

# North Butler Community School District

## *K-12 Talented and Gifted Program*



### Notice of Non-Discrimination

It is the policy of the North Butler Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator: Mr. Terry Kenealy, Superintendent, 513 Birch Street, Allison, Iowa 50602; telephone (319) 267-2205, [tkenealy@northbutler.k12.ia.us](mailto:tkenealy@northbutler.k12.ia.us)

### **Program plan**

The program plan submitted by school districts shall be part of the school improvement plan submitted pursuant to Iowa Code section 256.7, subsection 21, paragraph “a.” The plan shall include all of the following:

1. Program goals, objectives, and activities to meet the needs of gifted and talented children.
2. Student identification criteria and procedures.
3. Staff professional development.
4. Staff utilization plans.
5. Evaluation criteria and procedures and performance measures.
6. Program budget as defined in rule 281—59.2(257).
7. Qualifications required of personnel administering the program.
8. Other factors required by the department.

### **TAG Rationale and Philosophy**

The focus of the North Butler Community School District is excellence in education. To accomplish this goal, all students must be educated to their fullest potential. Talented and gifted students have unique needs that are best met with a qualitatively different program that takes into consideration individual learning styles and special abilities, as well as the affective needs of the student. Such a program will enhance self-esteem as students develop skills in independent study, research, creative thinking and critical thinking. We are committed to an educational program that will encourage our gifted students to realize their future contributions to self and society.

Students in the Talented and Gifted program are given opportunities for enrichment as they recognize and further develop abilities they have to make their own lives more worthwhile and to contribute to the betterment of the world.

The Talented and Gifted program will address the cognitive and affective needs of students by providing activities in these five areas:

1. General intelligence
2. Academic: overall or specific
3. Creativity
4. Leadership
5. Visual and performing arts

### **Definitions**

Iowa Code  
257.44 Gifted and talented children defined.

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"Gifted and talented children" are 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. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual ability.
2. Creative thinking.
3. Leadership ability.
4. Visual and performing arts ability.
5. Specific ability aptitude.

"Gifted and talented children" refers to those students, distinguished from the total K-12 student population, who are identified as possessing outstanding ability and 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. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination: general intellectual ability, creative thinking, leadership ability, visual and performing arts ability, or specific ability aptitude.

"General intellectual ability" refers to students who can learn at a faster pace, master higher levels of content and handle abstract concepts at a significantly higher level than expected, given the student's chronological age and experiences.

"Creative thinking" refers to students who have advanced insight, outstanding imagination and innovative reasoning ability. Such students possess outstanding ability to integrate seemingly unrelated information in formulating unique ideas, insights, solutions, or products.

"Leadership ability" refers to those students who possess outstanding potential or demonstrated ability to exercise influence on decision-making. These students may be consistently recognized by their peers, may demonstrate leadership behavior through school and nonschool activities or may evidence personal skills and abilities that are characteristic of effective leaders.

"Visual or performing arts ability" refers to students who demonstrate or indicate potential for outstanding aesthetic production or creativity in areas such as art, dance, music, drama, and media production.

"Specific ability aptitude" refers to those students who have exceptionally high achievement or potential and a high degree of interest in a specific field of study.

**Goals and Performance Measures**

Goal 1: To identify talents in students through a variety of means, and to match students to learning opportunities that will meet their educational needs.

Performance measures:

- a. TAG team referral meetings and forms
- b. Personalized Education Plans
- c. Parent/teacher student conferences each semester

Goal 2: To provide learning and social opportunities for identified talented and gifted students other than in their regular classroom. Talented and gifted students can benefit greatly from working with their intellectual or creative peers.

Performance measures:

- a. Interview sessions between TAG teacher and identified students
- b. Personalized Education Plans
- c. Regular scheduled meeting times for TAG teacher and identified students
- d. Parent and student contacts to provide information about learning opportunities

Goal 3: To promote goal setting as an important educational process for students.

Performance measures:

- a. Personalized Education Plans
- b. Regularly scheduled teacher/student interview to explore their interests, strengths, and areas to grow.

Goal 4: To provide learning opportunities for teachers and other professional staff to recognize ways they are currently differentiating instruction to meet student needs and to explore additional strategies for differentiating instruction.

Performance measures:

- a. Overview of TAG goals each year to staff
- b. Meetings to in-service staff on ways to differentiate instruction
- c. Monthly implementation strategies to staff

Goal 5: To communicate with parents and classroom teachers throughout the school year utilizing a variety of strategies.

Performance measures:

- a. Parent/teacher/student conferences
- b. Letters to parents
- c. Talented and Gifted Program Referral Team Meetings and forms
- d. School Newsletters
- e. Web-page

Goal 6: To provide on-going assessment and evaluation of the program.

Performance measures:

- a. Annual parent survey/interviews
- b. Annual student survey/interviews
- c. Annual teacher survey/interviews
- d. Annual report to the Board in June

**K-12 Talented and Gifted Standards and Benchmarks**

Standard 1: Students shall understand that life has challenges, which can become opportunities.

- 1.1 Students shall understand that success and failure are arbitrary conclusions rather than objective assessments.
- 1.2 Students shall learn to itemize needs, wants, tasks, and how to prioritize each.
- 1.3 Students shall learn self-sufficiency by surviving on what one has or knowing how to get what one needs.
- 1.4 Students learn decision-making processes, which consider all factors and then take consequences for one's decisions.
- 1.5 Students shall learn social skills for living in society – a balance between independence and dependence, privacy and social abilities, personal development and community betterment.
- 1.6 Students shall accept personal responsibility for choices made and reactions to choices made and reactions to choices made by others.

Standard 2: Students shall learn about careers and skills needed for careers.

- 2.1 Students shall learn about careers by following or helping someone the student knows – caregiver, teacher, school secretary, father, mother – to learn what is done and what skills are needed.
- 2.2 Students learn about careers through characters in books or media presentation.
- 2.3 Students may hold annual “ I think I'll be a ...” day. Students bring one item associated with a career they think they might want to pursue.
- 2.4 Students complete interest inventories that help students identify natural interest or skills that might suggest a category of jobs: education, business, agriculture, health services, government, and natural resources.
- 2.5 Students will become familiar with work clusters (jobs of similar interest or training) and basic skills required for that cluster of jobs.
- 2.6 Students shall learn about careers through characters in literature or media presentation.

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- 2.7 Students shall learn about different workplace environments, duties and schedules.
- 2.8 Students shall understand the inter-relationship of: the necessity for a job/career, one's natural talents or interests, one's willingness to learn skills, one's reliability to be at work, to work diligently while on the job, and to an individual or team worker when either is needed.

Standard 3: Students shall learn and practice critical thinking.

- 3.1 Students shall learn and apply critical thinking skills of analysis, questioning, re-formulation of ideas, summarizing, evaluation, and decision-making.
- 3.2 Students shall demonstrate the ability to challenge and re-think theories.

Standard 4: Students shall learn problem recognition/resolution/containment.

- 4.1 Students shall learn to identify problems.
- 4.2 Students shall learn to analyze factors or components of the problem.
- 4.3 Students shall identify why a solution is needed.
- 4.4 Students shall understand that a problem can be resolved, contained, and/or is not able to be solved at this time.
- 4.5 Students shall learn one or several problem solving approaches and apply them to situations.

Standard 5: Students shall learn and practice communication skills.

- 5.1 Students shall learn and practice receiving communication skills: listening, viewing, reading, and interpreting non-verbal communications.
- 5.2 Students shall learn and practice outgoing communication: speaking, verbal and non-verbal communications, writing.

Standard 6: Students shall understand the interdependency of cognitive and affective needs.

- 6.1 Students shall understand that cognition (learning/knowing something) is learning some fact, procedure or application.
- 6.2 Students shall understand that affect includes feelings, wants, and needs.
- 6.3 Students shall understand that learning and feeling are interdependent.
- 6.4 Students shall recognize the relationship between cognitive and affective forces that exist within oneself.

Standard 7: Students shall learn and practice information-seeking skills.

- 7.1 Students shall learn to ask questions, listen to answers, and assimilate what is heard with past knowledge or experiences.
- 7.2 Students shall learn how to access sources of information: library, telephone, cyberspace, newspapers, and all sources of information.

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- 7.3 Students shall learn definitions of propaganda and viewpoint and how these definitions apply to information we receive and give.

Standard 8: Students shall learn and apply research skills.

- 8.1 Students shall locate and use existing data.
- 8.2 Students shall learn how to read and write summaries of information.
- 8.3 Students shall learn how to conduct original research – design, experimentation, summary, and interpretation of data.
- 8.4 Students shall learn how to read and write research reports.

Standard 9: The nature of competition should be understood.

- 9.1 Students shall acknowledge that much of life is competitive; competition can help or hinder quality of life and achievement.
- 9.2 Students shall understand that competitions have rules that can motivate or destroy us.
- 9.3 Students shall understand that competition can be with others or with one-self.

Standard 10: Students will develop personal responsibility: set and manage goals, use self-appraisal, understand risk as caution and opportunity, demonstrate perseverance, maintain balanced self-concept, restrain impulsivity.

- 10.1 Each of the above listed shall be explained with assistance to implement – when such assistance is requested or wise.
- 10.2 Each of the above is monitored on a daily basis by introspection and reaction from or to others.

Standard 11: Students identified with creative ability will be offered content and opportunities that assist recognition and development of talents and gifts.

- 11.1 Students will recognize talents or interests as they participate in creative expression or observe the creativity of others.
- 11.2 Recognition of talents occurs when opportunities for students exploration take place within a class or general school environments (bulletin boards, guest speakers, contests, ...)

Standard 12: Students identified with creative ability will be offered content to help them appreciate and share the creativity of others.

- 12.1 Students shall appreciate the creativity of others by learning how to give encouragement to creative efforts.
- 12.2 Students shall exchange ideas related to creativity. This builds a support system to develop skills, interest, and self-expression.

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Standard 13: Students identified with creative ability will be offered opportunities to express personal creativity through self-selected or teacher-suggested activities.

- 13.1 Students will demonstrate the ability to analyze a problem and imagine solutions.
- 13.2 Students will learn ways to encourage and accept creativity in themselves and others.
- 13.3 Students shall enter creative competitions to learn how to compete, to accept decisions of judges, to interact with other contestants, and to learn how to exhibit personal creativity.

Standard 14: Students shall form a concept of leadership, which includes an operational definition, and examples of how the concept translates into action.

- 14.1 Students shall understand that there are many ways to lead because of different personality and leadership styles.
- 14.2 Students shall understand that there are many ways to lead because people who are following have different needs and styles.
- 14.3 Students shall understand that there are many ways to lead depending upon the desired goals and steps necessary to achieve them.
- 14.4 Students shall understand that leadership takes practice and that efforts are sometimes successful and sometimes not successful – in whole or in part.

Standard 15: Leadership shall be recognized and encouraged.

- 15.1 All students should have opportunities for leadership roles: head of line, lunch count to office, helper, and similar school routine roles of leadership.
- 15.2 Leaders learn to recognize other leaders and support their efforts: social phrases like thank you, a smile or nod of approval.
- 15.3 Leaders shall be taught how to be a “follower” or “get-out-of –the-way” person – when either is appropriate.

Standard 16: Students learn and practice visual performing arts.

- 16.1 After students have observed visual or performing arts, they will have the chance to learn and practice skills related to these arts.

Standard 17: Students will observe others expressing visual or performing art skills.

- 17.1 Students shall observe many works or performances in visual or performing arts. Suggestions on how to observe each type of visual or performing art should be part of these experiences.

Standard 18: Students will express skills in visual and performing arts for personal satisfaction or before appropriate audiences.



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- 18.1 Students wishing to express visual or performing arts should be provided appropriate audiences for their efforts.
- 18.2 Students are encouraged to take part in competitions for visual or performing arts. This provides opportunities for improvement and feedback from peers and judges.

### **TAG Program Activities**

Many activities are available in and out of the classroom to enrich the education of talented and gifted students. Activities chosen may vary year to year based on numerous factors including number of students in the program, interests, abilities, schedules, and budget.

#### 9-12

- Future Problem Solvers
- Physics Olympics
- Science Olympiad
- Rube Goldberg Contest
- Dual-Credit Classes (College Comp, Psychology, Animal Science...)
- Job Shadows
- Field Trips
- ACT Prep
- Independent Projects
- Enrichment activities during Ed-Flex

#### 5-8

- Future Problem Solvers
- Science Olympiad
- Academic Competitions
- Independent Projects
- Pullout Program with TAG teacher
- Whole Class Services

#### K-4

- Academic Competitions
- Pullout Program with TAG teacher
- Whole Class Services

### **Program Identification Process**

The key to identification is the use of *multiple measures*. The use of more than one criterion in the identification of gifted and talented students is essential. Experts in the field are emphatic in asserting that **no one** method is capable of identifying all gifted children. The gathering of many kinds of information maximizes the probability that most gifted children will be identified. In alignment with our philosophy of using

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multiple measures to identify students for the G/T program, we may include any of the following criteria in our identification process:

### 9-12

- a. ITBS/ITED Composite Score (90% National Norms)
- b. Grade Point Average
- c. Whole class teacher survey
- d. Nominations – teacher, principal, parent, peer, self
- e. MAP Test Scores

### 5-8

- a. ITBS/ITED Composite Score (90% National Norms)
- b. Renzulli Rating Scales
- c. Nominations – teacher, principal, parent, peer, self
- d. The Williams Scale
- e. Whole class teacher survey

### K-4

- f. Cognitive Abilities Test (3<sup>rd</sup> Grade) 95% on V on NV
- g. Renzulli Rating Scales
- h. Nominations – teacher, principal, parent, peer, self
- i. ITBS/ITED Composite Score (90% National Norms)
- j. Torrance Tests of Creative Thinking
- k. The Williams Scale

## **Staff Professional Development**

The needs of identified students are diverse. The needs of teachers of the identified student are diverse. Identified student classroom needs may range from instructional support to curriculum modification. Information on the nature and needs of gifted students, appropriate instructional strategies (differentiation types), identification and characteristics of gifted students, types of curriculum modification, and emotional and social needs are provided.

Staff professional development activities include:

- a. Overview of TAG goals each year to staff
- b. Meetings to in-service staff on ways to differentiate instruction
- c. Monthly implementation strategies to staff
- d. Yearly in-service with AEA TAG professional
- e. Individual meetings between TAG & general education teachers as needed

## **Staff Utilization and Qualifications**

Instructional personnel providing programs for gifted and talented students will have pre-service or in-service preparation in gifted and talented education that is commensurate with the extent of their involvement in the gifted and talented program. The gifted and

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talented program teacher-coordinator will hold an Iowa teaching license and be endorsed to teach PK-12 Talented and Gifted endorsement, which authorizes the holder to serve as a teacher or a coordinator of programs for the gifted and talented from the prekindergarten level through grade 12.

### TAG Teacher Responsibilities

- Hold the Iowa PK-12 Talented and Gifted endorsement
- Plan, implement, and evaluate the program
- Develop Personalized Education Plans for TAG students
- Plan and coordinate TAG professional development activities for regular education teachers.
- Serve as an advocate for TAG students
- Provide information and support for all stakeholders

### Classroom Teacher Responsibilities

- Work collaboratively with the TAG teacher to differentiate curriculum to meet individual learning needs of TAG students
- Support the goals on the Personalized Education Plans of TAG students
- Complete recommendations to identify TAG students
- Participate in professional development activities for TAG education

### District Administrators' Responsibilities

- Participate in the evaluation of the TAG program
- Support, ensure, and participate in district-wide professional development for TAG education
- Implement the TAG budget

### **Program Evaluation**

A comprehensive program evaluation will be conducted every five years to provide data for the CSIP. Staff, student, and parent evaluations of the program will occur on an annual basis. The TAG teacher will assess progress towards goals based on data received from these groups.

### **Budget**

### **Exit Criteria**

Recommendations to consider exiting a student from the program may be made by a teacher, counselor, administrator, parent, or the student. Exiting a student from the TAG program must be based on multiple criteria relating to the student's performance. The criteria should include data such as observed behavior changes, changes in performance, indications of stress, or for others reasons in the best interest of the student.

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Dear Parent(s):

I've enjoyed working this past year with all my students. Each student brought to my class his or her own varied abilities and personality. This made for an eventful year.

I'd like to give you, as a parent, the opportunity to comment on the Talented and Gifted program. Any information or helpful suggestions you care to write below will be read and considered.

Thank you for support of this program.

Sincerely,

Comments on the Talented and Gifted Program:

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Teachers:

Thank you for “sharing” your students with me this year. I’ve enjoyed working with all of them.

Please feel free to comment about the Talented and Gifted program. Any concerns, suggestions, etc. will be read and considered.

Thank you for your co-operation – past, present, and future!

Sincerely,

Comments on the Talented and Gifted program:

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Talented and Gifted Students:

Thank you for a wonderful and eventful year. I have enjoyed working with each of you and your unique abilities.

Please feel free to comment about the Talented and Gifted program. Any concerns, suggestions, etc. will be read and considered. Thank you for all your hard work this past year.

Sincerely,

Comments on the Talented and Gifted program: