

Logan-Magnolia
Community Schools
Talented and Gifted Handbook



*Relentlessly pursuing education
excellence for every child, every day.*

Logan-Magnolia Community Schools Talented and Gifted Program

Table of Contents

<u>Mission</u>	p. 3
<u>Vision</u>	p. 3
<u>Values and Beliefs</u>	p. 3
<u>Definition of Giftedness</u>	p. 3/4
<u>Gifted Programming Standards</u>	p. 4/5
<u>Program Goals</u>	p. 5
<u>Screening and Identification</u>	
<u>K-3</u>	p. 6
<u>4-12</u>	p. 7
<u>District Assessments</u>	
<u>CogAT</u>	p. 7
<u>ISASP</u>	p. 7
<u>FAST</u>	p. 8
<u>MultiTiered System of Support</u>	p. 8
<u>Parent Involvement</u>	p. 10
<u>Works Cited</u>	p. 11

Logan-Magnolia Community Schools Talented and Gifted Program

Mission

Relentlessly pursuing education excellence for every child, every day.

Vision

The vision of the Logan-Magnolia Community Schools Talented and Gifted Program is to provide meaningful experiences that nurture and support gifted learners whose strengths and needs extend beyond the regular classroom. The program challenges students to become innovative problem-solvers and insightful citizens. We strive to collaborate with administration, teachers, parents, and students to provide a match between learner needs and environment in order to support individual growth potential.

Values and Beliefs

- Gifted and talented learners are a diverse group with a range of strengths and needs.
- Talented and Gifted programming should be integrated within the educational system through collaborative efforts among administrators, gifted and talented specialists, classroom teachers, support staff, parents, and community.
- Identifying the needs of gifted and talented learners is an ongoing process. A continuum of services is provided based on the individual needs of each identified student.
- A comprehensive staff development program and a diversity of resources must be provided for all school staff.
- Identified gifted and talented learners have unique social and emotional needs that may need to be addressed through the collaborative efforts of school and parents.
- Identified gifted and talented learners' progress should be monitored over time and educational goals adjusted, as appropriate.
- Students in the talented and gifted program are found within all cultural and socioeconomic populations.

Definition of Giftedness

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

Logan-Magnolia Community Schools Talented and Gifted Program

- General intellectual ability
- Creative thinking
- Leadership ability
- Visual and performing arts ability
- Specific ability aptitude

This information was taken from Iowa Code on April 15, 2021.

Gifted Programming Standards

National Association for Gifted Children, 2019

Standard 1: Learning and Development

Educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents, creating learning environments that encourage awareness and understanding of interest, strengths, and needs; cognitive growth, social and emotional, and psychosocial skill development in school, home, and community settings.

Standard 2: Assessment

Assessments provide information about identification and learning progress for students with gifts and talents.

Standard 3: Curriculum Planning and Instruction

Educators apply evidence-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating curriculum that is responsive to diversity. Educators use a repertoire of instructional strategies to ensure specific student outcomes and growth.

Standard 4: Learning Environment

Learning environments foster a love for learning, personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership to ensure specific student outcomes.

Standard 5: Programming

Educators use evidence-based practices to promote (a) the cognitive, social-emotional, and psychosocial skill development of students with gifts and talents and (b) programming that meets their interests, strengths, and needs. Educators make use of expertise systematically and collaboratively to develop, implement, manage, and evaluate services for students with a variety of gifts and talents to ensure specific student outcomes.

Standard 6: Professional Learning

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Preparation Standards in Gifted and Talented Education, (NAGC-CEC) Advanced Standards in Gifted Education Teacher Preparation, and the Standards for Professional Learning. Institutions of higher education utilize these

Logan-Magnolia Community Schools

Talented and Gifted Program

standards and the NAGC Faculty Standards to ensure quality professional learning experiences in pre-service, initial, and advanced educator preparation programs. Educators frequently assess their professional learning needs related to the standards, develop and monitor their professional learning plans, systematically engage in coaching and learning to meet their identified needs, and align outcomes with educator performance and student curriculum standards. Administrators assure educators have access to sustained, intensive collaborative, job-embedded, and data-driven learning and assure adequate resources to provide for release time, fund continuing education, and offer substitute support. The effectiveness of professional learning is assessed through relevant student outcomes.

Talented and Gifted Program Goals

- Identify gifted and talented students using multiple data and trend data.
- Implement specific programming in the areas of general intellect. Additional areas of giftedness (critical thinking, leadership, and performance) will be integrated with the identified areas as needed when time allows.
- Educate staff with on-going professional development related to differentiation for gifted and talented students. Additional professional development may include promoting awareness of the unique cognitive, behavioral, social, and emotional needs of gifted children.
- Provide varying levels of service to address the various needs of identified students. Services may include push-in differentiation, pull-out programming, classroom enrichment, subject-area acceleration, or advanced course options.

Talented and Gifted Student Goals

- Strive to become an autonomous learner capable of self-reflection.
- Identify future career goals and resources needed to meet those goals in order to match talents and abilities with desires.
- Use critical thinking to solve problems, develop new ideas, and/or develop curiosity for passion areas.

Screening and Identification for Talented and Gifted Services

Evidence of a student's eligibility for the talented and gifted program is based on multiple criteria. The identification of talented and gifted students is a complex and ongoing task that requires a great deal of collaboration among students, parents, teachers, administrators, and the TAG Committee. The process involves collecting a variety of data for each child in various

Logan-Magnolia Community Schools

Talented and Gifted Program

areas and continuously monitoring student assessment results as needs develop and change in school. Student's data is reviewed annually.

General Intellectual Ability Identification and Services

All students will be screened for gifted services in grade 3 using the Cognitive Abilities Test screening tool. (CogAT) Any student who demonstrates a core composite score of 90% or above on the CogAT screener will have additional data collected in order to determine if additional services are needed for academic growth.

Formal identification criteria include:

- Cognitive Ability Test (CogAT) complete battery
- State Assessments: Top 10%(Not to exceed) of class Reading and Math Total
- Teachers submit Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales) in Learning, Creativity and Motivation

Trend data will be considered when identifying the academic needs of students. New students will be screened as needed. Parent requests to test will be honored if the data indicates the need.

Kindergarten through 3rd Grade Enrichment

Students in Kindergarten through 3rd grade may receive programming in problem solving and critical thinking. For students to qualify for enrichment in grades K-3, students must score in the top 10% on the district universal screener and be recommended by their teacher.

4th through 6th Grade Talented and Gifted

Students in 4-6 grades may receive programming in general intellect, problem solving and critical thinking. For students to qualify for talented and gifted programming, they must score in the top 10% of the following

- Cognitive Abilities Test (CogAT) – full battery used as needed
- ISASP (or current district-wide assessment)
- Teacher submitted SRBCSS

7th - 12th grade

Students identified as TAG in 4-6th grade will be able to take advanced placement classes in Jr/Sr High. These students will also be able to take online classes as deemed appropriate by the Jr Sr high counselor, TAG coordinator and principal.

Logan-Magnolia Community Schools Talented and Gifted Program

District Assessments

The Cognitive Abilities Test (CogAT)

All students are given the CogAT Screener in grade 3 and 5. Students scoring above the 90% on the CogAT screener will be asked to complete the full CogAT battery within 30 days of the screener test.

Students scoring in the top 10% of the advanced category for reading and math will be given the CogAT full battery as another identifier.

“The Cognitive Abilities Test™ (CogAT) measures across the symbol systems that are most highly correlated with fluid reasoning, problem solving, and success in school. With its separate measures of verbal, quantitative, and nonverbal reasoning, this research-based and proven test provides multiple perspectives on student ability” (Retrieved from the CogAT website April 2021). It is a test in how you think, rather than how much you know.

Iowa Statewide Assessment of Student Progress (ISASP)

“The Iowa Statewide Assessment of Student Progress (ISASP) are assessments developed by Iowa Testing Programs at the University of Iowa for the state of Iowa. The assessments are aligned with the Iowa Core standards and provide a clear and accurate assessment of student learning outcomes. Student growth, proficiency and readiness indicators will be reported.” (ISASP website April 2021).

Formative Assessment System for Teachers (FAST)

The Formative Assessment System for Teachers (FAST™) FastBridge combines Curriculum-Based Measures (CBM) and Computer-Adaptive Testing (CAT) for reading, math and social-emotional behavior (SEB) and delivers accurate, actionable reports for screening, skill analysis, instructional planning and more” (Retrieved from the FastBridge website April 2021).

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

The Iowa Department of Education defines MTSS as an “education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of *all students* starting in general education.” A MTSS framework is a continual improvement process

Logan-Magnolia Community Schools Talented and Gifted Program

that guides instructional decisions to provide appropriate support that fosters student learning and growth. MTSS focuses on three tiers (Iowa State Board of Education, 2016):

Tier 1: Universal Core Curriculum

- All students receive strong core curriculum instruction that
 - Aligns with grade level standards
 - Is delivered through high quality classroom instruction
 - Utilizes scientifically based curriculum and methods
 - Teaches critical elements of a subject
- Role of the Talented and Gifted Specialist at the Tier 1 Level
 - Collaborate with teachers in the identification of advanced learners
 - Provide classroom teachers with lists of identified students
 - Collaborate with teachers in implementing appropriate grouping strategies
 - Collaborate with teachers in implementing strategies for differentiating instruction
 - Collaborate with classroom teachers in finding appropriate resources
 - Provide professional development on talented and gifted learners and their needs.

Tier 2: Strategic Targeted Instruction

- Some students will receive strategically targeted instruction in addition to the core that
 - Addresses the specific needs of students who have already demonstrated proficiency or have not made sufficient progress in Tier 1
 - Is provided in small groups of similarly skilled students
 - Enriches learning experiences with grade-level standards or modified grade level standards.
 - Intensifies differentiation strategies.
- Role of the Talented and Gifted Specialist at the Tier 2 Level:
 - Collaborate with teachers in the identification of TAG students
 - Provide classroom teachers with lists of identified students.
 - Collaborate with teacher in implementing appropriate grouping strategies
 - Collaborate with teachers in implementing strategies for differentiating instruction
 - Collaborate with classroom teachers in finding appropriate resources
 - Collaborate and assist teachers who service groups of clustered gifted students
 - Provide professional development on talented and gifted learners and their needs.

Tier 3: Intensive Targeted Instruction

- A few students will need intensive targeted instruction that
 - Addresses the academic and intellectual needs that are not being met by Tier 1 or Tier 2 supplemental targeted instruction

Logan-Magnolia Community Schools

Talented and Gifted Program

- Makes provisions for alternative learning opportunities
- Is designed to allow for continued growth at the student's level
- Role of the Talented and Gifted Specialist at the Tier 3 Level:
 - Collaborate with teachers to determine the need for Tier 3 instruction
 - Provide pull-out instruction to students at the elementary level
 - Provide exposure to advanced content
 - Expose students to processes that practicing professionals use in an area of study
 - Assist students in implementing a plan to develop an authentic product
 - Involve students in real-world problems and use creative and critical thinking skills to help find a solution
 - Provide professional development on talented and gifted learners and their needs.

Parent Involvement

You are your child's most important advocate and we are privileged to be on this journey with you. Being an engaged, collaborative parent who provides support and advocacy on behalf of a child with advanced learning needs takes time, practice, and patience. The Parent's Guide to Gifted Children (2007) has offered several suggestions regarding the important role parents play in the development of exceptional capabilities in their children.

- Try to encourage integrative thinking by drawing relationships among ideas and events. Discuss possible consequences of actions, both personal and social, building upon daily experiences and contemporary events.
- Encourage imagination – engage in storytelling and creative expression in the arts, for example.
- Support a child's or adolescent's calculated risk-taking and non-dangerous experimentation, even when the possibilities of success are slim. Help them understand how lack of success is part of lifelong learning and encourage them to explore the causes of failure and alternatives to success.
- Guide your child in learning how to socially and emotionally cope with failure, and with success.
- Provide opportunities to experience a variety of books, games, puzzles, activities, and publications that foster critical and creative thinking. Introduce them to situations that expand their horizons and help build an appreciation for diversity and an understanding of cross-cultural perspectives. Limit the time your child spends engaged in technology-enhanced activities such as TV, video games, and computer-based activities.

Logan-Magnolia Community Schools Talented and Gifted Program

- Establish a collaborative relationship and partnership with teachers and school administrators about educating highly advanced learners. Understand policies and procedural guidelines that exist regarding accelerative options for your child.

Challenges

- Guide your child in setting realistic goals and objectives. Help them learn to stop doing, or to say “no” gracefully.
- Difficulties may arise from having an overwhelming number of choices, or from being capable of high performance at too many things.
 - Discuss and model ways in which difficult but necessary decisions can be made when faced with too many alternatives.

Logan-Magnolia Community Schools Talented and Gifted Program