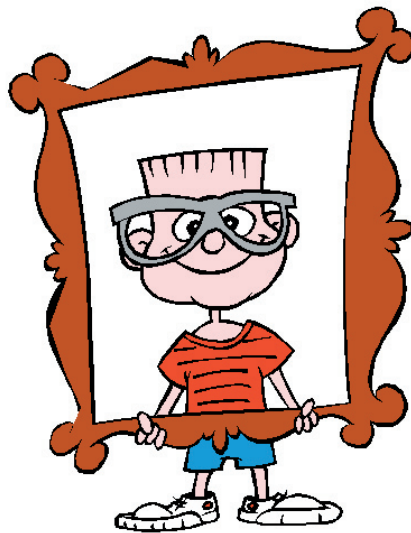


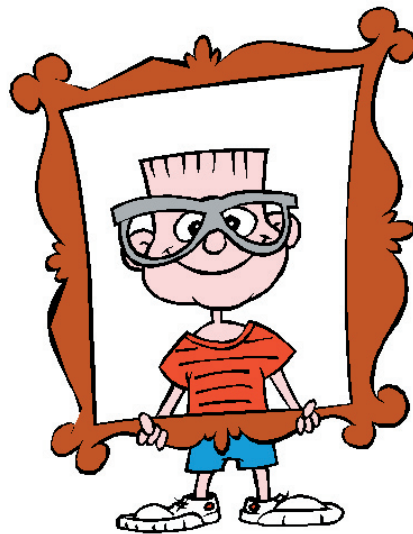
Comprehensive
Organizational
Planning for
Educating G/T Students



**Jordan School District Gifted and Talented
Manual for Neighborhood School Settings**

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Organizational
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Hello Educators (Teachers, Parents, Administrators and Students)!

This is an edition of a book written to assist you in “coping” with programming for more able learners in Jordan District schools. This edition is specifically written for principals and teachers as they “COPE” with meeting the needs of bright students in elementary, middle, and high school settings. It also is written to help teachers as they teach creativity and higher thinking skills to all students in all grade levels. Updates were done by Dr. Phyllis Embley, gifted/talented coordinator, GayeLynn Carling, Karen Egan, Teri Mattson and Stephanie Saunders, area gifted and talented specialists.

Thank you Sherry Wasden, Assistant Superintendent, Curriculum and Staff Development, for the incentive and resources to redo the work that was begun earlier. Thank you also Brenda Hales, Barbara Gardner, Sharlee Doxey, Sharyle Karren, Dr. Marilyn Burningham, Diana McKay and Chris Ball for work on earlier editions.

We appreciate Jordan School District middle school and elementary principals and gifted and talented networking educators from 1991 to 1999. You asked for help for your schools in areas of gifted and talented. This book was compiled in response to your requests. Geralyn Hargrove, Utah State Gifted and Talented Specialist, has also assisted Jordan District to help this publication meet all Utah State Gifted and Talented Rules.

Typing and artwork was done by Emily Cook.

This book does not include all answers to your questions, but we hope it will provide you with some ideas for your gifted and talented programming.

Jordan School District Gifted & Talented (G/T)

Sherry Wasden, Deputy Superintendent for Instructional Services, 567-8326

Dana Bickmore, Ph.D., Executive Director, Curriculum/Staff Development, 567-8367

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Southeast Area

Stephanie Saunders

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Alta View	Draper	Park Lane	Sunrise
Altara	Edgemont	Sandy	Willow Canyon
Bell View	Lone Peak	South East	Willow Springs
Crescent	Oak Hollow	Sprucewood	

Northeast Area

Teri Mattson

Phone Number: 944-2968, Granite Elementary

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Bella Vista	East Midvale	Midvalley	Quail Hollow
Brookwood	East Sandy	Oakdale	Ridgecrest
Butler	Granite	Peruvian Park	Silver Mesa
Canyon View			

Southwest Area

GayLynn Carling

Phone Number: 254-8000, South Jordan Elementary

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Bluffdale	Foothills	Riverton	Southland
Butterfield Canyon	Herriman	Rose Creek	Welby
Daybreak	Jordan Ridge	Rosamond	
Elk Meadows	Monte Vista	South Jordan	

Northwest Area

Collette Justesen

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Columbia	Hayden Peak	Mt. Shadows	Terra Linda
Copper Canyon	Jordan Hills	Oakcrest	West Jordan
Copperview	Majestic	Oquirrh	Westland
Heartland	Midvale	Riverside	Westvale

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Overview of Gifted and Talented (G/T)

in

Jordan School District



State of Utah Gifted and Talented Rules

A. “Board” means the Utah State Board of Education.

B. “Gifted and talented students” means children and youth whose superior performance or potential for accomplishment requires a differentiated and challenging education program to meet their needs in any one or more of the following areas:

(1) general intellectual: students who demonstrate a high aptitude for abstract reasoning and conceptualization, who master skills and concepts quickly, and who are exceptionally alert and observant;

(2) specific academic: students who evidence extraordinary learning ability in one or more specific disciplines;

(3) visual and performing arts: students who are consistently superior in the development of a product or performance in any of the visual and performing arts;

(4) leadership: students who emerge as leaders, and who demonstrate high ability to accomplish group goals by working with and through others;

(5) creative, critical or productive thinking: students who are highly insightful, imaginative, and innovative, and who consistently assimilate and synthesize seemingly unrelated information to create new and novel solutions for conventional tasks.

C. “Accelerated” means enabling students to move through academic programs based on their performance level.

D. “Enrichment” means classes or programs that provide greater depth and breadth of experiences and information than students would receive in traditional classes.

E. “Accelerated learning programs” means programs for: gifted and talented students, concurrent enrollment students, and students enrolled in the College Board Advanced Placement Program.

F. “Programs for gifted and talented students” means differentiated and challenging educational programs designed to meet the needs of gifted and talented students in one or more areas identified in Section 1(B).

R277-711-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-17a-120 which directs the Board to adopt rules for the expenditure of funds appropriated for accelerated learning programs, Section 53A-1-402(1) which authorizes the Board to adopt rules for special programs and Section 53A-1-401(3) which authorizes the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to specify standards and procedures for using a portion of accelerated learning program funds to develop programs and services for gifted and talented students.

R277-711-3. Program Standards.

A. Appropriately qualified people shall direct and implement the district's program(s) for gifted and talented students.

B. Each district shall have a process for identifying students in one or more of the areas listed in Section 1(B) based upon at least three assessment instruments. These instruments shall not be solely dependent upon English vocabulary or comprehension skills and shall take into consideration abilities of culturally diverse, handicapped and underachieving students.

C. Each school district shall have a process for appropriately placing students identified as gifted and talented.

D. Each school district shall develop and submit, to the Utah State Office of Education for review annually, a plan for educating gifted and talented students. This plan shall reflect a time frame appropriate to the district. The district plan shall contain provisions to:

(1) develop a written philosophy for the education of gifted and talented students that is consistent with the goals and values of the school district and the community;

(2) select a district coordinator who is responsible for the program;

(3) recognize a variety of areas in which a student may be identified as gifted;

(4) provide carefully integrated, and articulated curricula throughout the district;

(5) identify and use teaching strategies that are appropriate to the learning styles and emotional needs of gifted and talented students;

(6) adopt flexible pacing at all levels and allow students to advance as they master content and skills;

(7) offer program options that reach through and beyond the normal institutional boundaries: across disciplines, across grade levels, and across levels of intelligence;

(8) provide guidance to assist students in addressing personal and interpersonal needs, in program selection and in career and college choices;

(9) balance acceleration with enrichment activities for diverse types and degrees of intelligence;

(10) provide information regarding special services, programs, and other appropriate educational opportunities; and

(11) utilize appropriate community and private resources.

E. Provisions shall be made in the district plan for staff development and support.

F. Each district shall evaluate its program to assure accountability, assess the success of individual program elements, and determine student growth and achievement.

R277-711-4. Fiscal Standards.

A. Each school district shall receive its share of funds in the proportion that the district's number of weighted pupil units for kindergarten through grade twelve and necessarily existent small schools bears to the state total.

B. Funds shall be used in any of the following areas:

(1) planning, program development, and identification of students;

(2) salaries, in-service education costs, and the costs of conferences, workshops, and other educational activities designed to enable teachers to better serve gifted and talented students;

(3) supplies, materials, and equipment to supplement and enhance the education programs for gifted and talented students.

C. Funds allocated for programs for gifted and talented students shall not be used for Advanced Placement or Concurrent Enrollment programs.

D. The Utah State Office of Education shall have fiscal and pupil accounting procedures to assess programs for gifted and talented students.

State of Utah Essential Components of G/T Programs

Educators, including administrators, counselors, and teachers, accept and understand that differences, needs, rights, and contributions of all students require differentiated and challenging educational programs. Among these students are those who perform and show potential to perform at remarkably high levels of accomplishment when compared to others of their age, experience or environment. The Utah State Board of Education has established rules outlining educational programs for these gifted and talented students (R277-711).

This document, a companion to the state rules, outlines five ESSENTIAL components that when used together provide a framework for a meaningful gifted program.

Five Essential Components of a Gifted Program:

1. **Identification:** In accordance with the State Rules (R277-711-3) gifted and talented students should be identified using at least three appropriate assessment measures.
2. **Peer Association:** Identified gifted and talented students should have full-time or frequent opportunities to work together to meet their academic and affective needs.
3. **Content Differentiation:** Curricular content should be differentiated in depth, complexity, and acceleration commiserate with the abilities of the identified gifted and talented students.
4. **Instructional Strategies:** Differentiated content should be used with a variety of instructional strategies that are recognized as being effective with gifted and talented students.
5. **Pacing:** Appropriate and flexible pacing of teaching, learning, and thinking should be used to meet the needs of identified gifted and talented students.

Background for Jordan School District Gifted and Talented Programs

A three-year independent evaluation of Jordan School District's gifted programs was completed by the Institute for Behavioral Research in Creativity (IBRIC) in 1985. The methodology included measures of academic achievement-talent areas, such as planning, decision making, and communication, and non-intellectual student characteristics such as accomplishments, enjoyment of school, etc.

In view of these findings a number of goals were recommended for implementation throughout the district. For example:

- Implementing gifted programs in all schools in Jordan School District
- Setting local school goals in relation to gifted program development
- Hiring new teachers with a gifted endorsement to provide grade-level leadership
- Assessing programs and teachers
- Implementing leadership for schools
- Providing local school professional development for all teachers in teaching multiple talent skills
- Providing local school professional development for all teachers in using Renzulli's Schoolwide Enrichment Model

Elementary Programs

The elementary school programs utilize and adapt the Schoolwide Enrichment Model developed by Dr. Joseph Renzulli. This model recognizes all children can benefit from enrichment activities and problem solving training and that some children need opportunities for acceleration if they master skills more quickly than others at their age level.

Program components include:

- Developing an enrichment program which utilizes community resources to benefit all students
- Providing problem-solving and thinking skills training for all students
- Identifying students who need acceleration opportunities
- Encouraging teachers to get special training in the area of education for gifted/talented
- Developing a communication and philosophy related to programs for the gifted/talented at the local school level
- Establishing magnet schools for an Accelerated Learning Program, ALPS, for students who apply and meet the criteria for admission. Classes for first through sixth grade are taught with highly enriched accelerated curriculum by teachers with a gifted endorsement (See the Section on ALPS for more information.)
- Providing a gifted/talented specialist in each of four areas of Jordan School District to promote and facilitate programming for meeting the needs of gifted/talented students

Middle School Programs

Some middle schools, working with feeder elementary schools, have developed accelerated courses as part of the core. Identified students are placed together so that curriculum may be organized in more challenging ways. In addition, advanced courses in math and science are available in some schools as is concurrent registration at the high school level.

Problem solving and thinking-skills training are part of the middle school social studies program. Educators from all middle schools meet together to coordinate and network to meet the needs of G/T students. A magnet school which provides a full-time program for interested students is housed at Midvale Middle School. Students are served at grades seven, eight and nine.

High School Programs

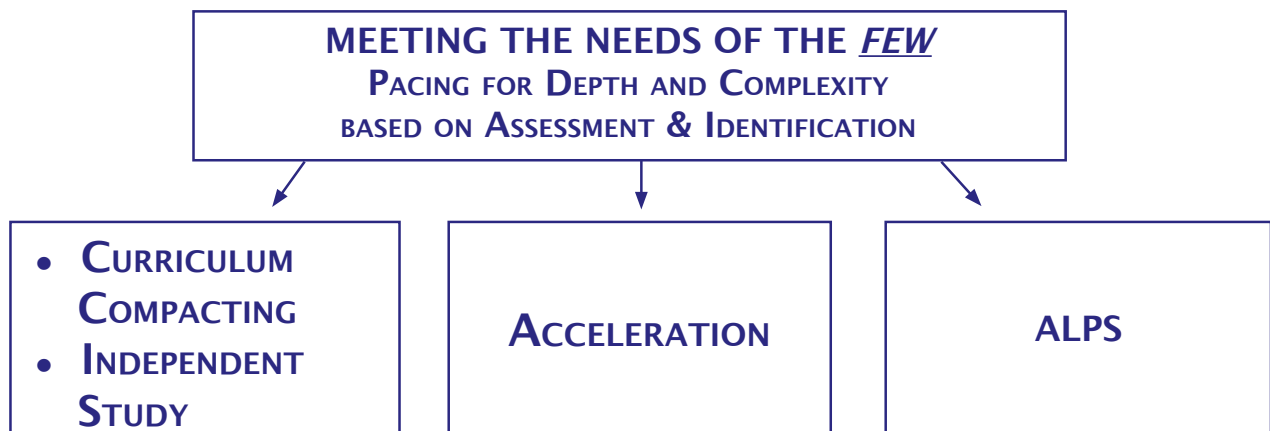
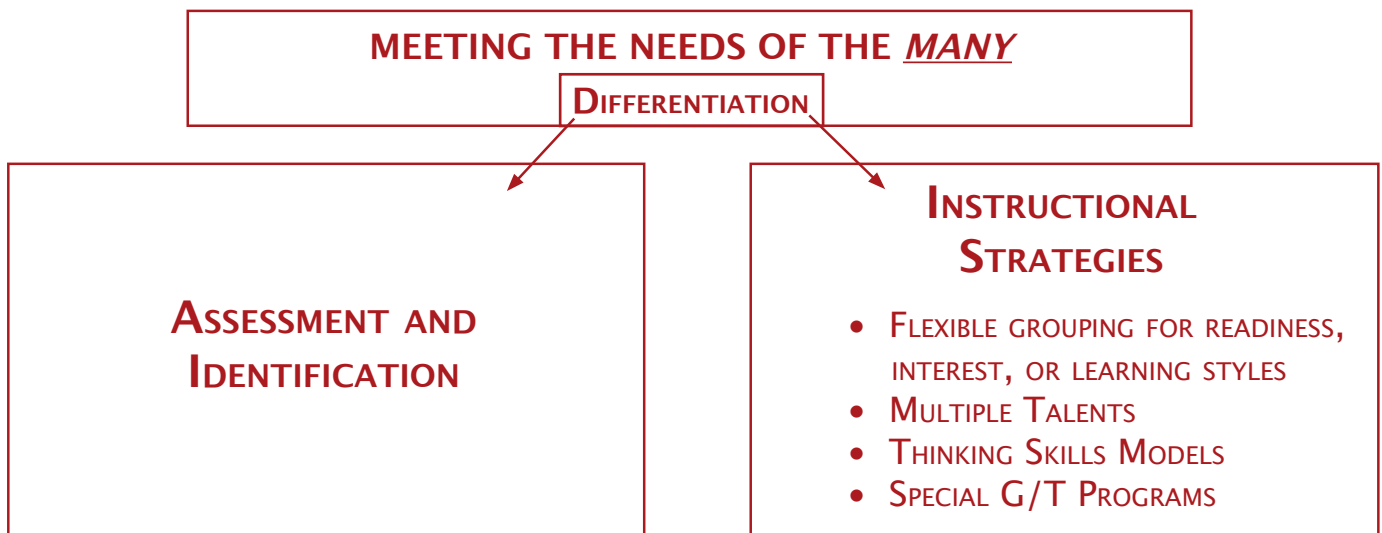
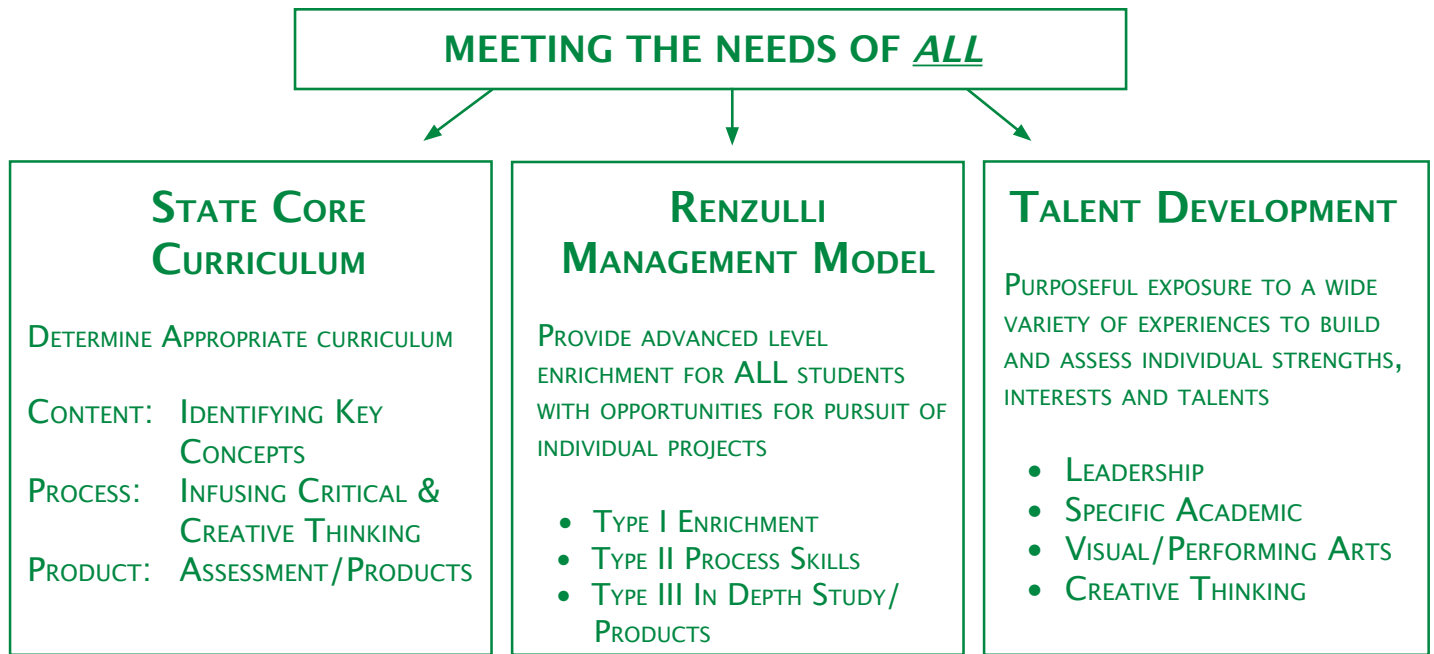
High schools provide special counseling for college-bound students. A trained counselor at each school provides scholarship assistance and help with concurrent enrollment. Advanced placement and honors courses are utilized by many students as are advanced courses in vocational education. IB (International Baccalaureate) and Itineris programs provide options for G/T students.

Teacher Professional Development

Utah State University in partnership with Jordan School District maintains an on-site graduate level G/T program. Brigham Young University in cooperation with five school districts offers a G/T endorsement program. G/T Specialists offer a variety of courses for professional development.

JORDAN SCHOOL DISTRICT ELEMENTARY GIFTED/TALENTED MODEL

(BASED ON STATE OF UTAH GIFTED/TALENTED RULES)



ADAPTED FROM JOSEPH RENZULLI'S SCHOOLWIDE ENRICHMENT MODEL

Renzulli's Schoolwide Enrichment Model

Used in Jordan School District

Type I Enrichment

Type I Enrichment consists of experiences and activities that are designed to bring the learner in touch with the kinds of topics or areas of study in which the student may develop a sincere interest. Through involvement in Type I experiences, students will be in a better position to decide if they would like to do further research on a particular problem or area of interest.

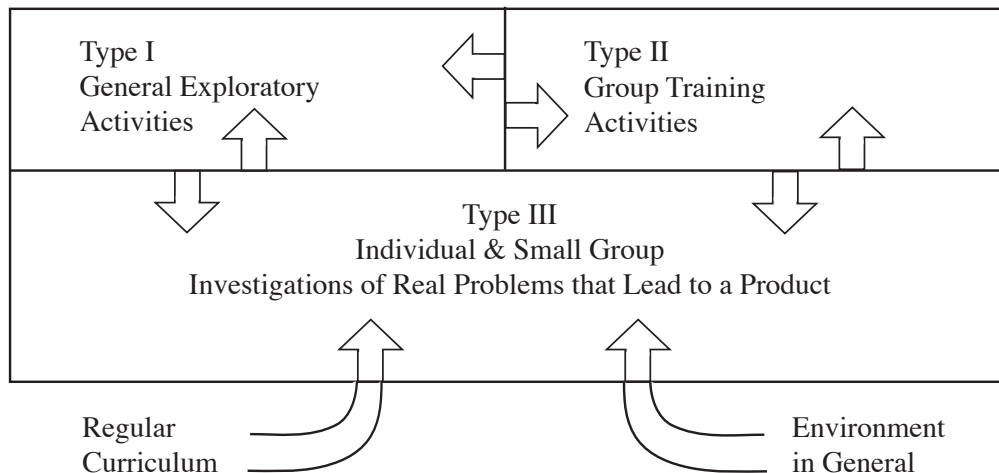
Type II Enrichment Process Skills

Type II Enrichment consists of materials, methods and instructional techniques that are concerned with the development of higher-level thinking and feeling processes. These processes include critical thinking, problem solving, inquiry training, divergent thinking, awareness development and creative or productive thinking. Type II activities are open-ended and allow students to escalate their thinking processes to the highest levels possible. Type II activities are also designed to introduce students to more advanced kinds of studies.

Type III Enrichment In Depth Study/Products

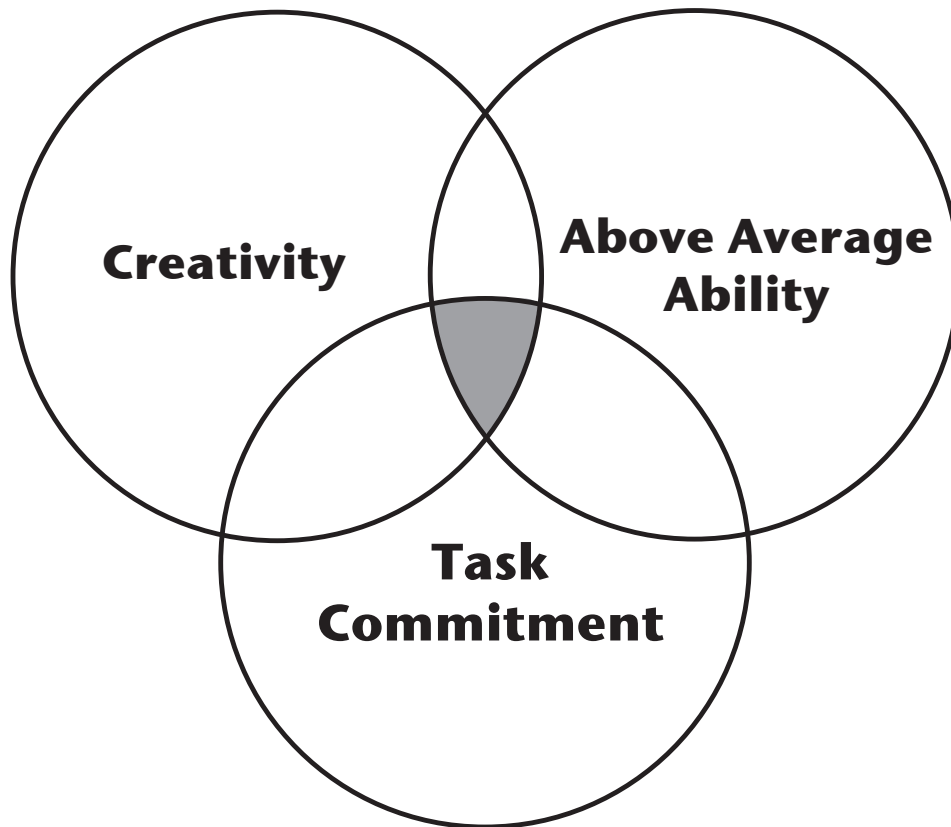
Type III Enrichment consists of in depth study in which the student becomes an actual investigator of a real problem or topic by using appropriate methods of inquiry. The success of a Type III product depends on the interest and task commitment of the individual student.

Adapted from Renzulli's Triad Model



Renzulli Identification Model

The Three Ring Conception of Giftedness



The shaded area intersecting the three circles of “talent clusters” represents the essence of “giftedness” according to Renzulli’s concept. These students have exceptional needs that will require specific program planning such as Type III Enrichment.

Above Average Ability = Advanced Vocabulary, good memory, learns quickly and easily, large knowledge base - abstracts and generalizes

Task Commitment = Intensity, concentration, creates products/shares, high level of enthusiasm, involvement, perseverance

Creativity = Fluent, flexible, original, elaborative