



Talented and Gifted Program Guide

Winterset Community Schools

2015-2016

Talented and Gifted Program Guide

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**Winterset Community Schools
Talented and Gifted Program Guide
Program Review 2015-16**

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District Mission Statement

The mission of the Winterset Community School District is to continually improve the learning environment to empower all students to achieve personal excellence.

District Vision Statement

The vision of the Winterset Community School District is to be renowned for its progressive curriculum and innovative instructional practices. This vision is centered on creating an environment dedicated to empowering all students to achieve individual excellence. This excitement will be fostered by: State of the Art Facilities, Teaching and Learning, Advanced Technology, Community Partnerships, and Financial Stability.

NOTIFICATION OF NON-DISCRIMINATION POLICY STATEMENT

It is the policy of the Winterset Community School District not to illegally discriminate on the basis of race, color, national origin, sex, 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, 110 West Washington, Winterset Iowa, (515) 462---2718.

Talented and Gifted (TAG) Program Process and Beliefs

TAG Program Guide Development Process

The Talented and Gifted Program was reviewed in the fall of 2015 and approved by the Board of Education on December 14, 2015. The primary purpose of this program review was to document District beliefs and practices of the program. The review team used the Talented and Gifted Program Self-Audit process to focus on the seven minimum requirements for a TAG program according to Chapter 12 of the Iowa Administrative Code. Input from parents and students gathered from the self-audit reflection process during 2014-15 and at parent meetings was also included in the review. Additional resources for the program review included the National Association for Gifted Children Programming Standards (2010) and the Belin-Blank Center at the University of Iowa College of Education.

TAG Program Mission Statement

The mission of the Winterset Community Schools Talented and Gifted Program is to provide meaningful and life-long experiences that nurture and support the strengths and needs of all gifted learners.

TAG Program Vision Statement

Nurturing potential, one student at a time,
through skills, talents, passions, and future career pathways.

Definition of Talented and Gifted

Iowa Code 257.44

“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 who demonstrate 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.

TAG Program Beliefs and Practices

The District believes

- Gifted learners learn best with appropriate rigor and relevance.
- Gifted learners learn best when they are supported in the social/emotional domain to best develop and promote self-direction.
- Gifted learners need opportunities to explore their skills, passions, talents, interests, and career pathways.

To ensure that each child has equal opportunity to receive a suitable program of educational experiences, the District commits to the following:

- Instruction in the core classroom is an integral and important element of a gifted student's education.
- Differentiation will occur in the core classroom to provide continuous levels of challenge for all students, including those with unique gifts and talents.
- In addition to the core classroom, a range of instructional settings will be available for specialized instruction that is integrated with the core curriculum and supportive of the intellectual, social, and emotional needs of gifted and talented students.
- Educational enrichment for gifted and talented students will provide opportunities to explore skills, passions, interests and career pathways, while stressing the development of independent and self-directed learners who continuously question, analyze, synthesize, and evaluate information and ideas.
- A Personal Education Plan (PEP) will be developed in collaboration with the student, parents, teachers, and school staff to meet the gifted learner's needs.

Standards, Program & Performance Goals and Measures

Gifted Programming Standards National Association for Gifted Children, 2010

(Source: www.nagc.org)

Standard 1: Learning and Development

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Standard 2: Assessment

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Standard 3: Curriculum Planning and Instruction

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Standard 4: Learning Environments

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Standard 5: Programming

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Standard 6: Professional Development

All educators build their knowledge and skills using the NAGC Teacher Standards for Gifted and Talented Education and the Iowa Teaching Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standards.

Teacher Performance Goals of the Talented and Gifted Program

1. Understand and apply knowledge of the historical, legal, and conceptual foundations of gifted education.
2. Apply comprehensive knowledge of the cognitive, social, and emotional characteristics and needs of talented and gifted students.
3. Strive to understand and apply knowledge of assessment issues relevant to gifted and talented students, including identification, diagnosis, and evaluation.
4. Understand and apply knowledge of systematic program and curriculum design.
5. Create a learning environment that reflects research-supported instructional practices.
6. Collaborate and communicate with students and parents/guardians, colleagues and administrators, professionals in business, industry, and universities; and the public to support the education of gifted and talented students.
7. Fulfill professional roles and responsibilities by understanding legal and ethical issues relevant to the education of talented and gifted students.

Student Performance Goals of the Talented and Gifted Program

The student will

1. Develop critical thinking skills in academics, technology, problem solving, social skills, and life skills by knowing his/her learning style.
2. Create products, presentations, and skills in accordance with his/her identified capabilities, skills, passions, and/or future career pathway.
3. Develop research and communication skills in his/her avenues of interest for him/herself or the student body.
4. Enhance his/her self-concept and maintain positive relationships with others through leadership, cultural opportunities, inter-generational experiences, or social situations.
5. Strive to become an autonomous learner capable of self-evaluation
6. Exhibit a growth mindset by challenging oneself and honing skills in general intellectual abilities, specific academic aptitudes, creativity, leadership, visual arts, performing arts, or cultural activities.
7. Develop civic responsibilities through leadership seminars, volunteerism, presentations, dialogue, or study in various areas.

Student I Can Statements

Goal Area: Self-Awareness and Personal Competence

- I can build relationships with same-age peers based on shared interests, abilities, and experiences.
- I can access community resources to support cognitive and affective needs.
- I can self-advocate by communicating my needs effectively to relevant adults.
- I can consistently persevere through challenges with an attitude of self-efficacy.
- I can express confidence in my strengths and view myself through a positive lens.
- I can view struggle as an opportunity to learn.
- I can demonstrate responsible independence in a variety of areas.
- I can express curiosity through inquiry.
- I can take responsible academic and creative risks.
- I can identify my strengths, interests, identities, and needs.

Goal Area: Talent Development and Thinking Skills

- I can identify a real-world problem and select an appropriate model for solving it.
- I can develop creative thinking skills, including divergent and convergent thinking.
- I can develop and apply criteria for self-evaluation.
- I can apply and transfer new learning via the Iowa Core Curriculum in a variety of contexts across disciplines within and outside the classroom setting.
- I can analyze and evaluate key concepts in each discipline.
- I can investigate and analyze various thematic threads within and among the disciplines.
- I can apply process skills to develop in my area(s) of talent and/or interest.
- I can consistently produce high-quality work.
- I can apply and transfer new learning in a variety of contexts across disciplines within and outside of the classroom setting.
- I can list and explain the various ways that people learn.
- I can evaluate my own learning preferences.
- I can identify and apply learning strategies appropriate to my learning preferences.
- I can explore and consider unfamiliar learning approaches.
- I can initiate explorations in my area(s) of talent and/or interest.

Goal Area: Communication and Social Competence

- I can consistently demonstrate respect for others' ideas, perspectives, and needs, regardless of perceived intellectual ability.
- I can build positive peer relationships by consistently demonstrating respect for others' ideas, perspectives, and needs.
- I can initiate positive social interactions with a variety of peers.
- I can demonstrate awareness of different leadership styles.
- I can demonstrate leadership skills appropriate to my own strengths, interests, and needs.
- I can communicate learning effectively in oral, written, interactive, and technological contexts.
- I can understand the beliefs and values of various cultures.

Program Goals and Performance Measures

Program Goal 1-The Winterset Schools Talented and Gifted Program will provide programming options to help meet the needs of the identified students' cognitive and affective needs.

Measurement Plan:

- Gifted Personal Education Plans (PEP)
- Student achievement data (i.e., Iowa Assessments standard scores year to year)
- Access to courses and activities aligned to students' abilities, skills, interests, and future career pathways

Program Goal 2-The Winterset Schools Talented and Gifted Program will identify students on the basis of cognitive ability using multiple criteria in a valid and systematic way.

Measurement Plan:

- Review of identification process
- Review of identification criteria and supporting documentation

Program Goal 3-The Winterset Schools Talented and Gifted Program will provide professional development opportunities for the teaching staff in differentiation strategies to better serve identified students.

Measurement Plan:

- Collaboration with teaching staff
- Modeling and demonstration of strategies appropriate to the gifted learner
- Professional development schedule

Program Goal 4-The Winterset Schools Talented and Gifted Program will seek continuous review and reflection to improve the program.

Measurement Plan:

- Review at least two sections of the Self-Audit Reflection Tool annually
- Study high performing TAG programs and conduct a needs assessment
- Make improvements based on the Self-Audit Reflection Tool and needs assessment
- Seek input from parents and faculty through the Self-Audit Reflection Tool and from students through their Personal Education Plan
- Address gaps

Identification Procedures for Talented and Gifted

The goal of the identification process is to recognize and support gifted learners.

The district will use valid and systematic procedures, including multiple selection criteria, for identifying gifted and talented students from the total student population. (Iowa Administrative Code 281.12.5)

Identification in Grades K-3:

- Teachers will consult with their PLC and the TAG consultant to identify advanced learners for enrichment and extended learning services.
- All relevant data (i.e., classroom and standardized assessments, teacher and parent surveys, teacher and parents observations, parent and teacher checklists, interest inventories) are reviewed.
- Teachers will provide appropriate learning activities and strategies for advanced learners within the classroom, differentiating instruction and accommodating the advanced learner's needs.
- The District's Multi-Tiered System of Supports (MTSS) process will be utilized to determine learning supports beyond the classroom.
- Appropriate services will be determined by the MTSS Team.

Identification in Grades 4-12:

- The Cognitive Abilities Test (CogAT) screener assessment will be administered to all students in 3rd grade in late winter.
- Students scoring at Stanine 9 on the screener will comprise the TAG pool of students in grades 4, 5, and 6. Students scoring in Stanine 8 will be considered with additional data: Iowa Assessments, classroom performance, teacher recommendation.
- Students scoring at the 95th percentile on Iowa Assessments in reading and math in 6th and 8th grades may be further tested with the Cognitive Abilities Test Screener if both parent and student are interested in the TAG program.
- TAG identification grades 7-12 will be based upon
 - CogAT score of Stanine 9 on the composite score
 - CogAT score of Stanine 8 will be considered with strong evidence from the following list:
 - Iowa Assessment scores
 - ACT, PSAT, and "early ACT"
 - Other available building data
 - Teacher surveys and observations, including classroom assessments in content areas
 - Parent survey and observations
 - Student interview and interest inventory

- At the District’s discretion, on a bi-annual basis, students in grades 4-6 may be offered the opportunity for online above-grade level testing through the Belin-Blank Center.
 - The extremely challenging assessment includes four sections covering science, mathematics, reading, and English.
 - The purpose is to discover exceptionally talented students and to provide recommendations to schools about appropriately challenging programs.
 - Test scores are also used to qualify students for summer, weekend, and school year programs provided by the Belin-Blank Center and other state and national institutions.
- Talented and Gifted Program Participation begins with written parent permission. Program options for the student will be discussed at an initial parent meeting with the TAG teacher.
- A Personal Education Plan (PEP) will be developed in collaboration with the student, parents, and district faculty and staff.
- Students new to the district whose school records indicate participation in a TAG program at their last placement will be identified for Winterset’s program.
- Students new to the district who desire consideration for TAG placement will be evaluated by the list below. The Cognitive Abilities Test screener will be given if other data indicates possible placement. The TAG teacher, in consultation of the MTSS team, will make the recommendation to the principal regarding placement.
 - Previous school records
 - TAG program participation (including CogAT scores)
 - Iowa Assessments
 - Other school academic records
 - Teacher recommendation

Differentiated Programming for the Talented & Gifted Student

Grades K-3 options available as appropriate:

1. Differentiation in the core classroom by the general education teacher in consultation with TAG teacher
2. Independent study opportunities in consultation with the TAG teacher
3. Small group enrichment
 - a. Affective domain, including social emotional awareness, knowledge, and soft skills
 - b. Subject differentiation by student interest, skills, talents
4. Mentoring
5. Grade-based acceleration
6. Content-based acceleration

A Personal Education Plan (PEP) for each identified TAG student (grades 4-12) will be developed in collaboration with the student, parents, core classroom teacher(s), the TAG teacher, and others as deemed appropriate. The PEP will be reviewed and updated annually.

- Description of the student's talents, skills, interests, and potential career path
- Input from the student, parent, and faculty
- Goal setting and end-of-the-year reflection
- Course enrollment planned for the year
- Enrichment learning activities planned for the year
- Multi-year education plan, including Acceleration Plan, as appropriate

Grades 4-6 options available and documented on student Personal Education Plan (PEP)

1. Differentiation in the classroom by the general education teacher in consultation with TAG teacher
2. Independent study opportunities by the general education teacher in consultation with TAG teacher
3. TAG students clustered in the general education classroom in consultation with the TAG teacher & principal
4. Pullout class for identified TAG students
 - a. Affective domain, including social emotional awareness, knowledge, and soft skills
 - b. Subject differentiation by student interest, skills, talents, and future career pathways
5. Field trips, as educationally appropriate
6. Contests managed collaboratively by classroom teacher & TAG teacher
7. Grade-based acceleration
8. Content-based acceleration

Grades 7-8 options available and documented on student Personal Education Plan (PEP)

1. Differentiation in the classroom by the general education teacher in consultation with TAG teacher
2. Independent study opportunities by the general education teacher in consultation with TAG teacher
3. TAG students clustered in the general education classroom in consultation with the TAG teacher & Principal
4. Pullout seminar for identified TAG students
 - a. Affective domain, including social emotional awareness, knowledge, and soft skills
 - b. Subject differentiation by student interest, skills, talents, and future career pathways
5. Field trips, as educationally appropriate
6. Contests managed collaboratively by classroom teacher & TAG teacher
7. Grade-based acceleration
8. Content-based acceleration
9. After school programming for enrichment

Grades 9-12 options available and documented on student Personal Education Plan (PEP)

1. Content-based acceleration
2. Differentiation in the classroom through consultation between the classroom teacher & TAG teacher
3. Pullout class (seminar) for affective education taught by TAG teacher
4. Field trips, as educationally appropriate
5. Concurrent Enrollment, Advanced Placement (AP) classes, Post-Secondary Educational Opportunity (PSEO) managed by school counselor and TAG teacher
6. Independent study opportunities managed by TAG teacher
7. Competitions initiated by the subject matter specialist (e.g., Science Bowl by the science teacher)
8. The TAG teacher provides small group instruction and/or additional opportunities based on students' needs and interests
 - Special projects
 - Grant funded opportunities
 - Interest groups
 - Assistance with college searches and preparation
 - Career exploration
 - Academic contests and competitions
 - After school programming for enrichment

Differentiated Programming for the Talented and Gifted Student

Tier 1 100% of Student Population	Tier 2 TAG Identified 4-7% of Student Population	Tier 3 Acceleration Options 1-3% of Student Population
Universal Core Instruction Differentiated in response to learner's needs	Universal Core Instruction Differentiated in response to learner's needs	Universal Core Instruction Differentiated in response to learner's needs
WIN Targeted to learner's needs	WIN Targeted to learner's needs	WIN Targeted to learner's needs
<ul style="list-style-type: none"> - Consultation PK-12 - Cluster grouping - 3rd Push in/Small group - Learning Activities 4-12 <ul style="list-style-type: none"> • Clubs • Competitions - District math acceleration begins grade 7 - Concurrent Enrollment grades 11 & 12 - PSEO grades 11 & 12 - Advanced Placement (AP) District offerings grades 11 & 12 	<ul style="list-style-type: none"> - Consultation PK-12 - Cluster grouping - Formal identification end of 3rd grade using the Cognitive Abilities Test (CogAT) screener - Optional above-level testing, grades 4-6, Belin-Blank Center - Development of Personal Education Plan (PEP) - Targeted Enrichment <ul style="list-style-type: none"> • Grades 4-8 Push in/Pull out • Grades 9-12 Seminar • Extended Learning Activities 4-12 <ul style="list-style-type: none"> ○ Clubs ○ Competitions ○ Special interest and projects • 1:1 Support <ul style="list-style-type: none"> ○ Social/emotional ○ Mentoring ○ College and career planning - District math acceleration begins in grade 7 (See p. 14) 	<ul style="list-style-type: none"> - Consultation PK-12 - Cluster grouping - Formal identification end of 3rd grade using the Cognitive Abilities Test (CogAT) screener - Optional above-level testing, grades 4-6, Belin-Blank Center - Development of Personal Education Plan (PEP) - Targeted enrichment <ul style="list-style-type: none"> • Grades 4-8 Push in/Pull out • Grades 9-12 Seminar • Extended Learning Activities 4-12 <ul style="list-style-type: none"> ○ Clubs ○ Competitions ○ Special interest and projects • 1:1 Support <ul style="list-style-type: none"> ○ Social/emotional ○ Mentoring ○ College and career planning - District math acceleration begins in grade 7 (See p. 14)

	<ul style="list-style-type: none"> - By Iowa Code TAG identified students are eligible for the following beginning in grade 9. The typical TAG student enrolls in grades 11 & 12. - Concurrent Enrollment grades 11 & 12 - Advanced Placement (AP) grades 11 & 12 <ul style="list-style-type: none"> • District offerings • Belin Blank & Iowa Online - Post Secondary Educational Opportunity (PSEO) grades 11 & 12 	<p>Exceptional Learner</p> <ul style="list-style-type: none"> - By Iowa Code TAG identified students are eligible for the following beginning in grade 9. The exceptional learner may benefit from advanced enrollment in grades 9 & 10. - Concurrent enrollment 9 & 10 - Advanced Placement (AP) 9 & 10 <ul style="list-style-type: none"> • District offerings • Belin Blank & Iowa Online - Post-Secondary Educational Opportunity (PSEO) 9 & 10 - Acceleration Options (may be based upon the Iowa Acceleration Scale K-8) <ul style="list-style-type: none"> • Grade-based • Content-based - Unique situations on a case by case basis - Requires Acceleration Request form (See p. 22)
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Math Acceleration Letter to Parents

Dear Parents and Guardians,

Winterset Community School District offers accelerated math courses in 7th and 8th grade. The goal of our accelerated math courses is to provide equal access to rigorous opportunities for all of our students. Please keep in mind that regardless of placement, teachers work to provide a rigorous learning environment with appropriate scaffolds so that all students are given the opportunity to excel and experience success.

I would also like to reassure you that even if your child is not placed in an accelerated math class as a junior high student, they will NOT be behind as they prepare for high school and post secondary opportunities. Students who enroll in 7th grade Course 2 Math and progress successfully to the next level each year will still have the opportunity to enroll in courses up through and including College Statistics and AP Calculus by their senior year in high school.

In order to ensure that a child is placed in the appropriate math class for the upcoming school year, our experience has helped us identify specific criteria that are strong indicators a child is ready for an accelerated program. When students meet three of the four criteria listed below, they will be considered for initial placement in 7th Grade Accelerated Math and 8th Grade Algebra I.

Data Point	7 th Grade Accelerated Math Indicators of Probable Success	8 th Grade Algebra I Indicators of Probable Success
Iowa Assessments	270 Standard Score (6 th grade results)	286 Standard Score (7 th grade results)
Skills Iowa	80% Spring test	80% Spring test
Class Grade (%)	90% average or higher in 6 th grade math	83% B average or higher in 7 th grade accelerated math
Math Placement Test	Top 30% of the class	Top 30% of the class

We will be visiting with students about these criteria at the beginning of the 4th quarter. We would also like you to take some time to visit with your child as well. Your child's placement results will be sent home via messenger in June. Please let me know if you have any questions, and we look forward to serving your student next year!

Sincerely,

Junior High School Principal

Acceleration Decision-Making Process

Winterset uses the Multi-Tiered System of Support (MTSS) systematic process to identify students who may benefit from acceleration beyond grade level core instruction.

General process for consideration of acceleration:

- Tier One: The classroom teacher provides universal core instruction, including opportunities for differentiated small group and varied independent practice based on student needs. Flexible grouping and learning tasks are adjusted based on classroom formative assessment, student readiness and interests, and learning profile. This includes WIN groups and overall scheduling of students based upon their academic programming.
- Tier Two: Students are identified as TAG based upon the Cognitive Abilities Test (CogAT) at the end of third grade; an extended learning plan is collaboratively developed for each student by the student, the teacher, and the family. These students receive targeted enrichment in the classroom, push in and pull out services by the TAG teacher, extended learning activities, and one to one support.
- Tier Three: If the classroom teacher, in collaboration with the grade level or content Professional Learning Community (PLC) and the TAG teacher, determines that the student may benefit from acceleration opportunities, the teacher initiates the Multi-Tiered System of Supports decision-making process. The family may also request consideration of acceleration options. An Acceleration Request form must be completed and recorded with the student's TAG documentation.
- The MTSS team will consist of the classroom teacher, TAG teacher, AEA personnel (optional), school counselor, administration, parents, and/or others as deemed necessary to the decision-making process.
- The MTSS team will collect the following data, as appropriate:
 - Explanation/narrative of the student's strengths and areas of concerns in comparison to grade-level peers
 - Family Information (conducted by the school counselor)
 - Student interview
 - Parent questionnaire and/or interview
 - Cultural considerations that may impact learning (e.g., religious, former schooling)
 - Accommodations & differentiation already in place
 - Appropriateness of curriculum for the student
 - Appropriateness of differentiation strategies for the student
 - Success of the accommodations and differentiation (consider time, intensity, delivery, materials)
 - Cognitive Abilities Test (CogAT)
 - Iowa Acceleration Scale K-8 (if acceleration is being considered)
 - Iowa Assessments (performance and expected growth data)
 - Samples of student work
 - Formative and summative classroom performance data
 - District determined additional assessments, e.g., Iowa Algebra Aptitude, ACT
 - School records from previous attendance centers
 - Medical records review (e.g., developmental concerns)
 - Testing results from outside agencies

- The MTSS team will analyze the collected data to determine if the student may benefit from acceleration. A further determination will be made to determine the type of acceleration that is best suited to meeting the student's needs.
- Options are presented to the student and the family who will consider the academic, social/emotional, and college and career readiness impact of each option.
- If the student and family choose acceleration, a long-range plan is developed to determine the student's academic plan leading to graduation. The plan will include a start date, how it will be implemented, and who will be responsible for implementation.
- Progress will be monitored by the TAG teacher and school counselor. Regular family meetings will be scheduled throughout the duration of the plan.

The Winterset Acceleration Request form can be found on page 22.

ACCELERATION PROCEDURAL FLOW CHART

District Mission
It is the mission of Winterset Community Schools to continually improve the learning environment to empower all students to achieve personal excellence

**Winterset CSD
Acceleration Options**

Grade-Based

- Whole grade

Content-Based

- Single-subject acceleration
- Online/Blended Courses
- Concurrent Enrollment
- Advanced Placement
- Post-Secondary Educational Opportunity (PSEO)

Multi-Tiered System of Supports
(Data Collection & Decision Making)

- As appropriate:
- Cognitive Abilities Test
 - Iowa Assessments
 - Iowa Acceleration Scale
 - Above-Grade Level Testing
 - End of Course Assessments

Acceleration Selection

Implementation Plan

Provide Service

Monitor Progress

Review Plan

Types of Acceleration

(as described by the Belin-Blank Center, University of Iowa)

Whole Grade: A student is considered to have grade skipped if he/she is given grade-level placement ahead of chronological-age peers. One type of whole-grade acceleration occurs when a child, who has completed a grade level, is placed two grade levels ahead at the beginning of the next year. Another type occurs when a student completes the first semester of a grade and is moved to the next grade level at the start of the second semester of the same school year.

Single Subject Acceleration: This practice allows students to be placed in classes of older peers for a part of the day in one or more content areas. The student physically moves to a higher-level class for instruction (e.g., a second grade student going to a fifth grade reading group).

Online/Blended Courses: The student enrolls in online or blended coursework.

For 7-8: <http://www2.education.uiowa.edu/belinblank/students/ioapa/MiddleSchool.aspx>

For 7-12: <http://www.apexlearningvs.com/courses/catalog?state=Iowa&subject=3>

Iowa Learning Online with TAG support: <http://www.iowalearningonline.org/courses.cfm>

Concurrent Enrollment: The student takes a course at one level and receives credit for a parallel course at a higher level (e.g., taking algebra at the middle/junior high school level and receiving credit at both the middle/junior high school and the high school level, or taking a high school chemistry course and receiving credit for a university course upon successful completion.

Advanced Placement Enrollment: The Advanced Placement program offers college-level coursework for students. AP exams allow students to earn university credit and/or advanced university standing based on the examination score and the university's policies regarding Advanced Placement credit. Students enroll in an Advanced Placement courses offered within the district or through Iowa Learning Online. Students are responsible for the AP testing fee.

Post-Secondary Educational Opportunity (PSEO): Students who are on track to graduate and/or accelerated in their course work may elect to take a course through the PSEO program. Requirements for enrollment in a PSEO course are junior or senior standing OR freshman or sophomore TAG-identified student. Students who fail to pass or complete the course must reimburse the school \$250. See the Winterset High School Career and Educational Course Guide for the most up-to-date information.

Other Flow Chart Definitions & Information

Multi-Tiered System of Supports: The purpose of Winterset's MTSS process is to ensure that all students' academic and behavioral needs are being met in the classroom through rigorous, differentiated instruction. In the case of gifted or high-level learners, the MTSS process allows for the identification of students whose needs may not be met through their differentiated classroom instruction. Through the MTSS process, classroom teacher(s), TAG teacher, parents, and administrators work collaboratively to examine and discuss assessment data to develop a plan to best meet the needs of individual students. The data collection may include, but is not limited to, student and family interviews and considerations, Cognitive Abilities test, Iowa Assessments, other District selected assessments (e.g., Iowa Acceleration Scale), classroom formative and summative assessments, samples of student work, end-of-course assessments, response to current accommodations and differentiation, and observations.

Iowa Acceleration Scale: The Iowa Acceleration Scale (IAS) K-8 is a tool used in the process for determining the appropriateness of whole-grade acceleration. The IAS is an objective guide to considering and implementing academic acceleration. The guide was developed and tested by the Belin---Blank Center at the University of Iowa and ensures that acceleration decisions are systematic, thoughtful, well-reasoned, and defensible. The IAS is completed collaboratively by the TAG teacher, classroom teacher, parents, administrator, and/or other team members.

More information can be found at <http://www.accelerationinstitute.org/resources/ias.aspx>

Implementation Plan: The plan is developed in collaboration among the student and his/her parents, classroom teacher, TAG teacher, school counselor, and administrator. In the case of single subject acceleration, a four to six year plan will be developed in the PEP. The implementation plan will include

- the specific type of acceleration
- the student's goal for acceleration
- procedures for monitoring student progress, including
 - how the progress will be monitored
 - who will monitor the progress
- when and how often the MTSS team will meet for plan review
- transition plan (explanation of how the student will transition from the current placement to the accelerated placement)

Winterset High School Concurrent Enrollment & Advanced Placement Offerings

Check the Winterset High School Career and Educational Course Guide for the most up-to-date course offerings.

Concurrent Enrollment (dual credit with DMACC)

Social Studies Department

US History Since 1877 (DMACC HIS 153)

American Government (DMACC POL 111)

Introduction to Psychology (DMACC PSY 111)

Developmental Psychology (DMACC PSY 121)

English Department

Introduction to College Literature (DMACC LIT 101)

Composition I (DMACC ENG 105)

Composition II (DMACC ENG 106)

Advanced Composition (AP) (DMACC ENG 105 & ENG 106)

Advanced Literature (AP) (DMACC LIT 185)

Math Department

Statistics (DMACC MAT 157)

Pre-Calculus (DMACC MAT 129)

Calculus (DMACC MAT 211)

Science Department

Anatomy & Physiology (DMACC BIO 168 & BIO 173)

Advanced Biology (AP) (DMACC BIO 112 & BIO 113)

Introduction to Engineering Design (PLTW) (DMACC EGT 400)

Principles of Engineering (PLTW) (DMACC EGT 410)

Digital Electronics (PLTW) (DMACC EGT 420)

Career and Technical Courses

Survey of Animal Industry (DMACC AGS 113)

Principles of Agronomy (DMACC AGA 114)

Certified Nurses Aide (DMACC HSC 172)

Advanced Nurses Aide (DMACC HSC 182)

Medical Terminology (DMACC HSC 120)

Construction Trades (DMACC CON 333, CON 334, CON 336, CON 337, CON 338)

Advanced Placement

Calculus AB

English Literature & Composition

Biology

Iowa Learning Online

Iowa Learning Online (ILO) is an Iowa Department of Education program which partners with local schools to expand student distance learning opportunities. In addition to providing a central, credible source for online coursework, ILO benefits TAG students by providing courses or advanced subjects that otherwise would not be available in the district. Students are enrolled in ILO courses through their local school or district. Students may enroll in these courses, free of charge, during the regular school year. All courses are taught by Iowa licensed and appropriately endorsed teachers. Students who fail to pass or complete the course must reimburse the school \$350.

The list of courses can be accessed at <http://www.iowalearningonline.org/courses.cfm>



WINTERSET COMMUNITY SCHOOL DISTRICT

Student Name: _____ Grade: _____ Date: _____

Home Phone Number: _____ Parent Email: _____

Person Requesting Acceleration: _____ Relationship with Student: _____

Tier 3 Acceleration Request (check those that apply)

See TAG Program Guide – Acceleration for specific definitions

Grade--based

- Whole-grade acceleration

Content--based

- Single-subject acceleration
- Online/Blended courses
- Concurrent Enrollment
- Advanced Placement courses
- Post-Secondary Enrollment Opportunity

Acceleration Request Goal Statement:

This document initiates the steps established in the Acceleration Guide, beginning with the MTSS process and a review of data at the building level. It is not a guarantee of acceleration.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Tag Teacher Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Staffing Provisions

Winterset Talented and Gifted Program is staffed by one and a half time fully certified teachers who both hold the PK-12 Talented and Gifted endorsement.

The half-time teacher

- Serves as consultant for classroom teachers in grades K-6
- Serves as consultant for the MTSS process in grades K-6
- Provides specific TAG instruction for students in grades 4-6
- Provides independent study, mentoring, and other enrichment opportunities for students in grades K-6
- Supports students and parents with other resources, such as the Belin-Blank Center for Gifted Education and Talent Development at the University of Iowa

The full-time teacher

- Serves as consultant for classroom teachers in grades 7-12
- Serves as consultant for the MTSS process in grades 7-12
- Provides specific TAG instruction for students in grades 7-8
- Provides independent study, mentoring, and other enrichment opportunities for students in grades 7-12
- Serves as adviser for TAG students regarding course selection, acceleration, and advanced learning opportunities
- Sponsors TAG related projects, clubs, and field trips
- Serves as the district's Advanced Placement coordinator
- Supports students and parents with other resources, such as the Belin-Blank Center for Gifted Education and Talent Development at the University of Iowa

In-service Design for Talented and Gifted Program

I. Talented and Gifted Teachers

A. Formal

1. Attend annual Iowa Talented and Gifted Conference
2. Participate in any other relevant professional development (e.g.: TAG Academy, Heartland AEA workshops, and Professional Learning Communities)
3. Talented and Gifted Agora through Heartland AEA

B. Informal

1. Gifted ListServ sponsored by the Belin and Blank Center found at LISTSERV@list.uiowa.edu> Contact: Dr. Laurie Croft (laurie-croft@uiowa.edu)
2. Review websites and periodicals
 - a. Iowa Talented and Gifted Association: www.iowatag.org
 - b. The University of Iowa, Belin-Blank Center for Gifted Education and Talent Development: www.education.uiowa.edu/belinblank/
 - c. Iowa State University, Office of Precollegiate Programs for Talented and Gifted: (OPPTAG) www.opptag.iastate.edu
 - d. National Association for Gifted Children: www.nagc.org
 - e. Supporting Emotional Needs of the Gifted: www.sengifted.org
 - f. Iowa Talented and Gifted News Magazine
 - g. Any other relevant website and periodical

II. All other Winterset Community Schools faculty:

A. Formal

1. TAG teachers present a review of the program early in the school year at a faculty meeting. This will be done annually for each building.
2. TAG teachers provide review of the nature and needs of the gifted student as well as techniques for differentiating in the classroom as requested at faculty meetings.
3. TAG teachers provide ongoing in-service as needed for individual teachers requesting specific advice on differentiation in a particular learning situation.
4. TAG teachers provide ongoing in-service as needed for individual teachers requesting advice for differentiating for a particular student.

B. Informal

1. TAG teachers provide faculty with relevant articles regarding gifted education.
2. TAG teachers provide faculty with relevant websites or other information to help with differentiation.
3. TAG teachers provide information regarding grants and contests as discovered through research on relevant gifted websites.
4. A resource of postings will be kept on Edmodo and on the district's TAG website.
5. TAG teachers provide resources to faculty during MTSS meetings.

Talented and Gifted Program Evaluation

The TAG PLC will implement a “constant conversation” process to continuously monitor the Talented and Gifted Program. Summative evaluations will be conducted annually, and a full program review with a district administrator will occur every six years. The last full program review was conducted 2015-16 school year.

Formative Evaluation	
Constant Conversation Questions	Data Sources and Adaptions
What do data tell us about our student learning needs?	<ul style="list-style-type: none"> • Classroom performance • Enrichment (small group) performance • Extended learning involvement • Teacher observation • Student questionnaire • Parent observation and questionnaire • School and community involvement • Attendance and behavior records • District assessments • Iowa Assessments • Belin-Blank Assessment • Cognitive Abilities Test (screener) • Iowa Acceleration Scale K-8 • Other national assessments (i.e., ACT, PSAT)
What do/will we do to meet student learning needs?	<ul style="list-style-type: none"> • Consultation between classroom teacher and TAG teacher • Classroom differentiation • Adaptions in the student’s Personal Education Plan (PEP) • PLC collaboration • Course selection • Cluster grouping • Enrichment (small group) • Extended learning opportunities • 4-year planning • Single subject acceleration • Grade acceleration • Advanced Placement • Mentoring • Online/blended learning • Post-Secondary Educational Opportunity
How do/will we know student learning has changed?	<ul style="list-style-type: none"> • Classroom performance • Enrichment (small group) performance • Extended learning involvement • Teacher observation • Student questionnaire and reflection • Parent feedback

	<ul style="list-style-type: none"> • School and community involvement • Attendance and behavior records
Summative Evaluation	
How will we evaluate our programs and services to ensure improved student learning?	<p>Annual evaluation: At least 2 sections of the self-audit reflection tool will be reviewed each year. Each area will be reviewed twice in a 6-year cycle.</p> <ul style="list-style-type: none"> • 2015-16 & 2018-19 <ul style="list-style-type: none"> - Identification of students - Goals and performance measures - Differentiated program • 2016-17 & 2019-20 <ul style="list-style-type: none"> - Public relations - Budget - In-service design • 2017-18 & 2020-21 <ul style="list-style-type: none"> - Review and evaluation - Staff qualifications
Full Program Review 6-year cycle	
Adaptions to Program Goals and Gifted Programming, resulting from the 2015-16 Program Review	<ul style="list-style-type: none"> • Reviewed and adopted national standards • Identified teacher and student performance goals • Aligned TAG student “I can” statements with district goals and initiatives • Clarified performance measures • Specified and delineated identification procedures to include multiple selection criteria • Specified for students and clarified for parents differentiated programming options • Defined and described acceleration options • Established the acceleration decision-making process, including a procedural flow chart and application of the Multi-Tiered System of Supports process • Created program guide for the school community and public. Includes TAG procedures and resources

Resources for the Talented and Gifted Students, Families, and Educators

Listed below are useful websites for faculty, parents, and students:

Acceleration Institute. <http://www.accelerationinstitute.org/>

Belin Blank Center at the University of Iowa offers summer and school-year opportunities for students as well as talent search tests. <http://www.education.uiowa.edu/html/belinblank/>

Center for Talent Development, Northwestern University. <http://www.tip.duke.edu/>

Davidson Institute for Talent Development. <http://www.davidsongifted.org/>

Hoagie's Gifted Education Page. www.hoagiesgifted.org

Hollingworth Center for Highly Gifted Children. <http://www.hollingworth.org/>

Gifted Development Center. <http://www.gifteddevelopment.com/>

Iowa Talented & Gifted Association. Includes legislative support, conferences, and newsletters. <http://www.iowatag.org/>

Johns Hopkins Center for Talented Youth. <http://cty.jhu.edu/>

National Association for Gifted Children keeps track of gifted issues from the national level. <http://www.nagc.org/>

Neag Center for Creativity, Gifted Education, and Talent Development, University of Connecticut. <http://www.gifted.uconn.edu/>

Northwestern University Center for Talented Development, website for the particularly profoundly talented. Also includes the link to the book *Ge*. <http://www.ctd.northwestern.edu/>

Purdue University Gifted Education Resource Institute. <http://www.geri.education.purdue.edu/>

Stanford University's Education Program for Gifted Youth (EPGY). <http://epgy.stanford.edu/>

Support Groups. E-mail lists and messages from parents of gifted children around the US and the world. <http://gtworld.org/> and <http://www.tagfam.org/>

Supporting Emotional Needs of the Gifted. This organization provides resources and parent groups. <http://www.sengifted.org/>