

Extended Learning Program

Denison High School

Extended Learning Program Denison High School

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Philosophy

Denison High School recognizes that all students need to be challenged to fulfill their potential. This district and high school recognizes the multifaceted dimension of intelligence and the varying conceptions of giftedness. Students with strengths and talents in various areas of endeavor - including general intellectual ability, specific academic aptitude, creative or productive thinking, leadership skills, and visual or performing arts - must be given opportunities to develop and nurture their talents. The Extended Learning Program in the high school offers a variety of program and opportunities both within and outside of the existing curriculum. These programs are designed to challenge students, address unique learning needs, and help all students fulfill their potential. The Extended Learning Program is to provide services to meet the intellectual, social, and emotional needs of students.

If we provide programming for students with outstanding abilities who are capable of high performance, we will be enriching society with valuable human resources and helping these students realize their contributions to self and society.

Role of the Extended Learning Teacher

The responsibilities of the Extended Learning Teacher include:

- Provide direct education services to students (e.g., pullout enrichment classes, participation in contests, special projects).
- Provide instructional support for classroom teachers (e.g., locating resources, helping with specific class or student projects).
- Coordination of out of school resources and programs (e.g., apprenticeship programs, special seminars, guest speakers, summer programs, enrichment programs).
- Coordinate student opportunities for both in and out of the class enrichment.
- Help students develop and envision a plan for their future.
- Provide individual and group counseling.
- Work as an advocate for the student and the student's needs.
- Develop Personalized Education Plans (PEP) for students enrolled in the Extended Learning Program.
- Identify and enroll students in the Extended Learning Program.
- Provide opportunities for the student's family to assist in developing the student's PEP.
- Assess and evaluate the student's performance in the Extended Learning Program.
- Evaluate the Extended Learning Program.
- Participate in professional development focusing on the needs of exceptional children.

Content Standards, Benchmarks, and Critical Objectives for the Extended Learning Program

Content Standard #1 Students will develop complex thinking skills (problem solving, decision making, and designing).

Benchmark 1. Students will be able to complete the problem solving process.

Critical Objective a. Students can define the problem and brainstorm ways to solve it..

Critical Objective b. Choose the best solution according to what is possible and still be creative.

Benchmark 2. Students will be able to generate creative solutions to problems.

Critical Objective a. Students can be creative and think “outside the box” through risk taking within the perimeters of the problem.

Benchmark 3. Students will be able to use critical thinking skills (synthesis, analysis evaluation, logical thinking).

Critical Objective a. Students will read a paragraph or selection, analyze and evaluate it for main idea and usefulness, then synthesize its effectiveness.

Content Standard #2 Students will develop research skills.

Benchmark 1. Students will be able to use multiple, factual sources.

Critical Objective a. Students will use electronic media and computers as well as printed material.

Benchmark 2. Students will explore topical, historical, inventive, and experimental research.

Critical Objective a. Students will read and search for primary and secondary sources versus fictional material.

Benchmark 3. Students will present their chosen topic research to groups.

Critical Objective a. Students will show organization, planning, and creativity in their presentations.

Benchmark 4. Students will use the scientific method of hypothesis, predicting, testing, and conclusion to learn why things happen (hands-on investigations).

Critical Objective a. Students will pose a question, form an hypothesis, make a prediction on the outcome, test the hypothesis, and reach a conclusion.

Content Standard #3 Students are exposed to a wide variety of careers.

Benchmark 1. Students will use interview skills to learn about Denison area residents' careers.

Critical Objective a. Students will learn to ask investigative questions and conduct an interview of a Denison area resident to learn about their career.

Critical Objective b. Students will review the interview information, write a summary, and evaluate the experience.

Benchmark 2. Students will recognize characteristics of successful leaders.

Critical Objective a. Students can use leadership characteristics to evaluate a

person's effectiveness as a leader.

Content Standard #4 Students will use communication skills: written, oral, and technological.

Benchmark 1. Students present original and commercial dramatizations.

Critical Objective a. Students will present meaningful, accurate information in a creative manner.

Benchmark 2. Students will express a position on an issue and support it with evidence.

Critical Objective a. Students can analyze an issue, take a position, and give specific reasons why they support that position.

Content Standard #5 Students will learn about effectiveness as a high- ability individual.

Benchmark 1. Students will understand and value their gifted potential and the potential of others.

Critical Objective a. Students will perform a self assessment on attitudes, feelings, and beliefs on their gifts and skills.

Critical Objective b. Students will identify means and ways to utilize their skills and gifts.

Critical Objective c. Students will identify means and ways to strengthen their weaknesses.

Critical Objective d. Students will participate in group and individual activities discussing and debating various aspects of their giftedness.

Benchmark 2. Students will recognize the strengths of their preferred learning style.

Critical Objective a. Students will identify their learning styles.

Critical Objective b. Students will practice behaviors to enhance their learning style.

Critical Objective c. Students will identify ways to improve their performance due to their particular learning style.

Curriculum

Extended Learning Program opportunities include options for both acceleration and enrichment. Programs include the following:

- Acceleration and enrichment in the general classroom setting.
- Special classes (pull in, after school, advanced, college courses, Saturday, Student developed) that provide opportunities for students to pursue their interests.
- Mentor and apprenticeship programs.
- Work/study, community service programs.
- Career education.
- Online & Correspondence study

Extended Learning Program opportunities include guidance and counseling young students to further their personal and academic goals as well as develop a positive self concept and image. Programs include the following:

- Encouraging family involvement in planning short and long term student goals.
- Planning Career options.
- Group and individual counseling session (e.g., coping with stress, test-taking strategies, working with a supervisor, making the right decisions, underachievement, perfectionism).
- Participating in a mentor program.

Curriculum Plan for High School

High School - All Grades:

1. Year long project. The project could be an extension of a project in class, or some other work in progress. The project could also be a new area of interest or independent investigation.

Development - proposal

Weekly journal

Creation and Production

Presentation

Evaluation

2. Seminar: Current Issues - Social and Community Issue Problems

3. Brain Expanders - Exercises in creative thinking, deductive reasoning, and problem solving

4. Individual and Group Counseling - selected topics

By Grade Level

• 9th Grade -

1. Profile of self and interests. Goal setting and plan.
2. Bibliotherapy - Book selected topics for various issues, needs, and concerns.
3. Habits of Mind - Dimension 5 - Study on how each individual student's brain learns, processes information, and works.
4. Career Focus based upon gifts, talents, and interests.

• 10th Grade -

1. Profile of self and interests. Goal setting and plan.
2. Get off of My Brain - Survival Unit for Gifted Students
3. Leadership Focus and Group Dynamics (Mellis) - Using individual gifts and talents with 95% of the rest of the world.
4. Covey's: Habits of Highly Effective Teens
5. Career Focus based upon gifts, talents, and interests.

• 11th Grade -

1. Profile of self and interests. Goal setting and plan.
2. Bibliotherapy - Book selected topics for various issues, needs, and concerns.
3. Choosing a College and Career: If you don't know where you are going, you will probably end up somewhere else.
4. Problem Solving Techniques
5. Student Developed Course Seminar

• 12th Grade -

1. Profile of self and interests. Goal setting and plan.
2. Bibliotherapy - Book selected topics for various issues, needs, and concerns.
3. Senior Tours for College - Career choice -
4. College Planning for Gifted Students

11th and 12th Grade years: Student Developed Course

11th and 12th Grade years: AP Courses, Online Courses, Independent study courses, and college course enrollment options

All Students:

The opportunity to participate in contests, camps, conferences, conventions, and interest areas based upon their gifts and talents.

Other Elements of the Extended Learning Program

Parent Meetings

A parent meeting will take place in the fall with all students enrolled in the Extended Learning Program. The purpose of the meeting is to explain the Extended Learning Program and each student's goals.

Family Newsletter

A family newsletter will be published twice a year to inform parents of opportunities for students enrolled in the Extended Learning Program.

Field Trips

Occasionally, throughout the school year, field trips will be offered to students enrolled in the Extended Learning Program. These field trips will focus on areas of interest expressed by students enrolled in the program, or educational opportunities which could enrich, enhance, and expand the student's education.

Contests

Students enrolled in the Extended Learning Program as well as other students in the high school can participate in various contests to complement a student's interest areas.

Grading for Enrollment in the Extended Learning Program

Option 1

Semester grade

Group & Individual Meetings - 20 points

Weekly Journal and exercises - 20 points

Reflection - How can I apply..... - 20 points

Focus Topic - Project - 20 points

Independent Study Project - 20 points

Total - Score out of 100 points

Option 2

Participate in Extended Learning Program and receive a Pass - Fail grade

Option 3

SDC (Student Developed Course). This model provides students with the option to study topics that match their interests and talents through a two step process. First, students learn about their talents, weaknesses, and learning styles in a one semester SDC class. In that class they also learn how to design an independent study course. The SDC class teaches students how to design and execute an independent study based upon their unique strengths and interests.

Following completion of the SDC class, students are encouraged to register for a one semester independent study that they design. After completing the SDC class and prior to beginning an independent study, students develop proposal outlines for their studies. The outlines include learning objectives, a list of proposed activities and a time line, a list of resources needed to complete the project, a description of the final product and audience, and a description of how the project will be evaluated. Once the independent study proposal is complete, the student contacts one of the secondary teacher to mentor him/her through the project. The teacher's role is to monitor the student's progress during the semester for which the student enrolls in the independent study.

Students receive one semester credit for their projects. They register for this credit as they would register for any regularly scheduled class and work on their project during a scheduled time just as they would other courses. Independent project credits serve as elective credits within the content area that the student has chosen to investigate.

Personalized Education Plan

Every student will have a Personalized Education Plan (PEP) on file with the ELP teacher. This plan will include assessment scores, the program description developed for each student, student goals, activity completion record, and information gathered from the family - student planning meeting.

Screening and Identification Process

General Intellectual Ability

Stage 1: Referral

- Teacher referral
- Parental referral
- Student referral
- Peer referral
- ITBS or ITED Vocabulary, Math and Reading concepts
- Otis - Lennon Mental Abilities Test

Stage 2: Profile Development

- A profile will be established for each student who is nominated.
- Scores from Stage 1 assessments will be placed on a scoring matrix.
- Student self assessment.
- Teacher evaluation of student focusing on critical or complex thinking abilities.
- Student portfolio indicating complex thinking.

Stage 3: Profile Assessment

- The student study team consisting of the principal, the guidance counselors, and Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
- If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
- If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
- Where and with whom would be most appropriate for these modifications to occur?
- How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

- Develop a Personalized Education Plan for the student.
- Meet with parents and student to implement plan.

Screening and Identification Process

Specific Academic Aptitude

Stage 1: Referral

- Teacher referral
- Parental referral
- Student referral
- Peer referral
- ITBS or ITED
- Otis - Lennon Mental Abilities Test
- Academic Grades in subject area
- Performance in subject area

Stage 2: Profile Development

- A profile will be established for each student who is nominated.
- Scores from Stage 1 assessments will be placed on a scoring matrix.
- Student self assessment.
- Teacher evaluation of student focusing on specific academic area.
- Student portfolio indicating academic aptitude.

Stage 3: Profile Assessment

- The student study team consisting of the principal, the guidance counselors, subject area teacher, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
- If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
- If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
- Where and with whom would be most appropriate for these modifications to occur?
- How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

- Develop a Personalized Education Plan for the student.
- Meet with parents and student to implement plan.

Specific Academic Aptitude focus:

Science

Math

Humanities

Foreign Languages

Vocational areas

Family and Consumer Science

Health Occupations

Screening and Identification Process

Creative and Productive Thinking

Stage 1: Referral

- Teacher referral
- Parental referral
- Student referral
- Peer referral
- ITBS or ITED
- Otis - Lennon Mental Abilities Test
- Academic Grades in subject area
- Performance in subject area

Stage 2: Profile Development

- A profile will be established for each student who is nominated.
- Scores from Stage 1 assessments will be placed on a scoring matrix.
- Student self assessment.
- Teacher evaluation of student focusing on creative thinking abilities.
- Student portfolio indicating creative and complex thinking abilities.

Stage 3: Profile Assessment

- The student study team consisting of the principal, the guidance counselors, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
- If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
- If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
- Where and with whom would be most appropriate for these modifications to occur?
- How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

- Develop a Personalized Education Plan for the student.
- Meet with parents and student to implement plan.

Screening and Identification Process

Leadership

Stage 1: Referral

- Teacher referral
- Parental referral
- Student referral
- Peer referral
- Activities list of student.
- Record of student achievement and involvement.

Stage 2: Profile Development

- A profile will be established for each student who is nominated.
- Scores from Stage 1 assessments will be placed on a scoring matrix.
- Student self assessment.
- Teacher evaluation of student focusing on leadership traits.
- Student portfolio indicating leadership talent.

Stage 3: Profile Assessment

- The student study team consisting of the principal, the guidance counselors, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
- If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
- If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
- Where and with whom would be most appropriate for these modifications to occur?
- How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

- Develop a Personalized Education Plan for the student.
- Meet with parents and student to implement plan.

Screening and Identification Process

Visual or Performing Arts

Stage 1: Referral

- Teacher referral
- Parental referral
- Student referral
- Peer referral
- Academic Grades in subject area
- Performance or project in subject area

Stage 2: Profile Development

- A profile will be established for each student who is nominated.
- Scores from Stage 1 assessments will be placed on a scoring matrix.
- Student self assessment.
- Teacher evaluation of student focusing on artistic abilities.
- Student portfolio or performance indicating artistic abilities.

Stage 3: Profile Assessment

- The student study team consisting of the principal, the guidance counselors, subject area teacher, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
- If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
- If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
- Where and with whom would be most appropriate for these modifications to occur?
- How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

- Develop a Personalized Education Plan for the student.
- Meet with parents and student to implement plan.

Screening and Identification Process

Non English Speaking or Minority Student Identification

Stage 1: Referral

- Teacher referral
- Parental referral
- Student referral
- Peer referral
- Performance in subject area

Stage 2: Profile Development

- A profile will be established for each student who is nominated.
- Scores from Stage 1 assessments will be placed on a scoring matrix.
- Student self assessment.
- Teacher evaluation of student focusing on various gifted areas.
- Student portfolio indicating evidence of gifted characteristics.

Stage 3: Profile Assessment

- The student study team consisting of the principal, the guidance counselors, subject area teacher (if applicable), the ESL teacher, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
- If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
- If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
- Where and with whom would be most appropriate for these modifications to occur?
- How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

- Develop a Personalized Education Plan for the student.
- Meet with parents and student to implement plan.

Screening and Identification Process

Able - Disabled Populations

Stage 1: Referral

- Teacher referral
- Parental referral
- Student referral
- Peer referral
- Performance in subject area

Stage 2: Profile Development

- A profile will be established for each student who is nominated.
- Scores from Stage 1 assessments will be placed on a scoring matrix.
- Student self assessment.
- Teacher evaluation of student focusing on various gifted areas.
- Student portfolio indicating evidence of gifted characteristics.

Stage 3: Profile Assessment

- The student study team consisting of the principal, the guidance counselors, subject area teacher (if applicable), the Special Education teacher, and the Extended Learning teacher, will review the data and determine if the student's needs are being met in the regular classroom setting.
- If yes, consensus can be reached regarding placing in a talent pool or no placement at this time.
- If no, what curriculum modification must be made in order for this student to be successfully challenged and have their learning needs met?
- Where and with whom would be most appropriate for these modifications to occur?
- How much of the regular school day will be needed to accomplish the outcomes for this student? What adaptations to the regular education classroom will be made to supplement or supplant learning activities ?

Stage 4: Curriculum Modification

- Develop a Personalized Education Plan for the student.
- Meet with parents and student to implement plan.

Denison High School Student Matrix 2001-2002 School Year

Student:_____

Sex: Male Female Grade: 9 10 11 12

Race: American Indian Asian Hispanic Africian American Caucasian

Please write the specific score in each area.

| Assessment Item | 5 | 4 | 3 | 2 | 1 | N/A | Total Score |
|---|-------|---------|---------|---------|---------|------|-------------|
| Otis-Lennon Mental Abilities Test | 140 + | 134-139 | 128-133 | 122-127 | 115-121 | 114- | x3 |
| Iowa Test Basic Skills | | | | | | | |
| Vocabulary | 95-99 | 90-94 | 85-89 | 80-84 | 75-79 | 74- | x2 |
| Reading | 95-99 | 90-94 | 85-89 | 80-84 | 75-79 | 74- | x1 |
| Math Concept | 95-99 | 90-94 | 85-89 | 80-84 | 75-79 | 74- | x1 |
| Hartman/Renzulli Scales (behavioral) | | | | | | | |
| Learning | 29-32 | 25-28 | 21-24 | 17-20 | 13-16 | 12- | x2 |
| Creativity | 29-32 | 25-28 | 21-24 | 17-20 | 13-16 | 12- | x3 |
| Total for all Assessment Items | | | | | | | Total |

Student participated in talented and gifted program in elementary grades. Yes No
 Student participated in talented and gifted program in middle school. Yes No
 Recommendation for inclusion in Talented and Gifted programming.

Student is recommended_____ Student is not recommended_____

Date:_____ Signature:_____

Exit Criteria

To suspend or terminate a student's Personalized Education Plan, the following course of action is to be pursued.

Termination by student:

1. The student presents to the Extended Learning Teacher a request to exit the program with reasons for termination. The Extended Learning Teacher is to contact the parents and discuss the situation with the parents.
2. The student and Extended Learning Teacher meet to discuss the request to exit the program. If the student wishes to continue to pursue exiting the program, the written request and written response of the Extended Learning Teacher is forwarded to the counselor. The student will then meet with the Guidance Counselor.
3. After meeting with the Guidance Counselor, and the student wishes to continue to exit the program, the request is forwarded to the Principal for review with recommendations from the Extended Learning Teacher and Counselor.
4. If termination is being pursued, the parents must be contacted by the Extended Learning Teacher or Principal. If needed, a meeting may be required between the family, student, teachers, principal, and counselor.
5. Before final termination may be executed, the parents need to give their final approval for termination which will be filed in the student's PEP.

Suspension of Student:

Students may be suspended from the Extended Learning Program for a variety of reason but not limited to: failure to comply with program assignments, lack of motivation or dedication, low performance levels, low task commitment, etc.

1. The ELP Teacher meets with the student and discusses the student's actions leading to possible suspension of the student from the extended learning program. The teacher and student will develop an appropriate plan to rectify the situation and the teacher will monitor.
2. If the student is not successful in achieving the standards set forth by the ELP curriculum, the student's parents or guardian will be informed and a conference will be scheduled. The conference may include the parents or guardians of the student, the school principal, counselor, ELP teacher, Classroom teacher, and when appropriate the students. A program of intervention will be established for the parents or guardians, the school and the students. A probationary period as established by the school will begin with the date of the conference.
3. A follow up conference one month from the initial conference, earlier if the intervention program is not working successfully, will be scheduled with the student's parents of guardians, school principal, counselor, ELP teacher, classroom teacher, and when appropriate the student. The student's behavior and performance in the classroom will be evaluated and appropriate steps taken to determine continued assignment of student in the Extended Learning Program.
4. The student will continue to be assigned to the Extended Learning Program if the student demonstrates improved behaviors that are conducive to achieving the standards set and the student agrees that this pattern of leaning will continue. If the student is not successfully achieving the standards, the student will be assigned to another classroom.

Inservice

Inservice for the Extended Learning Program at Denison High School shall consist of:

School Year 2001 - 2002

Faculty and School Staff

- Fall 2001 - Inservice with staff: Introduction to ELP and the Teacher's Role
- Spring 2002 - Inservice with staff: 2 hours on differentiation and characteristics of the Gifted student. Linda Weir presenter, AEA specialist.
- Quarterly - Professional articles for staff distributed by ELP Teacher on ELP issues and ideas to assist ELP students in the regular education classroom.

ELP Staff

- ITAG Conference
- Professional Journal Reading and Subscriptions

School Year 2002 - 2003

Faculty and School Staff

- Fall 2002 or Spring 2003- Inservice with staff: Differentiation in the Classroom
- Quarterly - Professional articles for staff distributed by ELP Teacher on ELP issues and ideas to assist ELP students.

ELP Staff

- ITAG Conference
- Professional Journal Reading and Subscriptions

Evaluation

Evaluation of the Extended Learning Program at Denison High School shall consist of:

- Monitoring individual students' progress. Evidence of written Personalized Education Plans (PEP) for each student in the Extended Learning Program.
- Evaluating special programs such as seminars, workshops, mini-courses.
- Soliciting various perspectives (from students, teachers, administrators, and parents) about the quality of the program and service.
- Results based on actual accomplishments by ELP students as a direct result of the students' project, program, or activity.
- Measurements of students' cognitive and affective development.