



***Talented and Gifted
Program
Plan of Services***

Our Mission:

The mission of the West Central Community School District is to work together with parents and community and to provide the highest quality education where children and adults grow in knowledge, skills, and respect for the challenges of school and the life beyond.

Development Process

In conjunction with the development of changes in the current educational system, the Talented and Gifted Program is designed to support and enhance curriculum in a manner that creates opportunities for students who have been identified as those capable of high performance.

During the 2013-2014 school year, the West Central School District engaged in a process to collaboratively review, revise and develop the components of the Talented and Gifted Program at West Central.

Mission Statement

The West Central Community School District will systematically identify and support students with exceptional abilities or potential in the areas of advanced intellectual skills, specific ability aptitude, creative endeavors, leadership, and/or the visual and performing arts, in accordance with Iowa Code.

Board Policy and CSIP

Information about Talented and Gifted programming is included in the West Central Community School District's board policies, as well as the CSIP plan.

Identification

In accordance with Iowa Code section 257.42, the West Central School District School District recognizes gifted and talented students as "those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program."

The West Central School District will identify Talented and Gifted (TAG) students according to the NAGC Standards. Instruments used for student assessment to determine eligibility for gifted education will measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strength, to include:

- Assessments will be provided in a language in which the student is most fluent.
- Assessments will be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.
- Assessments will be given consistently across grade levels.
- Assessments will be sensitive to all stages of talent development.

Student assessment data will come from multiple sources, which will include a balance of reliable and valid quantitative and qualitative measures. These assessment measures will include, but will not be limited to:

- DIBELS Testing-Grades K-1
- Nomination Form (Included-Appendix A)
- Iowa Assessments (Included-Appendix B)
- Cognitive Ability Tests (Included-Appendix B)
- NWEA Test Results (Included-Appendix B)
- Assessment of student academic achievements (Included-Appendix B)

Service Delivery Plan

Students identified for TAG will be served in different capacities, which will depend on the following:

- Cognitive Functioning Level
- Learning Strengths
- Learning Preferences
- Personal Characteristics
- Interests/Attitudes
- Book Interests

The ways in which a student’s needs may be matched to services is outlined in the chart below:

	Ability Grouping Within the Classroom		Subject Area Acceleration		Grade Level Acceleration
<p>— <u>Cognitive Functioning</u>-is processing and achieving well above many others at grade level (has 3+ peers at the same level)</p> <p>— <u>Learning Strengths</u>-learns well in most subjects at school</p> <p>— <u>Learning Preferences</u>-prefers to work at fast pace</p> <p>— <u>Personal Characteristics</u>-academically motivated</p> <p>— <u>Interests/Attitudes</u>-likes academic work even outside of school</p> <p>— <u>Book Interest</u>-reads above grade level (has 3+ peers at same reading level)</p>		<p>— <u>Cognitive Functioning</u>-is performing well above age peers in ONE specific area(s)</p> <p>— <u>Learning Strengths</u>-performing more than two grades ahead in specific area(s)</p> <p>— <u>Learning Preferences</u>-enjoys variety of delivery methods and challenges in that area</p> <p>— <u>Personal Characteristics</u>-self-directed, independent, and motivated to learn</p> <p>— <u>Interests/Attitudes</u>-strong passion in subject area with little time to pursue it outside of school</p> <p>— <u>Book Interest</u>-reads widely and at advanced levels especially in specific areas</p>		<p>— <u>Cognitive Functioning</u>-needs to learn more in a year than curriculum provides-more than two grades ahead all areas</p> <p>— <u>Learning Strengths</u>-shows strengths in every academic area</p> <p>— <u>Personal Characteristics</u>-independent and persistent</p> <p>— <u>Interests/Attitudes</u>-likes academic work and has wide-ranging interests</p> <p>— <u>Book Interest</u>-often reads books beyond age and “appropriately developmental” level</p>	
	Compacted Curriculum		Independent Learning		Ability Grouping in a Pull-Out Model
<p>— <u>Cognitive functioning</u>-is achieving at substantially higher level in some subjects than most classmates</p> <p>— <u>Learning strengths-pre-assessment</u> shows actual levels of mastery in subject(s)</p> <p>— <u>Learning preferences</u>-willing to work alone or in small group on self-instructional tasks</p> <p>— <u>Personal Characteristics</u>-motivate to learn, persistent, independent</p> <p>— <u>Interests/Attitudes</u>-has high interest in area to be compacted, boredom with routine learning</p> <p>— <u>Book Interest</u>-reads deeply</p>		<p>— <u>Cognitive Functioning</u>-is processing, achieving well beyond grade level in specific academic/curricular area</p> <p>— <u>Learning Strengths</u>-strong in planning/organizational skills</p> <p>— <u>Learning Preferences</u>-a variety of preferences can be successful</p> <p>— <u>Personal Characteristics</u>-self-motivated, independent, motivated in area</p> <p>— <u>Interests/Attitudes</u>-strong specific interest</p> <p>— <u>Book Interest</u>-reads deeply in specific interest area</p>		<p>— <u>Cognitive Functioning</u>-is processing and achieving well above most others at grade level (less than two peers in classroom at same level)</p> <p>— <u>Learning Strengths</u>-learns easily in most subjects</p> <p>— <u>Learning Preferences</u>-prefers to work at fast pace alone or in a group</p> <p>— <u>Personal Characteristics</u>-academically motivated, comfortable with changes in routine, self-accepting</p> <p>— <u>Interests</u>-likes academic work, even outside of school</p> <p>— <u>Book interest</u>-reads widely and at advanced levels (less than two peers at same level)</p>	

Acceleration

If a student is consistently performing two grades above his/her chronological grade level in a specific subject area, multiple sources of data will be analyzed to determine whether single subject acceleration is appropriate.

If a student is consistently performing two grade levels above his/her chronological grade level in all subject areas, multiple sources of data will be analyzed to determine whether whole grade acceleration is appropriate. In kindergarten through eighth grade, the Iowa Acceleration Scale, Third Edition will be used as a source of data and a guide to determine whether the student is a candidate for whole-grade acceleration.

Identification Committee

The committee responsible for the identification of TAG students will include, but will not be limited to, the committee members listed below.

- Building administrators
- Classroom Teachers
- TAG Coordinator and TAG Instructors
- School Counselor

The committee will meet annually, but recommended students may be considered for services at any time during the school year.

Personnel

All school personnel at West Central are certified to teach in the areas to which they are assigned and are aware of the unique learning differences and needs of gifted learners. All specialist teachers in gifted education hold certification in gifted education in the state of Iowa. All school staff is provided with knowledge on gifted education presented during professional development. Teachers instructing gifted learners have the opportunity to take part in on-going professional development opportunities, a minimum of one time per year, in partnership with Keystone AEA.

Professional Development for Staff

A minimum of one time per year, staff members will engage in professional development which pertains to the topic of talented and gifted students. An emphasis will be place on the differentiation of instruction to meet the needs of gifted learners.

Evaluation of the Program

Students will fill out a questionnaire regarding their experience with TAG for the present year. Students will be asked what their likes and dislikes were, in addition to how the program might be improved for the upcoming year.

West Central Community School District

Nomination Form-Talented and Gifted Program

West Central Community School District recognizes students and considers programming and services for students in the following areas: advanced intellectual skills, specific ability aptitude, creative endeavors, leadership, and/or the visual and performing arts, in accordance with Iowa Code.

Parents/guardians and teachers should complete this form if they believe their child is performing well above grade level or demonstrating exceptional strengths or talents and would like their child’s performance and achievement to be reviewed to determine eligibility between a bright child and a gifted learner (Janice Szabos, Challenge). The list below does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics; however, it is a good reference of distinguishing characteristics.

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail; elaborates
Top Group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Prefers straightforward tasks	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Student Name _____ **Grade:** _____

Person Nominating Student: _____

Relation to Student: _____ **Date:** _____

After the TAG teacher receives this form, he/she will consult with teachers and analyze test and performance data to determine if additional assessments are warranted and if the criteria for formal identification have been met. The results of the identification process will be communicated to parents through a meeting, phone call, or letter.

West Central Community School District
TAG Eligibility Determination Form

Student being nominated: _____

Student nominated by: _____

Date: _____ Grade: _____

Achievement Assessments (NPR Score)

Iowa Assessments: ELA Total _____

Iowa Assessments: Math Total _____

Iowa Assessments: Science _____

Iowa Assessments: Social Studies _____

Ability Assessments (NPR Score)

CogAT Verbal _____

CogAT Quantitative _____

CogAT Nonverbal _____

MAPS

Language Arts _____

Reading _____

Math _____

Science _____

Consideration of other areas of talents or giftedness, including but not limited to:

Creativity-Please specify _____

Leadership Ability-Please specify _____

Visual/Performing Arts-Please specify _____

The selection has determined that the student:

The way(s) in which the student's needs may be met will include:

Ability Grouping Within the Classroom _____

Subject Area Acceleration _____

Grade Level Acceleration _____

Curriculum Compacting _____

Independent Learning _____

Pull-Out Programming _____