

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.

IDENTIFICATION

I. Humboldt Identification Process, K- Grade 4

The Humboldt Community School District has adopted the following definition of gifted and talented students:

The program is focused on students who are gifted in the area of general intellectual ability. General intellectual ability refers to those who can learn at a faster pace, master high levels of content, and handle abstract concepts at a superior level. Identifying intellectually gifted students in the Humboldt Community School District is an ongoing process involving school administrators, teachers, counselors, parents, and students.

The identification process may involve administrators, classroom teachers, TAG teacher, and parents. A selection committee will be formed from this group. Student names are anonymous during the selection process.

*In the future we will continue to refine our plan to identify the students that are demonstrating specific subject area giftedness and determine a plan for identification of specific students in the lower elementary.

Nomination

The TAG program at the lower elementary (Challenge Program) involves the whole class and is part of the official identification process for grades 3-4. The Kingore Observation Inventory (KOI) is completed by the classroom teachers during whole class enrichment activities conducted by the elementary Challenge teacher. A summary is compiled. Students with the most tallies and categories are noted and the information is used in the TAG identification process. The TAG classroom teacher will provide enrichment activities.

The process continues with the total school population, (Grades 3-4), to identify talented and gifted students. This may be accomplished by reviewing student's cumulative records for a pattern of strengths according to the following indicators:

- Teacher recommendation
- Kingore Observation Inventory Summary
- Cognitive Ability Tests (CogAT) standard scores of 120+
- FAST Bridge Assessments: (College and Career Ready)

- Iowa Assessments—NSS composite score at the 95th percentile or above (NPR). Other sub test scores at 95th percentile or above will be noted.

Screening

The selection committee will evaluate the objective and subjective data anonymously for each child. Decisions will be made as to whether placement into the talented and gifted program will be appropriate. A letter will be sent to the parent or guardian regarding the student's status. Move-in students will be evaluated when school records arrive from their previous school so that the student might be evaluated on the indicators within the Humboldt Community Schools

II. Humboldt Identification Process, Grades 5-12

The identification process may involve administrators, classroom teachers, the high school TAG Consultant, and parents. A selection committee will be formed from this group.

The procedure for identifying intellectually gifted students within the Humboldt Community School Middle/High School will be a three-step process.

Step one: Nomination

The process will continue with the total school population to identify talented and gifted students. This may be accomplished by reviewing student's cumulative records for patterns of strength according to the following:

- Students who have been previously placed in the program
- Iowa Assessments—NSS composite score at the 95th percentile or above (NPR). Other sub
- Test scores at 95th percentile or above will be noted.
- MAP tests (gifted range)
- Cognitive Ability Tests (CogAT) standard scores of 120+ (from 4th grade)
- ACT scores (composite of 29+)
- Teacher recommendation

Step two: Screening

The information gathered in Step one will be placed on a Student Profile Matrix. A committee will review the profile for possible acceptance into the TAG program.

Step three: Placement

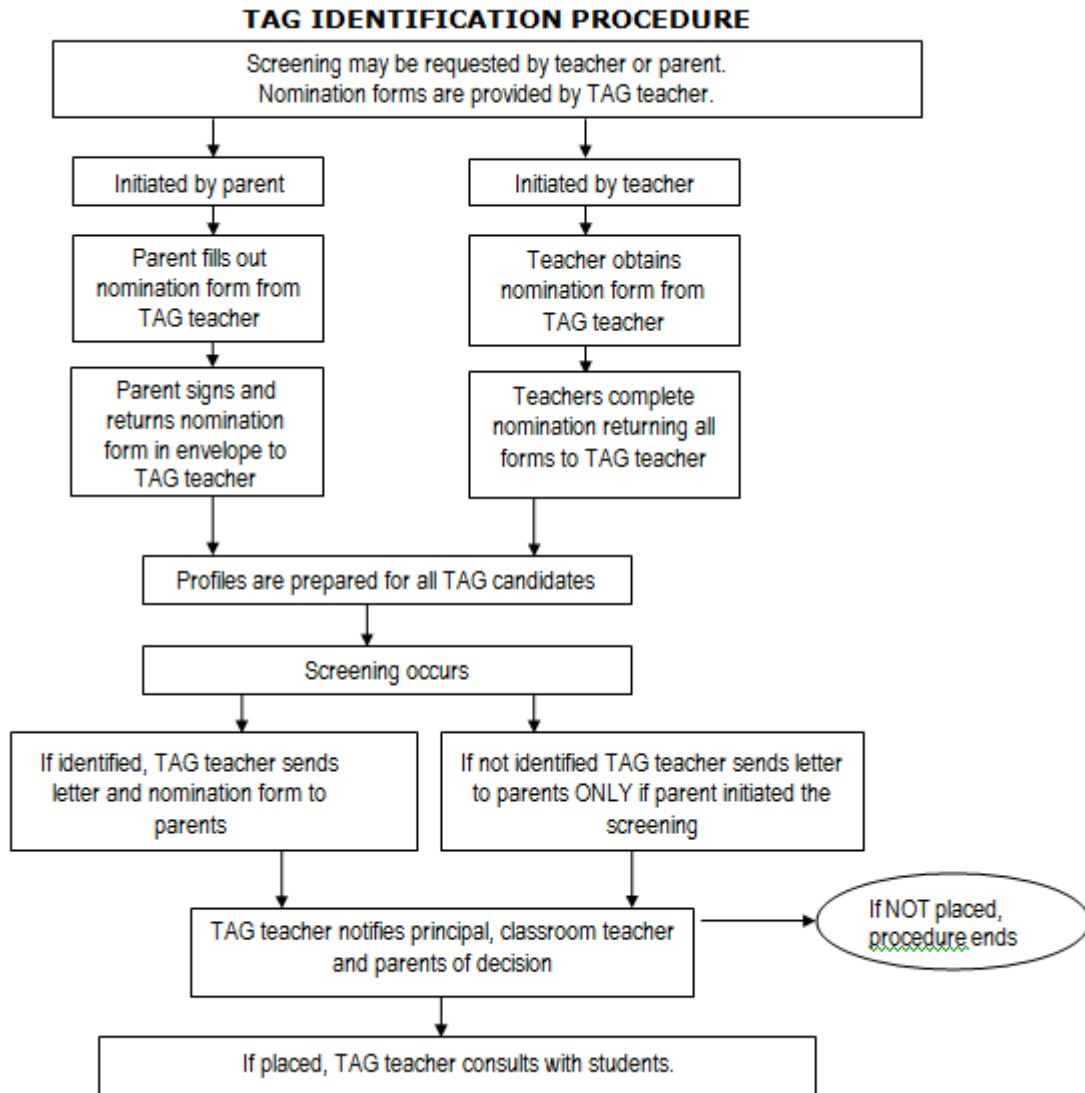
The selection committee will evaluate the objective and subjective data anonymously for each student and a letter will be sent to the parent or guardian regarding the student's status.

III. Exit Criteria

At all levels, inactivity in the TAG program may be initiated by the TAG teacher, classroom teacher, parent and/or student. If a student is no longer benefiting from the TAG program or they may be removed from the program because of concerns in one or more of the following areas:

- Academic progress
- Interest or lack of desire to continue
- Behavior or work not up to standards of the program

A conference will be held in each case with the parent(s), student, TAG teacher, classroom teacher, principal, and/or counselor. Mutual agreement made at the conference and a report of the conference is placed in the student's record.



B. Goals and performance measures

Evidence:

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

Goal 1 - Students will participate in unique learning opportunities that go beyond the regular classroom learning expectations.

1.1 Students will develop independent research skills and apply them to an in-depth investigation in an area of interest.

- 1.2 Students will use emerging technology as a resource to expand their knowledge in academic areas.
- 1.3 Students will be exposed to alternative curricular and instructional strategies.

Goal 2 - Students will demonstrate confidence in their ability to be self-directed, independent problem solvers.

- 2.1 Students will develop higher levels of critical thinking, creative thinking, and problem solving skills.
- 2.2 Students will develop skills necessary to become self-directed learners.
- 2.3 Students will be involved in learning opportunities that permit them to learn with little repetition and study content in greater depth.

Goal 3 - Students will demonstrate appropriate communication and social skills with peers and other members of society.

- 3.1 Students will develop advanced levels of competency in communication skills.
- 3.2 Students will develop a positive self-concept and sense of responsibility for self and society by exploring personal abilities, interests, and values.
- 3.3 Students will develop the ability to interact more effectively with other gifted students, classmates, and adults.
- 3.4 Students will be exposed to fluency, flexibility, originality and elaboration in many and varied situations.

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.

The TAG program at the Humboldt Community Schools provides qualitatively differentiated programming at all grade levels. The talented and gifted teachers will maintain a personalized education plan for every child receiving services. Plans will be updated annually.

I. All K-2

All students are involved in diagnostic/enrichment activities. The TAG teacher collaborates with the classroom teacher to meet the needs of the students.

All students will be screened/monitored using the Kingore Observation Inventory which will be filled out by the classroom teacher and Talented and Gifted teacher.

II. Grades 3-4

A pull-out program is provided for identified students in grades three through four They meet twice a cycle. Opportunities include, but are not limited to, the following:

- Goal setting—cognitive and affective
- Researching/Organizing
- In-depth study
- Bloom's taxonomy for Higher Order Thinking Skills
- Creative Problem Solving
- Speaking
- Leadership
- Technological/STEM Opportunities
- Service Projects

III. Grades 5-8

Students are served twice per cycle. Opportunities include, but are not limited to:

Goal setting—cognitive and affective

- Researching/Organizing
- In-depth study
- Bloom's taxonomy for Higher Order Thinking Skills
- Creative Problem Solving
- Speaking
- Leadership
- Technological/STEM Opportunities
- Service Projects
- Quiz Bowls

IV. Grades 9-12

When identified TAG students reach Humboldt High School, there are many opportunities from which they can choose to participate that are both challenging and interesting. In addition, the guidance counselor/s, staff, administrators and TAG consultant are available to assist identified TAG students in selecting classes, participating in talent searches, registering for college tests, and applying for college and scholarships. Additional services available to identified TAG students also include, but are not limited to: assistance with individual academic counseling, career counseling, skill development, test preparation needs, college selection process, letters of recommendation, and opportunities for state and national individual competitions. Parent resources/communication and nominations for academic recognition are other important services.

Available Opportunities:

Combined classes

Students may elect to enroll in two courses during the same class period. The TAG consultant collaborates with the classroom teachers to facilitate this opportunity.

Example: Enroll in Art and Mathematics during the same period

Concurrent Enrollment Courses

Students may enroll in on-campus and online classes to extend their learning beyond our course offerings. These college credit classes may be substituted for required classes with approval. Concurrent enrollment classes are available for identified TAG students in 9-12th grade.

Example: Student enrolls in Composition I, Developmental Psychology, etc.

Online Courses

Students may enroll in accredited online classes to extend their learning beyond our course offerings. These courses may be substituted for required classes with approval. Online courses are available for identified TAG students in 9-12th grade.

Example: Student enrolls in World Literature, Java Honors, C++ Programming, etc.

Testing out of a required course

Students may review the study guide from the teachers and arrange to take the final assessment. If students earn a grade of at least a C, they will receive credit for the class on their transcript and may replace that course enrollment with a more advanced course in the same content area.

Example: Students test out of ninth grade Physical Science and take Physics.

Modification of course requirements

Demonstrate unit benchmarks through an alternate learning activity or with an alternative assessment.

Examples: Student studies primary source material in history rather than text.

Student has assignments differentiated or waived for area of giftedness.

Advanced Placement classes

Courses are offered both online and in the classroom. Students may earn college credit for these courses.

Mentorship

Students replace regular classes with advanced study and/or application in the area of giftedness with a mentor or instructor. Mentoring combines acceleration and career exploration to offer students an advanced opportunity for talent development.

Examples: Student uses half a day a week to attend lessons with music instructor or works with local artist.

TAG experiences

Students can design their own self-directed, independent learning experiences in any academic area. The focus of this time is developing critical thinking, problem solving, and advanced technology skills in an area of individual interest.

Example: Student designs a botany class and independently researches the topic under the guidance of a teacher.

Out-of-School Resources

Based on each student's gifts, the TAG consultant assists individual students in accessing talent searches, state and national competitions, and other opportunities to further their talent development.

TAG Group Time

Students participate in regular meetings with other TAG students from their grade level. Weekly meetings include career development, college readiness, guidance activities that address gifted students' affective needs, and discussion of other specific gifted issues.

Individual Growth Plans

Students develop individual growth plans addressing their cognitive and affective needs with the assistance of the TAG consultant and parents. After considering past achievements, career interests, values, and attitudes, students prepare plans describing their future goals and the necessary steps and resources needed to achieve those goals. Students continue to review and update their talent growth plans throughout high school.

Individual Student/Parent Meetings

Career and academic counseling continues during the year through meetings with parents, students, and the TAG consultant. Meetings can also include sharing individual growth plans and information on specific gifted issues.

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)).

Superintendent:

The District Curriculum Coordinator/Superintendent will collaborate with the TAG Instructors/Program Facilitators in planning and implementing overall TAG program coordination throughout the district.

TAG Instructors/Program Facilitators

Two certified staff members serve students in grades K-12. A full-time TAG Consultant serves grades PK-8, and a high school TAG consultant serves grades 9-12. Responsibilities include assisting with program coordination, student programming, and parent communication. The TAG teacher(s) expand their knowledge and comprehension of giftedness through conference attendance (ITAG) and course work in the field. They work with the regular classroom teachers to assess, plan, carry out instruction and evaluate outcomes. Coordination time occurs during the monthly Curriculum TAG meeting, during which all TAG instructors work together to develop and align resources to ensure that there is consistency and continuity throughout the program.

Building Principals

Building principals will be aware of and support implementation of the TAG program. They will work to collaborate with the TAG teacher(s) to ensure that gifted student needs are addressed in professional development.

Classroom Teachers

Classroom teachers will support gifted students, be able to identify giftedness, and have knowledge to provide support and direction to student projects. Classroom teachers have been trained to some extent through professional development.

E. In-service design

Evidence:

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

TAG Instructors:

Professional development for all personnel responsible for TAG is provided. Based on their assessed needs, each fall, the TAG instructors develop a professional growth plan. The instructor's growth is enhanced through attendance at local, area, and state professional development opportunities, as well as participation in networking through online opportunities and book studies.

CLASSROOM Teachers:

The TAG Instructors meet once a month to ensure vertical alignment and discuss and develop supportive assistance plans for our classroom teachers. Periodic PD for all classroom teachers is scheduled to maintain and update understandings and skills about individualizing programs for TAG students. This PD occurs through collaborative opportunities, through written communication and professional growth opportunities individually, in small groups, and/or at the building and district levels.

Possible methods of collaboration may include:

- In-house information
- Ideas shared through the network
- Faculty Meeting Presentations/ Discussions
- Reports following ITAG conferences or similar meetings
- Information about upcoming meetings focused on the talented and gifted
- Collaboration with general education teachers

Humboldt Community School's K-12th grade critical focus area for the past decade has centered around AIW (Authentic Intellectual Work). AIW's focus is about improving teaching for rigorous learning which is focused on a set of standards and rubrics. Higher teacher expectations

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.

A program survey is distributed to students, parents, and staff involved in the TAG program at the end of 4th, 8th, and 12th grade. Both cognitive and affective components of student development will be included in the program survey. Surveys will collect data on the actual accomplishments of the gifted and talented students or their teachers which are a direct result of the project, program, or activity. Evaluation findings will compile stakeholders' narrative responses from the surveys as well as qualitative data to provide insight into TAG program improvements as well as meet the unique educational needs of the students. An ongoing evaluation of the talented and gifted program is conducted for the following purposes:

1. To assess the effect of the program upon the students (both cognitive and affective.)
2. To acquire information that can be used for program improvement.
3. To assess parent, teacher, student, and administrators' attitudes toward program.
4. To provide accountability for the program.
5. To determine to what extent our mission and goals have been accomplished.

The responsibility for evaluation is shared by the TAG teachers, regular classroom teachers, students in the program, parents, the District Leadership Team and building administrators. These evaluators observe the program in action, review program documents, and establish a timeline for data collection and categorize the responses by trends, patterns, and discrepancies. The DLT reviews all district level plans every three years.

In the future we will explore the usage of Heartland's TAG Program Evaluation Tool.

<http://www.heartlandaea.org/instructional-services/cia/gifted--talented/self-audit--reflection-tool/>