



Southeast Polk Community School District Talented and Gifted Program 2018-2019

MISSION STATEMENT

The mission of the Southeast Polk Community School District Talented and Gifted Program is to provide and support educational programming designed to maximize the unique cognitive abilities and enhance the personal growth of students who possess outstanding abilities and are capable of high performance.

PHILOSOPHY

We believe that gifted students have unique affective, cognitive, and creative needs. These students have the right to receive appropriate educational services commensurate with their abilities and needs.

BELIEF STATEMENTS

- Providing appropriate programming for Talented and Gifted Program students is a responsibility shared by, but not limited to, classroom teachers, Gifted Education specialists, guidance counselors, administrators and parents.
- Talented and Gifted Program students require varied services and program options to meet their individual affective and cognitive needs.
- All students have strengths; however, only a limited number of students require programming beyond that provided in the regular classroom.
- Talented and Gifted Program students appear in all populations, in all cultural groups, across all economic strata, and in all levels of achievement.
- Standards for identification of students and programming should be consistent across the district, but responsive to individual student needs.

PROGRAM GOALS

The Southeast Polk Community School District...

- will identify and serve students representing the diversity of the district (gender, race, SES, English Language Learner, and twice-exceptional education) in the areas of general and specific giftedness as well as creative thinking ability.
- will provide varying levels of services to address the different needs of our identified students. These will include pull-out programming, enrichment, subject-area acceleration, and advanced course options.

- will annually provide in-service opportunities for faculty related to the cognitive, behavioral, and affective needs of gifted students.

STUDENT GOALS

The Southeast Polk School District Talented and Gifted students will...

- solve problems or develop new ideas through a combination of divergent and convergent thinking.
- function with minimal external guidance in selected areas of endeavor.
- develop awareness of the implications of being gifted.

IDENTIFICATION

- Iowa Code allows districts to identify students as Talented and Gifted in the following areas: creative thinking ability, general intellectual ability, leadership ability, specific ability aptitude, and visual/performing arts ability.
- Iowa Code requires that students be placed in the Talented and Gifted Program in accordance with systematic and uniform identification procedures.
- Southeast Polk Community Schools will identify students for the Talented and Gifted Program in the area of general intellectual ability and specific ability aptitude.
- The Southeast Polk Community Talented and Gifted Program reviews data for students each year in the spring for possible identification and subsequent gifted and talented programming and services.

Overview of Identification Protocol

Each spring, 5-7% of students in each grade 3 through 7 will be identified for Talented and Gifted services the following year. This is based on research from the National Association of Gifted Children (NAGC):

NAGC estimates that there are approximately 3 million academically gifted children in grades K-12 in the U.S - approximately 6% of the student population. No federal agency or organization collects these student statistics; the number is generated based on an estimate that dates back to the 1972 Marland Report to Congress, which estimated that 5-7% of school children are "capable of high performance" and in need of "services or activities not normally provided by the school."

*Frequently Asked Questions. (2008, January 1). NAGC -. Retrieved June 17, 2014, from
<http://www.nagc.org/index2.aspx?id=548>*

Students in grades 3 and 6 take the Cognitive Abilities Screener (CogAT Screener Form 7) in February. The age percentile ranks for Verbal, Non Verbal, and Quantitative scores, along with the national percentile ranks in Reading, Math and Science on the Iowa Assessment, are entered into a matrix where the CogAT accounts for 55% of the overall score. From these matrix scores a rank-order is formed.

TAG teachers administer four Planned Experiences (Kingore) to all kindergarten students in the fall and early winter. Planned experiences are high-level, open-ended activities designed to elicit and diagnose gifted behaviors. The TAG teachers complete these experiences with every student to provide equal opportunities for advanced behaviors to emerge.

Planned experiences have proven particularly responsive to under-represented populations and enable more children of diversity and lower SES to demonstrate gifted potential.

Beyond these more formal screening, a request for identification may be submitted by any interested individual. To begin this process, the individual referring the student must complete a nomination form which can be found on the SEP website, obtained from a TAG teacher, or accessed [here](#). Supporting data or materials may accompany the form if the nominator desires.

ESOL and Special Education teachers will communicate with TAG teachers to identify students eligible for screening.

The screening committee for TAG identification will consist of:

- district TAG personnel
- the district learning supports coordinator

The Southeast Polk TAG program is committed to identifying students who match the demographics of the district as talented and gifted students.

Under-served student groups are carefully analyzed for potential gifted services. Students in under-served demographic groups may be identified for TAG services despite being lower on the identification matrix.

To this end, students who qualify for free and reduced meals may be rank ordered according to their Iowa Assessment and CogAT scores and the top free and reduced students are identified for TAG services.

Minority students are rank ordered rank ordered according to their Iowa Assessment and CogAT scores and the top minority students may be identified for TAG services.

Transfer Policy

When a student identified as gifted by a previous school district transfers into the District, the student is reported to us by the self-reported online enrollment. Upon notification, the student's scores on Iowa Assessments and CogAT will be reviewed and placed on the Southeast Polk TAG matrix.. If there are no CogAT scores available, the student will be given a CogAT. The student's scores will be placed on the matrix, and the receiving TAG teacher and TAG coordinator will determine eligibility.

For grades 7&8, an incoming self-reported TAG student may be placed in TAG ELA initially if the most recent Iowa Assessment reading score is 95 NPR or higher and at the discretion of the building principal. TAG confirmation will take place as listed above. For 7 & 8 grade self-reported TAG students with Iowa Assessment reading NPR scores below 95 NPR, the student will be placed in regular ELA until confirmation can take place.

Data Sources for Identification

- CogAT screener
- Full CogAT
- Iowa State Assessment
- TAG Teacher Observations and teacher recommendation
- Kingore Planned Experiences
- Data based on subgroups
- Authentic assessments including past and current class work or independent projects

Southeast Polk TAG Screening Protocols 2018-2019

Programming and Services

The Southeast Polk Community School District Gifted Education program is committed to providing effective programming options to meet the unique affective, cognitive, and creative needs of students.

Programming and services for student, based on data	Delivered by:	Role of TAG teacher
Differentiated curriculum: Grades K-12	Classroom teachers	Support
Student leaves class to take a content area class at a higher grade level and may receive differentiated curriculum: Grades K-12	Classroom teachers	Fill content gaps, Support
Possible regularly scheduled pull out TAG services: Grades K-6	TAG teacher	Follow ALM model
Advanced ELA, Math, and Science courses.	TAG teacher, classroom teacher.	Teach advanced content.
Student choice TAG Flex periods.	TAG Teacher	Follow ALM model
Whole grade acceleration: Grades K- 11	Classroom teachers	Fill content gaps, Support

Depending upon a student's abilities and needs as evaluated by the TAG screening committee and TAG

department at the time of identification, options are available to nurture each student's intellectual strengths and meet his/her intellectual and social/emotional needs as they relate to school success. Options are outlined in the table above and described below:

- The student has one or several curricular area needs for which a **differentiated curriculum** is determined to be beneficial. This curriculum is **delivered by his/her classroom teacher**, with the resources and support offered by the building TAG teacher, as needed. Cluster grouping, ability grouping, building, and district-wide enrichment activities and programming opportunities may be utilized. Regarding the student's social and emotional well-being, individual or group work with the school counselor in consultation with the program teachers may be recommended for students who have needs such as anxiety, perfectionism, or insufficient social skills which are affecting their school success.
- The student has one or more areas of need that may require a variety of in-class curricular options or may require further assessment for consideration of a **combination of in-class and accelerated class options**. This student may leave his/her classroom to take one or more content areas in the grade above or be placed in a cluster group or ability group model within their own classroom. This student is also offered enrichment activities and programming opportunities within their building and across the district. Specialized socio-emotional counseling may be an option if a student has needs outside of the normal concerns.
- The student has cognitive, social and/or emotional needs so profound that he/she is **regularly scheduled for time with the building TAG teacher**. Use of this time will be structured around the Autonomous Learner Model and the development of the student's "passion" learning - where the child engages in in-depth learning while growing as an independent, self-directed learner. Whenever possible, this learning will extend the curriculum in a systematic and progressive manner. Additionally, the student may require a variety of in-class curricular options or may require further assessment for consideration of a combination of in-class and accelerated class options. This student may leave his/her classroom to take one or more content areas in the grade above or be placed in a cluster group or ability group model within their own classroom. This student is also offered enrichment activities and programming opportunities within their building and across the district. Specialized socio-emotional counseling may be an option if a student has needs outside of the normal concerns.
- The Student needs are such that he/she requires further assessment for possible **whole grade acceleration**. Specific protocol follows the SEP Board Policy Code No. 505-03. This policy states "Students in grades kindergarten through twelve with exceptional talents may take classes beyond their current grade level, with approval by the district Director of Curriculum/Instruction, principal, teacher(s) and parents." This policy is currently under review.

The *Iowa Acceleration Scale, 3rd Edition* (IAS-3) is the tool used by the team consisting of the TAG teacher and/or coordinator, principal, school counselor, classroom teacher(s), and parents to guide a child study team meeting to discuss strengths and potential difficulties for a child being considered for acceleration in order to arrive at the most appropriate recommendation.

All other programs and services as listed above are also recommended.

Grades K - 3: Enrichment

- TAG teachers can provide small group enrichment to students in grades K-3 based on data and teacher recommendation.

- Whole class Planned Experiences (Kingore) in grade K are conducted with all students by the TAG teacher.

Grades 4 – 8: TAG Services for Formally Identified Students

- Possible Services:
 - pull-out (ALM) focused on individual student needs balanced with the group processes required of the ALM model.
 - cluster grouping
 - advanced classes and TAG flex
 - single-subject acceleration/multiple-subject acceleration
 - whole grade acceleration
 - enrichment
 - socio-emotional counseling
 - extra-curricular options
 - program documentation (PEP)
 - other services as determined by the committee

Grades 9 – 12: TAG Services for Formally Identified Students

- Possible Services:
 - cluster grouping
 - online options/e2020
 - seminars provided on topics of interest/need
 - advanced coursework on and off-campus: PSEO, DMACC-articulated courses, Advanced Placement
 - socio-emotional counseling
 - career and college readiness
 - extra-curricular options
 - mentorships/internships
 - program documentation (PEP)
 - Honors Diploma
 - Specific subject compacting
 - other services as determined by the committee

Professional Development

The Southeast Polk Community School District Gifted Education program will provide ongoing professional development to teaching staff and administration. Professional development topics could include characteristics of TAG students, differentiation strategies, acceleration, cluster grouping and flexible grouping, and the identification process including the identification of low SES, EL and twice-exceptional students.

District TAG Parent Support Group

All Southeast Polk parents of TAG students are welcome to be members of the district's TAG Parent Advisory Group. This group meets monthly during the school year. Topics of interest to parents of TAG

students are presented. In addition, ad hoc committees of parents form as needed to advocate for TAG services and represent TAG parents in various district initiatives.

District Parent SENG Group

Families of gifted students are invited to participate in Supporting the Social-Emotional Needs of Gifted Students (SENG). SENG's mission is to empower families and communities to guide gifted and talented individuals to reach their goals: intellectually, physically, emotionally, socially, and spiritually. A trained TAG teacher facilitates SENG groups throughout the school year.