

Student Support

GATEway Parent Guide

Program Descriptions, Policies and Procedures for Gifted and Talented Learners at CAS



CAS Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

CAS Core Values

- ✓ Achievement
- ✓ Collaboration
- ✓ Integrity
- ✓ Respect
- Responsibility

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GIFTED AND TALENTED ENRICHMENT GATEway at CAS

Students Identified as eligible for participation in “Gifted and Talented” enrichment activities:

Students that exhibit exceptional talent and or potential in any area – be it in the arts (performing or visual), leadership, athletics, academics, creativity, technology, etc. need to be sufficiently challenged in that area in order to nurture and grow that talent or gift.

At Collegiate American School, we identify these students using a variety of methods including: counselor, teacher and parent nominations, standardized achievement assessments, cognitive potential assessments, gifted and talented specific assessments and subject area or activity characteristics surveys.

Students who are identified for inclusion in the Gifted and Talented Enrichment program (GATEway), will be provided opportunities to creatively and rigorously develop their talents. These may include, but are not limited to: cluster grouping, accelerated and/or differentiated curriculum, independent study opportunities, special seminars, regular classroom enrichment, computer-assisted learning, the services of talent development specialists or other educational personnel, mentorships, field trips, and special study/activity options. Appropriate enrichment plans (EP) will be developed in consultation with peers, parents/caregivers, teachers, and community members as needed.

Some Example Characteristics of a Gifted and Talented Students include (but are not limited to):

- Learns easily and rapidly
- Thinks clearly, recognizes implied relationships, comprehends meanings
- Reads on the average of two years above grade level
- Retains what she/he has hear or read without appearing to need much rote or drill practice
- Possesses a large vocabulary
- Exhibits independence, individualism, and self-sufficiency
- Demonstrates a curious and investigative nature
- Asks penetrating, searching questions
- Focuses intently on areas of interest
- Produces original products or ideas
- Prefers complex ideas

Descriptions of Differing Gifted and Talented Abilities and Aptitudes:

General Intellectual Ability – means possessing either the potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one’s age, experience, or environment. General Intellectual Ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations and the analysis, synthesis and evaluation of information.

Specific Academic Aptitude – means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience or environment of one’s chronological peers. While students with specific academic aptitude are typically of at least above average intellectual ability, they are often extremely capable of high performance in one (1), or a very few related, academic areas.

Creative or Divergent Thinking Ability – means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imaginations, and solving problems in unique ways.

Psychosocial or Leadership Ability – means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.

Visual or Performing Arts Ability – means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating the potential for outstanding aesthetic production, accomplishment, or creativity in areas such as art, dance, music, drama, speech and in activities requiring exceptional gross or fine motor skills.

Athletics, Physical Education and/or Sport Ability - means possessing either potential or demonstrated ability to perform at an exceptionally high level in one or more sports or physical activities. Students may also demonstrate outstanding individual or team sport ability, leadership within the sport world, individual athletic ability and an advanced innate ability when compared to their peers or age group.

Identification

Identification methods will vary on the basis of age or stage and the ability to be assessed. Teacher identification is an essential part of a school-wide identification program. Multiple criteria are used and a mix of subjective and objective strategies employed, with student achievement scores and cognitive potential assessments used in the context of other indicators and measures and not as the sole criterion for identification.

Specialized approaches may be needed to recognize gifts and talents in relation to the following groups:

- students with learning difficulties
- students with disabilities
- conduct-disordered students
- students from non-English speaking backgrounds
-

Assessment methods may include:

- Evaluation of student responses to a range of classroom activities
- Nomination by parent/caregiver, peer, self and/or teacher
- Assessment of responses to challenging competitions
- Standardized tests of creative ability
- Cognitive Potential, IQ tests and other culturally appropriate measures of ability
- Observation and anecdotal evidence
- Gifted and talented characteristic surveys for a given subject or activity
- Interviews

Delivery of Service Examples

Early childhood PK-KG2	Elementary 1-5	Middle School 6-8	High School 9-12
	Development of EP	Development of EP	Development of EP
Differentiation in classroom	Differentiation in classroom	Differentiation in classroom	Differentiation in classroom
Enrichment during the school day in subject area/s or activity	Enrichment during the school day in subject area/s or activity	Extension in subject area/s	Extension in subject area/s
Co-curricular activities	Clubs/school teams	Clubs/school teams	Clubs/school teams
	Pull-out	Electives	Pre-IB/IB/Dual Credit
	Co-curricular activities	Co-curricular activities	Co-curricular activities
	Independent Study	Independent Study	Independent Study

Assessment Methods Explained:

Nomination

The identification of gifted and talented students involves the collection of subjective information, usually via surveys, submitted by school administration, teachers, or school counselors.

Screening

Screening involves the use of a combination of measures of potential and performance. Ability tests are useful for assessing potential, whereas achievement tests assess student performance in syllabus outcomes, and generally classify students into bands. Underachieving students with high intellectual potential may score poorly on achievement tests. Diagnostic tests are designed to identify specific areas of difficulty and do not identify students with higher abilities.

Monitoring

Teachers should ask the questions, “What is being observed?” and “How should the observations be noted?” Teachers should aim to develop a full picture of students’ performances, interests, strengths, weaknesses and skills.

Aptitude Testing

Students must obtain a composite score or a subtest score above 120 on the Cognitive Abilities Test-CAT-4. The assessment is administered monthly to new incoming students and every 3 years to returning students.

Achievement Testing

Student must score at least at or above the 94th international/national percentile on an internationally/nationally normed achievement test (WRAT, Measures of Academic Progress-MAP, Children's Progress and Attainment Assessment-CPAA, International Benchmark Test-IBT) in reading comprehension and/or mathematical concepts and problem solving.

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GIFTED AND TALENTED ENRICHMENT PROGRAM (GATEway)

PARENTS/GUARDIANS PERMISSION TO DETERMINE ELIGIBILITY

Your child has been nominated to participate in the CAS GATEway program. The Student Support Team requests your permission to review all pertinent information and documentation including test scores, letters of recommendation, portfolio entries, work samples, anecdotal records, etc.

Yes, I give permission for the CAS Student Support Team to review all relevant documentation and to proceed with the screening procedure for my child.

No, I do not give permission for the CAS Student Support Team to review all relevant documentation and proceed with the screening procedure for my child.

Student Name

Parent/Guardian signature

Date

Phone number

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GIFTED AND TALENTED ENRICHMENT PROGRAM (GATEway)

Parent GATEway Participation Permission/Denial Form

Please complete the following statement and return this form to CAS as soon as possible.

"I give permission for _____ to participate, if identified as a student with exceptional talents, in the CAS GATEway program. I understand that an Enrichment Plan (EP) will be designed each year to aide in development of my child's individual exceptional talents.

"I do not give permission for _____ to participate, if identified as a student with exceptional talents, in the CAS GATEway program. I understand that my child will not receive any additional enrichment services.

Once the EP has been developed, any future changes to your child's plan will follow with an EP amendment letter as notification.

I understand that if my child chooses to discontinue participation in the GATEway program, I must notify the school in writing of that decision. I also understand that if my child withdraws from the program, he/she may not re-enter the program during that school year, but may re-qualify for entry at the next entry date.

Student Name

Parent/Guardian signature

Date

GIFTED AND TALENTED ENRICHMENT PROGRAM (GATEway)

Parent Inventory

Student: _____ Grade: _____

Directions: Please check the appropriate column for those characteristics that you see your child display.

	FREQUENTLY	OFTEN	SOMETIMES	NEVER
Possesses large and varied vocabulary, and uses it meaningfully.				
Knows a lot of information about many topics.				
Recalls facts easily.				
Asks many questions that involve more than one word answers.				
Makes generalizations easily.				
Has a keen sense of humor.				
Loves to read, particularly books of a more adult level.				
Tries to reason things out independently.				
Becomes immersed in topics of interest.				
Becomes bored with routine.				
Prefers to work alone.				
Becomes interested in "adult" problems.				
Assertive and sometimes stubborn about beliefs.				
Generates many ideas/solutions to problems.				
Willing to take risks.				
Sensitive to the aesthetic.				
Does not fear being different; is a non-conformist.				
Makes friends who are older.				
Adapts easily to new situations.				
Excels in areas outside the regular school curriculum.				

At what age did your child learn to read? _____

At what age did your child understand number concepts? _____

Shows interest in (check all that apply):

Arts ___ Languages ___ Social Studies ___ Dance ___ Math ___ Reading ___ Athletics ___ Religion ___
Drama ___ Music ___ Writing ___ Language Arts ___ Science ___ Business ___ Technology ___

Prefers:

Family activity ___ Large group activity ___ Activity alone ___ Small group activity ___

In relation to the typical child in your neighborhood, please complete each of the following items as they best describe your child.

Check YES or NO. If an item does not apply, leave blank.

- ___ Yes No ___ Has advanced vocabulary, expresses opinion well.
- ___ Yes No ___ Thinks quickly.
- ___ Yes No ___ Recalls facts easily.
- ___ Yes No ___ Wants to know how things work.
- ___ Yes No ___ Was reading before starting kindergarten.
- ___ Yes No ___ Puts unrelated ideas together in new and different ways.
- ___ Yes No ___ Becomes bored easily.
- ___ Yes No ___ Asks "why" or questions everything.
- ___ Yes No ___ Likes "grown-up" things and likes to be with older people.
- ___ Yes No ___ Has a great deal of curiosity.
- ___ Yes No ___ Is adventurous.
- ___ Yes No ___ Has a good sense of humor.
- ___ Yes No ___ Tends to be impulsive (acts before thinking)
- ___ Yes No ___ Tends to dominate others.
- ___ Yes No ___ Is persistent; sticks to a task.
- ___ Yes No ___ Has good physical coordination and body control.
- ___ Yes No ___ Is independent and self-sufficient
- ___ Yes No ___ Is aware of the surroundings and what is taking place around them.
- ___ Yes No ___ Has a long attention span.
- ___ Yes No ___ Wants to do things for themselves (shopping, cooking, etc.).

(Additional checklists in electronic form, to be shared upon request by GATEway facilitator)

CLASSROOM ENRICHMENT PLAN – Indicate Specific Strategy(ies) to be Implemented – Tier 1		
Name:	AREA of Focus:	CLASS:
Target Strategy	<input type="checkbox"/> Pursue to intensity – Teach students the relationship between working independently and collaboratively in the execution of an independent study or personal investigation. <input type="checkbox"/> Explore laterally – Encourage learning in small groups that demand intellectual debate and interaction. <input type="checkbox"/> Construct connections – Encourage peer-to-peer intellectual challenging and verifying of how and why interdisciplinary connections are made. <input type="checkbox"/> Acceleration – Advancing through material or grade levels prior to the prescribed time based on early mastery, such as pre-testing in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration. <input type="checkbox"/> Compacting – A 3-step process that assesses what a student knows about material to be studied and what still needs to be mastered; plans for learning what is not known and excuses student from what is known; plans for free time to be spent in enriched or accelerated study. <input type="checkbox"/> Independent Projects – Process through which student and teacher identify problems or topics of interest. Both student and teacher plan a method of investigating the problem or topic and identifying the type of product the student will develop. This product should address the problem and demonstrate the student's ability to apply skills and knowledge to the problem or topic. <input type="checkbox"/> Interest Centers or Interest Groups - Interest centers (often used with younger students) and interest groups (often used with older students) typically provide enrichment for students who can demonstrate mastery or competence with required work. This strategy may be used as a vehicle for providing meaningful study when basic assignments are completed. <input type="checkbox"/> Tiered Assignments - In a heterogeneous class, a teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth. Student groups use varied approaches to explore essential ideas. <input type="checkbox"/> Learning Centers - Learning centers can be "stations" or collections of materials learners use to explore topics or practice skills. For gifted learners, learning centers should move beyond cursory exploration of topics and practice basic skills, and should provide study in greater breadth and depth on interesting and important topics. <input type="checkbox"/> Higher-Level Questions - In class discussions and on tests, teacher attempts to ensure that the highly able learner is presented with questions that draw on advanced level of information, require leaps of understanding, and challenge thinking. <input type="checkbox"/> Flexible tasks - Allow students to structure their own projects and investigations according to their strengths and interests. <input type="checkbox"/> Open-ended assignments - Provide students with tasks and work that do not have single right answers or outcomes. The tasks may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student <input type="checkbox"/> Orbital study – These are independent investigations that generally last three to six weeks. They orbit or revolve around some facet of the curriculum. Students select their own topics for the orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic as well as learning the skills of an investigator. <input type="checkbox"/> OTHER - _____	

SPECIFIC CLASSROOM INDIVIDUAL ENRICHMENT PLAN-Tier 2

Name:

Class:	
Specific Goal:	
Specific Task(s) to Accomplish Goal:	
Timeframe to Accomplish Goal:	
Evidence of Completion:	
Assessment or Evaluation Method for Determining Effectiveness of Strategy:	
Extension task if original deemed not challenging enough:	

Notes & Summary of Services (Activities, Frequency, and Time Provided)

Teacher Name

Date

Student Name

Date

Parent Name(s)

Date

GATEway Facilitator Name

Date

**Collegiate American School – GATEway
Annual Enrichment Plan (EP) –Tiers 2&3
ACTIVITIES**

Name: _____ Grade Level: _____ Year: _____

THE FOCUS OF THIS PLAN WILL BE ON THE FOLLOWING AREAS:

The Arts and Athletics

Specific Academic Area

_____ Visual Arts (Subject(s) :_____)	_____ Science (Subject(s) :_____)
_____ Music _____ Dance	_____ Math _____ Business
_____ Film and Media Arts	_____ Language Acquisition (Subject(s)
:_____)	
_____ Drama (Subject(s) :_____)	_____ Language & Literature (Subject(s)
:_____)	
_____ Athletics (Sport(s) :_____)	_____ Social Studies (Subject(s):
_____)	_____ Technology & Design (Subject(s) : _____)
_____ Islamic	
Studies	
_____ Other: _____	

Progress/Plan Notes:

Area(s) within activity(s) to focus on:

Activity Specific Target/Goal:

Interests:

–

Competitions:

–

Role(s) or Desired Role(s) in clubs, teams, or organizations:

–

Personal Goals/Targets:

USE THE NEXT PAGE IF YOU NEED MORE ROOM	Co-Curricular Activities	Extra-Curricular Activities (Clubs, Teams, Organizations, etc.)	External Activities (Lessons, Teams, Events, Competitions, Online etc.)
Activity Name:			
Role in Activity:			
Goal – What do you want to get out of the activity?			
What will you do to reach this Goal?			
How will this challenge you?			
How will you know if you've accomplished your goal?			
How will you determine how well you did?			
What is the next step after reaching this goal?			

Notes & Summary of Services (Activities, Frequency, and Time Provided)

Student Name

Date

Parent Name(s)

Date

GATEway Coordinator Name

Date

