Guidelines for Gifted and Talented Program Plan

School Districts: Please use this document to assist you 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

Please provide the contact information of the school district's Teacher/Coordinator(s) of Gifted Programming.

Explanation

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 that allows the holder to serve as a teacher or coordinator of programs for gifted and talented students from prekindergarten through grade 12. The teacher-coordinator may not necessarily be the person filling out this form

References: Iowa Administrative Code 281-59.4

Required Gifted and Talented Information

257.43 Program Plans. The program plans submitted by school districts shall include all of the following: program goals, objectives, and activities to meet the needs of gifted and talented children, identification criteria and procedures, staff in-service education design, staffing provisions, evaluation criteria and procedures, a budget, and qualifications of personnel administering the gifted and talented program.

Goals and Performance Measures

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

Explanation

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, including action steps to meet the program goals. Goals should be established for the following: curriculum and instructional strategies, student outcomes, program management and administration, and program development. Program goals should be reviewed and updated at least annually.

References: Iowa Administrative Code 281-59.4, Iowa Code 257.43

Identification

Please indicate the number of identified gifted and talented students in each grade level that received or are currently receiving ongoing services beyond the scope of what is provided in the regular school program for both the previous school year and the current school year.

If any grade level has zero identified students, please provide a detailed explanation.

Explanation

Each school district shall establish systematic and uniform procedures for identifying gifted and talented students in kindergarten through grade twelve. 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, 257.42

Acceleration

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

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

Explanation

Acceleration is a research-supported academic intervention that moves students through an educational program at a faster rate or at a younger age 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.

References: Acceleration Explained www.accelerationinstitute.org

Identification Procedures

Please indicate the measures that make up the body of evidence your school district uses to identify gifted and talented students in each grade level. Please list the full title, form, and edition of each measure, if applicable (i.e., Cognitive Abilities Test, Full Battery, 7th edition).

Please give a short description of your identification procedures (e.g., z-scores created for every student based on objective measures. Students who fall in the top 8% of their peer group are automatically identified for services. Students who fall in the top 9-15% are reviewed for services based on both objective and subjective measures. The extended review process for students who are recommended for service but fall below the top 15% of their peer group includes a student interview, teacher recommendation/ratings, parent input and work samples).

Please list the identification measures where local comparison data is used.

Please explain the efforts your school district is making to identify gifted and talented students across all populations, including those receiving special education services and students who are English learners. Include a brief description of any additional identification procedures used.

Explanation

A school district shall base the identification of gifted and talented children on a body of evidence from multiple data sources, both objective and subjective, which must include, at a minimum, local comparisons within the school district and, when appropriate, within individual attendance centers.

The identification procedures established by the board of directors of a school district shall not provide that any one particular criterion prohibits a student from participating in the school district's program for gifted and talented children.

A school district shall make all reasonable efforts to identify gifted and talented children among all student populations, including students participating in special education and students who are English learners.

References: Iowa Code 257.42, Iowa Administrative Code 281-59.4, Senate File 2220

Universal Screening

Please indicate what, if any, universal screening measure and process is used in your school district for gifted and talented services (example: ISASP scores are reviewed yearly to look for patterns of advanced achievement or potential for advanced achievement). If the measure is specific to a grade level, please indicate. If you do not use a universal screening measure, please indicate with “N/A”

Explanation

School districts are encouraged to include universal screening within their identification procedures.

References: Iowa Code 257.42, Senate File 2220

Services

Please detail the gifted and talented services, beyond the scope of what is provided in the regular school program, for each grade level. Please indicate the identification measure that aligns to the provided service.

Explanation

Services must align with the gifted and talented child's identification data. The educational services must correspond to the academic strengths and interests of the gifted and talented child. 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, 257.42, Senate File 2220

Cognitive Needs

Please explain how your gifted and talented program addresses the cognitive needs of your identified students.

Explanation

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.

Character Development

Please explain how your gifted and talented program addresses the character development of your identified students.

Explanation

Character development means addressing common challenges of gifted and talented children and promoting skills to support personal growth and academic success.

References: Iowa Code 257.42, Senate File 2220

Growth Measures

Please explain what efforts your school district is making to provide gifted and talented services that promote academic growth in identified gifted and talented students. If applicable, please include any specific measures your district uses to determine growth of your identified gifted and talented students.

Explanation

School districts shall make all reasonable efforts to provide educational services to each gifted and talented child that promote the academic growth in the gifted and talented child's academic strengths.

References: Iowa Code 257.42, Senate File 2220

Staffing

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

Explanation

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

References: Iowa Administrative Code 281-59.4

In-Service Design

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

Explanation

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

References: Iowa Administrative Code 281-59.4

Professional Development

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

Explanation

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.

References: Iowa Administrative Code 281-59.4

Evaluation

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

Explanation

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.

References: Iowa Administrative Code 281-59.4