

Talented and Gifted Identification and Programming Guide



Created: 2022-2023

Board Approved:: November 2023

Talented and Gifted Program Mission:

To ensure our students realize their potential, explore their opportunities,
and become prepared for a changing world.

Talented and Gifted Program Vision statement:

Opportunities for gifted students to thrive socially, emotionally,
and educationally in order to become leaders in their communities

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Iowa Code Compliance

Iowa Code: 257.44 Gifted and Talented Children Defined

1. “Gifted and talented children” are those children who are identified as possessing outstanding abilities 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.

2. 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
- ☐ Specific ability aptitude

Union Community School District specifically identifies and serves students who are gifted in the areas of general intellectual ability and specific ability aptitude.

257.43 Program plans.

The program plans submitted by school districts shall be part of the school improvement plan submitted pursuant to section 256.7, subsection 21, paragraph “a”, and 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 in-service education design.**
 - 4. Staff utilization plans.**
 - 5. Evaluation criteria and procedures and performance measures.**
 - 6. Program budget.**
 - 7. Qualifications required of personnel administering the program.**
 - 8. Other factors the department requires.**
- 89 Acts, ch 135, §43; 99 Acts, ch 178, §6, 10**

Union Community Schools employs one talented and gifted educator to serve our K-12 gifted/talented students. In addition to serving and supporting gifted/talented students, this instructor will also provide teacher professional development each year to the schools' faculty. This professional learning will assist the general education instructor in better understanding gifted and advanced student needs, differentiation strategies, instructional strategies, and other topics relevant to the education of gifted students. The TAG instructor will provide this professional learning and may also enlist the assistance of the AEA during this in-service.

UCSD Program Design

Union Community Schools will utilize a 2-tier design for the gifted program. The Gifted program will serve students whose academic needs are exceeding that which can be reasonably accommodated in the general education setting. Students in the gifted program may be pulled out to meet with the TAG instructor during advisory as well as accommodations such as acceleration as appropriate to their academic abilities.

The Talent Pool will be students who demonstrate giftedness but are able to be served within the general education classroom setting. Students in the Talent Pool may participate in some TAG events and competitions but will not be pulled from their general education classroom on a regular basis. The TAG instructor will support the classroom teacher with resources to assist in differentiation when necessary.

TAG students may have information documented in a Personalized Education Plan to allow continuity from year to year and track growth and progress.

TAG National Standards

The standards for the Union Community School District are based on the [NAGC gifted programming standards](#) and are also in alignment with the Universal Constructs.

- #1: Students will develop collaboration & leadership skills. (NAGC 1.1, 4.2, 4.3, 4.4)
- #2: Students will develop communication skills. (NAGC 4.4, 4.5)
- #3: Students will develop creative thinking skills. (NAGC 4.1, 3.5)
- #4: Students will develop critical thinking skills. (NAGC 4.1, 3.5)
- #5: Students will develop intrapersonal skills. (NAGC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 3.2, 3.3, 4.1)
- #6: Students will develop flexibility and adaptability. (NAGC 1.6, 2.4, 4.1, 4.3)

Identification Process

The identification process for eligibility in the TAG program has been created in accordance with the following Iowa Code regarding gifted and talented education:

Iowa Code 59.5(5) Student identification criteria and procedures. Students will be placed in a gifted and talented program in accordance with systematic and uniform identification procedures that encompass all grade levels and that are characterized by the following:

- a. Identification will be for the purpose of determining the appropriateness of placement in a gifted and talented program rather than for categorically labeling a student.**
- b. The decision to provide a student with a gifted and talented program will be based on a comprehensive appraisal of the student, consideration of the nature of the available gifted and talented program and an assessment of actual and potential opportunities within the student's regular school program.**
- c. Multiple criteria shall be used in identifying a student, with no single criteria eliminating a student from participation. Criteria will combine subjective and objective data, including data with direct relevance to program goals, objectives and activities.**
- d. In the event that the number of eligible students exceeds the available openings, participants shall be selected according to the extent to which they can benefit from the program.**
- e. Each identified student's progress shall be reviewed at least annually to consider modifications in the program or student placement.**

Kindergarten - 2nd grade Talent Pool

Students in grades K-2nd will be evaluated based on the rubric below. In order to be eligible for the Talent Pool, a student must meet the criteria in each column.

	TAG Teacher Evaluation	aMath/aReading scores (earlyMath/earlyReading)	Teacher recommendation
Specific Ability	Based on TAG teacher observation/skill inventory	92nd (district) percentile or above in one of these	Work samples submitted within the gifted subject and/or TAG teacher conference
General Intellectual ability	Based on TAG teacher observation/skill inventory	90th percentile or above in both	Work samples submitted and/or TAG teacher conference

Selection process for K-2nd grade Talent Pool:

In the Spring of each academic year, a committee consisting of the gifted/talented teacher and representation from administration, school counselor, and/or general education teachers will convene and collect and analyze data to determine which students meet the above criteria for the Talent Pool.

3rd-12th grade Talent Pool:

Students in grades 3rd-12th will be evaluated based on the rubric below. In order to be eligible for the Talent Pool, a student must meet the criteria in each column.

	ISASP	FAST	Teacher recommendation
Specific Ability	90th percentile (local norms) in a subject area	College Pathway	Work samples submitted within the gifted subject and/or TAG teacher conference
General Intellect	85th percentile (local norms) in 2 or more subject areas	College Pathway	Work samples submitted and/or TAG teacher conference

Gifted Program Criteria

Students in grades 3rd-12th will be evaluated based on the rubric below. In order to be eligible for the gifted program, a student must meet the criteria in each column.

	ISASP	FAST	Teacher recommendation
Specific Ability	92nd percentile or above in ELA, Math, or Science (local norms)	Scores in the 90th percentile or above using local norms in ELA or Math	Work samples submitted within the gifted subject and TAG teacher conference
General Intellect	90th percentile or above in 2 or more subject areas: ELA, Math and/or Science (local norms)	Scores in the 90th percentile or above using local norms in ELA and Math	Work samples submitted and TAG teacher conference

Selection process for 3rd-12th grade:

In the Spring of each academic year, a committee consisting of the gifted/talented teacher and representation from administration, school counselor, and/or general education teachers will convene and collect and analyze data to determine which students meet the above criteria for gifted grouping.

Selection process for move-in students grades 3rd-12th:

Students who move into the Union Community School District will be considered based on comparative data from the previous district, if available. If compelling evidence from a previous district is not available, a student will be considered for admission once there is sufficient data that meets Union's gifted/talented criteria. TAG identification in another district does not guarantee a gifted/talented placement in the Union Community School District.

Re-evaluation process:

The gifted/talented teacher will meet annually with each identified student to evaluate their progress, learning, interests, and goals to allow for the gifted/talented teacher to work to meet student needs and monitor student growth. Information from this meeting will be documented in the student's personalized education plan.

TAG Program Assessments

Grade Spans	K-3	4-8	9-12
Assessments and Screener	KOI Observational Tool PETS Curriculum Enrichment	ISASP Science (5,8,10) ISASP ELA ISASP Math	
	FAST aMath FAST aReading / STAR Reading Benchmark Reading		ACT / SAT
	TAG Teacher Observations and Interview Teacher Recommendations using the provided forms		

Programming

The programming below lists possible events and activities, but this is not an exhaustive list and may change from year to year as we adjust, based on student need and interest. At all levels, the gifted/talented teacher will support the general education classroom teachers with enrichment, extension, and differentiation activities.

Talent Pool Services:

K-3	4-5	6-8	9-12
<p>Multiple whole class activities for identification purposes (lessons may be based on the following)</p> <ul style="list-style-type: none"> - Kingore Observation Lessons - Primary Education Thinking Skills - Math Enrichment <p>Pull out services as needed for profoundly gifted students (demonstrating work 2 academic years ahead of placement)</p>	<p>Services based on student needs:</p> <ul style="list-style-type: none"> - Math enrichment - Literacy enrichment - Technology - STEM - Application of higher order and critical thinking skills 	<p>Competition events/activities (eligibility based on interest and availability)</p> <ul style="list-style-type: none"> - Battle of the Books - Math Bee - Spelling Bee <p>Outside trips/activities (eligibility based on interest and availability)</p> <ul style="list-style-type: none"> - Talented/gifted student conferences - Field trips - Chestival 	<p>Competitions (eligibility based on interest and availability)</p> <p>Trips (eligibility based on interest and availability)</p> <ul style="list-style-type: none"> - Field trips based on student interest
<p>Monthly Pullout Talent Pool Experiences Ongoing Classroom Teacher Support</p>			

Gifted Programming Services

K-3	4-5	6-8	9-12
<p>Pull out services as needed for profoundly gifted students (demonstrating work 2 academic years ahead of placement)</p>	<p>Pull out services based on student needs.</p> <ul style="list-style-type: none"> - Math enrichment - Literacy enrichment - STEM - Higher order and critical thinking skills 	<p>TAG WIN time with the gifted/talented teacher in which students focus on enriching intellectual ability.</p> <p>Pull-out services will be offered one class period per week focusing on student needs/interests.</p> <p>Gifted students can be considered for single subject acceleration as warranted by ability level (see acceleration)</p> <p>Academic competitions and student events:</p> <ul style="list-style-type: none"> - Thinking Cap Quiz Bowl - Battle of the Books - Math Bee - Spelling Bee - Local AEA Student Events - Field trips 	<p>TAG WIN time with the gifted/talented teacher once a week.</p> <p>Academic competitions and student events:</p> <ul style="list-style-type: none"> - Local AEA Student Event - Thinking Cap Quiz Bowl - Weekly NewzBrain Current Events Quiz - <p>Future Ready Experiences</p> <ul style="list-style-type: none"> - College visit - Field trips based on student career goals - College application/resume skills - Relevant current topic/events
Ongoing Classroom Teacher Support			

Acceleration Process

Students who demonstrate advanced skills in math and/or ELA will be considered for subject acceleration (moving to a higher grade level) if they are demonstrating the need for this advancement. To ensure that students move appropriately and do not miss valuable foundational skills, data will be collected through a variety of assessments and analyzed in the decision-making process. Some potential assessments include, but are not limited to, the Iowa Acceleration Scale, Belin-Blank testing services, Belin-Blank [Integrated Accelerated System](#), district unit or end-of-year tests, and ISASP testing.

Student data will be analyzed by the committee and parent feedback and input will be sought prior to any final decision. In addition to quantitative data, the committee will consider the following: student desire, work ethic, social-emotional aspects, and any other relevant information.

In order to provide continuity for the student, acceleration decisions will be made so that the student would be able to begin in the fall of the following year for acceleration. We work to avoid acceleration mid-year unless under extenuating circumstances.

Students who do not meet the qualifications for acceleration will still be challenged in their current grade level through extension, enrichment, differentiation, and possible pull-out services with the gifted/talented teacher.

The expectation for accelerated students is that they will continue with their learning even beyond the offerings of our school district. For example, an accelerated student is not “done” with math in 11th grade because they have exhausted the offerings of our math department. This student would need to pursue PSEO, community college courses, Belin Blank online offerings, etc.

Exit Process

Should a student or their parent/guardian desire removal from the gifted program, they will need to submit a [signed document](#) to the gifted/talented teacher. This document will need to be signed by the parent or guardian and returned to the school. Students who elect to no longer participate in the gifted program will not be considered for re-entry into the program until the end-of-year evaluation for services beginning the following school year. This request for reconsideration must be submitted in writing by March 31st.

A student who elects to remove themselves from the gifted program/Talent Pool will not be eligible for any trips or participation in other gifted/Talent Pool activities or events during the remainder of that year.

A gifted student in grades 5th-12th who does not meet the identification requirements for two consecutive years may be moved from the gifted program to the talent pool where their services will be determined according to their needs. Most talent pool students are able to have their academic needs met in their general education classroom through enrichment activities, extension, and/or differentiation.