2005, & Riese, 2003, p.3,). Restorative Justice is thought to be an effective intervention to cope with violence as it seeks to restore balance to the power imbalances that have occurred as a result of the violence (Morrison, 2005, p.2). The storytelling involved in RJ processes can result in the victim feeling empowered by having the offender (and others) listen to and empathize with their story of their trauma (Pranis, 2001, p.7). The creative enterprise of determining appropriate restitution, when this is part of the process, is thought to be particularly important in these cases (Katchen & Ginsberg, 2001, p.2).

The pressure for schools to decrease rates of suspension and expulsion, incidents of discipline, rates of recidivism, and referrals to the police has also facilitated to turn to Restorative methods (Chmelynski, 2005, Claassen-Wilson, 2000, & Riestenberg, 2003b, p.7). Suspension and expulsion often lead to further problems and children can experience them as either a traumatic disruption of their connection with the school or as a "vacation" (Claassen-Wilson, 2000, Riestenberg, 2000, p.4, & Studer, 2001, p.3). Either perception can be detrimental to the students psyche and their future behavioral decisions at the school. Ultimately, the opportunity presented by a challenging behavior in a school setting has also the potential for the student(s) involved to learn and grow and RJ maximizes this developmental opportunity (Claassen and Claassen, 2004, 11).

How is Restorative Justice being employed in school systems?

There are a variety of practices used in the school system being employed under the rubric of Restorative Justice. In its application, RJ is being used by schools in an almost limitless combination of ways. Any particular practice may or may not be used by a school with an RJ program. It is therefore impossible to say what a standardized approach to implementing an RJ program would look like, as no such program exists. Underlying all programs, however, is a commitment to the philosophy of Restorative Justice, bringing RJ to the lives of the students, staff, and other stakeholders of the school, and using at least one of the RJ practices, outlined below:

Victim-offender mediation – The process where the victim of the breach of the school rules and the offender come together in a meeting for a dialogue with the help of a trained mediator. In the meeting, the victim shares their story of victimization with the offender and learns more about the circumstances surrounding the rule breach as the offender offers their account of the event and takes responsibility for their actions. Frequently a restitution plan to reestablish relationships and make amends for the normative breach will result (e.g. Palazzo & Hosea, 2004, p.7).

Conferencing (family group or large group) – This process is similar in practice to victim-offender mediation, however, the victim and offender have the opportunity to invite support people, with parents regularly taking part, and secondary victims in the community are represented by other interested parties (such as teachers, social workers, or others affected by the rule breach) (e.g. Palazzo & Hosea, 2004, p.7). Large group conferencing is a modification to the family group conferencing process created to accommodate a greater number of people in response to an infraction involving a greater number of victims, offenders, and community members, where a group dialogue is facilitated with all present (Riestenberg, 2001, p.18).

Circles – This is a process whereby a sub-community in the school (a group of students, a group of teachers and students, or any other school grouping) sits in a circle. This circle of people passes a talking piece around (often something of meaning to the group like a teddy bear for elementary school students). The possessor of the talking piece is the only one permitted to talk and the others in the group are to listen to their narrative. Circles have proven to have a wide variety of applications in schools. Originally used in much the same way as victim-offender mediation or conferencing (as a disciplinary measure), circles have been innovated to create community in a classroom, reintegrate offenders into their school setting, to discuss academic concerns, or to accomplish any number of other group tasks (Claassen-Wilson, 2000, p.2, Palazzo and Hosea, 2004, p.7, Rappoport, 2005, Riese, 2003, p.3, Riestenberg, 2003a, Riestenberg, 2003b, p.7, & Studer, 2001, p.3). School staff have also used the circle process to discuss administrative concerns (Riestenberg, 2003b, p.7) and students have used the process to brainstorm advocacy initiatives to involve themselves in at their school (Student Conflict Hearing Board, 2001).

Peer mediation – In this process a cadre of mediators are trained from amongst the student body. These mediators then offer to intervene in conflicts at school by facilitating a meeting between the parties in conflict. Here there may or may not

be a clear offender as with victim-offender mediation. This practice is not exclusive to Restorative Justice programs but is highly compatible with its tenets and is considered to be a part of many RJ programs (e.g. Hopkins, 2003, p.5).

Training in communication skills – Again, this process is not strictly reserved for RJ programs. It involves teaching a variety of communication skills, anger management techniques, conflict management strategies and the like to students to give them the capacity to deal with their own conflicts productively. This capacity building is an integral part of a great many RJ programs, as well (Bargen 2003, p.4, Rappoport, 2005, p.3, & Riestenberg, 2000, p.4).

Modeling RJ values and changing the culture in the school – Ultimately, it is the hope of many RJ programs to influence the culture of a school such that it exhibits RJ values in everyday interactions in the school (Blood & Thorsborne, 2005 & Wachtel, 1999, p.4). This worldview paradigm shift is not achieved quickly but slowly, as more and more teachers, staff, and students in the school model behaviors and take actions in accordance with RJ principles. Over time, schools with RJ programs have developed to become in line with RJ values (Bargen, 2003, p.4, Studer, 2001, p.3).

Restorative classroom management – Teachers to various degrees are able to integrate RJ principles and practices into their own classroom to deal with challenging behaviors. Beyond using the circle process with students when classroom norms have been breached, it is possible to create "respect agreements" as a group in order to establish an RJ compatible behavioral expectation contract. Students can also be given choice in determining if they would like to use a Restorative process. As well, it is possible to conduct Restorative conferences in the classroom. The focus in such a classroom is on relationship damage and disrespect fro people and property rather than on rule infractions (Claassen & Claassen, 2004).

Curriculum development – Academic topics in the classroom can be modified to accommodate and teach RJ principles. For example, Compton, Conrad, and Murray have modified History and Literature lessons to engage the students in thinking how Restorative dialogues could have taken place in History or in fiction. Students role-play dialogues between slaves and slave owners, Native Americans and settlers, or South Africans and Afrikaners to teach perspective taking and empathy (2001, p.22).

There are, of course, a great many other potential applications for RJ in the school setting (such as Victim Impact Panels and Mentoring) (Colorado School Mediation Project, 2005) but the above practices have been the most common and promising RJ practices to date. Practices range on a continuum from the formal (a conference set at a special time where all involved parties are invited, for instance) to the informal (an impromptu victim-offender meeting on the playground where one child hurt another's feelings, for example) (Lowry & Tuchman, 2004, p.6 & Wachtel, 1999). Some particularly innovative techniques have resulted in more informal settings. Removing a desk in a vice-principles office to make space for a circle (Fiene, 2001, 4), using Curious George to communicate RJ concepts to children (Claassen-Wilson 2001, p.5), and using RJ questioning to promote empathy (such as, who was affected by this action and how?) (Rappoport 2005, 2) are examples that all promote a school environment which accords with RJ values.

There has been an increasing desire to go beyond implementing the Restorative practices and outlined above and to develop a "whole-school approach" in implementing an RJ program. A whole-school approach involves bringing Restorative principles to all levels of school life, to everyday interactions, and changing the school environment (Bargen, 2003 & Hopkins, 2003). It is only when Restorative philosophies are integrated into all school systems will the full potential of an RJ program be realized (Wachtel, 1999, 4). This requires all of the stakeholders that are involved in the school be made aware of RJ and it's potential contribution to the school culture and all of those stakeholders take responsibility for to nurturing relationships and transforming relational patterns to conform with RJ principles (Hopkins, 2003, p.6).

<u>Is Restorative Justice an effective approach to use in school systems?</u>

Restorative Justice programs have met with a great deal of success in school systems, though as these interventions are relatively new and there are very little data attesting to their efficacy. Anecdotal evidence has been very favorable. "Since Pease (an alternative school in Minneapolis-St. Paul) adopted the restorative justice process, the staff has seen some amazing school culture shaping at the school" (Randall Comfort, School Director at the Mounds Park Academy in Chmelynski, 2005, p.2). "Restorative Justice has been very effective in all cases and we have not seen repeat instances with the same students. We find it to be a powerful process for all participants…" (Katchen & Ginsberg, 2001, p.2). "I've

been in the school business for 37 years and restorative processes and the most promising approach to resolving conflict that I've ever seen" (Metzen & Metzen, 2001, p.17).

Where there are data on the efficacy of RJ programs it is very promising, though very preliminary. The Minnesota Department of Education commissioned a study on 5 pilot RJ sites to assess the effectiveness of the programs. In one school when comparing the 2001-2002 school year with the 2002-2003 school year (the intervention year), discipline referral dropped by 57%, in-school suspensions dropped by 35%, out of school suspensions dropped by 77%, and expulsions dropped from 7 to 1. As well, 69% of students reported that they were better able to resolve conflicts since the program's implementation. In 2 other schools, there were reductions in suspensions of 63% and 45%, respectively. In another school, 35% of teachers felt that bullying and teasing were lessened and 40% indicated that there was less student conflict and more student problem-solving since the RJ program came to their school. Over 50% of elementary students in another school indicated that they were better able to get along with their classmates, they felt better about themselves, and that they could solve more of their own problems after the RJ program was implemented. In yet another school, daily referrals for violent offences dropped from 7 per day to less than 2 (Riestenberg, 2003a).

Buxmont Academy, alternative programs for delinquent youth in Lansdale, Pennsylvania, using RJ practices, assessed the impact RJ had in their school by comparing themselves to public schools in the area. 16% of Buxmont students reported getting picked on compared to 49% of the public school students, 24% of Buxmont students said that students have stolen from each other 4 or more times in the last month compared to 47% of the public school students, and 8% of the Buxmont students said that students have wrecked each other's property 4 or more times in the last month compared to 31% of the public school students. Generally, the student body felt safer than before they had an RJ program. As well, students completing the Buxmont program showed increases in self-esteem and pro-social skills while showing decreases in recidivism rates (McCold and Wachtel, 2002).

Commonly, students in schools with RJ programs have shown decreased rates of suspension, expulsion, and referrals to the police (Claassen-Wilsen, 2000, p.2). However, RJ programs in schools which focus only on RJ practices and take a more reactive stance to student norm breaches have had a more limited impact than in schools that have adopted more holistic, proactive approach and adhere more completely to the values of RJ throughout the entire school (Blood & Thorsborne, 2005, p.2). As well, there are some problems in interpreting the limited evaluation data that have been collected to date. There are no standardized measurement tools being used, RJ programs vary widely in their application, and virtually no long-term studies on the efficacy of RJ programs have been conducted with insufficient comparison years to consider patterns of change in the schools. Studies thusfar have lacked adequate comparison groups and, overall, have not been particularly rigorous.

What are some problems being encountered when using Restorative Justice in school systems?

There are still some outstanding issues that are ongoing challenges for those wanting to implement a Restorative Justice program in a school. The need for funding to get the program off the ground and sustaining it is, of course, always a consideration (Riestenberg, 2003b, p.7). The importance of getting the administration and the community to buy-in to the program cannot be overstated and can be a laborious process (Rourke, 2001, p.2 and Studer, 2001, p.3). As indicated above, changing the school culture to conform with RJ principles can also be difficult and setting up an RJ program has been found to be very time consuming (long-term it is thought to save time in dealing with fewer disciplinary issues, however) (Hopkins, 2003, p.5). It has also been suggested that overuse of circle processes could reduce their effectiveness over time (Randall Comfort in Chmelynski 2005, p.2). Further study is needed to confirm this suspicion. The challenges regarding the limited amount of data to date and the lack of standardization in application and evaluation of RJ programs will also need to be addressed if RJ programs are to demonstrate their success empirically in the future. Though, on the other hand, it is a great strength that RJ programs can be adapted to the needs of a particular school and have no prescribed form. This flexibility does, however, create a challenge for the evaluator in ensuring that their chosen methodology conforms to the application of the program in a given school and necessitates that the exact character of the school's RJ program needs to be clearly stated.

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***Education Week*, Sept. 19, 2012**

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The *Responsive Classroom* approach is a nationally used, research- and evidence-based way of teaching that improves students' social and academic skills and raises teachers' instructional quality. Developed by classroom teachers in 1981 and continually refined to meet schools' needs, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. In urban, suburban, and rural settings nationwide, educators using these strategies report increased student engagement, academic gains, and fewer discipline problems.

Guiding Principles

The *Responsive Classroom* approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Seven principles guide this approach:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertiveness, responsibility, empathy, and self-control.
- Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as individual competence: Lasting change begins with the adult community.

Classroom Practices

At the heart of the *Responsive Classroom* approach are ten classroom practices:

Morning Meeting—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

Rule Creation—helping students create classroom rules that allow all class members to meet their learning goals

Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language—using words and tone to promote children's active learning and self-discipline

Logical Consequences—responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls

Guided Discovery—introducing materials using a format that encourages creativity and responsibility

Academic Choice—increasing student motivation and learning by allowing students teacher-structured choices in their work

Classroom Organization—setting up the physical room in ways that encourage independence, cooperation, and productivity

Working With Families—inviting families' insights and helping them understand the school's teaching approaches

Collaborative Problem-Solving—using conferencing, role-playing, and other strategies to resolve problems with students

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Schoolwide Implementation

In addition to incorporating *Responsive Classroom* practices into classroom teaching, many schools extend the principles of the approach to areas outside the classroom.

They plan lunchroom and playground procedures, all-school events, and other aspects of whole-school life to ensure consistency in climate and expectations between the classroom and the larger school.

They also align school policies and procedures with *Responsive Classroom* philosophy and allocate resources to support *Responsive Classroom* implementation.

Research on Effectiveness

Research by the University of Virginia's Curry School of Education has found that schools using *Responsive Classroom* practices see:

1. Improved teacher-student interactions
2. Higher-quality teaching
3. Improved social skills in children
4. Greater student achievement in math and reading
5. More positive feelings toward school among children and teachers

Findings are from the Social and Academic Learning Study (2001–2004) or the Responsive Classroom Efficacy Study (2008–2011), or both. For more information, go to www.responsive classroom.org/research.

Ways to Learn About the *Responsive Classroom* Approach

Professional Development Services

- Introductory one-day workshops for teachers and administrators
- Week-long institutes offered nationwide each summer and on-site at schools
- Follow-up workshops and on-site consulting services to support implementation
- Resources for site-based study
- National conference for administrators and teacher leaders

Publications and Other Resources

- Books, DVDs, and CDs for teachers and school leaders
- Professional development kits for school-based study
- Website with extensive library of free articles: www.responsiveclassroom.org
- Free newsletter for elementary educators
- The *Responsive*® blog, with news, ideas, and advice from and for elementary educators

About NEFC

Northeast Foundation for Children, Inc. (NEFC) is a nonprofit organization and the developer and sole source provider of the *Responsive Classroom* approach. NEFC was founded in 1981 by four public school educators who had a vision of bringing together social and academic learning throughout the school day. Today NEFC continues to refine the *Responsive Classroom* approach to meet the evolving needs of students, teachers, and schools.

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BULLYING PREVENTION, CYBERBULLYING, and ANTI-HAZING

The school recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The school strives to provide safe learning environments for all students and safe working environments for all staff members.

I. PROHIBITION OF BULLYING WHICH INCLUDES CYBERBULLYING

To further these goals, and as required by 14 Del. C. § 4112D, the school hereby prohibits the bullying of any person on school property or at school functions or by use of data or computer software that is accessed through a computer, computer system, computer network or other electronic technology of a the school. In addition, cyberbullying (as defined herein) is prohibited by students directed at other students. Incidents of cyberbullying shall be treated by each school in the same manner as incidents of bullying. The school further prohibits reprisal, retaliation or false accusation against a target, witness or person with reliable information about an act of bullying. As used herein, the term "school functions" includes field trips or any officially sponsored school event.

"School property" as used herein means any building, structure, playground, field, or any motor vehicle owned, operated, leased, rented or subcontracted by the school.

II. THE FOLLOWING DEFINITIONS SHALL APPLY TO THIS POLICY:

A. "Bully" or "Bullying" as used in herein shall mean any intentional written, electronic, verbal or physical act or actions against a student, school volunteer, or school employee that a reasonable person, under the circumstances should know will have the effect of:
   1. Placing a student, school volunteer, or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or
   2. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
   3. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
   4. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

An act is intentional if it is the person's conscious objective to engage in conduct of that nature.

B. As used in this policy, cyberbullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction which:
   1. Interferes with a student's physical well-being; or
   2. is threatening or intimidating; or
   3. is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school.

Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.
   1. Whether speech constitutes cyberbullying will be determined from the standpoint of a reasonable student of the same grade and other circumstances as the victim.

2. The place of origin of speech otherwise constituting cyberbullying is not material to whether it is considered cyberbullying under this policy, nor is the use of school materials.

Explanation: Bullying is usually defined as involving repeated acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. However, one act alone may constitute bullying if the requisite intent and effect set forth in the definition are met. Bullying may be perpetuated by an individual or a group. It may be direct or indirect. Although a person may be repeatedly bullied, a different person might be doing the bullying each time, which may make it difficult to recognize that bullying is occurring. An act is intentional if it is the person's conscious objective to engage in conduct of that nature. The actions listed below are some examples of intentional actions which may become bullying depending on their reasonably foreseeable effect:

Physical bullying: Pushing, shoving, kicking, destroying of property, tripping, punching, tearing clothes, pushing books from someone's hands, shooting/throwing objects at someone, gesturing, etc.

Verbal bullying: Name calling, insulting, making offensive comments, using offensive language, mimicking, imitating, teasing, laughing at someone's mistakes, using unwelcome nicknames, threatening

Relational Bullying: Isolation of an individual from his or her peer group, spreading rumors

Cyberbullying: Bullying by using information and communication technologies. Cyber-bullying may include but is not limited to:

- Denigration: spreading information or pictures to embarrass, Flaming: heated unequal argument online that includes making rude, insulting or vulgar remarks
- Exclusion: isolating an individual from his or her peer group, Impersonation: Using someone else's screen name and pretending to be them
- Outing or Trickery: forwarding information or pictures meant to be. private.
- Sexual Bullying: Unwanted touch of a sexual nature, unwanted talking about private parts, unwanted comments about target's sexuality or sexual activities.

This list should be used by way of example only, and is by no means exhaustive. These actions become bullying if they meet the definition with regard to intent and reasonably foreseeable effect. This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment. Similar behaviors that do not rise to the level of bullying may still be prohibited by other school policies or building, classroom or program rules.

III Anti-Hazing

A. Hazing, as defined below, is strictly prohibited. Any person who causes or participates in hazing commits a class B misdemeanor. Furthermore, if any component of the hazing incident is classified as a reportable offense and it occurs on school property or during a school function, it will be reported according to Delaware's mandatory school crime reporting law.

B. "Hazing" means any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which wilfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by the school. The term shall include, but not be limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual, and shall include any activity which would subject the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual, or any willful destruction or removal of public or private property. For purposes of this definition, any activity as described in this definition upon which the admission or

initiation into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

C. The anti-hazing policy applies to acts conducted on or off campus whenever such acts are deemed to constitute hazing.

D. Individuals who are determined to be in violation of this policy are subject to any or all of the following penalties: the imposition of fines, the withholding of diplomas or transcripts pending compliance with the rules or pending payment of fines and the imposition of probation, suspension or dismissal.

E. Organizations sanctioned or administered by the school who are determined to be in violation of the anti-hazing policy and authorize hazing in blatant disregard of such rules, penalties may also include recision of permission for that organization to operate on campus property or to otherwise operate under the sanction or recognition of the institution.

F. All penalties imposed under the authority of this section shall be in addition to any penalty imposed in accordance with the criminal laws of this State or for violation of any other institutional rule to which the violator may be subject.

IV. SCHOOL-WIDE BULLY PREVENTION PROGRAM

The school shall develop or adopt a school-wide bully prevention program that is research-based. The goals of the school-wide program will be to reduce any existing bullying problems among students, to prevent development of new bullying problems, and to achieve better peer relations and staff-student connections at school. The school leader or designee of each school will establish a Coordinating Committee, as described in Section IV of this Policy, responsible for coordinating the school's bully prevention program. In addition, each school's supervisory system in non-classroom areas will be reviewed as set forth in Section IV of this Policy.

V. COORDINATING COMMITTEE

The school leader or designee of each school shall establish a site-based Coordinating Committee (hereinafter, "the Committee") that is responsible for coordinating the school's bully prevention program including the design, approval, and monitoring of the program. A majority of the members of the Committee shall be members of the school professional staff, of which a majority shall be instructional staff. The Committee also shall contain representatives of the administrative staff, support staff, parents and staff from the before- or after-school program(s). These representatives shall be chosen by members of each respective group except that representatives of the non-employee groups shall be appointed by the school leader.

The Committee shall operate on a 1-person, 1-vote principle. In the event a site-based school discipline committee has been established pursuant to § 1605(7), a and b, of Title 14 of the Delaware Code, that committee shall vote whether or not to accept the aforementioned responsibilities.

Each Committee established pursuant to this Policy shall:

1. Hold regular meetings.
2. Select a coordinator of the School-Wide Bully Prevention Program.
3. Consider, decide upon, and coordinate any staff training sessions (beyond the 1 hour gang and bully prevention training required in 14 Del. C. 4123A), as needed.
4. Create and maintain a training log (either paper or electronic) to keep a record of the school staff who have been trained, and what training they have received.
5. Review the school's supervisory system for non-classroom areas and make recommendations for modifications, if necessary, to the school leader or designee.
6. Plan a school kick-off event.
7. Establish subcommittees, as needed.
8. Decide upon and implement methods of notification to students, parents and the community concerning the School-Wide Bully Prevention Program.

The foregoing is not an exclusive list.

VI. REPORTING BULLYING INCIDENTS

It is the responsibility of each member of the school community: students, staff members, and parents, to report instances of bullying or suspicions of bullying, with the understanding that all such reports will be listened to and taken seriously.

A. Any staff member who has reliable information that would lead a reasonable person to suspect a person is a target of bullying shall immediately report it to the administration. The staff member must follow up any initial verbal report of a suspected bullying incident with a written report within 24 hours. The written report shall be reasonably specific as to actions giving rise to the suspicion of bullying and shall include:
   1. Persons involved, designating bully, target, and bystanders roles.
   2. Time and place of the conduct and alleged number of incidents.
   3. Potential student or staff witnesses.
   4. Any actions taken.

B. Any student, parent, or other member of the school community who suspects that a bullying incident(s) has occurred, or is, occurring, should immediately report the same to a school staff member or administrator.

VII. INVESTIGATIVE PROCEDURES

A. The school is required to have a procedure for the administration to promptly investigate all complaints/reports of bullying in a timely manner and determine whether bullying has occurred. The procedure must include investigation of such instances, including a determination of whether the target of the bullying was targeted—or reports being targeted--wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, or national origin. This does not preclude the school from identifying other reasons or criteria why a person is a target of bullying. The school leader may designate a person or persons to be responsible for responding to bullying complaints. Each confirmed incident of bullying must be recorded in the School Register of Bullying Incidents.
B. All reported incidents of bullying, regardless of whether the school could substantiate the incident, must be reported to the Department of Education by the school leader or designee within five (5) working days pursuant to Department of Education regulations.
C. Some acts of bullying may also be crimes which under the School Crime Reporting Law (14 Del. C. § 4112) are required to be reported to the police and/or the Department of Education.

VIII. CONSEQUENCES FOR BULLYING

The disciplinary consequences for students involved in bullying incidents are set forth in the Student Code of Conduct and are expressly incorporated by reference into this Policy.

IX. STAFF MEMBER TRAINING

The school will provide a combined training each year totaling at least one (1) hour in the identification and reporting of criminal youth gang activity pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code to all staff members. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association and the Delaware Association of School Administrators. Any in-service training required by this section shall be provided within the contracted school year as provided in 14
Del. C. § 1305(e).

X. DISCIPLINARY ACTION BASED ON ANONYMOUS REPORTS

Formal disciplinary action solely based solely on anonymous reports is not permitted.

XI. NOTIFICATION OF PARENTS

The school leader or designee shall notify the parent, guardian or relative caregiver pursuant to 14 Del. C. 202(f), or legal guardian, of any target of bullying or person who bullies.

XII. IMPLEMENTATION BULLYING PREVENTION PROGRAM

The school bullying prevention program must be implemented throughout the year, and integrated with the school's discipline policies and 14 Del. C. § 4112.

XIII. ACCOUNTABILITY

The school leader of each school shall notify the Board in writing of their compliance with this policy and submit a copy of the procedures they have adopted under this policy by January 1 of each school year. The school leader shall verify for the Board the method and date that this policy has been distributed, to all students, parents, faculty, and staff.

XIV. IMMUNITY

A school employee, school volunteer or student is individually immune from a cause of action for damages arising from reporting bullying in good faith and to the appropriate person or persons using the procedures specified in the school bullying prevention policy, but there shall be no such immunity if the act of reporting constituted gross negligence and/or reckless, willful, or intentional conduct.

XV. OTHER DEFENSES

A. The physical location or time of access of a technology-related incident is not a valid defense in any disciplinary action by the school initiated under this policy provided there is sufficient school nexus.
B. This policy does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her lawful employment or investigation of a violation of this policy in accordance with school policy.

XVI. RELATIONSHIP TO SCHOOL CRIME REPORTING LAW

An incident may meet the definition of bullying and also the definition of a particular crime under State or federal law. Nothing in this policy shall prevent school officials from fulfilling all of the reporting requirements of § 4112, Title 14 of the Delaware Code, or from reporting probable crimes that occur on school property or at a school function which are not required to be reported under that section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in Chapter 9 of Title 16 of the Delaware Code, or any other reporting requirement under State or federal law.

XVII. RULES AND REGULATIONS

Implementation of this policy shall comply with all rules and regulations the Delaware Department of Education may promulgate to implement Title 14 Section 4112D of the Delaware Code.

XVIII. NON-CLASSROOM SUPERVISION

To the extent that funding is available, each school must develop a plan for a system of supervision in non-classroom areas. The plan shall provide for the review and exchange of information regarding non- classroom areas.

XIX. PROCEDURE FOR COMMUNICATING WITH MEDICAL AND MENTAL HEALTH PROFESSIONALS

School staff will follow the same procedures for communicating with medical and mental health professionals involved in treating students for bullying issues as are utilized for all other communications with medical and mental health professionals concerning students. Release of information forms must be signed by the parent, guardian or relative caregivers pursuant to 14 Del. C. § 202(f) or legal guardian in order for the primary care physician or mental health professional to communicate with school personnel regarding any treatment of a child. Releases should be signed both at school and at the physician or mental health professional's office before communication may take place according to HIPAA and FERPA guidelines. If a parent refuses to sign a release form at school the school will review this policy with them, explaining the reasons the release would be advantageous to their child. After confirmation that a child has been involved in a bullying incident, if the principal or designee recommends a mental health evaluation be completed, the school may:

a. Require that return to school will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.

b. Require that student remain in in-school suspension and that return to regular class schedule will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.

c. Summary of this evaluation shall be shared at a meeting with student, parent/guardian and school leader or designee prior to return to school or the general population.

Emergency evaluations can be obtained through Christiana Care Health Services Emergency Center at Christiana or Wilmington Hospital (302)-733-1000, the Rockford Center (866)-847-4357. Crisis services are also available through Prevention and Behavioral Health Services, State of Delaware 24 hour hot line (302)-633-5128. Non-emergent services can be obtained through Children and Families First (800)-734-2388, Catholic Charities (302)-655-9624, and Delaware Guidance (302)-652-3948 in New Castle County or by contacting a medical insurance company for recommended providers in the area.

XX. LIMITATION/EXCLUSION

Nothing in this policy is intended to prohibit the expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment. Similar behaviors that do not rise to the level of bullying may still be prohibited by other school policies or building, classroom or program rules.

XXI. SCHOOL OMBUDSPERSON: ATTORNEY GENERAL'S OFFICE'S BULLYING HOTLINE 1-800-220-5414

The telephone number of the Department of Justice School Ombudsman shall be provided in writing to parents, students, faculty, and staff; and shall be on the website of the school. The contact information shall also be prominently displayed in each school.

XXII. INFORMING STUDENTS OF ELECTRONIC MEDIUMS

Upon implementation of this policy, and again at the beginning of each academic year, the school shall inform students in writing of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings. From implementation of this policy through the end of 2013-14 school year, postings on Facebook, Twitter, MySpace, YouTube, and Pinterest shall, at minimum, be included in [name of school] list of mediums where posting of

speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings.

XXIII. POLICY NOTIFICATION

The policy shall appear in the student and staff handbook and if no handbook is available, or it is not practical to reprint new handbooks, a copy of the policy will be distributed annually to all students, parents, faculty and staff.

Mapleton Charter School: Home Language Survey

The questions below will help in determining if your child meets the eligibility criteria for additional educational services. The information included on this form will only be shared with the appropriate educators and state agencies that can help your child be successful in school. **No student will be denied enrollment based on the information shared below.**

Name of Student: _____ Date: _____

1. Which language did your son or daughter learn when he or she first began to talk?

2. What language does your son or daughter most frequently use at home?

3. What language do you use most frequently to speak to your son or daughter?

4. Name the language most often spoken by the adults in the home.

Parent/Guardian Signature: _____

2010 *Pre-K-Grade 12 Gifted Programming Standards*

Gifted Education Programming Standard 1: Learning and Development

Introduction

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.

Standard 1: Learning and Development

Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.
	1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.
1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.
	1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.
1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.
	1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.
1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.	1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.
1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.
	1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.
1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.	1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.
1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.
	1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

Gifted Education Programming Standard 2: Assessment

Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

Standard 2: Assessment

Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Student Outcomes	Evidence-Based Practices
2.1. *Identification*. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
2.2. *Identification*. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
	2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.
	2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.
	2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.
	2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.
	2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
2.3. *Identification*. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.	2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
	2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.
	2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
2.4. *Learning Progress and Outcomes*. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.
	2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.
	2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.

	2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.
	2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
2.5. *Evaluation of Programming*. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.
	2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.
	2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.
2.6. *Evaluation of Programming*. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.	2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.
	2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.
	2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

Gifted Education Programming Standard 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.

Standard 3: Curriculum Planning and Instruction

Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
3.1. *Curriculum Planning*. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.
	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.
	3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
	3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.
	3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.
	3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.
3.2. *Talent Development*. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.
	3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
3.3. *Talent Development*. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.
	3.3.2. Educators use school and community resources that support differentiation.
	3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
3.4. *Instructional Strategies*. Students with gifts and talents become independent investigators.	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
	3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
	3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

	3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
3.5. *Culturally Relevant Curriculum*. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
	3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.
	3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.
3.6. *Resources*. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

Gifted Education Programming Standard 4: Learning Environments

Introduction

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

Standard 4: Learning Environments

Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
4.1. *Personal Competence*. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
	4.1.3. Educators create environments that support trust among diverse learners.
	4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
4.2. *Social Competence*. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
4.3. *Leadership*. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1 Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
4.4. *Cultural Competence*. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups.[1] They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
4.5. *Communication Competence*. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).
	4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.
	4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

[1] Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Gifted Education Programming Standard 5: Programming

Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.

Standard 5: Programming

Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
5.1. *Variety of Programming*. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.
	5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
	5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.
	5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.
	5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.
5.2. *Coordinated Services*. Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.
5.3. *Collaboration*. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.
5.4. *Resources*. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.
5.5. *Comprehensiveness*. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.
5.6. *Policies and Procedures*. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.
5.7. *Career Pathways*. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.	5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.
	5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

Gifted Education Programming Standard 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.

Standard 6: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Student Outcomes	Evidence-Based Practices
6.1. *Talent Development*. Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.
	6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.
	6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).
	6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.
6.2. *Socio-emotional Development*. Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
6.3. *Lifelong Learners*. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.
	6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.
	6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.
	6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
6.4. *Ethics*. Students develop their gifts and talents as a result of educators who are ethical in their practices.	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.
	6.4.2. Educators comply with rules, policies, and standards of ethical practice.

CEC – NAGC Initial Knowledge & Skill Standards for Gifted and Talented Education

(final version)

Standard 1: Foundations

Educators of the gifted[1] understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents [2] both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

K1	Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
K2	Key philosophies, theories, models, and research supporting gifted and talented education.
K3	Local, state/provincial and federal laws and policies related to gifted and talented education.
K4	Issues in conceptions, definitions, and identification of gifts and talents, including those of individuals from diverse backgrounds.
K5	Impact of the dominant culture's role in shaping schools and the differences in values, languages, and customs between school and home.
K6	Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.
K7	Key issues and trends, including diversity and inclusion, connecting general, special, and gifted and talented education.

Standard 2: Development and Characteristics of Learners

Educators of the gifted know and demonstrate respect for their students as unique human beings. They understand variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities. Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.

K1	Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
K2	Characteristics and effects of culture and environment on the development of individuals with gifts and talents.
K3	Role of families and communities in supporting the development of individuals with gifts and talents.
K4	Advanced developmental milestones of individuals with gifts and talents from early

	childhood through adolescence.
K5	Similarities and differences within the group of individuals with gifts and talents as compared to the general population.

Standard 3: Individual Learning Differences

Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life. Moreover, educators of the gifted are active and resourceful in seeking to understand how language, culture, and family background interact with an individual's predispositions to impact academic and social behavior, attitudes, values, and interests. The understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.

K1	Influences of diversity factors on individuals with exceptional learning needs.
K2	Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.
K3	Idiosyncratic learning patterns of individuals with gifts and talents, including those from diverse backgrounds.
K4	Influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities.
S1	Integrate perspectives of diverse groups into planning instruction for individuals with gifts and talents.

Standard 4: Instructional Strategies

Educators of the gifted possess a repertoire of evidence-based curriculum and instructional strategies to differentiate for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance the learning of critical and creative thinking, problem solving, and performance skills in specific domains. Moreover, educators of the gifted emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

K1	School and community resources, including content specialists, which support differentiation.
K2	Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
S1	Apply pedagogical content knowledge to instructing learners with gifts and talents.
S2	Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.
S3	Provide opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent.
S4	Preassess the learning needs of individuals with gifts and talents in various domains and adjust instruction based on continual assessment.
S5	Pace delivery of curriculum and instruction consistent with needs of individuals with gifts and talents.

S6	Engage individuals with gifts and talents from all backgrounds in challenging, multicultural curricula.
S7	Use information and/or assistive technologies to meet the needs of individuals with exceptional learning needs.

Standard 5: Learning Environments and Social Interactions

Educators of the gifted actively create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement. In addition, educators of the gifted foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Educators of the gifted shape environments to encourage independence, motivation, and self-advocacy of individuals with gifts and talents.

K1	Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.
K2	Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.
S1	Design learning opportunities for individuals with gifts and talents that promote self-awareness, positive peer relationships, intercultural experiences, and leadership.
S2	Create learning environments for individuals with gifted and talents that promote self-awareness, self-efficacy, leadership, and lifelong learning.
S3	Create safe learning environments for individuals with gifts and talents that encourage active participation in individual and group activities to enhance independence, interdependence, and positive peer relationships.
S4	Create learning environments and intercultural experiences that allow individuals with gifts and talents to appreciate their own and others' language and cultural heritage.
S5	Develop social interaction and coping skills in individuals with gifts and talents to address personal and social issues, including discrimination and stereotyping.

Standard 6: Language and Communication

Educators of the gifted understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development. They use relevant strategies to teach oral and written communication skills to individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English learners.

K1	Forms and methods of communication essential to the education of individuals with gifts and talents, including those from diverse backgrounds.
K2	Impact of diversity on communication.
K3	Implications of culture, behavior, and language on the development of individuals with gifts and talents.
S1	Access resources and develop strategies to enhance communication skills for individuals with

	gifts and talents including those with advanced communication and/or English language learners.
S2	Use advanced oral and written communication tools, including assistive technologies, to enhance the learning experiences of individuals with exceptional learning needs.

Standard 7: Instructional Planning

Curriculum and instructional planning is at the center of gifted and talented education. Educators of the gifted develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors. Understanding of these factors, as well as the implications of being gifted and talented, guides the educator's selection, adaptation, and creation of materials, and use of differentiated instructional strategies. Learning plans are modified based on ongoing assessment of the individual's progress. Moreover, educators of the gifted facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. Educators of the gifted are comfortable using technologies to support instructional planning and individualized instruction.

K1	Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.
K2	Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.
K3	Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.
S1	Align differentiated instructional plans with local, state/provincial, and national curricular standards.
S2	Design differentiated learning plans[3] for individuals with gifts and talents, including individuals from diverse backgrounds.
S3	Develop scope and sequence plans for individuals with gifts and talents.
S4	Select curriculum resources, strategies, and product options that respond to cultural, linguistic, and intellectual differences among individuals with gifts and talents.
S5	Select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.
S6	Integrate academic and career guidance experiences into the learning plan for individuals with gifts and talents.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of educators of the gifted as multiple types of assessment information are required for both identification and learning progress decisions. Educators of the gifted use the results of such assessments to adjust instruction and to enhance ongoing learning progress. Educators of the gifted understand the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds. They understand measurement theory and practices for addressing the interpretation of assessment results. In addition, educators of the gifted understand the appropriate use and limitations of various types of assessments. To ensure the use of nonbiased and equitable identification and learning progress models, educators of the gifted employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

K1	Processes and procedures for the identification of individuals with gifts and talents.
K2	Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.
K3	Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.
S1	Use non-biased and equitable approaches for identifying individuals with gifts and talents, including those from diverse backgrounds.
S2	Use technically adequate qualitative and quantitative assessments for identifying and placing individuals with gifts and talents.
S3	Develop differentiated curriculum-based assessments for use in instructional planning and delivery for individuals with gifts and talents.
S4	Use alternative assessments and technologies to evaluate learning of individuals with gifts and talents.

Standard 9: Professional and Ethical Practice

Educators of the gifted are guided by the profession's ethical and professional practice standards. They practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to professional and ethical considerations. They engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices. Educators of the gifted view themselves as lifelong learners and regularly reflect on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice. Educators of the gifted understand that culture and language interact with gifts and talents and are sensitive to the many aspects of the diversity of individuals with gifts and talents and their families.

K1	Personal and cultural frames of reference that affect one's teaching of individuals with gifts and talents, including biases about individuals from diverse backgrounds.
K2	Organizations and publications relevant to the field of gifted and talented education.
S1	Assess personal skills and limitations in teaching individuals with exceptional learning needs.
S2	Maintain confidential communication about individuals with gifts and talents.
S3	Encourage and model respect for the full range of diversity among individuals with gifts and talents.
S4	Conduct activities in gifted and talented education in compliance with laws, policies, and

	standards of ethical practice.
S5	Improve practice through continuous research-supported professional development in gifted education and related fields.
S6	Participate in the activities of professional organizations related to gifted and talented education.
S7	Reflect on personal practice to improve teaching and guide professional growth in gifted and talented education.

Standard 10: Collaboration

Educators of the gifted effectively collaborate with families, other educators, and related service providers. This collaboration enhances comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions. Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and well being of individuals with gifts and talents across settings and diverse learning experiences.

K1	Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.
S1	Respond to concerns of families of individuals with gifts and talents.
S2	Collaborate with stakeholders outside the school setting who serve individuals with exceptional learning needs and their families.
S3	Advocate for the benefit of individuals with gifts and talents and their families.
S4	Collaborate with individuals with gifts and talents, their families, general, and special educators, and other school staff to articulate a comprehensive preschool through secondary educational program.
S5	Collaborate with families, community members, and professionals in assessment of individuals with gifts and talents.
S6	Communicate and consult with school personnel about the characteristics and needs of individuals with gifts and talents, including individuals from diverse backgrounds.

Mapleton Charter School at Whitehall
Year 1 Marketing Plan

Year 1 marketing strategies for Mapleton Charter School at Whitehall (Mapleton) will focus on reaching parents with school aged children living in the Appoquinimink, Smyrna, Colonial, and Capital School Districts. Post approval, this preliminary marketing plan, tools and budget will be revisited by the school leader, the Marketing and Student Recruitment Committee of the Board and the school's CMO provider to finalize the school's marketing strategies based on recruitment needs and available resources. To ensure information about the school is widely accessible to a large audience, the Mapleton will make sure all items are available in both English and Spanish. Where possible, the school with partner with the Town of Whitehall to share information about the school with prospective residents, especially those with school aged children.

Enrollment targets:

In year 1, the school will seek to enroll 100 students in Kindergarten, 100 students in 1st grade, and 100 students in 2nd grade for a total of 300 students. The school will recruit heavily from across New Castle County and will seek to reflect a 50-50 male to female ratio and a diverse student population that is representative of other public elementary school demographics in the region.

Messaging:

Messaging for Mapleton will build on the existing Expeditionary Learning brand highlighting the program's proven impact on student achievement and the strong network of other Expeditionary Learning schools across the state and country. Pictures of students and student testimonials from other Expeditionary Learning schools will build a basis for Mapleton's story in Year 1 and provide an authentic picture of what this school will have to offer Delaware's students. In Year 2, testimonials from other Expeditionary Learning schools will be replaced with insights from parents and students attending Mapleton. Parents who are members of the school's PTA will be asked to serve as "school ambassadors" to aid in the recruitment of incoming classes. Word of mouth advertising will become increasingly important as two other Expeditionary Learning schools in New Castle County (Kuumba Academy Charter School and Academia Antonia Alonso) are launched in the Fall of 2014. For examples of Expeditionary Learning print materials that can be used by Mapleton staff for year 1 recruitment events, see attachments.

Targeted neighborhoods:

Recruitment efforts for Mapleton will be targeted towards families with pre-K or elementary school -aged children who may be living in and around the Town of Whitehall. Communications will aim to reach families who are living in the Appoquinimink, Smyrna, Capital, and Colonial

School Districts. The "Mapleton residential submarket" as defined by the Town of Whitehall as part of their community planning, includes Newark to the north, the fringe of the City of Wilmington to the northeast, and stretches to the south past Middletown/Odessa to the northern fringe of Smyrna in Central Delaware. The Town of Whitehall in their planning estimates that 80,900 families lived in this geographic region in 2009, and was expected to increase steadily. Below are some additional characteristics of this community based on the most recent census data, accessed on the census.gov website on October 17, 2013.

CENSUS CATEGORY	Newark	Wilmington	Middletown	Smyrna
Population, 2012 estimate	32,367	71,292	19,483	10,708
Population, Percent Change April 2010 – July 2012	2.9%	.6%	3.2%	6.8%
Persons under 18 years old	10.7%	24.2%	31%	27.8%
Female persons	53.3%	52.5%	52.9%	52.6%
White persons	82.4%	32.6%	61.9%	63%
Black persons	6.7%	58%	28.4%	29.1%
Asian persons	7.1%	1%	3.8%	1.5%
Persons reporting two or more races	2.3%	2.6%	3.2%	3.8%
Persons of Hispanic or Latino origin	4.8%	12.4%	7.4%	5.9%
Language other than English spoken at home, percent of persons age 5+	15.6%	14.9%	13.3%	6.6%
High school graduate, percent of persons age 25+	94.2%	81.4%	94%	87.1%
Bachelor's degree or higher, percent of persons age 25+	51.9%	25.3%	33.6%	19.3%
Housing Units, 2010	10,475	32,820	6,821	4,035
Homeownership rate	54.9%	47.6%	79.1%	68.2%
Median household income	$50,309	$39,019	$70,942	$53,765
Persons below poverty	27.3%	23.4%	9.1%	13.1%

Attributes of Marketing Campaign:

- **Interactive**
  - Implement online strategies such as a website, Facebook, Twitter and YouTube to develop a campaign that parents and members of the community can visit and recommend to their friends.
- **Experiential**
  - Utilize community or informational meetings at pre-K centers and other local businesses and community building where parents gather to provide an overview of what a day at an Expeditionary Learning would look like through interactive

presentations. Incorporate Skype sessions so that prospective parents can communicate with Expeditionary Learning leadership and representatives from other Expeditionary Learning schools inside and outside Delaware.

- **Engaging**
  - A monthly newsletter and regular emails prior to the opening of the school will help to continually engage parents and keep them informed of the school's progress. In Year 1, the school leader will also make an effort to visit with families who submit an application to the school in their home.

Marketing materials to be developed:

The Mapleton Charter School will develop the following unique materials:

- School Logo
- Website
- Recruitment brochure
- Constant Contact software to distribute an electronic newsletter and email blasts
- Flyers
- Facebook and Twitter Accounts and other social media tools as appropriate
- E-Newsletter
- Newspaper advertisement

Marketing Strategies/ Tools
See attached spreadsheet outlining strategies, tools, and anticipated costs.

Evaluation
To evaluate the success of marketing strategies, parents will be asked how they learned about Mapleton by selecting from a list of marketing strategies that were implemented. Strategies that received a high ranking will be continued in Year 2.

Timeline
See attached timeline.

Mapleton Charter School at Whitehall
Year 1 Marketing Plan
Marketing Strategies/Tools and Estimated Costs

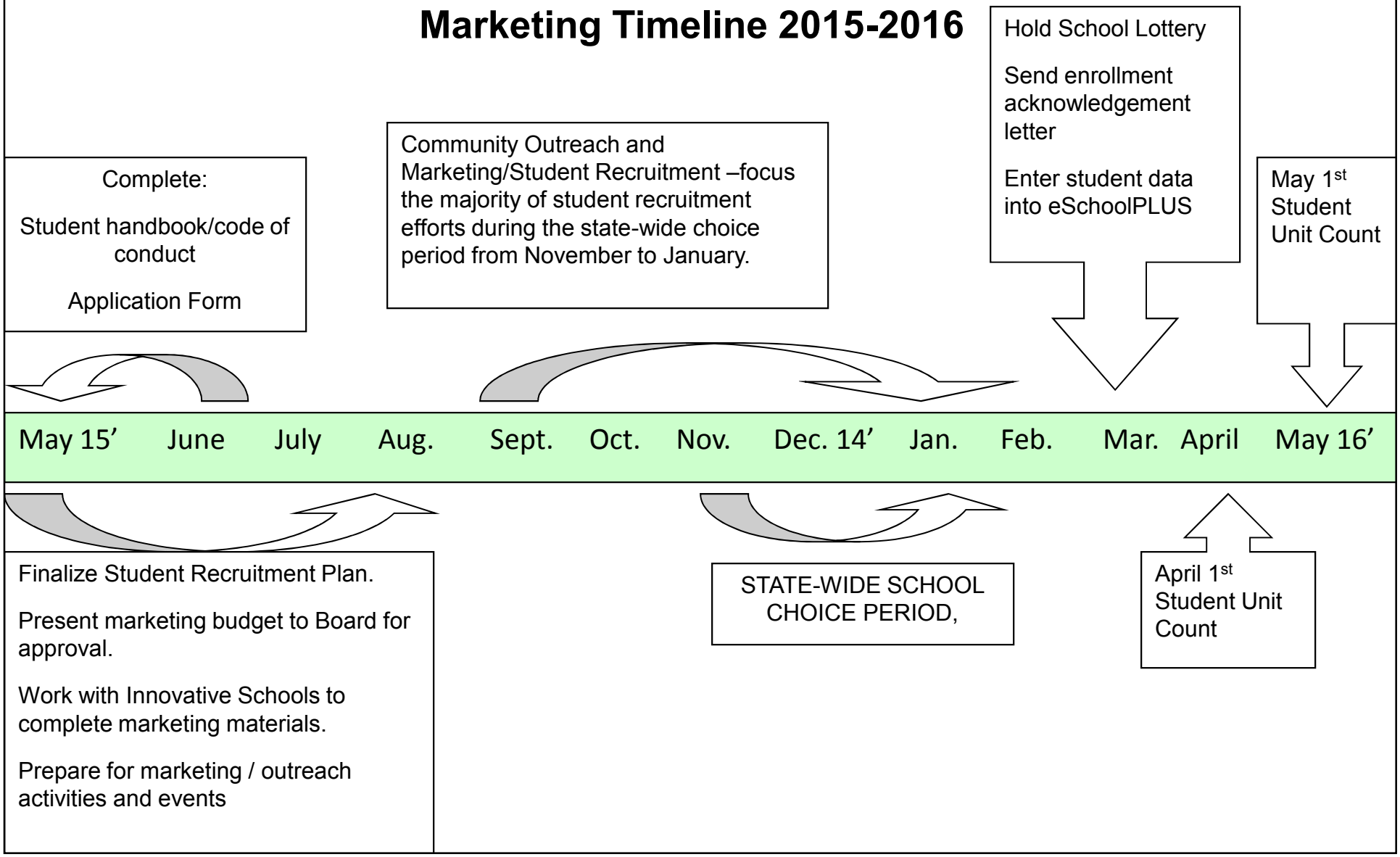
Strategy	Goal	Estimated Cost
Website and print materials development	Provide a robust and interactive website for families and businesses to access to learn more about the school. Develop student recruitment brochure highlighting key information about the school.	$15,000 - $17,000
Community Engagement Meetings	Host a minimum of 6 community engagement meetings beginning in the summer of 2015.	Budget $250/meeting for child care/ refreshments/ rental fees at site
Virtual webinars for individuals who are not able to attend in-person meetings • **Reduce cost by partnering with Innovative Schools to host webinar utilizing their existing software.** • **Webinar invitation and presentation to be customized for Mapleton Charter School at Whitehall**	Host a minimum of 3 virtual webinars for parents	No charge
Advertisements	Full list of advertising opportunities to be developed with Marketing and Student Recruitment Committee of the Board and school leader. Some opportunities to consider include: Consider opportunities for advertising in the community. Opportunities to consider: • Bus advertisements • Magazine advertisements (MetroKids, for example)	Budget approximately $9,500 for advertising in Year 1

	• Newspaper advertisements • Billboard • Door hangers • Google web ads • Facebook ads • IPhone ads • City parks and recreational events (bowling, softball leagues, etc)	
Blogs	Post advertisements in Delaware specific blogs that direct readers to the school's website and social networking sites.	Costs for this included in $9,500 estimate advertising budget
Non-profit newsletters	Partner with other education-related non-profit to include a short piece about the school in their newsletters. Examples of non-profit organizations that the school will reach out to will include: • Metropolitan Wilmington Urban League • PIC of Delaware • Learning Link of Delaware • Vision 2015 • Rodel Foundation • Boys and Girls Clubs of Delaware • Big Brothers Big Sisters of Delaware • Communities in Schools • Children and Families First • United Way of Delaware • YMCA • YWCA • Innovative Schools	$0
Table at local fairs/community events	Purchase table space at local fairs and community events. A full list of fairs and events in nearby communities to be developed by July 2015 by the Marketing and Student Recruitment Committee of the Board.	$0
Public relations	Submit press releases at least once every two months to highlight	$0

	key milestone in the school's opening. Examples of topics that will be highlighted include: • Approval of charter application • Hiring of school leader • Purchase of building or securing a school site • Open enrollments; dates and times of community engagement meetings • School opening day Also consider events where the press could be invited (a day at the DE Children's Museum where parents and children could participate in a free expedition, for example)	
Local businesses advertising	Place flyers in local businesses where families with young children will frequent including doctor's offices, local children's museums, local pools and recreation centers, pre-K centers and more. Flyers will direct individuals to the school's website and social networking sites. Also include recruitment brochures for those that do not have website access.	$2,500 for printing
Twitter	Implement a social networking strategy so that school can provide quick and meaningful updates on the school's progress with opening, post important dates, etc.	$0
Facebook	Implement a social networking strategy so that school can provide quick and meaningful updates on the school's progress with opening, post important dates, and provide a format for the school leader to provide info about who they are as well as a location where students and their families can ask questions and share their opinions.	$0
YouTube	Build interactive components into Mapleton Charter School's website by providing links to existing YouTube videos about Expeditionary Learning schools. Have teachers and staff develop videos as part of classroom assignments that can be used as recruitment tools down the road.	$0

Mapleton Charter School at Whitehall

Marketing Timeline 2015-2016



Mapleton Charter School at Whitehall

Marketing Timeline 2016-2017