



Gifted & Talented Education

**Adel DeSoto Minburn CSD
Gifted and Talented Education Program
2023-2024**

DEFINITION

Gifted and Talented students in the Adel DeSoto Minburn School District have academic, social-emotional, and individual needs from kindergarten through graduation. The district fully supports our K-12 GATE students through an engaging and rigorous curriculum and instruction designed to adapt to changing student needs as they grow and develop. Our gifted students, when compared with their academic peers, exhibit high academic achievement or high academic potential. Using equitable, data-driven identification practices, we continuously monitor student performance in an effort to maintain high standards for growth for our most capable students.

MISSION

We commit to providing challenging and engaging experiences and opportunities for academic and affective growth that enable all identified gifted students to develop to their potential.

VALUES AND BELIEFS

- Programming for gifted learners is most effective when services are integrated within the educational system through collaborative efforts among administrators, gifted and talented teachers, classroom teachers, support staff, parents, and community.
- Identifying the needs of gifted learners is an ongoing process that is monitored over time. Educational goals will be established and adjusted, as appropriate, through the student's Personal Education Plan.
- Gifted learners require qualitatively differentiated curriculum and instruction that includes, but is not limited to, increased rigor and appropriate pace.
- Gifted learners need opportunities to explore their passions and interests in order to develop their talents and encourage autonomous life-long learning.
- Programming for gifted learners should adapt to meet the unique social/emotional and learning needs of gifted learners.
- Gifted learners learn best in the company of their intellectual peers.
- Gifted learners are a diverse group of all genders, all cultural groups, and all socio-economic groups with a range of strengths and needs.
- Relying on IQ or performance results alone may overlook certain gifted populations.

PROGRAM GOALS

Adel DeSoto Minburn's Gifted and Talented Education (GATE) program seeks to recognize and develop talents in advanced-level learners. To this end, the following goals will serve as the foundation to guide the development and delivery of the gifted and talented program:

- Student Academic Goal:
 - Increase students' academic achievement through challenging instruction in literacy and mathematics at a pace, depth, and level of complexity appropriate to the capabilities of the gifted student.
- Individualization Goal:
 - Engage in individualized learning opportunities in response to students' strengths and interests
- Student Social/Emotional Goal:
 - Develop students' understanding of their social, emotional, and school success skills in relation to their giftedness.

STUDENT GOALS

ADM GATE student goals are based on the Six Gifted Education Programming Standards as established by the National Association for Gifted Children (NAGC).

1. Develop life-long autonomous learner skills
2. Demonstrate higher order thinking skills including critical thinking, logical thinking, creative thinking, problem-solving, applications, synthesis, and evaluation
3. Explore career possibilities
4. Develop and apply research, communication, and collaboration skills
5. Develop original work based on student abilities and interests
6. Broaden exposure and civic responsibility through cultural and service events
7. Persist in developing their capacities.
8. Acquire specific affective and personal growth skills needed to operate at their potential level
9. Realize educational opportunities through differentiated curriculum based on individual needs

PROGRAMMING

The Adel DeSoto Minburn Community School District Gifted and Talented Education (GATE) Program supports the needs of K-12 advanced learners through multiple levels of service. Each grade span has programming that is developmentally appropriate and supports students who demonstrate an exceptional capacity or talent.

K-1 Programming

K-1 students are served through the Extended Learning Program (ELP). The GATE instructor and classroom teachers collaborate to identify students who are in need of ELP services. ELP groups are planned and implemented by the GATE instructor. Groups are fluid and change throughout the year to best meet the needs of all learners, both in their classroom and outside of it. A student may participate in an ELP group for part of the year or the entire year. Participation in an ELP group in past grades carries no implication for participation in future grades.

Kindergarten and 1st PLCs determine student need for math enrichment based on the review of all student data on common formative assessments, unit assessments, and through teacher observation. Math enrichment at the K-1 level may include participation in small group instruction, independent math projects, or modified curriculum in the general classroom. Student participation will be adjusted based on data points listed above and parents will be notified by the ELP teacher in regard to math enrichment.

Kindergarten and 1st PLCs determine student need for literacy enrichment based on the review of all student data on common formative assessments and through teacher observation. Literacy enrichment at the K-1 level may include participation in literature discussion groups, writing conferences with ELP teachers, sharing time with high ability peers, or independent or small group research projects. Student participation will be adjusted based on data points listed above and parents will be notified by the ELP teacher in regard to literacy enrichment.

2-6 Programming

Students who have been formally identified will be served through small group pull-in programming. Services for programming are provided by the GATE teacher and are regularly scheduled throughout the school week. These pull-in services may include both individualized projects as well as whole-group specially designed curriculum. Students will be receiving reading and/or math instruction through the GATE program depending on the area(s) in which they qualified.

7-8 Programming

Pull-in programming serves only those students who have been formally identified. Services for programming are provided by the GATE teacher and are regularly scheduled throughout the school day. These pull-in services include both individualized projects as well as whole-group specially designed curriculum.

Students in grades 7-8 who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement this modified curriculum.

Selected students will be offered opportunities to participate in specific activities or events that will support their areas of giftedness or enhance a specific talent. These opportunities may take place within the general education setting or outside of the general education setting and may be offered by a variety of professionals. Opportunities available in these areas will vary from year to year, depending on the availability of the events or activities, cost, scheduling, and transportation.

For students who are achieving at a level well beyond their same-aged peers, research has shown that acceleration has the largest impact on academic achievement. The academic acceleration provides a curriculum that is appropriately matched to the educational needs of the student (i.e. specific subject acceleration).

9-12 Programming

GATE is open to 9-12 students currently identified for the program. GATE options include testing out, acceleration, scheduling changes, and post-secondary enrollment. Enrichment for GATE students may include AP courses, DMACC courses, and courses at other colleges (online or in person). These will be coordinated by the Personal Education Plan team that consists of the GATE coordinator, principal, counselor, parent, and student. The GATE teacher will work with general education teachers to provide further enrichment and advanced learning opportunities for students in their classes. Students will also work toward their leadership skills and socio-emotional skills. Opportunities will be available for high school GATE students to participate in activities and events that support their giftedness or enhance a specific talent.

IDENTIFICATION

ADM uses multiple measures and criteria to identify children who have the potential to perform at remarkably high levels for their age, experience, or environment. Identification will be based upon consideration of the student in relation to the peer group and the student in relation to the assessment. 2nd through 8th grade students demonstrating high achievement according to local norms will be brought to the committee. Math and reading assessment scores will be looked at individually, allowing students to qualify in math, reading, or both.

An identification committee consisting of the GATE staff, building principals, and may include building representatives to review the nomination criteria.

The following data points will be used to screen and refer students for GATE services:

- Statewide assessment data (ISASP)
- FAST Assessment data (aReading, aMath)
- MAP Testing
- Cognitive Abilities Test data
- Other above level testing
- Kingore Observation Inventory data (3rd grade only)
- Teacher observations and referrals including documented characteristics of giftedness

In certain cases (move-ins, etc.) mid-year identification decisions will be made by the GATE PLC.

The parents of students who are identified for GATE services will be notified. Consent for services will be acquired before any GATE services are provided. Once a student is identified for GATE services they remain in the GATE program throughout the remainder of their time at ADM.

PERSONNEL

The ADM Gifted and Talented Education program will be staffed at all grade levels (K-12) with teachers who are certified in the area of gifted and talented education. The Gifted and Talented Education Professional Learning Community Leader will serve as the program's teacher coordinator. GATE teachers will work with building principals to oversee grade-span programming.

BUDGET

ADM will establish a gifted and talented budget for the expenditures incurred in operating the gifted and talented program. This budget will be shared with the GATE PLC.

PROFESSIONAL DEVELOPMENT

Professional development opportunities will be provided for the GATE teachers. This may include but is not limited to conferences, workshops, and observation of gifted educators outside the district.

Formal and informal professional development regarding gifted and talented education will be provided on an annual basis for all staff members. Formal professional development for staff will take place through district-wide professional development meetings and workshops, building scheduled faculty meetings, and/or conferences held outside of the school district. Informal professional development will take place through consultation and/or collaboration between the GATE teacher and/or general education teachers and administrators.

Functioning as PLCs, teams will determine areas of growth in relation to knowledge of gifted students and work to continuously improve. Professional learning is embedded in the work of all teachers across the district.

STAFF QUALIFICATIONS

The ADM Gifted and Talented program will be staffed at all grade levels with teachers who are certified in the area of gifted and talented education.

REVIEW & EVALUATION

The ADM GATE program will be evaluated on an annual basis by the GATE PLC. This evaluation will include a review of GATE program goals, an analysis of data to determine areas of strength and areas in need of improvement, a review of the professional development offered to the staff, analysis of [needs](#)

[assessment](#) data, and the review of any additional data deemed necessary to effectively review the quality and delivery of GATE services to the students in the ADM District.