CHURCHDOWN INSPIRED: POTENTIAL PLUS

Skills Mapping

1. IDENTIFICATION

Student Outcomes	Evidence-Based Practices
1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.	1.1.1. Teachers engage students with gifts and talents in identifying interests, strengths, and gifts. 1.1.2. Teachers assist students with gifts and talents in developing identities supportive of achievement.
1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow.	1.2.1. Teachers develop activities that match each student's developmental level and learning needs.
1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.	1.3.1. Teachers provide grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. 1.3.2. Teachers model respect for individuals with diverse abilities, strengths, and goals.
1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	1.4.1. Teachers provide role models for students with gifts and talents that match their abilities and interests. 1.4.2. Teachers identify out-of-school learning opportunities that match students' abilities and interests.
1.5. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.5.1. Teachers design interventions for students to develop cognitive and affective growth that is based on research of effective practices. 1.5.2. Teachers develop specialized intervention services for students with gifts and talents who are

	underachieving and are now learning and developing their talents.
1.6. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).	1.6.1. Teachers provide students with University, and career guidance that is consistent with their strengths

2. ASSESSMENT

Student Outcomes	Evidence-Based Practices
2.1. Identification. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.	2.1.1. Churchdown School establishes comprehensive, cohesive, and on-going procedures for identifying and serving students with gifts and talents.
	2.1.2. Teachers select and use multiple assessments that measure diverse abilities, talents, and strengths.
	2.1.3. Teachers have knowledge of Potential Plus students and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.
	2.1.4. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
2.2. Learning Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and on-going assessments.	2.2.1. Teachers use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.
	2.2.2. Teachers communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
2.3. Evaluation of Potential Plus. Students identified with gifts and talents demonstrate important learning progress.	2.3.1. Teachers ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.

	2.3.2. Teachers ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.
	2.3.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counselling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.

3. THE CURRICULUM

Student Outcomes	Evidence-Based Practices
3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Teachers adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents
	3.1.2. Teachers design differentiated lessons that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
	3.1.3. Teachers use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.
3.2. Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Teachers design activities in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.
	3.2.2. Teachers use metacognitive models to meet the needs of students with gifts and talents.

Student Outcomes	Evidence-Based Practices
3.3. Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1. Teachers select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents
	3.3.2. The school provides opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
3.4. Instructional Strategies. Students with gifts and talents become independent investigators.	3.4.1. Teachers use critical-thinking strategies to meet the needs of students with gifts and talents.
	3.4.2. Teachers use creative-thinking strategies to meet the needs of students with gifts and talents.
	3.4.3. Teachers plan problem-solving model strategies to meet the needs of students with gifts and talents.
	3.4.4. Teachers use inquiry models to meet the needs of students with gifts and talents.
3.5. Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Teachers develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
	3.5.2. Teachers integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. outside speakers.
	3.5.3. Teachers use curriculum for deep explorations of cultures, languages, and social issues related to diversity.

4.   **SOCIAL COMPETENCE AND DEVELOPMENT**

Student Outcomes	Evidence-Based Practices
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness,	4.1.1. Teachers maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.

self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	4.1.2. Teachers provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
	4.1.3. Teachers provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.4. Staff provide examples of positive coping skills and opportunities to apply them.
4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Teachers understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Potential Plus provides opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
4.3. Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1. The school establishes a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. The school provide environments for developing many forms of leadership and leadership skills.
	4.3.3. The school promotes opportunities for leadership in community settings to effect positive change.
4.4. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support	4.4.1. Teachers provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.

effective communication.	4.4.2. Teachers ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

5. VARIETY OF DELIVERY

Student Outcomes	Evidence-Based Practices
5.1. Variety of Programming. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	5.1.1. Teachers regularly use multiple alternative approaches to accelerate learning.
	5.1.2. Teachers regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
	5.1.3. Teachers regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
	5.1.4. Teachers regularly use individualised learning options such as mentorships, internships, online courses, and independent study.
	5.1.5. Teachers regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.
5.2. Policies and Procedures. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs.	5.4.1. Teachers create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices.
5.3. Career Pathways. Students with gifts and talents identify future career goals and the	5.3.1. The school provides professional guidance and counselling for individual student strengths, interests, and values.

talent development pathways to reach those goals.	

6. COMMITMENT TO CONTINUED DEVELOPMENT

Student Outcomes	Evidence-Based Practices
6.1. Talent Development. Students develop their talents and gifts as a result of interacting with effective adults	6.1.1. Teachers systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.
	6.1.2. The school provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	6.1.3. Teachers participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.
	6.1.4. Teachers use their awareness of organisations and publications relevant to gifted education to promote learning for students with gifts and talents.
6.2. Socio-emotional Development. Students with gifts and talents develop socially and emotionally as a result of teachers who have participated in professional development	6.2.1. Teachers participate in on-going professional development to support the social and emotional needs of students with gifts and talents.
6.3. Lifelong Learners. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and	6.3.1. Teachers participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.

continuing education opportunities.	6.3.2. Teachers use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, and professional learning communities
	6.3.3. Teachers identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
6.4. Ethics. Students develop their gifts and talents as a result of teachers who are ethical in their practices.	6.4.1. Teachers respond to cultural and personal frames of reference when teaching students with gifts and talents.