

Coventry Public Schools

***Identification Process and Program  
Design & Delivery***

---

**Challenge and Enrichment Program**



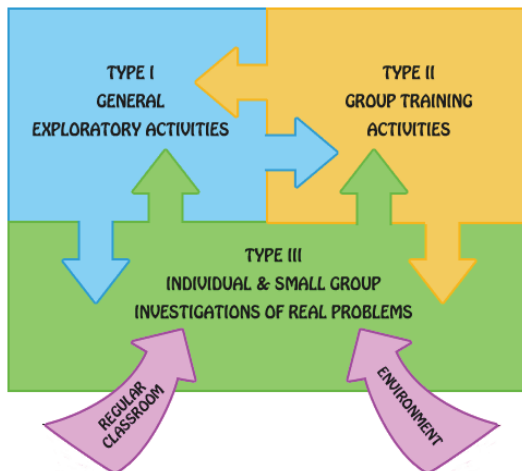
2009 Community Problem Solving Team  
Coventry Care Takers

## Goals of the Program & Mission Statement

- To make meaning from standards by organizing content around carefully selected concepts to unite discrete facts and skills into purposeful, connected authentic learning experiences
- To identify talent and maximize the capacity of gifted learners by raising the achievement ceiling to provide appropriate degrees of challenge
- To require students to use creative, complex, abstract, and higher-order thinking skills
  - To provide students with the opportunity to deal with material through problem solving and authentic, real-world tasks
  - To allow students to discover connections among the disciplines, the world around them, and themselves, as well as to promote self-discovery

Coventry Public Schools recognizes that gifted and talented students are those who have outstanding abilities, are capable of high performance, and who require differentiated education programs in order to realize their contribution to self and society.

# The Enrichment Triad Model



## **Type I Enrichment**

Type I Enrichment consists of activities that expose students to experiences in which they have shown or may develop a genuine interest. These experiences may take place as field trips, workshops, guest speakers, films, interest centers and more.

## **Type II Enrichment**

Type II Enrichment is centered around group training activities are designed for developing high-level thinking. The activities include critical thinking, problem solving, reflective thinking, inquiry training, divergent thinking awareness development and productive thinking.

## **Type III Enrichment**

Type III Enrichment consists of student selected independent studies. These projects offer all students with an intense interest, the opportunity to become investigators of real problems or topics and to use authentic methods of inquiry in producing an original product or service to share

## **Overview of the Identification Process**

What are the academic and/or artistic strengths of our student population that exceed developmental guidelines or milestones? Coventry Public Schools recognizes that gifted and talented students are those “who have outstanding abilities, are capable of high performance, and who require differentiated educational programs in order to realize their contribution to self and society.” In Coventry, the identification procedure for academically gifted and creatively talented students involves a screening and selection approach utilizing a variety of objective and subjective tools that yield a group of gifted and talented students who need access to programs and services beyond those available to all students in the traditional classroom environment. Our identification process is based on the use of multiple criteria including, but not limited to: teacher nomination/recommendations, parent nomination, standardized tests, behavior checklists, performances, work samples, conferences, interviews, and portfolios. We strive to have our identification instruments be sensitive to underserved and culturally diverse populations. We believe parents, teachers, and school administrators can work collaboratively to identify gifted and talented students in our school district. Each group has valuable information that can be used to ensure that all children – those with demonstrated abilities and talents or those with potential to demonstrate such abilities are identified.

## **Program Design and Delivery**

Coventry Public Schools' model for teaching high ability students stems from a belief in differentiated approaches in working with students. By following the Enrichment Triad Model, students move in and out of special programs as the need or interest arises. By identifying student strengths, collaboratively the classroom teacher and enrichment teacher can organize as many activities, classes, and services as possible to serve the needs of students with special talents. Further recognition of these needs is the basis for planning differentiated curricula and teaching strategies. Specific experiences are tailored as much as possible, to the needs of each child so that experiences can be offered in the regular classroom setting as well as outside of the regular class as well as to encourage self-development and service.

### **Coventry Grammar-Teacher Consultation**

The Challenge and Enrichment Program at CGS consists of differentiating instruction within the child's current classroom in order to nurture their individual gifts and talents. Curriculum expansion opportunities occur through materials provided by classroom teachers at higher grade levels, by the CGS Reading Room staff, the school librarian, or the technology specialist. The district Challenge and Enrichment teacher is also available to classroom teachers for consultation when planning differentiated activities for students with special talents and abilities.

### **G.H. Robertson Intermediate-Program**

The Challenge and Enrichment Program at GHR is designed to supplement the curriculum of academically talented students. The program was developed to enhance the curriculum in the regular classroom. It is designed to motivate and encourage students of high intellectual and creative potential to perform at levels commensurate with their abilities. The program also seeks to develop critical and creative thinking and problem solving skills in students and expose them to new curricular areas of study. Students also receive enrichment activities on a grade level basis while being offered access to the program for more in depth and independent investigations.

### **Captain Nathan Hale Middle-Program**

The Challenge and Enrichment program at CNHMS has chosen to follow the Enrichment Triad Model that involves students in three types of activities: exploratory, skill building, and independent studies. The program affords students the opportunity to develop their talents in both the regular classroom setting, and through the revolving door model, into a more independent setting. When a student or group of students is extremely excited or interested in a particular idea or topic, they are invited to work on an independent study which may lead to a final creative product. By supporting and nurturing students' natural abilities, creativity and task commitment, gifted behavior can result. Students who are not identified as being gifted and talented are still eligible for inclusion in the talent pool are able to participate in enrichment activities.

### **Coventry High-Program**

Coventry High School meets the needs of identified gifted and/or talented students through the schools' curricular and extracurricular programs. Gifted and/or talented students can pursue challenging content through Advanced Placement Classes, Virtual Classes, differentiated instruction, enrichment activities or through other special arrangements.

## Parent Resources

### **Connecticut Association for the Gifted**

- [www.ctgifted.org](http://www.ctgifted.org)

### **University of Connecticut Neag Center for Gifted Education and Talent Development**

- [www.gifted.uconn.edu](http://www.gifted.uconn.edu)

### **National Research Center on the Gifted and Talented**

- [www.gifted.uconn.edu/nrcgt](http://www.gifted.uconn.edu/nrcgt)

### **Hoagies Gifted Education Page**

- [www.hoagiesgifted.org](http://www.hoagiesgifted.org)

### **Gifted Children**

- [www.gifted-children.com](http://www.gifted-children.com)



## **Coventry Public Schools**

Carla L. Kennedy  
1776 Main Street  
Coventry, CT 06238

Phone: 860-742-7334 ext. 279  
Fax: 860-742-4565  
E-mail: [ckennedy@coventryct.org](mailto:ckennedy@coventryct.org)