Expanding Horizons
Programming for Gifted and Talented Students

Bondurant-Farrar C.S.D.
300 Garfield SW
Bondurant, IA 50035

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SECTION 1: Target Population

The Bondurant-Farrar Community School District’s Expanding Horizons program serves students in kindergarten through twelfth grade who have been identified in the areas of general intellectual ability, creative thinking ability, and/or specific ability aptitude. These areas of giftedness to be served were selected based upon the need to strengthen curriculum provided in the regular classrooms.

“General Intellectual Ability” refers to students who can learn at a faster pace, master higher levels of content, and handle abstract concepts at a significantly higher level than expected, given the student’s chronological age and experiences.

“Specific Ability Aptitude” refers to students who have exceptionally high achievement of potential and a high degree of interest in a specific field of study.

“Creative Thinking Ability” refers to the ability to see a change in perception, new idea combinations, new relationships, new meanings, new impressions, and new applications.

Bondurant-Farrar is a suburban school district; the majority of residents are employed in the Des Moines metro area. Bondurant is located 11 miles northeast of the capital city, Des Moines.

SECTION 2: Rationale For Program

The Bondurant-Farrar Community School District is committed to an educational program that recognizes the unique needs, interests, values, and talents of individual students. Research tells us that gifted and talented children learn differently, learn faster, and retain the learned information longer than their age peers. Bondurant-Farrar, through its K-12 Expanding Horizons program, offers identified students qualitatively differentiated programming which provides the opportunity for these students to go beyond the scope of the regular classroom curriculum. Instruction will focus on understanding giftedness, learning skills, content exploration, communication, creative thinking processes, and self-awareness.

SECTION 3: Program Overview

Bondurant-Farrar Community School District’s Expanding Horizons program is designed to meet the needs of identified gifted students as well as to enrich the lives and education of all students within a school district. The Expanding Horizons program provides a wide variety of enrichment and advanced learning opportunities.

Enrichment involves students in experiences and activities that allow them to explore topics and areas of study which are not a normal part of the classroom curriculum. These enrichment activities are made available to students in small group settings.
Opportunities are also provided to enable students to further their development of higher-order thinking processes, lifelong learning, and communication skills. These skills include, but are not limited to research skills, critical thinking, creative problem solving, divergent thinking, brainstorming, listening skills, decision-making, and inventing processes.

Gifted students are also encouraged to use raw data to investigate real problems or topics of interest and to design a new product or body of information.

SECTION 4: Program Goals

Learner Goals:
1. Learners will display positive self-images and enhance their self-awareness through identification of personal strengths, interests, and career possibilities.
2. Learners will explore a wide variety of skills and interest areas to a depth, which is not usually possible in the regular classroom.
3. Learners will develop communication and leadership skills to enhance interpersonal and cooperative working relationships.
4. Learners will expand their creative, critical, and logical thinking skills by enhancing higher-order thinking skills.

Curriculum and Instructional Goals:
1. To provide developmental programming through flexible enrichment groups for K-2 students.
2. To provide enrichment programming and acceleration opportunities for identified students based on individual needs and PEP goals.
3. To provide advanced study opportunities for qualifying secondary students.

Program Development and Management Goals:
1. To provide instructional opportunities regarding gifted education for district personnel, parents, and the community.
2. To maintain communication regarding program activities to school personnel, parents, and the community.
3. To conduct identification of students for services.
4. To involve school personnel, parents, and community members in the program activities as resource people or mentors.
5. To provide an evaluation process for assessing the program and student development.

SECTION 5: Program Objectives and Activities

Goal #1 Learners will display positive self-images and enhance their self-awareness through identification of personal strengths, interests, and career possibilities.

1.1 Students will identify their personal interests and talents and will consider and evaluate the social responsibilities and ramifications related to the use of these special talents and skills. Examples of activities that may be used in addressing learner goal areas may include:
   - Interest Inventories
   - Myers-Briggs Type Indicator
   - Learning Styles Assessments
   - G.I.F.T. Inventory
   - Reading Styles Inventory
   - Topic Browsers
   - Out-of-level Testing
   - Talent Searches
   - Independent study ad small group projects
   - Team competitions
   - Simulation activities
   - Future Studies
   - Interviews
   - Out-of-Level Assessments

1.2 Students will develop a further understanding of giftedness through interaction with other gifted individuals. Examples of activities that may be used in addressing learner goal areas may include:
   - Small group projects and discussions
   - Math Counts Competitions
   - Interviews
   - Guest Speakers
   - Biographical Studies of Gifted Individuals
   - Thinking Cap Quiz Bowl
   - Knowledge Master Open
   - Young Scholars Conference
   - Career Conferences
   - Heartland Area Knowledge Bowls
   - Math Bee
   - “Taking the Road Less Traveled” Conferences
   - OPP-TAG Programs and Events
- Battle of the Books
- News Bowl
- Stock Market Game
- Mock Trial
- Brain Bowls
- Future Problem Solving
- Destination Imagination
- Odyssey of the Mind
- Academic Decathlon
- International Brain Bee
- World food Prize Youth Institute
- Belin-Blank Center Program and Events
- Advanced Placement classes

1.3 Students will explore careers related to their interest areas. Examples of activities that may be used in addressing learner goal areas may include:

- Job Shadowing
- Guest Speakers
- Interviews
- Letter writing
- Fieldtrips
- Mentorships
- Iowa State University’s Explorations Series
- Career Conferences
- “Taking the Road Less Traveled” Conferences
- Young Scholars Conferences
- Internet Scavenger Hunts

Goal #2 Learners will explore a wide variety of skills and interest areas to a depth which is not usually possible in the regular classroom.

2.1 Students will participate in exploratory activities to develop interests. Examples of activities that may be used in addressing learner goal areas may include:

- Field Trips
- Guest Speakers
- Media Presentations
- Interviews
- Letter-writing
- Job Shadowing
- Independent Study Projects
- Internet Searches
- Topic Browsers
- Stock Market Game
- Hands-On Equations
• Brain Bowl
• Internet Scavenger Hunts
• Biographical Studies of Gifted Individuals
• “Taking the Road Less Traveled” Conferences
• World Food Prize Institute
• Math Fax Contests
• Noetic Math Contests
• Noetic Learning Challenge Math
• WordMasters Competitions
• IXL Math
• Khan Academy

2.2 Students will develop and demonstrate the use of advanced research skills. Examples of activities that may be used in addressing learner goal areas may include:
• Explore print and non-print sources
• Community Search activities
• Compare and contrast primary and secondary source material
• Topic focusing skills
• Library Research Skills
• Note-taking
• Outlining
• Use of Graphic Organizers
• Bibliography Preparation
• Footnotes
• Internet Searches
• News Bowl
• RADCAB (Online Evaluation System)
• WordMasters Competition
• Mock Trial
• Brain Bee
• Utilize technology presentation tools

2.3 Students will gain advanced skills in their talent and interest areas. Examples of activities that may be used in addressing learner goal areas may include:
• Acceleration and early admittance to courses as needed.
• Mentorships
• On-site and online AP classes
• Post-secondary dual enrollment
• Khan Academy
• IXL Math
Goal #3  Learners will develop communication and leadership skills to enhance interpersonal and cooperative working relationships.

3.1 Students will develop communication skills to enable them to successfully resolve conflicts. Examples of activities that may be used in addressing learner goal areas may include:
- Practice self-expression using “I-messages”
- Active Listening
- Brainstorming
- Role-playing
- Mock Trial
- Conflict Management Materials
- Team Competitions and Projects

3.2 Students will develop the skills necessary to organize and present oral and written information to a specified audience. Examples of activities that may be used in addressing learner goal areas may include:
- Mock Trial
- Future Problem-Solving
- Odyssey of the Mind
- Destination Imagination
- Enhance use of technology including Webpage design, Spreadsheet, PowerPoint, Pod-casting, Desktop Publishing
- Science Fair
- History Day
- Invention Convention
- Develop visual aids to enhance an oral presentation
- Utilize technology presentation tools

Goal #4  Learners will expand their creative, critical and logical thinking skills by enhancing higher-order thinking skills.

4.1 Students will evaluate their creative thinking based upon fluency, flexibility, originality and elaboration. Examples of activities that may be used in addressing learner goal areas may include:
- Self-evaluation of brainstorming activities
- Self-evaluation of line drawings
- Self-evaluation using projects guides and rubrics
- Mock Trial

4.2 Students will assess a problematic situation, identify the problem, and develop a creative plan of action. Examples of activities that may be used in addressing learner goal areas may include:
- Creative problem-solving activities
- Future Problem solving
- Odyssey of the Mind Activities
4.3 Students will develop and appreciate their ability to respond creatively. Examples of activities that may be used in addressing learner goal areas may include:
- Talents Unlimited activities
- Literature-Based activities
- Creative Writing experiences
- Word Masters Analogies
- Odyssey of the Mind
- Destination Imagination
- Future Problem-solving
- Creative Problem-solving
- Teaching self-evaluation techniques based on fluency, flexibility, originality and elaboration.
- Bloom’s Taxonomy

4.4 Students will develop the skills necessary to analyze information in a logical and critical way. Examples of activities that may be used in addressing learner goal areas may include:
- Math Counts
- Stock Market Game
- Figural and Verbal Analogies
- Word Masters
- Identify errors in reasoning and logic
- Analyze truth values of if-then statements
- Discuss and identify the uses of propaganda techniques
- Table Logic
- Matrix Logic
- Syllogisms
- Noetic Math Competition
- Noetic Learning Challenge Math
- Square Logic

SECTION 6: Identification of Students for Program Participation

General Intellectual Ability and Specific Ability Aptitude and Relative Thinking Ability:

Nomination:
- Teacher recommendation
- Parent recommendation
- Self nomination
- Participation in a similar program in another district
- Iowa Assessments

**Screening:**
- Iowa Assessments
- Iowa Test of Educational Development
- SAGES-2 (Screening Assessment for Gifted Elementary/Middle School Students)

**Requirements for Services:**
- Students will qualify for services through the gifted education program if they score above the 95th percentile nationally on several subtests of the Iowa Tests of Basic Skills and score at or above the 92nd percentile on two of the three subtests of SAGES-2 assessment.
- Those students with dual exceptionalities or English language learners will be carefully assessed on a case-by-case basis in collaboration with appropriate staff in the areas of Special education, Guidance, At-Risk, and/or teachers of English language learners.

Section 7: Personalized plan for Expanding Horizons Education

Upon entrance to the Expanding Horizons program, a Personalized Educational Plan will be developed for each identified student. This plan will be shared with students, parents and classroom teachers, as needed, and will be reviewed and updated annually. These PEPs will include student contact information, results of screening data, student goals, and a record of activities/strategies implemented to meet the student goals.

Section 8: Characteristics and Training of Key Program Personnel/Staff Utilization

**Gifted Education Coordinator:**
1. Certified administrator with evaluator approval.
2. Supervise and support the Expanding Horizons program and curriculum development.
3. Coordinate programming, professional development and implementation of program.
4. Complete reports required by state and Federal agencies.

**Classroom Teachers:**
1. Certified elementary/secondary instructors with Talented/Gifted Endorsements
2. Participate in in-service programs related to gifted education.
3. Administer identification screening tests, and provide observational information regarding their students.
4. Develop Personalized Education Plans
5. Participate in the identification of Expanding Horizons students.
6. Provide instructional programming for identified students.

SECTION 9: Evaluation

Evaluation is designed to measure program goals and learner goals and provide guidance for program improvements. The Expanding Horizons coordinator with the support of administration will evaluate and monitor the Expanding Horizons program and student progress. A variety of measurement tools will be utilized to gather information regarding student progress and program implementation. On-going evaluation of the program will be done by the Expanding Horizons teachers. Student input will be included in this process. Evaluations of students’ work will be recorded on their PEP. A summative evaluation will be done at the end of each school year to determine the extent to which the program is addressing the needs of students and meeting the prescribed goals and objectives. Evaluation information may be gathered from parents, classroom teachers, students and administrators, concerning their attitudes and feelings about the Expanding Horizons program.

Section 10: Cooperative Activities

Students are encouraged to participate in the Post Secondary Enrollment Options Act (PSEO). This program is available to eleventh and twelfth grade students. PSEO allows students to take college classes not offered within the regular high school program. Students are able to receive high school and college credit upon successful completion of their work. Please refer to the high school Course Description, Requirements, and Other Information handbook or contact the high school counselor. Students may also contact the guidance counselor for information concerning Central Campus courses and Career Advantage courses at DMACC.