



## Extended Studies Continuum of Services: Enrichment and Gifted & Talented Services

*The mission statement of the Brighton Central Schools states that “we expect all students to achieve their full potential for personal development, educational success and lifelong learning.” The global community in which today’s students will live and work as adults will demand excellence in communication, collaboration, and thinking strategies. Brighton schools offer a range of Extended Studies (gifted and enrichment) opportunities to help ensure students reach their learning potential.*

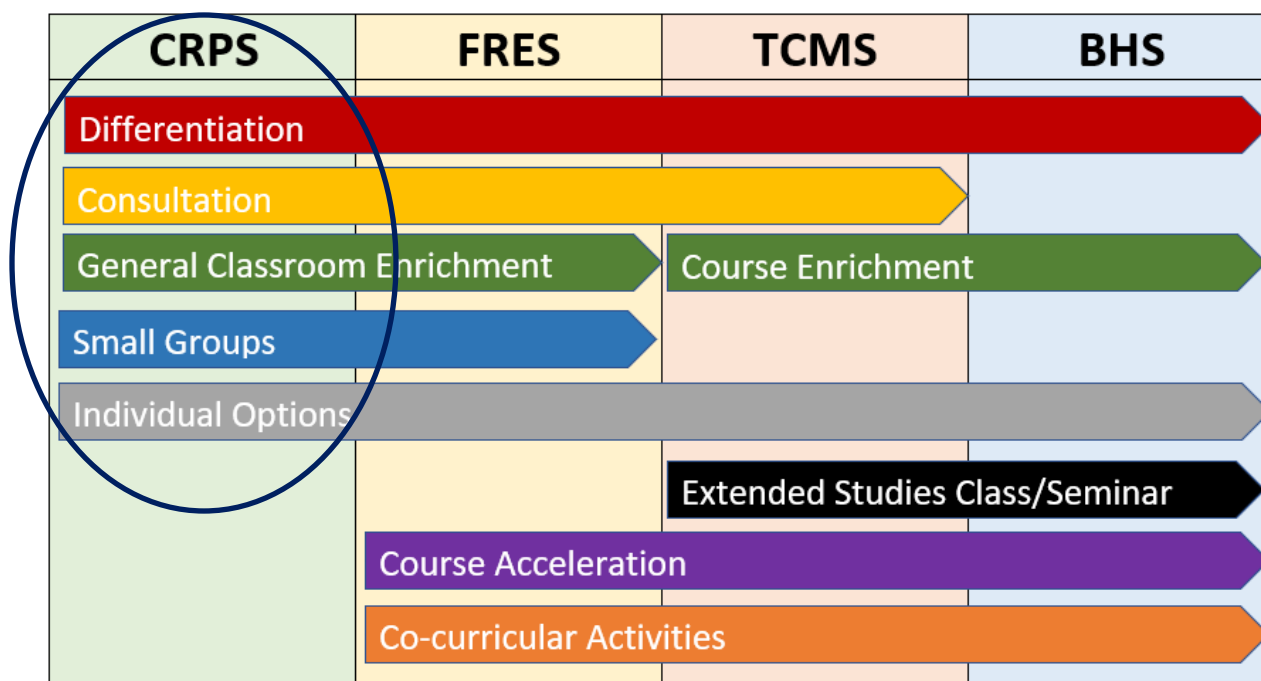
### Extended Studies Services Provided at CRPS

**Extended Studies Services (ESS) Teacher at CRPS:** Andrea Yawman, [andrea\\_yawman@bcsd.org](mailto:andrea_yawman@bcsd.org)

- ❖ ESS teacher’s role: assist in building the cognitive capacity of all students and work with families, faculty, and staff to meet the needs of advanced learners

**Service vs. Program:** Council Rock employs a schoolwide enrichment model rather than a gifted “program” in which only selected students enroll. All Council Rock students benefit from extended studies services in different ways as described below.

Because students differ in their readiness, skills, interests, and strengths, a continuum of services has been designed to meet varied needs. The following services are available at Council Rock Primary School. Visit this link to see the ESS continuum for K-12: <https://www.bcsd.org/Page/90>



Service	Description
<b>Differentiation</b>	<p>the curriculum content, learning process, work product, or learning environment is adjusted to meet the student's readiness level, skill set, interests, strengths, and needs.</p> <ul style="list-style-type: none"> <li>Classroom teacher plans differentiated learning opportunities for regular classroom. Students work on varied tasks and at different paces.</li> </ul>
<b>Consultation</b>	<p>an extended studies teacher, certified in gifted and talented education, consults with faculty and staff to meet the academic, social, and emotional needs of students.</p>
<b>General Classroom Enrichment</b>	<p>extended studies teacher visits each kindergarten, first-, and second-grade classroom on a regular basis to deliver enrichment lessons to the whole class. Lessons complement topics of current study in the classroom and promote thinking skills and dispositions, such as Habits of Mind and growth mindset.</p>
<b>Cluster Groups</b>	<p>students are identified by some common characteristic (i.e. readiness level, skill set, interest, strength, need, or demonstrated potential) to study and work together under the supervision of the extended studies teacher.</p> <ul style="list-style-type: none"> <li>First and second grade students with similar interests and/or aptitudes gather for an in-depth investigation of a topic extended from a current curricular focus. To ensure student success, participation is based on a specific set of criteria for each topic. Group rosters are flexible and change depending on the investigation and its criteria. (<i>1<sup>st</sup> grade small groups start near the end of January; 2<sup>nd</sup> grade cluster groups start near the end of October.</i>)</li> </ul>
<b>Individual Options and Other Small Groups</b>	<p>An individual student or a smaller group of students who demonstrate a need will work with the extended studies teacher, or another staff member, to pursue a specific topic of interest for several work sessions</p>

**Gifted Identification** – classroom teachers will be asked in the spring to review their students and a list of gifted traits with the extended studies teacher to aid in identifying students as “possibly gifted.” *Students do NOT need to be identified as “possibly gifted” to participate in cluster groups at CRPS, and “possibly gifted” students do not necessarily participate in every cluster group that is offered.*











To screen all students, we will use Dr. Mary Frasier’s Traits, Attributes, and Behaviors (TABs) demonstrated by gifted students across cultural, social, and economic groups in conjunction with Habits of Mind identified by Dr. Art Costa and Dr. Bena Kallick. See chart below.

















Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Possibly Gifted Criteria:** Rate student demonstration of trait according to the following key:

1 = rarely; 2 = sometimes; 3 = frequently; 4 = generally; 5 = almost always

<p><b>Motivation</b> evidence of desire to learn</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>aspires to be somebody, to do something</li> <li>is an enthusiastic learner</li> <li>demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced; evident in school or non-school activities)</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>	<p><b>Interests</b> Intense, sometimes unusual, interests</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>demonstrates unusual or advanced interests in a topic or activity</li> <li>is a self-starter</li> <li>is beyond age-group</li> <li>pursues activity unceasingly</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>	<p><b>Communication</b> Highly expressive; effective use of words, numbers, symbols</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>demonstrates unusual ability to communicate (verbally, physically, artistically, or symbolically)</li> <li>uses particularly apt examples, illustrations or elaborations</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>	<p><b>Problem-solving ability</b> Effective, often inventive, strategies for recognizing and solving problems</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>demonstrates unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working</li> <li>creates new designs, invents</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>	<p><b>Memory</b> Large storehouse of information on school or non-school topics</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>already knows information</li> <li>needs only 1-2 repetitions for mastery</li> <li>has a wealth of information about school or non-school topics</li> <li>pays attention to details</li> <li>manipulates information.</li> <li>is highly curious</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>
<p><b>Inquiry</b> Questions, experiments, explores</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>asks unusual questions for age</li> <li>plays around with ideas</li> <li>demonstrates extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>	<p><b>Insight</b> quickly grasps new concepts and makes connections; senses deeper meanings</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>demonstrates exceptional ability to draw inferences</li> <li>appears to be a good guesser keenly observant</li> <li>possesses heightened capacity for seeing unusual and diverse relationships.</li> <li>integrates ideas and disciplines.</li> <li>Might manifest as heightened sense of injustice/empathy for others</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>	<p><b>Reasoning</b> Logical approaches to figuring out solutions</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>makes generalizations.</li> <li>uses metaphors and analogies</li> <li>thinks things through in a logical manner</li> <li>thinks critically</li> <li>comes up with plausible answers.</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>	<p><b>Imagination &amp; Creativity</b> Produces many ideas; highly original</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>shows exceptional ingenuity using everyday materials.</li> <li>creates wild, seemingly silly ideas; often fluently/flexibly</li> <li>creates complex drawings or construction with unusual detail</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>	<p><b>Sense of Humor</b> Conveys and picks up on humor</p> <p><b>How it may look:</b></p> <ul style="list-style-type: none"> <li>has a keen sense of humor, may be gentle/hostile</li> <li>see unusual relationships.</li> <li>demonstrates unusual emotional depth</li> <li>demonstrates sensory awareness.</li> <li>Uses or recognizes puns</li> </ul>  <div style="display: flex; justify-content: space-around; width: 100%;"> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>

<p><b>1. Persisting</b></p>  <p><b><i>Stick to it!</i></b> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	<p><b>2. Managing Impulsivity</b></p>  <p><b><i>Take your time!</i></b> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	<p><b>3. Listening with Understanding and Empathy</b></p>  <p><b><i>Understand others!</i></b> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	<p><b>4. Thinking Flexibly</b></p>  <p><b><i>Look at it another way!</i></b> Being able to change perspectives, generate alternatives, consider options.</p>
<p><b>5. Thinking About Your Thinking (Metacognition)</b></p>  <p><b><i>Know your Knowing!</i></b> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	<p><b>6. Striving for Accuracy</b></p>  <p><b><i>Check it again!</i></b> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	<p><b>7. Questioning and Posing Problems</b></p>  <p><b><i>How do you know?</i></b> Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	<p><b>8. Applying Past Knowledge to New Situations</b></p>  <p><b><i>Use what you learn!</i></b> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
<p><b>9. Thinking &amp; Communicating with Clarity and Precision</b></p>  <p><b><i>Be clear!</i></b> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	<p><b>10. Gathering Data Through All Senses</b></p>  <p><b><i>Use your natural pathways!</i></b> Pay attention to the world around you. Gather data through all the senses, taste, touch, smell, hearing and sight.</p>	<p><b>11. Creating, Imagining, and Innovating</b></p>  <p><b><i>Try a different way!</i></b> Generating new and novel ideas, fluency, originality</p>	<p><b>12. Responding with Wonderment and Awe</b></p>  <p><b><i>Become intrigued!</i></b> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
<p><b>13. Taking Responsible Risks</b></p>  <p><b><i>Venture out!</i></b> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p><b>14. Finding Humor</b></p>  <p><b><i>Laugh a little!</i></b> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	<p><b>15. Thinking Interdependently</b></p>  <p><b><i>Work together!</i></b> Being able to work in and learn from others in reciprocal situations. Teamwork.</p>	<p><b>16. Remaining Open to Continuous Learning</b></p>  <p><b><i>Learn from experiences!</i></b> Having humility and pride when admitting we don't know; resisting complacency.</p>



## Equity and Excellence

The Brighton Central School District is committed to reaching for equity and excellence. We strive to incorporate the following actions adapted from a brief published by Duke University Talent Identification Program in conjunction with Public Schools of North Carolina. The entire brief can be found at: <https://www.dpi.nc.gov/media/7263/download> This brief served as a framework for the most recent extended studies program review.

# ACTIONS THAT LEAD TO EQUITY & EXCELLENCE

### Reframe our lens:

Reflect on our own influences. Connect with student experiences. Scout for talent rather than deficits.



### Use equitable identification practices:

Provide opportunities for every student to show us their strengths and talents and mitigate systemic barriers to access gifted education.



### Provide a range of services:

Differentiate, accelerate, extend, enrich. Consider social, emotional, and cognitive needs.



### Collect and use meaningful data:

Clarify program vision and goals to determine relevant data to analyze.



### Foster talent development:

Cultivate potential by creating learning environments where teachers are able to observe student strengths. Provide early intervention and development opportunities.




### Provide focused professional learning opportunities:

Provide professional development for the total school community in order to remove systemic barriers, improve student services, and share ownership.





## Extended Studies by Grade at Council Rock

Grade						
Kindergarten	Whole class lessons, 25 minutes/1x/cycle – <i>starting in 3<sup>rd</sup> cycle of the school year</i> Focus on becoming familiar with and applying Habits of Mind and growth mindset Fall – Gathering Data Using All Senses, Thinking Interdependently, Creating/Imagining/Innovating, Questioning and Problem Posing Spring – Thinking About Your Thinking, Striving for Accuracy, Thinking & Communicating with Clarity & Precision, Finding Humor  We will work as a team to identify helpful strategies for addressing the needs of advanced kindergartners and ways to share with families.					
1 <sup>st</sup> Grade	September – January Whole class lessons – 30 minutes/1x/cycle Habits of Mind and Smithsonian light unit			Cluster Group 1: 30 min./2x/cycle Engineering	Whole class lessons: Habits of Mind and topic TBD	Cluster group 2: TBD – ELA focus
2 <sup>nd</sup> Grade	September Whole class lessons: 40 min./1x/cycle Habits of Mind, growth mindset, archaeology	Cluster group 1: 40 min./2x/cycle Community fundraiser	Whole class lesson: Geology	Cluster group 2: Learning <b>Rocks!</b>	Whole class lessons: Habits of Mind and Geometry/Architecture	Cluster group 3: Geometry and Frank Lloyd Wright
			Math enrichment groups -initial participants to be identified using math MAP scores			
			Lunch enrichment groups – I will contact each 2 <sup>nd</sup> grade classroom teacher to arrange this group			
			Online ESS biography course – open to all 2 <sup>nd</sup> graders – work to be done outside of school		New after-school STEM club will be offered to 2 <sup>nd</sup> graders	
<b>CONSULTATION:</b> Please contact me with questions. <a href="mailto:andrea_yawman@bcsd.org">andrea_yawman@bcsd.org</a> , 17 Wonder Way <i>Common consultation topics:</i> individual student needs—cognitive, social, and emotional; ways to enrich content area; differentiation; resources for families; curricula for advanced learners; twice exceptional students (those with advanced capability <i>and</i> diagnosed disability)						

