

# Board Policy

Code No. 604.3R1

## Extended Learning Program Administrative Regulation

### Vision

Students identified for ELP services will develop passion, purpose, and pride through daily challenge in talent areas.

### Mission

The mission of Bettendorf Community School District's Extended Learning Program is to provide comprehensive support and services to all students identified as demonstrating high achievement or potential ability for exceptional performance. These supports and services will empower K-12 students across all socio-economic and cultural groups in moving toward their individual potential.

We will accomplish this mission through

- equitable identification using multiple criteria
- innovative, flexible and/or authentic experiences which span the students' K-12 experience
- supporting students' learning and social/emotional needs through purposeful instruction and small group intervention as needed
- ongoing professional learning opportunities to align instructional practices with current research specific to serving gifted students
- effective communication between and among stakeholders

### Beliefs and Commitments to Action

We believe gifted learners...

1. Need daily challenge in their specific areas of talent.

As a result of this belief, we commit to...

- a. Using a variety of ongoing assessments in order to identify a gifted learner's cognitive level for academic placement.
- b. Providing students with cooperative challenges to be completed with their peers.
- c. Consistently give students progressively more difficult curriculum that has been articulated across grade and building levels and has been consciously delivered.
- d. Design programming to provide students with innovative, flexible and authentic learning experiences.

We believe gifted learners...

2. Should be provided opportunities to be unique and work independently in their areas of passion and talent on a regular basis.

As a result of this belief, we commit to...

- a. Providing adequate support to help students build the skills of independent learning.
- b. Developing students' critical, creative, and metacognitive skills.
- c. Providing ways for students to demonstrate mastery prior to instruction and allowing time for individual learning in areas of passion/talent.
- d. Creating curricular opportunities that are responsive to the passions and interests of each ELP Learner.

We believe gifted learners...

3. Should be provided various forms of subject-based and grade-based acceleration as their educational needs require.

As a result of this belief, we commit to...

- a. Developing and implementing processes and procedures to make sound, consistently implemented, student-focused acceleration decisions. (see [A Nation Empowered](#) types of acceleration)
- b. Providing a broad range of acceleration options to address the gifted students' needs in terms of pacing and complexity of advanced concepts.

We believe gifted learners...

4. Need opportunities to socialize and to learn with like-ability peers

As a result of this belief, we commit to...

- a. Providing grouping arrangements in the general education setting that meet students' social and academic needs.
- b. Offering special designed instructional settings (e.g. pull-in classes and cluster grouping) to maximize opportunities for ELP students to work and learn together, exposing students to differentiated learning task and expectations.

We believe gifted learners...

5. Need instructional delivery that is differentiated in pace, amount of review and practice, and organization of content presentation in specific curricular areas.

As a result of this belief, we commit to...

- a. Providing content and teaching strategies that reflect the accelerative pace, intellectual processes and creative abilities that characterize gifted and talented students. (Ch. 59.5(2) Iowa Code)
- b. Recognizing that gifted students need work that is qualitatively different from, not in addition to, the general classroom expectation.

(Based on “[Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research on Educational Practice](#),” by Karen Rogers, 2007.)

## **Program Goals**

In developing the programming that will move students toward their individual potential, Bettendorf Extended Learning Program establishes the following goals:

1. 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.

Because we recognize the learning and developmental differences of students with gifts and talents, we will engage in practices that promote students’ ongoing self-understanding, awareness of their needs, and cognitive and affective growth in school, home, and community settings. (Belief Statements 1 c, d; 2 a, b, d; 4 a, b; 5 b)

Student Outcomes	Evidence-based Practices
1.1. Self Understanding. Students 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 in identifying interests, strengths, and gifts. (include gifted teacher preparation standards in appendix) 1.1.2 Educators assist students in developing identities supportive of achievement.
1.2. Self Understanding. Students 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 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 that match their abilities and interests. 1.4.2 Educators identify out-of-school learning opportunities that match their abilities and interests.

<p>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.</p>	<p>1.5.1. Educators collaborate with families in accessing resources to develop their child’s talents.</p>
<p>1.6. Cognitive and Affective Growth. Students benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p>	<p>1.6.1. Educators design interventions to develop cognitive and affective growth that are based on research of effective practices.                  1.6.2. Educators develop specialized intervention services for students who are underachieving and now learning and developing their talents.</p>
<p>1.7. Cognitive and Affective Growth. Students recognize their preferred approaches to learning and expand their repertoire.</p>	<p>1.7.1 Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.</p>
<p>1.8. Cognitive and Affective Growth. Students 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, etc.)</p>	<p>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.</p>

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

We will employ valid and reliable assessments that provide information about identification, learning progress, and program evaluation for students with gifts and talents.  
 (Belief Statements 1 a, c, d; 2 c; 3 a; 5 a)

Student Outcomes	Evidence-based Practices
<p>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.</p>	<p>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.</p>

<p>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.</p>	<p>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.</p> <p>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.</p> <p>2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are non-biased and equitable, and are technically adequate for the purpose.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>2.3. Identification. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.</p>	<p>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.</p> <p>2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.</p> <p>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.</p>
<p>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.</p>	<p>2.4.1. Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.</p>

	<p>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.</p> <p>2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.</p>
<p>2.5. Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>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.</p>	<p>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.</p> <p>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.</p> <p>2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.</p>

3. 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.

We will respond to the needs of students with gifts and talents by planning, selecting, adapting, and creating culturally relevant curriculum delivered using a repertoire of evidence-based instructional strategies. (Belief Statements 1 b, c, d; 2 b, d; 3 b; 5 a)

Student Outcomes	Evidence-based Practices
<p>3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</p>	<p>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.</p>
<p>3.2. Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.</p>	<p>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.</p>
<p>3.3. Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.</p>	<p>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.</p>
<p>3.4. Instructional Strategies. Students with</p>	<p>3.4.1. Educators use critical-thinking strategies to meet</p>

<p>gifts and talents become independent investigators.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>3.6. Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.</p>	<p>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.</p>

4. Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century.

We will provide learning environments that foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century. (Belief Statements 1 b, d; 2a, d; 4 a, b; 5 a, b)

Student Outcomes	Evidence-based Practices
<p>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.</p>	<p>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.</p>



<p>4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>	<p>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.</p>
<p>4.3. Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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</p>	<p>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.</p>

5. Educators are aware of empirical evidence regarding (a) the cognitive, creative and affective development of learners with gifts and talents and (b) programming that meet 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.

We will systematically and collaboratively develop, implement, and effectively manage comprehensive services for students with a variety of gifted and talents. (Belie Statements 1 a, c, d; 3 a, b; 4 a, b; 5 a, b)

Student Outcomes	Evidence-based Practices
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>5.3. Collaboration. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.</p>	<p>5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.</p>
<p>5.4. Resources. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.</p>	<p>5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.</p>
<p>5.5. Comprehensiveness. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.</p>	<p>5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.</p>
<p>5.6. Policies and Procedures. Students with gifts and talents participate in regular and gifted education programs that are guided by</p>	<p>5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and</p>

clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	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.

6. 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.

We will provide opportunities for all educators (administrators, teachers, counselors, and other instructional support staff) to build their knowledge and skills through job-embedded professional learning equipping them to better meet the needs of students with gifts and talents. (All Belief Statements and corresponding Commitments to Action hold the potential for professional learning experiences depending on educator needs.)

**In-service Design Expectations:**

All teachers should be able to:

1. Recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs;
2. Design appropriate learning and performance modifications for individuals with gifts and talents that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains; and
3. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted and talented students.

(NAGC Standards for all teachers, <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/knowledge-and>)

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	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

<p>preparation standards in gifted education.</p>	<p>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.</p>
<p>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.</p>	<p>6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.</p>
<p>6.3. Lifelong Learners. Students develop their gifts and talents as a result of educators who are lifelong learners, participating in ongoing professional development and continuing education opportunities.</p>	<p>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.</p>
<p>6.4. Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.</p>	<p>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.</p>

(Adapted from the [National Association for Gifted Children PK-12 Gifted and Talented Programming Standards](#))

*Cross Reference: 604.3 Talented and Gifted Program*  
604.3E1 Identification for Extended Learning Program

*Approved: December 18, 2017*