



IOWA CITY
COMMUNITY
SCHOOL DISTRICT
Child-Centered : Future-Focused

Self Study
of the
EXTENDED LEARNING PROGRAM

November 2017

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ICCSD Extended Learning Program Mission and Belief Statements

ELP MISSION, BELIEFS, GOALS

The mission and belief statements, as well as student goals, were adopted as part of a curriculum review process in 1994. They were reaffirmed during the 2001 curriculum review, re-approved during the 2008 review and adjusted slightly during this 2017 review. They correlate to the Iowa Administrative Code Chapter 12.5(12) Provisions for Gifted and Talented Students. They continue to serve as a reference for all programming.

MISSION STATEMENT

The mission of the gifted education program in the Iowa City Community School District is to provide challenge, enrichment, and/or acceleration to meet gifted students' academic and social/emotional needs.

BELIEF STATEMENTS

We believe that...

1. services for gifted students should be an integral part of the entire K-12 educational experience.
2. the process of identifying gifted students should be flexible, inclusive, use multiple criteria, and reflect the diversity of the community.
3. gifted students should have structured opportunities to interact with peers of similar interests and abilities.
4. the curriculum for gifted students should be differentiated in content, process, and product.
5. gifted students have social and emotional needs that should be understood and accommodated.
6. ongoing professional development is essential in providing all staff with an understanding of the characteristics and needs of gifted students, current and best practices for identifying diverse gifted learners, and appropriate instructional strategies to use in the regular classroom. This professional development should be offered at the awareness, application, and advanced levels.

GOALS

The goals for these students are to

- become independent, life-long learners.
- develop their intellectual and academic abilities through challenging instructional activities and materials.
- work with others of similar abilities.
- receive appropriate academic guidance and counseling.
- receive career counseling and exploration opportunities.

ICCSD Gifted Education Program Strengths and Limitations

The following information was generated from review and analysis of data gathered from surveys as well as a review of current ELP services. Relevance to best practices related to gifted education was considered.

Program Design

The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Strengths

- The program complies with Iowa Code section 257.43
- Current K-7 programming has differentiated levels of service and strategies for meeting the needs of highly able learners
- Acceleration guidelines are in place for exceptionally advanced students

Limitations

- Differentiation needs to be implemented more widely in most gen ed classroom settings
- Instructional Design Strategists are limited in their time and support for gifted students

Program Administration and Management

Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Strengths

- A .8 coordinator position provides leadership in the department
- A .4 assessment position provides support for screening and data analysis
- The department is staffed by teachers with the required Iowa TAG endorsement

Limitations

- Staffing has not kept pace with increased students and student services
- Some ELP elementary staff do not have teaching facilities that allow for increased enrollment

Student Identification

Gifted learners must be assessed to determine appropriate educational services.

Strengths

- Screening and identification are centrally administered and consistent among schools and grade levels
- More students from diverse backgrounds are receiving services at the elementary level

Limitations

- There is disproportionality in services to underrepresented populations (ELL, twice exceptional, race/ethnicity)

Curriculum and Instruction

Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

Strengths

- Tiered services are provided for elementary students
- Services have been expanded to grades 7-12 to meet Iowa Code requirements
- Curriculum has been developed in accordance with ICCSD protocols and research-based higher level thinking skills

Limitations

- Misunderstandings exist about how to develop and utilize ELP units of study as a framework for instruction
- ELP students lack challenging opportunities within some general education environments

Socio-Emotional Guidance and Counseling

Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Strengths

- Gifted education teachers are trained to recognize and address the affective needs of gifted children and collaborate with parents, classroom teachers, and counselors to meet those needs.
- ELP counselors have been added to the two main high schools to serve identified students

Limitations

- Limited time is available to collaborate with guidance counselors on affective needs of gifted students

Professional Development

Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Strengths

- ELP staff seeks professional development to stay abreast of current research in the field of gifted education.
- ELP staff meets regularly to discuss issues, strategies, and curriculum.

Limitations

- Professional development opportunities are limited for ELP staff collaboration and for general ed staff to understand the needs and traits of gifted learners and how to challenge them

Program Evaluation

Program evaluation is the systematic study of the value and impact of services provided.

Strengths

- Gifted education follows the ICCSD model for systematic review of all curricular areas
- Student progress is communicated to parents and classroom teachers in district-wide informational meetings, parent/teacher conferences, and written progress reports
- Curriculum review survey results show the positive effect of gifted education services by students, parents, and staff

Limitations

- Program improvement plans, while valued, may be limited by budget constraints

ICCSD Gifted Education Program Improvement Plan

Program Design

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Differentiation needs to be implemented more widely in most gen ed classroom settings	<p>Review best practices with district administrators, Teacher Leadership team, general education teachers, and ELP staff</p> <ul style="list-style-type: none"> • Focus on differentiation in general education, including cluster grouping and other best practices • Review how ELP can support MTSS for classroom teachers 	ELP staff, Teacher Leadership Team	2017-2018, ongoing
Instructional Design Strategists are limited in their time and support for gifted students	<ul style="list-style-type: none"> • Explore TAG professional development for IDS and include collaboration with all teachers 		

Program Administration and Management

Limitations	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Staffing has not kept pace with increased students and student services	<p>Provide adequate staffing to address current and increasing enrollment</p> <ul style="list-style-type: none"> • Identify building/program needs e.g. full time coordinator, student assessment team(s) or specialist, increased elementary and secondary FTE • Consider increasing or reallocating ELP staffing to implement screening and assessment measures • Conduct a cost analysis & plan for hiring additional staff • Make recommendation to superintendent 	Dir. of Instruction, Assistant Superintendents, Dir. of Human Resources, ELP Coordinator	2017-2018, ongoing
Some ELP elementary staff do not have teaching facilities that allow for increased enrollment	<ul style="list-style-type: none"> • Conduct needs assessment to determine which ELP classrooms do not currently meet district classroom technology expectations, as well as adequate space to accommodate large groups of students • Communicate needs to building and district administration 	Dir. of Instruction, ELP staff, building principals	2017-2018, ongoing

Student Identification

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
There is disproportionality in services to underrepresented populations (ELL, twice exceptional, race/ethnicity)	<p>Continue to explore holistic process for identification and remain in compliance with Iowa Code parameters</p> <ul style="list-style-type: none"> • Explore alternative, culturally inclusive measures/tools • Include best practices related to cultural competency and implicit bias in identification measures • Incorporate content based identification processes for enrichment services • Review requirements for eligibility; develop methods to identify underrepresented populations including at-risk, ethnicity and twice-exceptional students 	Coordinator and Dir. of Instruction, ELP coordinator and staff	2017-2018, ongoing

Curriculum and Instruction

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Misunderstandings exist about how to develop and utilize ELP units of study as a framework for instruction	<p>Provide clarification that ELP and Seminar units are a framework for instruction</p> <ul style="list-style-type: none"> Review Iowa Core Universal Constructs and NAGC standards for gifted learners to identify overarching standards Identify Essential Understandings using Understanding by Design (UbD) framework Correlate learning benchmarks to units/courses <p>Use the district's summer writing framework to research and develop needed curriculum; investigate research-based commercially available curriculum</p> <ul style="list-style-type: none"> Incorporate options for student choice and interests with learning outcomes Research/recommend technology to provide academic extensions 	Dir. of Instruction, ELP Coordinator, ELP staff	2017-2018, ongoing
ELP students lack challenging opportunities within some general education environments	<ul style="list-style-type: none"> Provide continuing professional development to general education classroom teachers regarding differentiation. Classroom teachers will collaborate with ELP staff within their buildings to develop general education enrichment opportunities Research/recommend technology to provide academic extensions 	ELP staff	

Socio-Emotional Guidance and Counseling

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Limited time is available to collaborate with guidance counselors on affective needs of gifted and twice-exceptional students	<p>Create a plan to collaborate with guidance counselors to identify the major socio-emotional needs of high ability students</p> <ul style="list-style-type: none"> Plan for collaboration between counselors, classroom teachers, ELP teachers, and/or parents to address needs of gifted students Identify the most predominate needs of gifted students based on research in gifted education Communicate to parents/teachers the traits of gifted learners Create a list of TAG related resources with counselors; make available to families, students and educators via ELP website Enlist mentors to counsel and share their experiences with students 	ELP and Guidance Curriculum coordinators Guidance counselors	2018-2019, ongoing

Professional Development

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Professional development opportunities are limited	<p>Create a long-range professional development plan for all educators related to gifted students</p> <ul style="list-style-type: none"> Schedule regular PLC times for ELP elementary staff Maintain opportunities for ELP staff to participate in TAG PD such as ITAG, NAGC, CEC, etc. 	Coordinator and Dir. of Instruction ELP staff	2018-2019, ongoing
<ul style="list-style-type: none"> for ELP staff collaboration for general ed staff to understand the needs and traits of gifted 	<ul style="list-style-type: none"> Identify target audiences (classroom teachers, IDS, ELL, counselors, administrators) Identify and prioritize specific topics to be addressed: gifted traits, twice exceptional (2E) characteristics, best practices, learning needs, 	ELP Coordinator, staff and Equity Dept	

learners and how to challenge them

- differentiation/clustering/curriculum compacting, role of ELP counselor and implicit bias
- Identify a timeline with Administration for providing PD and schedule according to master calendar
 - Create professional development modules
 - Formalize a system for gifted education staff and other instructional staff to collaborate

Program Evaluation

Limitation	RECOMMENDATIONS and ACTION STEPS	CONTACT PERSON(S)	TIMELINE
Program improvement plans, while valued, may be limited by budget constraints	Encourage support from Administration and Board of Education; plan for review of measurable goals <ul style="list-style-type: none"> • Set measurable goals that can be evaluated annually as to progress of the Improvement Plan • Prioritize ELP expenditures based on program needs and evaluation • Serve on district committees that evaluate district procedures & participate in district information gathering surveys 	ELP Coordinator ELP staff Dir. of Instruction,	2017-2018, ongoing

Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director, Kingsley Botchway at 1725 North Dodge Street, Iowa City, IA, 319-688-1000.