

K-12 TALENTED AND GIFTED PLAN

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District Gifted and Talented Program Plan Requirements

12.5(12) Provisions for gifted and talented students. Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.

A. Describe the valid and systematic identification procedures, including multiple selection criteria for identifying gifted and talented students from the total student population (grades K-12)

Evidence:

- Describe the identification criteria and procedures used by the district (grades K-12) for each grade.

The Shenandoah Gifted and Talented Program shall use one or more of the following categories for identification of its Gifted and Talented students:

1. Intellectual Ability- general academic development that is significantly higher than that of the chronological peers.
2. Creative Ability- higher levels of ability in creating unusual, unique, and meaningful contributions and solutions.
3. Specific Academic Ability- consistent high functioning in one academic area.

Identification Process

Part 1: Nomination

1. Nomination can come from parents, teachers, peers, or self
2. TAG teacher screens all Iowa Assessment student scores for Advanced Proficiency in Reading, Math, and Science for possible nomination
3. TAG teacher reviews files of any new students to the district for possible nomination
4. TAG teacher reviews scores of CogAT 7 screener given to all 3rd, 5th, and 9th graders and nominates students with SAS scores of 120 and above
5. Ethnic, language, and low SES students will be equally included in the nomination process

Part 2: Profile development

1. Parents are notified by either the TAG teacher or the classroom teacher that their child has been nominated for further assessment
1. TAG teacher administers the full battery of CogAT tests to students who have been nominated by any of the above criteria
2. Additional information and testing data may be collected to complete the profile of individual students. It should be emphasized that no single test or measure is used as the determining factor in identification, rather multiple criteria is used. Other data may include: previous grades, student portfolios, other district assessments, teacher and/or parent checklists, Kingore Observation List, task commitment, interview, testing from outside agencies such as Explore, ACT, SAT

Part 3: Profile Assessment

1. The TAG teacher presents the student profiles to the building principal and they collectively decide if the student qualifies for TAG services and in which area or areas (reading, math, science, creative)

2. If the profile is unclear in giving direction about programming needs, the following options may be pursued:
 - Consult with classroom teacher(s) in the student's strongest area to assess the need for curricular modifications
 - Collect more evidence as the year progresses
 - Establish a trial period or unit within the G/T program
3. If numerical evidence is not present due to student under-achievement, cultural bias of test instruments, at-risk factors, economic deprivation, or student disabilities, other evidence will be given consideration.
4. The TAG teacher will notify the parents to discuss the decision to provide/not provide programming through the TAG program.
5. If a new student comes to our district and was receiving TAG programming at their former school, they will be placed in our program on probation

Part 4: Qualitatively Differentiated Program Services

1. TAG teacher shall establish a Personalized Education Plan for each student for the current school year according to his/her needs in specific or general academic areas, both within and outside of the classroom
2. TAG teacher shall meet with parents at Student-led conferences, or at least twice a year to go over PEP and evaluate student progress
3. TAG teacher shall evaluate students annually or as needed to determine continuance or exit of programming
4. TAG teacher shall consult regularly with staff to plan and carry out curricular modifications and to monitor progress and changing needs of students

Part 5: Exit Criteria

1. If a student is unable to fulfill the requirements of a class or realizes that it is not the appropriate educational experience needed, his/her parents will be contacted for a conference. The student's plan could be changed, scaled back, or terminated.
2. If a teacher feels that a student is not fulfilling the requirements of a class, the teacher will discuss the situation with the parent, TAG teacher and the building principal and request the student's program be changed, scaled back or terminated. The parents will be notified of any change in programming and have the right to appeal any decision.

B. Goals and performance measures

Evidence:

- Describe program-level goals and performance measures for grades K-12.

Specific Goals:

1. To develop a continuum of programming services for gifted learners K-12 linking the selection of students with the anticipated student outcomes and the specialized instructional programs *This goal will be measured by a review of the articulated continuum by the TAG committee every two years and will be based on how well it is meeting the needs of the gifted learners based on student outcomes.*
2. To assist teachers in differentiating the regular classroom curricula to integrate the use of flexible groupings, compacting, pace, technology, instructional arrangements (e.g. special classes, seminars, mentorships, independent study, research projects) and resource materials to enhance learning for gifted learners. *This goal will be measured by evidence of differentiation in the classrooms specifically designed for gifted learners.*
3. To develop and revise policies that address the needs of gifted learners such as early entrance to college, subject acceleration, whole grade acceleration, honors classes, dual enrollment,

advanced online classes. *This goal will be measured by the TAG committee approving and reviewing these policies every two years.*

4. To design a gifted curriculum at the elementary and maintain a gifted curriculum at the middle school level to ensure continuity as students progress through the program K-8. *This goal will be measured by the TAG committee evaluating the elementary and middle school curriculum every two years based on how well it serves the needs of the gifted learners.*
5. To recognize and nurture the unique socio-emotional needs and development of our gifted learners at all levels. *This goal will be measured by evidence of opportunities at all levels for gifted learners to engage with each other and with gifted adults in meaningful ways such as classes, clubs and competitions.*

C. A qualitatively differentiated gifted and talented program to meet the students' cognitive and affective needs

Evidence:

- Describe the processes for providing services to meet cognitive and affective needs in the gifted and talented program for each grade level. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident.

Elementary

Elementary TAG services are delivered in the regular classroom setting to the maximum extent possible. Teachers differentiate the curriculum for identified TAG and high ability learners in the specific area(s) designated by their PEP. Consultative services are provided by the TAG teacher. Modifications such as subject acceleration and pull-outs are provided when it is determined that individual learners need more or different support than what can be provided in the regular education setting.

CogAT screening is given to all students in 3rd grade, and students scoring at SAS 120 and above are given the complete CogAT. Pending results, their teachers are notified that these students have qualified for TAG programming and will need differentiation in specific subject areas their classroom. In 5th grade, these students are placed in TAG Reading or accelerated math as appropriate to their personalized education plan.

TAG Summer Camp is available for students in grades 1-4 who have been identified for TAG programming, or who show potential for identification in the future, and helps to meet the affective needs of young gifted students.

Middle School

Middle School TAG students are accelerated in various areas of the curriculum based on their personalized education plan.

Grades 5 and 6

Gifted reading and language arts students are placed in a TAG Reading/Language Arts class the goal of which is to integrate basic skills with higher level thinking skills, in-depth learning of self-selected topics, advanced research skills and methods, and self-understanding (affective domain.)

Gifted math students are placed in an accelerated math class and monitored closely in 5th and 6th grade and may be accelerated to algebra in 7th grade.

Gifted 6th grade science students compact the 7th grade science curriculum during 6th grade and move into 8th grade science as 7th graders.

Contests such as History Day, Oratory Contest, Math Bee, Battle of the Books, Quiz Bowl, are offered.

Grade 7

Gifted reading and language arts students continue to be placed in TAG Language Arts class, the goals of which are to introduce advanced concepts and content and offer students a broader range of inquiry than is possible in the regular classroom, as well as meeting the affective need of time spent with gifted peers. Students take part in competitions such as Mock Trial and History Day.

Gifted math student's progress continues to be monitored for placement and students compete in Mathcounts.

Gifted science students are accelerated into 8th grade science.

Grade 8

Gifted language arts students are accelerated into English 9 at the High School.

Gifted science students are accelerated into HS Biology.

Scheduled visitation to various colleges and universities are made.

TAG summer camp is available for gifted students in grades 5-8. If space remains in the camp, other capable learners may be included.

High School

At the High School level, gifted students are accelerated in English, math, and science classes. Additionally, students are encouraged to take advanced classes, advanced online classes and college level course work.

Mentorships can be arranged to provide students support while taking challenging and rigorous coursework.

Gifted students help coach the Middle School Mathcounts team and assist with MS Mock Trial. Other competitive opportunities such as World Food Prize and Quiz Bowl are offered and help meet the affective needs of high school students to interact with their gifted peers.

D. Staffing provisions

Evidence:

- Describe how the gifted and talented program will be staffed on an ongoing basis. This could include information such as whether the gifted and talented program will be provided by multiple teachers or by one teacher providing support/ instructional services at all levels (see 281—IAC 59.5(7)).

The TAG coordinator/teacher:

- maintains current licensure in gifted education
- engages in professional development specific to the teaching of gifted learners
- oversees the identification of students in the TAG program K-12

- maintains records for each identified student K-12
- oversees the delivery of TAG services to identified students either by providing direct instruction as the TAG Reading and Language Arts teacher for Middle School, or by overseeing instruction of identified students by another teacher
- acts as mentor and liaison for students in AP and online classes
- acts as mentor and liaison for middle school students enrolled in high school classes
- works with high school counselor on TAG student scheduling
- works with administration and to coordinate TAG services
- works with other teachers to coordinate services to TAG students
- seeks out meaningful contacts and experiences for identified students
- serves as facilitator and coach for various competitions such as Science Bowl, Oratory Contest, Mathcounts, and Mock Trial
- alerts the media of accomplishments and honors of TAG students

There is currently one FTE teacher assigned as the TAG Coordinator/teacher. TAG coordinator has designated time in her schedule to perform her professional duties in addition to her teaching responsibilities:

E. In-service design (professional development)

Evidence:

- A description of how the instructional staff is provided information about, and skills for, individualizing programs for identified gifted and talented learners.

In-service is ongoing and job embedded. Professional development is provided through a consultative and coaching model to staff.

The TAG coordinator, in conjunction with the Master teachers at each level (elementary, middle, and high school) assesses the learning needs of the teaching staff and develops a learning plan to be presented during professional development, stressing the cognitive and affective needs of gifted students and presenting any changes in the TAG program and/or staff expectations for the year.

The TAG coordinator/teacher is available for peer coaching at all times and confers almost daily with building principals and Master and Mentor teachers, to ensure that classroom teachers have the information and resources they need to serve the gifted students in their classrooms. Teachers are provided with guidelines for identifying gifted learners and alerting them of negative characteristics of gifted learners as well.

F. Each school district shall review and evaluate its gifted and talented programming

Evidence:

- A description of an overall program evaluation and how the evaluation process created an adaption to the program goals, or gifted programming for students.

The next formal evaluation of Shenandoah's Talented and Gifted Program is scheduled for the Spring of 2017. The Gifted and Talented Program Self-Audit/Reflection Tool developed by Linda Moehring and Mary Schmidt of Heartland AEA 11, which is a blend of The Gifted and Talented Program Assessment Rubric developed by Karen Garvin and Chapter 12 of the Iowa Code, will be used. .

Last year, program services were adapted as the result of identifying student learning needs and a gap in services. TAG summer camp for students in grades 1-8 was developed and implemented starting with the 2015-2016 school year.

