

Golden Door Charter School
Comprehensive Program Plan

IDENTIFICATION PROCESS

DESCRIPTION OF PROGRAM COMPONENT	RATIONALE	NAGC PROGRAM STANDARDS	NJ ADMINISTRATIVE CODE/LAW
<p>Identification Process</p> <p>1. Referrals through multiple pathways:</p> <ul style="list-style-type: none"> • Teachers • Parents/Guardians • Assessment Score Review <ul style="list-style-type: none"> a. CogAT b. District Achievement Benchmarks <p>2. Data Collection (collected for all referred students)</p> <p>Grades K-8</p> <ul style="list-style-type: none"> • CogAT (Aptitude) • Benchmark Assessments (Achievement) <ul style="list-style-type: none"> ○ Math ○ ELA • Teacher Rating Scales • Parent Rating Scales <p>3. Data Interpretation and Selection</p>	<p>Identification measures were selected to cast a wide net to “find” all students who will benefit from services and programs for gifted learners.</p> <p>Teachers and parents are invited to refer students for consideration for gifted services. In addition, district personnel will review achievement and aptitude scores (universal screening procedures) to include those students who may not have been referred by teachers or parents in the identification process. Data will be collected and reviewed for all referred students, regardless of the source of the referral. This inclusive referral process enhances the likelihood that learners who are traditionally under-represented in gifted programs are not overlooked.</p> <p>Multiple measures, including quantitative and qualitative measures, have been selected to ensure that diverse abilities and strengths are recognized and considered, regardless of race, gender, culture, or economic status. Particular attention has been</p>	<p>2.1 <i>Identification</i>. All students in grades Pre-K – 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>2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.</p> <p>2.2.2. Educators select and use assessments that relate to services provided and identify abilities, interests, strengths, and needs based on current research.</p> <p>2.2.3. Educators use assessments that provide qualitative and quantitative information from a variety of sources.</p> <p>2.3.1. Educators select and use equitable approaches and assessments that minimize bias for referring and identifying students with gifts and talents, attending to</p>	<p>6A:8-3.1(a)(5) District boards of education shall be responsible for identifying gifted and talented students and shall provide them with appropriate instructional adaptations and services. District boards of education shall make provisions for an ongoing K-12 identification process for gifted and talented students that includes multiple measures.</p> <p>Chapter 338: Strengthening Gifted and Talented Education Act C.18A:35-36 A board of education shall:</p>

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<ul style="list-style-type: none"> • Student Profile <ul style="list-style-type: none"> ○ Score range ○ Local norms • Selection committee recommends services based on student need <p>4. Notify parents /guardians, teachers and students of committee recommendations.</p> <p>Appeals Process:</p> <ul style="list-style-type: none"> • Parents or students may appeal the selection committee’s recommendations. • Written notification must be given to the school stating the reasons for appeal. • A meeting will be scheduled with a school representative to discuss the appeal. • Parents or students have the right to appeal to the Board of Trustees, and if not 	<p>given to select measures that are not biased against students with ELL, IEP or 504 designations.</p> <p>Score data is organized in an individual student profile. Scores are reported as ranges, rather than a single score, to consider the variability of student performance on any given measure at any given time. A profile provides a clear picture of each student’s strengths and educational need, which is preferable to single score interpretations. *</p> <p>A selection committee meets to consider each referred student’s profile. The committee recommends services to meet the student’s educational needs. A committee approach when decision-making further reduces bias in the identification process.</p> <p>To insure communication and encourage partnerships, parents/guardians and teachers are notified of the committee’s recommendations.</p>	<p>segments of the population that are frequently hidden or under identified. Approaches and tools may include front-loading talent development activities, universal screening, using locally developed norms, assuring assessment tools are in the child’s preferred language for communication or nonverbal formats, and building relationships with students to understand their unique challenges and needs.</p> <p>2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the interests, strengths and needs of each student with gifts and talents to plan appropriate interventions.</p>	<p>(2) make provisions for an ongoing kindergarten through grade 12 identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. School districts shall ensure equal access to a continuum of gifted and talented education services.</p> <p>The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 plans.</p>
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<p>satisfied, to the NJ Commissioner of Education.</p> <p>Outside Testing: Outside testing will be considered <i>in addition</i> to data collected by district, <u>not to replace</u> data collected during identification.</p>			
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* Johnsen, S.K. (2004) *Identifying Gifted Students: A practical guide*. Publication of the Texas Association for the Gifted and Talented.

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PROGRAMS AND SERVICES

DESCRIPTION OF PROGRAM COMPONENT	RATIONALE	NAGC PROGRAM STANDARDS	NJ ADMINISTRATIVE CODE/LAW
<p>Talent Development for All Students (K-8)</p> <ul style="list-style-type: none"> • Clubs • School-based programs and opportunities <p>Advanced Instruction</p> <ul style="list-style-type: none"> • In-class differentiation based on student need as determined by classroom assessment data (K-8) • Cluster Grouping for identified learners (1-8) • Accelerated Math Classes for identified learners (Grade 7 & 8) • PBL Investigations for identified learners (K-8) <p>Exit procedures Students are reevaluated annually for continued participation in differentiated services for the gifted and talented.</p>	<p>Programs and services are aligned to the district definition of gifted learners, goals of the program, and identification procedures.</p> <p>All programs and services, including identification processes, align with best practice programming standards and New Jersey legal requirements.</p> <p>The <i>continuum of services</i> adopted by Golden Door Charter School addresses the needs of students with demonstrated advanced learning abilities, and those with potential gifts and talents.</p> <p>Talent Development Opportunities are available to all students through school-based clubs, programs, and learning opportunities.</p> <p>Cluster grouping has many benefits for the entire school community. When placed in a cluster group in a heterogeneous classroom, gifted learners' needs are met full-time</p>	<p>2.4.2. <i>Learning Progress</i> Educators use differentiated ongoing product-based and performance-based assessments to measure the academic and social-emotional progress of students with gifts and talents.</p> <p>3.1.3. <i>Curriculum Planning</i> Educators adapt, modify, or replace the core or standard curriculum to meet the interest, strengths, and needs of students with gifts and talents and those with special needs such as twice exceptional, highly gifted, and English language learners.</p> <p>3.1.4. Educators design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.</p> <p>3.1.5. Educators regularly use pre-assessments, formative assessments, and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.</p> <p>3.2.2. <i>Talent Development</i> Educators design learning experiences for each stage of talent development to</p>	<p>N.J.A.C. 6A:8-3.1(a)(5) District boards of education shall provide appropriate kindergarten through-grade-12 (K-12) educational services for gifted and talented students.</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>District boards of education shall take into consideration the Pre-K–Grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.</p>

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<p>Recommendation for exit from the program may be initiated at any time by the classroom teacher, the teacher responsible for gifted services, a counselor/school psychologist, the parent/guardian, or the student.</p> <p>The request for exit should be made to the teacher responsible for gifted services, who will then hold a meeting to discuss the concerns. Those invited to the meeting may include the parent/guardian, the classroom teacher(s), the building administrator, and a counselor/school psychologist.</p> <p>If a plan has been developed to support the student's continued participation, a second meeting will be held to evaluate the student's progress and determine continued participation or</p>	<p>with the added benefit of having consistent access to academic peers.</p> <p>This grouping model fosters the academic and affective growth of learners in a safe and challenging environment. In addition to the benefits for gifted learners, research suggests that <i>all</i> students, including average and below average learners, benefit when placed in a heterogeneous classroom organized by a cluster model.**</p> <p>General education teachers that are trained in the cluster model develop the capacity to differentiate effectively for all learners, including gifted learners. The cluster model is efficient from a program implementation standpoint, since students are grouped purposefully, creating a more manageable situation for teachers.</p> <p>Administrators and the school community benefit from a cost-efficient program that delivers appropriate gifted education services to students on a full-time basis.</p>	<p>cultivate social and emotional and psychosocial skills that support high achievement and talent development.</p> <p>3.4.2. <i>Instructional Strategies</i> Educators provide opportunities for students with gifts and talents to explore, develop, or research in existing domain(s) of talent and/or in new areas of interest</p> <p>3.5.3. Educators scaffold independent research skills within students' domain(s) of talent</p> <p>4.2.2. <i>Learning Environment</i> Educators provide opportunities for interaction and learning with intellectual and artistic/creative peers as well as with chronological-age peers.</p> <p>5.5 <i>Programming:</i> <i>Comprehensiveness.</i> Students with gifts and talents develop their potential through comprehensive, aligned programming and services.</p> <p>5.1.1. Educators use multiple approaches to accelerate learning within and outside of the school setting.</p> <p>5.1.2. Educators use enrichment options to extend and deepen learning opportunities within and outside of the school setting.</p> <p>5.1.3. Educators use multiple forms of evidence-based grouping, including clusters, resource rooms, special classes, or special schools.</p>	<p>Chapter 338: Strengthening Gifted and Talented Education Act A board of education shall ensure that appropriate instructional adaptations and educational services are provided to gifted and talented students in kindergarten through grade 12 to enable them to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards at the instructional level of the student.</p> <p>A board of education shall:</p> <p>(1) ensure that appropriate instructional adaptations are designed for students who are gifted and talented; develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment, and including, but not limited</p>
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<p>withdrawal from the program.</p>		<p>5.2.2. Educators develop a pre-K through grade 12 continuum of programming and services in relevant student talent areas that is responsive to students' different levels of need for intervention.</p> <p>5.4.1. <i>Collaboration.</i> Educators regularly engage students, other educators, families, advocates, and community members in collaboration to plan, advocate for, implement, and evaluate systematic, comprehensive, and ongoing services.</p> <p>5.6.2. <i>Policy and Regulation</i> Educators align programming and services with local, state, or national laws, rules, regulations, and standards.</p>	<p>to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist.</p>
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**Gentry MI. Promoting students achievement and exemplary classroom practices through cluster grouping. Storrs Ct. NRCGT RM

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PROGRAM STAFFING

DESCRIPTION OF PROGRAM COMPONENT	RATIONALE	NAGC PROGRAM STANDARDS	NJ ADMINISTRATIVE CODE/LAW
<p>Personnel needed to implement the program as planned:</p> <p>Selection Committee Members</p> <ul style="list-style-type: none"> • Facilitate the identification process • Evaluate identification process annually <p>Cluster teachers One general education teacher at each grade level will be needed to serve as the “cluster teacher” for each classroom in which a cluster of gifted learners is placed.</p> <p>Teachers to facilitate PBL Investigations (INNOVATORS) and provide direct instruction in research, critical and creative thinking skills.</p>	<p>The selection committee is charged with collecting and interpreting student profile data to make recommendations for educational services that meet student need. A committee approach to decision-making reduces bias and embraces a consensus approach to identification.</p> <p>Cluster teachers at each grade level can deliver gifted services within the heterogeneous classroom. This model is cost-effective, yet highly effective in meeting advanced learners’ needs since it is a full-time solution. *</p> <p>A well-trained teacher to facilitate PBL Investigations insures appropriately challenging inquiry experiences for gifted learners.</p>	<p>5.5.1. Administrators demonstrate support for gifted programming and services through equitable allocation of resources and demonstrated willingness to ensure that students with gifts and talents receive consistent educational services aligned to their interests, strengths, and needs.</p> <p>5.5.2. Administrators track expenditures at the school level to verify appropriate and sufficient funding for staffing, curriculum and materials, gifted programming, and services.</p> <p>5.5.3. Administrators hire a diverse pool of educators with knowledge and profession</p>	<p>N.J.A.C. 6A:8-3.1(a) District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>District boards of education shall take into consideration the Pre-K–Grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.</p> <p>Chapter 338: Strengthening Gifted and Talented Education Act</p> <p>C.18A:35-36 (3) develop and document appropriate curricular and instructional modifications used for gifted and talented</p>

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<p>Teachers to facilitate Talent Development Opportunities (clubs, special programs, etc.)</p>	<p>Educators who are responsible for delivery of talent development opportunities are needed to facilitate a range of clubs, special programs, etc. Options for talent development give students the opportunity to develop strengths and talents in their area of interest.</p>		<p>students indicating content, process, products, and learning environment, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist C.18A:35-37 (b. 4)</p> <p>Each school district shall file with the coordinator a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum review pursuant to section 11 of P.L.1975, c.212 (C.18A:7A-11). The report shall include:</p> <p>the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.</p>
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*Winebrenner, S. & Brulles, D. (2008). *The Cluster Grouping Handbook: How to challenge gifted students and improve achievement for all.* Minneapolis, MN. Free Spirit Publishing.

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PROFESSIONAL DEVELOPMENT

DESCRIPTION OF PROGRAM COMPONENT	RATIONALE	NAGC PROGRAM STANDARDS	NJ ADMINISTRATIVE CODE/LAW
<p>Professional Development for: All Educators</p> <ul style="list-style-type: none"> • Identification process and what to look for when making a referral. • Needs and characteristics of gifted learners <p>Administrators</p> <ul style="list-style-type: none"> • Identification process • Rationale and implementation of Cluster Grouping Model • Supervisory and observation protocols that support differentiation for advanced learners and fidelity to program goals. <p>Cluster Teachers</p> <ul style="list-style-type: none"> • Characteristics/Needs of Gifted Learners • Rationale for Cluster Grouping • Assessment including curriculum compacting and pre-assessment tools 	<p>Teachers who are referring students for consideration for gifted services should receive training in the characteristics of gifted learners and the ways in which demonstrated and potential giftedness might be recognized. Trained teachers identify more students (85%) than those without training (40%). *</p> <p>Administrators are key players in implementing the program. They must be equipped to make informed decisions about allocation of resources, personnel allocation, and program decisions such as grouping. In addition, it falls to administrators to insure adherence to the mission and intent of the program developers. Additional tools for observation and supervision of those responsible for program implementation will be necessary.</p>	<p><i>6. Professional Learning</i> 6.1.2. State agencies, institutions of higher education, schools and districts provide sustained professional learning for educators that models how to develop learning environments responsive to diversity and instructional activities that lead to student expression of diverse characteristics and behaviors that are associated with giftedness. 6.1.4. Administrators plan for, budget and provide sufficient human and material resources needed for professional learning in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, and/or mentors). Administrators access Title I and Title II funds as</p>	<p>N.J.A.C. 6A:8-3.1(a)(5) District boards of education shall provide appropriate kindergarten through-grade-12 (K-12) educational services for gifted and talented students.</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>District boards of education shall take into consideration the Pre-K–Grade 12 Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students.</p>

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<ul style="list-style-type: none"> • Modifying curriculum to develop advanced learning tasks (ongoing work sessions) • Differentiating instruction to manage a cluster classroom (ongoing work sessions) <p>Teachers facilitating PBL investigations (INNOVATORS)</p> <ul style="list-style-type: none"> • Revise existing curriculum to insure appropriately differentiated content, process and products for gifted learners. • Development of management tools <p>School Counselors</p> <ul style="list-style-type: none"> • Characteristics and needs of gifted learners (focus on social-emotional needs) • Strategies and interventions to support gifted learners 	<p>Cluster teachers must be provided the time and resources to effectively meet the needs of identified learners in the general education classroom. Modifying curriculum and differentiating instruction for advanced learners are complex tasks that will require on-going and in-depth training. Research suggests that trained teachers have a more positive attitude toward gifted learners and are more effective differentiators in the classroom.** This capacity for effective differentiation benefits all students in the class.</p> <p>Talent development for all students will allow opportunities for all students to engage with educational tasks that are based in gifted pedagogy. Teachers who are facilitating these courses must understand the unique characteristics and learning needs of gifted students. Teachers must be given the tools and understandings they will need to deliver courses that will provide access to traditionally under-represented populations in a meaningful way.</p>	<p>allowed under the Every Student Succeeds Act (ESSA) to meet this expectation.</p> <p>6.2.1. Educators participate in ongoing professional learning to understand and apply research to practice with regard to psychosocial skills necessary for the development of gifts and talents and social-emotional development of individuals with gifts and talents.</p> <p>6.3.1. Educators participate in professional learning focused on curriculum and pedagogy that are responsive to diversity for individuals with gifts and talents.</p> <p>6.3.2. Educators recognize their biases, develop philosophies responsive to diversity, commit themselves to removing barriers, and create inclusive learning environments that meet the educational interests, strengths, and needs of</p>	<p>Chapter 338: Strengthening Gifted and Talented Education Act C.18A:35-36 (5,6) Provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student; and</p> <p>Actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.</p> <p>C.18A:35-37 (b. 4) Each school district shall file with the coordinator a report by October 1, 2020 and thereafter on a schedule that coincides with the school district’s New Jersey Quality Single Accountability Continuum review pursuant to section 11 of P.L.1975, c.212</p>
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	<p>Gifted learners have affective needs that at times may require intervention by school counselors. To effectively serve these students, counselors must understand gifted learners' needs and have a toolbox of strategies to support these learners.</p>	<p>diverse students with gifts and talents. 6.4.2. Educators participate in professional learning that is sustained over time, incorporates collaboration and reflection, is goal-aligned and data-driven, is coherent, embedded and transferable, includes regular follow-up, and seeks evidence of positive impact on teacher practice and on increased student learning</p>	<p>(C.18A:7A-11). The report shall include:</p>
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* Gear, G. (1978). Effects of training on teachers' accuracy in identifying gifted children. *Gifted Child Quarterly*, 22, 90-97.

** Hansen, J. B. & Feldhusen, J. F. (1994). Comparison of Trained and Untrained Teachers of Gifted Students. *Gifted Child Quarterly*, 38,3.
 Archambault, F.X., Jr., Westberg, K.L., Brown, S. W., Hallmark, B.W., Emmons, C.L., & Zhang, W. (1993). *Regular classroom practices with gifted students: Results of a national survey of classroom teachers* (Research Monograph 93102). Storrs, CT.
 Westberg, K. & Daoust, M. (2003). *The results of the replication of the classroom practices survey replication in two states*. Fall Newsletter. National Research Center on the Gifted and Talented.

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PROGRAM EVALUATION & COMMUNICATION WITH STAKEHOLDERS

DESCRIPTION OF PROGRAM COMPONENT	RATIONALE	NAGC PROGRAM STANDARDS	NJ ADMINISTRATIVE CODE/LAW
<p>Annual survey of</p> <ul style="list-style-type: none"> • Students • Parents/Guardians • Teachers <p>Program Documents</p> <ul style="list-style-type: none"> • Professional development notes • Communication with stakeholders • Observation data from cluster classrooms • Student work samples • Identification data <p>Annual Report to Board of Trustees</p> <ul style="list-style-type: none"> • Public meeting to insure transparency • How results of evaluation will be used to make program improvements <p>Website Presence</p> <p>Identification process</p> <ul style="list-style-type: none"> • Referral process • Identification criteria considered 	<p>Evaluation is essential to program success and improvement.* All aspects of the program are reviewed to make informed decisions about the effectiveness of all program components.</p> <p>Information can be collected as the program is being implemented to adjust to immediate student need. This type of information might be student work samples, observation data from the classroom, feedback from professional development sessions, Selection Committee notes, and informal communication from stakeholders.</p> <p>Survey data is collected from key stakeholders at the end of each school year. Along with program documents, including identification data, the information is reviewed by district designees.</p> <p>The results of the evaluation and recommendations for improvements are presented to the Board annually in</p>	<p>5.7.1. Educators assess the quantity and quality of programming and services provided for students with gifts and talents by disaggregating assessment and yearly progress data and making the results public.</p> <p>5.7.2. Educators ensure that the assessments used in program evaluation are reliable and valid for the purposes for which they are being used.</p> <p>5.8.1. 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>5.8.2. Educators create and implement evaluation plans that are purposeful and evaluate how student-level outcomes are</p>	<p>Chapter 338: Strengthening Gifted and Talented Education Act C.18A:35-37</p> <p>Each school district shall file with the coordinator a report. The report shall include, but not be limited to:</p> <p>(1) the gifted and talented continuum of services, policies, and procedures implemented in the school district;</p> <p>(2) the total number of students receiving gifted and talented services in each grade level kindergarten through grade 12 disaggregated by race, gender, special education designation, and English language learner designation;</p> <p>(3) the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their</p>

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<ul style="list-style-type: none"> • Timelines <p>Programs</p> <ul style="list-style-type: none"> • Continuum of Services 	<p>a public meeting. This annual commitment insures regular communication with key stakeholders and continued financial and political support.</p> <p>The school website includes information about the school’s Gifted and Talented Program, to maintain transparency as required New Jersey law and the principles of best practice. The website can be a clearinghouse for information related to gifted programming for the Golden Door Charter School.</p>	<p>influenced by fidelity of implementation in 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 learning, (g) parent/guardian and community involvement, (h) programming resources, (i) programming design, management, and delivery, and (j) school equity efforts for underrepresented students.</p> <p>5.8.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.</p>	<p>needs, and educational development; and (4) the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students.</p> <p>C.18A:35-39 Information available on website. A school district shall make detailed information available on its website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student’s needs with services, and any applicable timelines in the identification process.</p>
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* Tomlinson, C., Bland, L., Moon, T., & Callahan, C. (1994). Case studies of evaluation utilization in gifted education. *Evaluation Practice*, 15.

VanTassel-Baska, J. (2006). A content analysis of evaluation findings across 20 gifted programs. *Gifted Child Quarterly*, 50.

Yarborough, D., Shulha, L., Hopson, R., & Caruthers, F. (2011). *The program evaluation standards: A guide for evaluators and users*. CA: Sage

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DEFINITION:

Golden Door Charter School defines gifted students as “those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the school and who require modification of their educational program if they are to achieve in accordance with their capabilities.”

MISSION:

It is our belief that all students benefit from opportunities to pursue interests and develop talents. We are committed to providing challenging learning experiences so gifted learners can reach their academic and personal potential. It is our goal to provide opportunities for gifted learners to develop the thinking dispositions and affective skills such as risk taking, curiosity, and intrinsic motivation necessary for them to become independent learners and leaders.

GOALS:

- Develop the academic potential of identified gifted learners.
- Encourage and challenge students in their areas of specific abilities and interest by providing opportunities for in-depth learning in their area of talent and interest.
- Develop the thinking dispositions and affective skills such as risk taking, curiosity, and intrinsic motivation necessary for students to become independent learners.
- Encourage opportunities for interaction with academic peers to develop self-awareness and self-efficacy.
- Development of social and leadership skills, fostering a sense of societal responsibility.
- Encourage creative productivity through the development of higher order thinking skills such as problem solving, decision-making and critical thinking in all students.
- Foster ongoing professional development to support classroom differentiation of content, process and product.