



CASTLE ROCK MIDDLE SCHOOL

ADVANCED PROGRAMMING AND PLACEMENTS

Gifted and Talented Programming Information

- Definition and Guiding Standards
- Identification
- Placement
- Curriculum



Definition

Gifted and talented students are those students whose abilities, talents and potential for accomplishment are so exceptional or developmentally advanced that they **require special provisions** to meet their educational needs.



Identification & Programming

The National Association for Gifted Children Guiding Standards

Identification

“Student assessment for gifted identification must be an organized, systematic, reciprocal process that seeks to identify student needs for purposes of matching students to programming options.”

Programming

“Rather than any single gifted program, a continuum of programming services must exist for gifted learners.”

A shift in thinking about giftedness

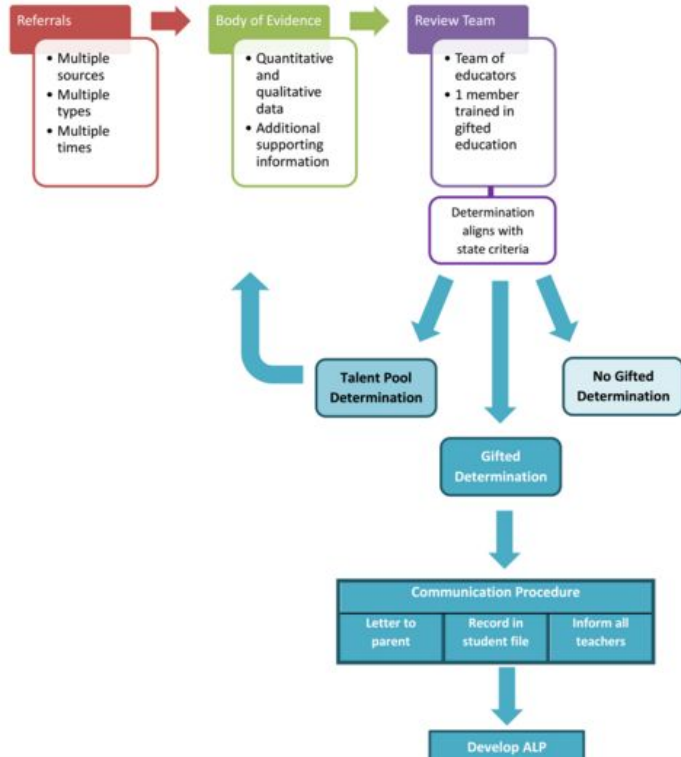
Traditional beliefs...	Contemporary beliefs...
Identification is a yes or no answer based on an achievement or intelligence score	Identification focuses on a profile of student strengths and needs
Measurement = a single test	Measurement = assessing in multiple ways with multiple sources
Ability is rewarded and must be demonstrated	Effort, achievement and potential are recognized
Genetics determine giftedness	Environment and genetics play a role in the characteristics of gifted learners
Students are in a gifted program	Students receive gifted services
Gifted education is a place	Gifted education is not a place
A question of excellence versus equity	Excellence and equity are not mutually exclusive
Gifted education is a privilege	Gifted education is a need

The Bright Learner vs. The Gifted Learner

The Bright Learner...	The Gifted Learner...
In the top group	Beyond the group
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Creates abstractions
Grasps the meaning	Draws inferences
Copies accurately	Creates new design
Is alert	Is keenly observant
Absorbs information	Manipulates information
Technician	Inventor

Identified for Gifted Programming

A gifted identification assessment should include the following components:



Criteria for Identification:

In order to be identified for gifted programming, a team must review a body of evidence (BOE) that includes:

- three or more pieces of qualifying evidence
- data from more than one source
- all data points aligned to one or more areas of strength
- both quantitative and qualitative data
- all assessments and instruments reliable and valid
- all assessments and instruments culturally fair

Characteristics of a Gifted Learner

- Possesses strong problem-solving abilities
- Learns rapidly with little repetition
- Displays a high degree of creativity
- Is persistent in seeking task completion
- Strives toward perfection
- Is passionate in one or more areas of interest
- Possesses a large storehouse of information about a variety of topics
- Uses advanced vocabulary
- Displays keen sense of humor
- Is tenacious
- Prefers older companions
- Reads early or avidly with greater comprehension
- Has insatiable curiosity and persistence
- May question authority
- Demonstrates intense emotional or physical sensitivity
- Is concerned about global issues

DCSD's Middle School Gifted Programming

We want to ensure proper placement for all students. A student's participation in advanced or accelerated programming will depend upon academic as well as social-emotional growth.

Instruction for advanced learners will be adjusted in classrooms through the use of flexible grouping practices, differentiated instruction of content, process, product, and assessment, and courses designed to meet the needs of gifted learners.

Examples: advanced novel choices, appropriately challenging writing assignments, in-depth study, curriculum compacting, PBL assignments to enrich studies, accelerated courses, cluster grouping, scaffolded teaching, etc.

Ensuring students are properly placed in electives such as performing arts, technology, art , and Innov8 classes as deemed necessary to meet their individual needs and interests.

All students will be reassessed upon reaching middle school.



Our Mission : CRMS Learning Opportunities

We will provide opportunities and access to curriculum to meet the diverse needs of all students.

We value and will build upon the strengths of each child.

We will focus more on the programming and less on the placement title of a class.



Advanced & Accelerated Learner Student Profile

To show a **need** for the advanced/accelerated course work, pacing and complexity, students must:

- Consistently demonstrate advanced performance in reading/writing and/or math
- Desire and thrive on challenging learning tasks
- Consistently work above and beyond expectations of the regular classroom
- Respect and support the learning of self and other students
- Demonstrate strong task commitment and work habits



Gifted and Talented Programming: the ALP or Advanced Learning Plan

- Identified gifted students will manage his/her own Advanced Learning Plan by creating a SMART goal for identified area(s) of strength as well as an affective (social/emotional) goal.
- The ALP is a collaborative effort between the parents, student and school. Parent and student participation in the ALP process is required by state law.
- The ALP is a working document that is formally reviewed at least once a year (winter) and revised as needed. It is housed online in Naviance and accessible for students, parents, and teachers to review at any time using Google Classroom.



Advanced & Accelerated Programming at CRMS

- Students are offered advanced or accelerated programming at CRMS regardless of Gifted and Talented identification.
- Gifted and Talented identification does not ensure advanced placement. An evaluation using a body of evidence is used when determining advanced or accelerated placements.
- To ensure proper placement, students are re-assessed during the first two weeks of school.
- Students may be in either or both classes, as needed.

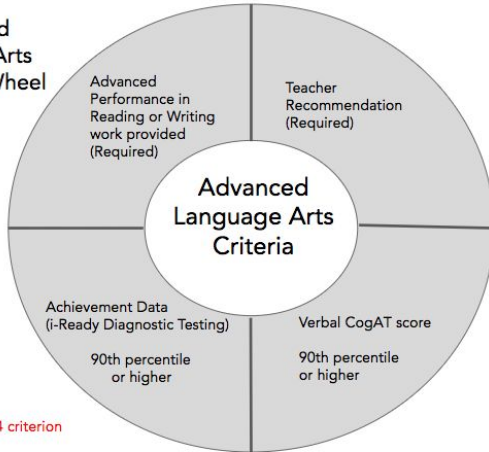
The advanced/accelerated programming provides:

- Curriculum that is academically rigorous and promotes critical thinking
- Meaningful peer interaction that supports social and emotional development
- Preparation for high school and beyond
- Strategies for lifelong learning



Advanced & Accelerated PLACEMENT WHEELS

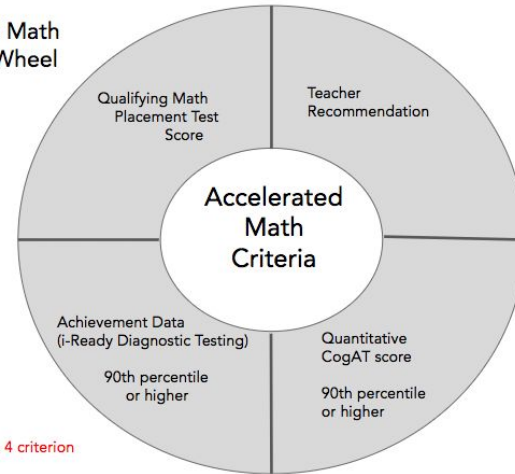
Advanced
Language Arts
Placement Wheel



Must meet 3 of the 4 criterion

Updated 8/31/2018

Accelerated Math
Placement Wheel



Must meet 3 of the 4 criterion

Math Placement Process

STEP ONE

JANUARY/FEBRUARY

**Receive recommendations from 6th grade teachers of students consistently meeting criteria for advanced programming at CRMS. 6th grade teachers provide achievement and aptitude data for recommended students.

**A Math Placement Assessment over 6th grade standards will be given if necessary.

STEP TWO

MARCH - APRIL:

**CRMS evaluates all student data and determines math placements based on criteria on the placement wheel.

STEP THREE

MAY:

**CRMS collaborates with elementary school to discuss final placements.








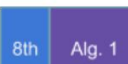




Summer - **CRMS will notify parents of placements for recommended students.

Middle School Math Curriculum

7th Grade	8th Grade	Middle School Algebra	8th Grade Geometry
<ul style="list-style-type: none">• Proportional Reasoning• Integer Operations• Operations with Rational Numbers• Probability• Equivalent Expressions• Area, Surface Area and Volume in content	<ul style="list-style-type: none">• Writing and Solving Linear Equations• Irrational Numbers• Radical and Exponents• Systems of Equations• Linear Functions• Transformational Geometry• Bivariate Data	<p>This is a mathematically rigorous course which assists students in developing problem solving processes, encourages deep mathematical reasoning, and promotes open-ended inquiry. Demonstration of mastery on grade 6, 7, and 8 Common Core Standards is required for placement in this course.</p>	<p>The Geometry class builds on the student's knowledge of Algebra to extend their skills in spatial awareness and logic using a guided inquiry approach. The course grade for Geometry will appear on high school transcripts.</p>

Middle School Math Pathways*

6th	7th	8th
<ul style="list-style-type: none"> • Rates and Ratios • Expressions and Equations • Division of Fractions • Absolute Value • Independent and Dependent Variables • Integers • Volume of prisms • Statistics: measures of center and variability 	<ul style="list-style-type: none"> • Proportional reasoning • Integer Operations • Operations with Rational Numbers • Probability • Equivalent Expressions • Area, surface area and volume in context 	<ul style="list-style-type: none"> • Writing and Solving Linear Equations • Irrational numbers • Radical and Exponents • Systems of Equations • Linear Functions • Transformational Geometry • Bivariate Data

	5th	6th	7th	8th	9th	10th	11th	12th
Typical	Mathematics Grade 5 	Mathematics Grade 6 	Mathematics Grade 7 	Mathematics Grade 8 	Algebra	Geometry	Algebra 2/Trig	Pre-Calc. Calculus A ACC
1 year Advancement	Mathematics Grade 5 	Accelerated Mathematics Grade 6 	Accelerated Mathematics Grade 7 	Algebra 1 (8th) 	Geometry or Integrated 2	Algebra 2/Trig	Pre-Calc. Calculus A ACC	AP Calc. AB or BC
2 year Advancement		Accelerated Mathematics Grade 7 	Algebra 1 (8th) 	Geometry 	Algebra 2/Trig	Pre-Calc. Calculus A ACC	AP Calc. AB or BC	Calc 3 AP Stat Other

* District recommended middle school math pathways

Advanced Language Arts



Advanced Language Arts is a course designed for those students who have been identified as needing an additional challenge in reading and writing. The language arts processes of reading, writing, listening, and speaking are taught in an integrated and interrelated manner. Students enrolled in Advanced Language Arts are provided a rigorous but balanced program that includes in-depth, complex instruction, as well as fast-paced study. Enrollment is based on teacher recommendations and demonstrated need. Gifted and Talented identified students are also eligible to be enrolled in this course.

Students wishing to be placed in Advanced Language Arts should be consistently displaying the following skills and habits:

- writes cohesive multiple paragraph responses
- makes connections between multiple texts
- understands thematic/overarching connections
- incorporates figurative language
- develops thinking with multiple ideas
- explains ideas with relevant evidence
- writes with a unique voice/presence
- possesses the intellectual curiosity to dig deeper into class topics
- has an intrinsic drive for inquiry-based learning
- above grade level mechanics, grammar and spelling
- uses correct conventions in written language
- high proficiency to advanced on reading iReady and CMAS scores
- high proficiency to advanced on writing CMAS and language usage scores for iReady



We will not have an Advanced Language Arts placement test, instead your child's current teacher will be providing a recommendation and a BOE (body of evidence) to determine their need for advanced programming.

Language Arts Placement Process

STEP ONE

JANUARY/FEBRUARY:

**Receive recommendations from 6th grade teachers of students consistently meeting criteria for advanced programming at CRMS. 6th grade teachers provide achievement and aptitude data for recommended students.

**RECOMMENDED STUDENTS may take a reading/writing response assessment at their school if necessary.

STEP TWO

FEBRUARY - MARCH:

Data is reviewed within a team of LA teachers.

STEP THREE

APRIL -MAY:

**Final placements are determined based on criteria on the placement wheel.

**CRMS collaborates with elementary school to discuss final placements.

Summer - **CRMS will notify parents of placements for recommended students.

Students Outside of the Castle View Feeder Area

If your child is identified as gifted or is receiving advanced services and will be coming to Castle Rock Middle School from a school outside of our feeder area, please email Lisa Conner, the GT facilitator, the following information:

- **Student's Name (first and last)**
- **Grade**
- **Current School**
- **Teacher's Name**



Please send all correspondence to: jadams3@dcsdk12.org



Please contact Dr. Jill Adams -
Gifted Facilitator at CRMS: jadams3@dcsdk12.org