

CHESHIRE PUBLIC SCHOOLS SUBJECT AREA SUMMARY SHEETS

AGP

Curriculum Review Cycle Schedule

18-19	Implement III
19-20	Evaluation – Subcommittee is Formed
20-21	Analyze Plan – Presentation to CCC
21-22	Implement I
22-23	Implement II

SUBJECT/DEPARTMENT: AGP

MISSION STATEMENT

Your mission should answer: Why? It provides clarity of purpose. Your mission gives focus to the question, 'Why does this particular area exist?'

Cheshire Public Schools recognize that there are students in all grade levels, ethnic groups, and income levels who demonstrate cognitive skills and content knowledge that surpass grade level expectations. The mission of gifted education services in the district is to provide curriculum, resources, assessment, guidance, and instructional support for students, parents, and teachers in order to identify these students and to foster their academic progress. All teachers and administrators have an obligation to provide these students with a challenging and authentic curriculum that is closely aligned to their cognitive strengths and prior knowledge in varied subject areas. The district refers to these services, whether provided in the general education classroom, through co-curricular opportunities, or in a resource room, as gifted education services.

PERFORMANCE STANDARDS

Several of the CPS performance standards are closely aligned with the mission, service, and curriculum in the Academically Gifted program in Cheshire. These include:

Collaborative/Cooperative Worker

Within the classrooms and academy settings, AGP students participate collaboratively and cooperatively as a member of small groups and teams that are involved in the arts and science inquiry tasks, small group reading instruction, writing workshop, and math problem solving. Collaboratively, students contribute their ideas and share strategies and perspectives with other group members. They also work cooperatively with others to support learning and independent application of course content.

Attributes:

- A. Self-assesses and monitors own behavior in order to contribute to group maintenance.
- B. Works interdependently toward the achievement of group goals.
- C. Demonstrates effective interpersonal skills and applies them respectfully when helping others and responding to their ideas.

Complex Thinker

Cheshire Public Schools recognize that advanced analytic thinking and processing speed is one of the reasons that many students are identified as gifted learners. However, skills such as creativity, complex problem solving, planning, and critical thinking are not necessarily associated with advanced analytic thinking. Therefore, one of the goals of the academically Gifted Program is to provide learning opportunities, coaching, and feedback to support students' development and refinement of these additional higher order thinking skills. Students hone their abilities with these skills through direct instruction, explicit feedback, problem solving tasks, debate, and the opportunity to work on authentic tasks and performances that require critical thinking, problem solving, creativity, and planning.

Attributes:

- A. Effectively identifies and explores problems, situations, questions, and issues.
- B. Effectively translates issues and situations into manageable tasks that have a clear purpose.
- C. Effectively uses a variety of higher order thinking skills strategies to accomplish tasks.
- D. Shapes information and experience into a meaningful understanding of concepts, generalizations, and principles.

Effective Communicator/Producer

AGP students are expected to communicate their thoughts, ideas, and information clearly, effectively, and in an organized fashion; the student does this through written, oral, dramatic, technical, artistic, and visual expression.

Attributes:

- A. Expresses ideas clearly.
- B. Effectively communicates with diverse audiences.
- C. Participates in class discussion.
- D. Effectively communicates for a variety of purposes.
- E. Effectively communicates using various means of expression.

Knowledgeable Person

AGP students are expected to access, process, integrate, and apply information in order to construct knowledge. Students use relevant skills and strategies from the disciplines to turn knowledge into understanding.

Attributes:

- A. Acquires, integrates, and effectively uses the critical information, strategies, and skills necessary for success in academic and extracurricular activities.
- B. Accesses, processes and uses discipline-relevant knowledge within and across disciplines.
- C. Develops appreciation for the different learning methods that are unique to each discipline area.

Self-Directed Learner

The AGP student is guided to perform as an autonomous, reflective, and responsible learner. The student demonstrates leadership, self-regulation, reflection, self-evaluation, independence, and an ability to set and achieve goals.

Attributes:

- A. Knows when and how to use skills and strategies from the discipline areas.
- B. Establishes clear goals and manages progress toward them.
- C. Works independently.
- D. Reflects on role as a learner.

Skilled Information Processor

AGP students are expected to gather information and apply concepts from the arts and humanities, sciences, and technology. Students interpret and synthesize information and accurately assess the value of information in any given task.

Attributes:

- A. Effectively uses a variety of information gathering techniques and resources.
- B. Effectively interprets and synthesizes information.
- C. Accurately assesses the value of information.

DATE: October 2008

ANNUAL PROGRAM/DEPARTMENTAL GOALS/STRATEGIC PLANNING INITIATIVES

What are the goals for your program or department for this curriculum area for this year 2018-2019?

Components	Annual Objectives
Curriculum	<ul style="list-style-type: none"> • By 2018-2019, modify, field test, and vet classroom e-academies with all 6th grade classes. <ul style="list-style-type: none"> ○ Transfer all 6th grade AGP curriculum to 5th grade teacher’s districtwide. ○ Design new language arts academies for 4th- 6th Grade AGP for Year 4 CCC initiative.
Assessment	<ul style="list-style-type: none"> • In the fall of each school year, 4-6 teachers will locate Band 4 students using previous year’s data sources. • Share enrichment, compacting, and acceleration suggestions with the classroom teachers who work with identify students who scored in the highest ranges of Band 4 on the SBAC in Grades K-6 as requested. • Create and maintain a Google Drive spreadsheets that contain summative assessment data.
Organizing for Instruction	<ul style="list-style-type: none"> • Complete year-long AGP curriculum via Google Classroom will be available to all classroom teachers in Grades 4-6. • By 2018-2019, field test/vet a complete, year long, AGP e-academy curriculum for use by Grade 6 classroom teachers. <ul style="list-style-type: none"> ○ Design 6th Grade Resource Center lessons on CAD programs utilized in AGP academies. ○ Design 4th- 6th Grade Resource Center lessons for navigating new Google Classroom.
Resources and Technology	<ul style="list-style-type: none"> • By 2018-2019, AGP teacher shall continue to have a designated location at each site for work with teachers, groups, and/or students. <ul style="list-style-type: none"> ○ Locate individual earbuds and Chromebook mouse’s for use with CAD programs and interactive websites. ○ Insure that 4th-6th grade teachers have necessary Chromebooks/technology resources available for classroom-based AGP academy work.
Professional Development	<ul style="list-style-type: none"> • Maintain G+ board with resources and information related to advanced learners and learning • Continue to utilize Gmail Circles and G+ for continuous support and collegial dialogue regarding advanced learners, classroom/teacher support, and e-academies, etc. <ul style="list-style-type: none"> ○ Pursue Google Educator Training ○ Offer professional learning opportunities for classroom teachers related to AGP Google Classroom Academies, pretesting, compacting, acceleration and enrichment. ○ Support critical thinking skills teacher regarding the infusion of AGP e-Academy work

What Was, What Is, and What Will Be

Component	What Was	What Is	What Will Be
<p>Curriculum Objectives Guides</p>	<p>Curriculum is aligned with individual student interests.</p> <p>Curriculum supports student choice, research, creative problem solving, and investigation.</p> <p>CSDE standards make no mention of appropriate content for advanced learners.</p>	<p>Curriculum is aligned with learning tasks, assessment rubrics, and CSDE standards.</p> <p>Curriculum is aligned with higher order thinking skills, and provides opportunities for research, collaboration, creativity, and real world product development.</p> <p>Curriculum is stored on the computer in the AGP office.</p> <p>CSDE GLEs contain no provision for advanced learners.</p>	<ol style="list-style-type: none"> 1. All AGP curricula will be updated to address the new service delivery model. 2. All AGP curricula will be aligned with GLEs or Common Core State Standards. 3. All AGP curricula will be stored on Google Docs and the district server. 4. All AGP curricula will incorporate the CPS Performance Standards. 5. Develop curriculum for advanced math students that classroom teachers or the gifted education specialist can use.
<p>Resources</p>	<p>Students use reference materials, multiple text, and human resources to investigate their learning questions and develop related products to demonstrate their learning.</p>	<p>Students make extensive use of the internet, web sites, and the bank of aging computers in the Humiston classroom.</p> <p>Students use reference materials, multiple text, and human resources to investigate their learning questions and develop related products to demonstrate their learning.</p>	<ol style="list-style-type: none"> 1. Create tasks and curriculum units with embedded expectations for technology-based production, collaboration, and information gathering. 2. Develop student tasks that rely primarily on web-based tools and resources for virtual field trips, on-line learning, and problem or project-based tasks. 3. Use handheld learning devices to support the blended curriculum (described above).

<p>Assessment</p>	<p>Students share their work products with outside audience during a culminating performance.</p>	<p>The AGP teacher assesses student work using a trait rubric that is shared with students and parents at the beginning and end of each academy.</p> <p>Rubric scores are stored on the teacher's computer.</p> <p>Students conduct a self-evaluation at the conclusion of each academy.</p> <p>The AGP teacher provides</p>	<ol style="list-style-type: none"> 1. All AGP course rubrics will aligned with the revised curriculum. 2. Provide annual parent notification of gifted education identification. 3. Conduct one annual large group parent meeting regarding gifted education identification. 4. Explore ways to accurately document student growth in AGP.
<p>Professional Development</p>	<p>The AGP teacher provides individual technical support to classroom teachers upon request.</p>	<p>The AGP teacher attends district professional learning sessions related to standards, technology, and district initiatives.</p> <p>The AGP teacher uses some individual planning and district PD time for curriculum development and resource identification.</p> <p>The AGP teacher provides individual technical support to classroom teachers upon request.</p>	<ol style="list-style-type: none"> 1. Provide at least four 2.5 hour selective professional development offerings annually for classroom teachers (two primary and two intermediate) that explain, review, model, or practice appropriate pretesting, compacting, interest-based options, standards-based acceleration, and enrichment strategies. 2. Provide multi-session (3-5) individual coaching and co planning based on teacher-identified needs, higher level thinking, and content standards for at least ten teachers each year.

<p>Organizing for Instruction</p>	<p>Students are identified for pull-out services based on test scores (top 5%), self-nomination, and teacher nomination.</p> <p>Students are bussed to a central district location. Students participate in independent study and research based on interest. Research and independent study time is provided for select students one half day/week.</p>	<p>Students are identified for pull-out services based on test scores (Band 5 in all CMTareas), self-nomination, and teacher nomination.</p> <p>Students are bussed to a central district location. Students participate in one of several learning academies based on interest. Academic academies provide 20 hour learning opportunities using a pull-out program format.</p>	<ol style="list-style-type: none"> 1. Establish a committee to create, share, and revise a draft document that outlines a new service delivery model for gifted education that incorporates building and classroom based services. Receive teacher and administrator feedback no later than February 2012, and implement the first step of a 4-5 step plan within at least six months. 2. Implement the revised service delivery model for at least four years prior to the next evaluation and gather related feedback from teachers with regard to its impact on scheduling issues. 3. All revised AGP curriculum will involve a blend of student work that incorporates pull-out seminars, conferences, technology, and collaboration. 4. Shift the gifted education teacher's role from mentor and instructor to facilitator and coach.
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TEXTBOOK INFORMATION

SUBJECT/DEPARTMENT: AGP

Level/Course	Curriculum Last Update	Title of Textbook Used	Date of Publication
4-6	2012	N/A	N/A
4-6	2015-16	N/A	N/A