

# Guidelines for Gifted and Talented Program Plan

**School Districts:** Use this document to assist in submitting your district Gifted and Talented Program Plan through the Consolidated Accountability and Support Application (CASA).

Each section of the program plan is detailed below along with further explanation and references.

## Introduction and Submission Contact

### School District Teacher/Coordinator of Gifted Programming

Provide the contact information of the school district Teacher/Coordinator of Gifted Programming.

### FTE of Teacher/Coordinator

For the current school year, provide the Full-time equivalent for the Gifted and Talented Coordinator.

#### Guidance

A designated staff person will be responsible for the overall program coordination throughout the school district. Coordination time will be made available to allow staff to perform professional responsibilities. The gifted and talented program teacher-coordinator will hold an endorsement allowing the holder to serve as a teacher or coordinator of programs for gifted and talented students from the prekindergarten level through grade 12. The teacher-coordinator may not necessarily be the person filling out this form

Reference: Iowa Administrative Code [281-59.4](#)

## Required Gifted and Talented Information

12.5(12) Provisions for gifted and talented students. Each school district shall have a gifted and talented program plan as required by Iowa Code section 257.43. The program plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming.

### Goals and Performance Measures

For the current school year, provide the program-level goals and performance measures for grades K-12.

#### Guidance

Goals should focus on the improvement of the program overall as well as providing services that directly meet the needs of identified students. Performance measures should be listed and include action steps that will be taken to meet the program goals. Goals should be established for the following: curriculum and instructional strategies, student outcomes, program management and administration, program development. Program goals should be reviewed and updated at least annually.

References: Iowa Administrative Code [281-59.4](#), Iowa Administrative Code [281-12.5](#), Iowa Code [257.43](#)

## Identification

Indicate the number of identified gifted and talented students in each grade level for both the previous school year and the current school year.

If any grade level has 0 identified students, provide an explanation.

### Guidance

Identification for a gifted and talented program shall encompass all grade levels. Identification will be for the purpose of determining the appropriateness of placement in a gifted and talented program. Gifted and talented students are defined as children who require educational services commensurate with their abilities and needs beyond those provided by the regular school program. Any student receiving these services should be identified as gifted and talented. Student progress is reviewed at least annually.

References: Iowa Administrative Code [281-59.4](#), Iowa Code [257.44](#)

## Acceleration

Explain your district's procedures/policy for student acceleration (if your district does not accelerate or has no procedures/policy, say "does not accelerate" or "no policy").

List the types of acceleration are offered at your district (whole-grade, content-based, dual/concurrent enrollment, Advanced Placement, proficiency-based promotion, early graduation, or others).

### Guidance

Acceleration is a research-supported academic intervention that moves students through an educational program at a rate faster or at an age that is younger than typical. Acceleration helps match the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It is about creating a better match between a student and the level and pace of instruction.

Reference: Acceleration Explained [www.accelerationinstitute.org](http://www.accelerationinstitute.org)

## Identification Procedures

For the current school year, describe your identification procedures for each grade level, including your selection criteria for identifying gifted and talented students from the total population and your objective and subjective measures.

### Guidance

Identification procedures will use multiple criteria and will combine subjective and objective data, including data with direct relevance to program goals, objectives, and activities. Each student's progress will be reviewed at least annually

Reference: Iowa Administrative Code [281-59.4](#)

## Services

For the current school year, detail the gifted and talented services that will be provided to each grade level K-12.

### Guidance

Services should consist of content that reflects the accelerative pace, intellectual processes, and creative abilities that characterize gifted students. Services should provide for the development of skills that are beyond the scope of the regular classroom. Students are involved in the gifted and talented program for a

sufficient portion of the regularly scheduled school day. Services should be commensurate with the identified student's abilities and needs beyond those provided by the regular school program.

References: Iowa Administrative Code [281-59.4](#), Iowa Code [257.44](#)

## Cognitive Needs

For the current school year, explain the services used to meet the cognitive needs of identified students.

### Guidance

Cognitive needs are needs based on knowledge and understanding, curiosity, exploration, predictability, creativity, discovery, and meaning (Maslow). They are the mental skills needed to successfully learn.

Reference: Iowa Administrative Code [281-12.5](#)

## Affective Needs

For the current school year, explain the services used to meet the affective needs of identified students.

### Guidance

Affective needs include awareness and growth in attitudes, emotion, and feelings. Examples of affective needs include (but are not limited to): talent-development, achievement, identity, emotional regulation, perfectionism (Content-Based Curriculum for Advanced Learners).

Reference: Iowa Administrative Code [281-12.5](#)

## Staffing

For the current school year, provide the name(s) of your gifted and talented staff, their FTE, and the grade level(s) they will serve.

### Guidance

A designated staff person is responsible for the overall coordination of the gifted and talented program. Staff are deployed to ensure the quality of the gifted and talented program. The gifted and talented program teacher-coordinator will hold an endorsement allowing the holder to serve as a teacher or coordinator of programs for gifted and talented students from the prekindergarten level through grade 12.

The full-time equivalent of the gifted and talented staff refers to the percentage of time during the school day in which the teacher is specifically providing for the gifted and talented program. This does not include the percentage of time (if any) in which the teacher is working in the capacity of a general education teacher (including AP or honors instruction).

Reference: Iowa Administrative Code [281-59.4](#)

## In-Service Design

For the current school year, provide the dates and explain the professional learning specifically related to gifted and talented students/programming that will be provided to the district staff.

### Guidance

Professional development is offered to all classroom teachers to maintain and update understanding and skills about individualizing programs for identified gifted and talented students.

Reference: Iowa Administrative Code [281-59.4](#)

## Professional Development

For the current school year, provide the dates and explain the professional development provided to the gifted and talented staff.

### Guidance

Staff development for those responsible for gifted and talented programs is provided and based on the assessed needs of the gifted and talented instructional and supervisory personnel.

Reference: Iowa Administrative Code [281-59.4](#)

## Evaluation

For the current school year, describe any gifted and talented program evaluation activities including any adaptation of goals or programming. If no program evaluation will be done this year, provide dates for when the last program evaluation occurred and the dates for when the next program evaluation will occur.

### Guidance

School districts should review and evaluate their gifted and talented programs for the following: measuring the program's effects and providing information for improvement, cognitive and affective components of student development, accomplishments by gifted and talented students and/or teachers which are a direct result of the program, and the goals, objectives, and performance measures established for the gifted and talented program. While the frequency of a district's evaluation is locally determined, districts should have a systemic plan for evaluating their gifted and talented program.

Reference: Iowa Administrative Code [281-59.4](#)

## Compliance

If your program was noted for non-compliance last year (2023-24), explain what changes/improvements have been made in order to comply with Iowa Code.

### Guidance

It is the responsibility of school districts to ensure that their gifted and talented program complies with state statute. Your program plan was noted for non-compliance last year if it received the following comment in CASA: "Per Iowa Administrative Code 281 Chapter 59, school districts must identify and serve gifted and talented students in all grade levels kindergarten through 12th, commensurate with their abilities and needs beyond those provided by the regular classroom. In reviewing your Gifted and Talented Program Plan it appears your district is not currently in compliance with the above statute. Review your identification procedures to ensure that your district's program is in compliance with identifying and serving gifted and talented students in all grade levels, kindergarten through 12th..."