CPS Program Vision with program guidance support from National and Local Organization:
As the nation’s third largest district, we have a unique learning population. To meet the academic and social and emotional needs of our gifted and talented students, we offer a continuum of differentiated gifted program models that provide students the opportunity to learn key principles, themes, concepts, and ideas across domains in accelerated, rigorous, and complex ways.

The National Association for Gifted Children (NAGC) has developed six research-based program standards for high-quality programming which are embedded in CPS Gifted Programs. NAGC defines gifted individuals as “those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, and sports).”

IL State Code has also provided guidance on gifted programming through IL Code Public Act 100-0421, School Code [105 ILCS 5/14A-30], Section 14A-35.

Key Components
- Identification, Selection, and Placement
- Accelerated and Differentiated Curriculum and Instruction
- Stakeholder Ongoing Training
- Marketing and Communication
Entry Criteria

School Entry occurs through citywide tested programs and locally-assessed tested programs in the following ways:

For citywide tested Selective Enrollment Elementary School (SEES) Programs: Must participate through the testing process managed by the Office of Access and Enrollment to be considered for a seat in the schools awarded these program models.

For locally-assessed SEES Programs: School-based personnel use a process of criterion for all students for program seat consideration.

CPS does not have a Board policy that supports an exit process; therefore, once students are awarded a seat, they maintain that seat until grade level completion at the building in the program. Any accommodations needed for a child is the school’s responsibility. Schools participate in an annual Request for Proposal (RFP) process to confirm the partnership with the Department of Magnet, Gifted, and IB Programs.

Citywide Tested SEES Program Models:

Citywide testing, identification, selection and placement for all citywide tested SEES programs is managed by the Office of Access and Enrollment.

Academic Center Program Model: The Academic Center Program Model provides a full-time instructional learning experience designed for seventh and eighth grade students who have demonstrated the need for highly accelerated curriculum that can only be offered in the high school setting. Students who are placed in Academic Centers have the potential to receive some high school credit while in the seventh and eighth grade classes. Student talent and creativity is enhanced through rigorous, challenging, advanced, and enriched instruction.

Classical Schools Program Model: Classical Schools offer a full-time accelerated academic program enhanced with a liberal arts component that addresses complexity, diversity, and change in a learning environment. This learning opportunity awards students to work with like-minded peers at an accelerated level of one full year. The primary learning experience focuses on building content area strategies that leads to deeper higher-order thinking in the intermediate grades. Learning in this capacity ensures that students will develop a sense of social responsibility, as well as building intellectual and practical skills (e.g., communication and problem-solving) to be successful in the real world.

Regional Gifted Program Model (English and English Learner): The Regional Gifted Center Program Model is designed to provide a rigorous academic learning environment for students that demonstrate potential for extreme acceleration. This model is offered for both the English and English Learner (EL).
Regional Gifted Centers provide a rigorous academic environment for students that have demonstrated the potential to work up to two years above grade level. RGC primary grades 1-3 work up to one-year acceleration and grades 4-8 work up to 2-years of acceleration. RGCs serve students who are highly developed, divergent thinkers who demonstrate curiosity and logical thinking far beyond their chronological age. By laying a strong foundation of skills in the primary grades, students are able to utilize higher order thinking skills and access curricula more deeply. This allows students to master eight years of curricula by sixth grade. Therefore, seventh and eighth grade students are awarded the opportunity to engage in rigorous high school level curricula. RGC staff recognizes and nurtures the social and emotional needs of these unique learners, particularly due to the academic rigor they encounter.

The English Learner (EL) version of the Regional EL Gifted Center Program Model provides a rigorous academic environment for students that have demonstrated the potential to work up to .5- years above grade level. The Regional EL Gifted Program includes both the acceleration, as well as the language component, based on the bilingual program model. Regional EL Gifted Centers can offer one or both of the bilingual program models based on the student enrollment. In the Transitional Bilingual Education (TBE) Program Model, 20 or more English Learners (ELs) of the same language classification comprise the classroom. In the Transitional Program of Instruction (TPI) Program Model, 19 or fewer English Learners (ELs) of any single language classification comprise the classroom. As stated directly from the OLSE Bilingual Program Model definitions, please see the differentiated program models below:

Transitional Bilingual Education (TBE) - The goal of a TBE program is to transition ELs to the general education program upon meeting exit criteria set by the Illinois State Board of Education (ISBE). The current exit criteria is attainment of a 5.0 Composite, 4.2 Reading, 4.2 Writing on ACCESS. ELs are entitled to services until they meet the exit criteria. Instructional Components TBE programs must provide L1 (native language) instruction in core content areas including English Language Arts, Social Studies, Science, and Math. English as a Second Language (ESL) must be provided daily. Instruction must also include the history and culture of the native land and the United States. Instruction in a TBE program must be aligned to the IL Standards (i.e., English Language Development (ELD)/WIDA, CCSS, Spanish Language Arts (SLA)).

Transitional Program of Instruction (TPI) - The goal of a TPI is to transition EL students to the general education program upon meeting exit criteria set by the Illinois State Board of Education (ISBE). The current exit criteria is attainment of a 5.0 Composite, 4.2 Reading, 4.2 Writing on ACCESS. ELs are entitled to services until they meet the exit criteria. Instructional Components English as a Second Language (ESL) instruction is required daily. ELs must receive scaffolding and, when possible, native language support during instruction in all core content areas (English Language Arts, Social Studies, Science, and Math). Instruction must also include the history and culture of the native land and the United States. Instruction in a TPI program must be aligned to the IL Standards (i.e., English Language Development (ELD)/WIDA/CCSS).

Locally-assessed Selective Enrollment Elementary School Programs:
**Comprehensive Gifted Program (CGP):** The CGP model is structured to provide rigorous, accelerated, enriched, and differentiated instruction to high-performing students in magnet and neighborhood schools. These high-performing students are identified by standardized criteria and are placed into a classroom that accelerates all curricular areas by .5 year to a full year.

**The Specific Aptitude Program (SPA):** The SAP supports rigorous, enriched, and differentiated instruction to high-performing students in magnet and neighborhood schools. These high-performing students are identified by standardized criteria and are placed into a classroom that differentiates in a specific curricular area. Content areas can include, and are not limited to, Laboratory Biological Sciences (7th grade) and Laboratory Physical Sciences (8th grade), Algebra or Advanced Mathematics, Junior Great Books (K-8th grade), and the humanities.

**Course Overview and Scheduling**
Vertical articulation templates are a key to ensure accelerated and differentiated curriculum and instruction includes key concepts, themes, and principles. Models of Curriculum and Instruction are highly recommended and supported through the Department of Magnet, Gifted, and IB Programs.

**Personnel Requirements**

<table>
<thead>
<tr>
<th>Position Needed</th>
<th>Description</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Coordinator</td>
<td>Highly organized colleague, preferably one who holds an interest and knowledge base in curriculum and instruction development and has effective oral and written communication skills for internal and external audiences.</td>
<td>MGIB is unable to provide funding for this position.</td>
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</tbody>
</table>
Teachers of the Gifted Classrooms

Highly qualified teachers commit to ongoing training in gifted education so as to understand the unique characteristics of gifted students and respond to their unique learning needs.

MGIB provides differentiated professional development sessions for teachers and stakeholders at no cost for personnel.

Funding Requirements

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Funding Source</th>
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</thead>
<tbody>
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<td>N/A</td>
<td>N/A</td>
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</table>

Professional Development

<table>
<thead>
<tr>
<th>Type of PD Needed</th>
<th>For Whom</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGIB Gifted Programs Differentiated PD Sessions 1-6</td>
<td>Teachers, principals, gifted coordinators</td>
<td>No cost to schools.</td>
</tr>
</tbody>
</table>

Impact & Implementation

If implemented with fidelity, here are the impacts on teaching and learning:

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact</th>
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</table>
### Instruction
Using the Instructional Model of Differentiation, teachers are building a supportive learning environment using the community principle. Instructional strategies are employed that have been designed for advanced learners.

### Curriculum
Using concept-based learning, teachers are designing conceptual units of study that are accelerated.

### Assessment
For all grade levels and all subject areas, pre-assessment in readiness is expected prior to each unit of study. At the entry level at a school receiving a student, school personnel want to assess where students are to determine the acceleration and differentiation.

### Other Central Office Supports or Involvement
Gifted Program Administrative Council (AdCo) meetings hosted monthly on curriculum, instruction, and assessment in gifted education and gifted program models.

### Sustainability
- Principals strategically plan roughly $1,500.00 per year to award the gifted coordinator, who holds a primary role as a teacher or AP, to attend the AdCo meetings.

- Support the gifted programs with time for planning, meeting, and for parent events that are focused on showcasing and experiencing curriculum, instruction, and assessment.

- CGP and SPA: Maintain the identification matrix for every student in building to determine which students are demonstrating gifted characteristics. This identification matrix will include structures for the identification, selection, and placement of students in gifted classrooms.