

Du Quoin Community Unit Schools, District 300



Du Quoin Elementary School

Talented and Gifted (TAG) Program

Acceleration Placement Procedures

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Philosophy

The Du Quoin Community Unit Schools, District 300 Board of Education believes that all students across the achievement spectrum should be challenged and supported to develop their potential. For some students needing a higher level of instruction, that can be best achieved by affording them access to curricula and learning environments more commonly provided to older students. This policy describes the processes used for evaluating students for potential subject acceleration, advanced placement and identifying students who may be granted early entrance to Kindergarten or first grade, acceleration in one or more subject areas, or promoted to a higher grade level than their same-age peers. The policy shall be applied equitably and systematically to all students referred for acceleration regardless of race, ethnicity, gender, religion, sexual orientation, disability, gifted and talented status, multiple exceptionalities, English language proficiency or socioeconomic background.

General Intellectual Ability

The child possesses general intellectual ability, high level thought processes or divergent thinking, which is consistently superior to that of other children to the extent that he/she needs and can profit from special planned educational services beyond those normally provided by the standards school program.

Specific Aptitude/Talent

The child possesses a specific aptitude or talent in a specific academic area, creativity or the arts which is consistently superior to the aptitudes of other children to the extent that he/she needs and can profit from specially planned educational services beyond those normally provided by the standard school program.

State of Illinois Definition:

Illinois School Code Section 14/A-20 [105 ILCS 5/14A-20]. Gifted and talented children. For purposes of this Article, "gifted and talented children" means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by scoring in the top 5% locally in that area of aptitude.

National Association for Gifted Children Definition:

“Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).” *"Definitions of Giftedness." Definitions of Giftedness | National Association for Gifted Children.* National Association for Gifted Children, n.d. Web. 05 June 2017.

Du Quoin Elementary believes students identified as talented and gifted, who would benefit from specially planned educational services beyond those normally provided by the standard school program, should and need such services.

Definitions

Accelerated placement is the placement of a student at the instructional level that best matches that student’s needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the students. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status. (*Illinois Accelerated Placement Act, Public Act 100-0421*)

The Principal shall implement the Acceleration Placement Program that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, including school stakeholders and the student's parents or legal guardians;
 - a) the diverse evaluation team will gather relevant, reliable and comprehensive data in order to determine whether and what type of accelerated placement is appropriate for the referred student.
2. Notification processes that notify a student's parents or legal guardians of a decision affecting a student's participation in the accelerated placement program, and;
3. Assessment processes that include multiple valid, reliable indicators.

Gifted children are those children who consistently excel or show the potential to excel in any or all of the following areas:

- a) General intellectual ability;
- b) High level thought process (e.g. involving a variety of thinking processes applied to complex situations with complexity in analysis and synthesis);
- c) Divergent thinking skills (e.g., the ability to identify and consider multiple valid solutions to a given problem);
- d) Specific aptitude ranging in the upper 5-10% locally in language arts and/or math to the extent that they need and profit from specially planned educational services beyond those normally provided by the standard school program.

Goals

The goals of the Du Quoin Elementary School for intellectually and academically gifted and talented program are as follows:

1. To provide a coordinated, continuous, school-wide gifted program for 2nd – 4th graders.
2. To provide differentiated, enriched curriculum for identified students which develops high level thinking skills and problem-solving abilities.
3. To provide appropriate professional development for faculty and administration in the areas of identification and programming of gifted and talented students and delivery of services to those students.
4. To provide ways to deliver information and support services to parents of students in the gifted and talented program
5. To systematically evaluate the program for purposes of making program developments, curriculum analysis and improvement initiatives.

Characteristics of the Gifted and Talented

as provided by the National Association for Gifted Children

There are numerous lists of characteristics or distinguishing attributes of gifted and talented children. Teachers and parents should interpret any single lists, including the one provided, as exemplary rather than exclusive. Few gifted children will display all of the listed characteristics. Understanding the characteristics of gifted and talented children will help parents and teachers sharpen their observations of those children in two distinct ways:

- a) While characteristics do not necessarily define who is a gifted child, they do constitute observable behaviors that can be thought of as clues to more specific behaviors; and
- b) These characteristics are signals to indicate that a particular child might warrant closer observation and could require specialized educational attention, pending a more comprehensive assessment.

Common Characteristics of Gifted and Talented Children

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age [Asynchronous development]
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at an early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with one's own thoughts—daydreamer

- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

Webb, James T., Janet L. Gore, and Edward R. Amend. *A parent's guide to gifted children*. Great Potential Press, Inc., 2007.

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.

Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.

Szabos, J. (1989). Bright child, gifted learner. Challenge, 34. Good Apple.

Observable Behaviors – School Setting

Gifted and talented children may exhibit one or more of the following behaviors related to the characteristics:

1. Learns rapidly
 - *may complete assignment early
 - *may disrupt other when finished
2. Intense and sophisticated
 - *may read/research in special areas
 - *may ignore regular assignments
3. High level verbal skills
 - *may use advanced vocabulary
 - *may appear to challenge those in authority
4. Wide and diverse interests
 - *may want to know everything
 - *may ask questions at inappropriate times
5. High-level figural skills
 - *may enjoy and excel in math
 - *may make careless errors/computations
6. Retentiveness
 - *may retain knowledge easily
 - *may dislike routine and drill
7. Structure and order
 - *may be consistent
 - *may invent own system, often conflicting
8. Concentration
 - * may have long attention span
 - *may resist interruptions
9. Independence
 - *may prefer to work alone
 - *may display non-conforming behavior
10. Power of abstraction
 - * may see consequences
 - *may make decisions easily
 - *may reject detail and resist direction

Identification Process

Du Quoin Elementary believes in a comprehensive policy related to identification through the use of multiple criteria to identify students. Multiple criteria, the use of three or more varied identification means, typically includes subjective and objective measures to identify giftedness and talent. Many experts in the field (e.g., Frasier, Garcia, & Passow, 1995; Piirto, 2007; Renzulli & Reis, 1997; VanTassel-Baska, 2006) agree that the use of an identification model based upon multiple means to identify gifted and talented students is more equitable than the use of a single measure and should be part of comprehensive identification policy to address equity regarding increasingly diverse student populations.

At least twice during a school year, once per semester, a pool of students will be determined for the intellectually and academically gifted program and provided an opportunity for further assessment for the Du Quoin Elementary gifted program called TAG. The pool shall consist of those students in grades 2nd – 4th who have achieved two of the three following criteria:

1. Combined Reading (ELA) national, state or local percentile of 85thile or higher;
2. Combined Math national, state or local percentile of 85thile or higher; or
3. Overall composite assessment national, state or local of 90thile or higher.

Upon selection into the assessment pool, a teacher checklist, based on characteristics of gifted children will be requested. For students who do not meet the achievement testing criteria, but in the teacher's professional opinion is a potential candidate for the program, the teacher may complete a referral form and the student will be included in the testing pool. Likewise, if a parent/guardian feels the student who has not met the criteria is a probable candidate, he/she may notify the school administrator or classroom teacher to request a nomination form to complete in consideration for the program.

Students in the pool, after receiving parental permission for testing, will be administered a cognitive ability test to measure a student's general and specific aptitude toward determining eligibility in the gifted program. The student's percentile scores from the achievement testing, cognitive assessment and teacher checklist will be used in the final decision reflecting the highest 10-15 percent of the local school population, for all students and subgroups, which is typically at the 85thile in 2nd grade and 90thile at 3rd and 4th.

Students scoring at the 80thile in 2nd and 85thile in 3rd-4th will be given an alternate testing opportunity of the original testing pool by not exceed twice per semester. The second testing scores will be used to demonstrate eligibility if it is higher than the initial results.

Du Quoin Elementary School
TAG Program
Nomination Form (Teacher)

Referral Date ____/____/____

Student: _____ Grade: _____

Parent/Guardian: _____

Address: _____ Phone number _____

Referred by _____ Relationship to student _____

Nomination Procedure: (Please check to ensure each step is completed)

- _____ 1. Complete and attach the teacher checklist form.
- _____ 2. Copy and attach standardized testing report and most recent grade report.
- _____ 3. Answer the following questions.

1. Why do you feel the student would benefit from being included in the gifted program?

2. In what subject(s) does this student excel? Please explain and include work samples.

3. In what does the student hold sophisticated or diverse interests?

4. What other comments would you like to make to show this student needs an educational program that differs from what his/she is presently receiving?

After completing all the steps in the nominating procedures, please return the packet with requested attachments to the following teacher of the gifted _____ or the Principal.

4. What subjects are easiest for your child to learn? What do you think the subject(s) is so easy for him/her to learn?

5. What subjects are hardest for your child to learn? What makes them hard for him/her to learn?

6. Why would your child benefit from a gifted program that differs from the educational opportunities currently receiving?

Du Quoin Elementary School

TAG Program

Teacher Checklist

Student: _____ Grade _____

Teacher: _____ Date: _____

Please check in the most appropriate column to indicate the level observed. Only check one box or each item, do not mark in between columns and do not calculate the total.

Rating scale: 1 = vary rarely 4 = frequently
 2 = rarely 5 = almost always
 3 = occasionally

5	4	3	2	1	Characteristic Observed
					1. The student becomes absorbed and truly involved in certain topics or problems to a level that it is sometimes difficult to get him/her to switch to another topic.
					2. The student advanced vocabulary for his or her age or grade level.
					3. The student needs little external motivation to follow through on work that he/she finds exciting.
					4. The student is self-critical with creative work: is often not satisfied with his/her speed or product.
					5. The student has a nonconforming attitude, does not fear being different. May be individualistic.
					6. The student is interested in ideas and concepts that may not be usually associated with his/her age and/or peers. (religion, politics, ethics, economic, global societal)

					7. The student can be or is assertive in his/her beliefs and viewpoints: which may appear stubborn or non-conforming within the school environment.
					8. The student tries to organize and bring structure to things, people, tasks or situations.
					9. The student a large storehouse of information about a specific topic.
					10. The student has the ability to come up with unusual, unique, or clever responses.
					11. The student possesses a responsible behavior, can be counted on to follow through on activities/projects.
					12. The student uses colorful and imaginative figures of speech such as puns and analogies or voice expressively to convey or enhance meaning.
					13. The student understands new math concepts and processes more easily than other students.
					14. The student eagerly engages in reading related activities.
					15. The student demonstrates more advanced technology skills than other students his or her age, could assist others with technology-related problems.
					16. The student demonstrates creative thinking about scientific topics and is curious about why things are as they are.
					Totals

Adapted from Rating the Behavioral Characteristics for Superior Students (Renzulli Scales) Renzulli, et al (2013)

Do not write below this mark.

Scoring:

- Add the total number of x's in each column to obtain the "Column Total."
- Sum the Column Totals to obtain the rating score for the scale.
- Enter the Score here ____/80 = ____% and on the matrix eligibility form.

Du Quoin Community Unit Schools, District #300

Gifted Program (TAG) Eligibility Matrix

Date: ___/___/___

Student: _____ Grade: _____

Parent/Guardian: _____

Address: _____ Phone number _____

A				B		D		E	F	
Date	Achievement %iles			Date	Behavior Checklist Rating %ile	Date	Cognitive %ile Score	D X 2	Total (A + B + E)	Total Percentile (F/5)
	ELA	MA	C							

____ Student qualifies for the gifted program.
 Parent/guardian notification ___/___/___

____ Does not qualify for the gifted program.
 Alternate testing date ___/___/___ for continued analysis of eligibility.
 Parent/guardian notification ___/___/___

Program Description

The Du Quoin Elementary talented and gifted program (TAG) is designed to serve students in grades 2nd – 4th. The TAG program will provide through enrichment clustering differentiated services for students who have been identified as intellectually or academically gifted aligned to the National Standards for Gifted and talented Children (NAGC).

The curriculum for the TAG program will meet the unique needs of gifted students in the following areas:

Cognitive Skills

1. Creative thinking
2. Problem-solving in both conventional and innovative ways
3. Leadership
4. Critical thinking

Research Skills

1. Use of varied resources
2. Planning research and independent study
3. Interpreting information
4. Various types of research
5. Creative and complex presentation opportunities of learning and products

Communication and Collaboration Skills

1. Articulate thoughts and ideas effectively using varying oral and written communication
2. Utilize multiple media and technologies to communicate for a range of purposes

Affective Development

1. Understanding self, including recognizing talents to grow and deficiencies to develop
2. Concepts of giftedness
3. Cooperative working with individuals and groups

Evaluation

The TAG program is evaluated with formative and summative measures to assess the effectiveness of the program as it relates to the goals. Amendments and adjustments to continually meet goals and needs of those students served will be at the core of all modifications. Evaluation and improvements will be conducted by the gifted advisory committee which will consist of the teachers of the program, grade level teachers, administration, parents and students (as appropriate).

The teacher of the gifted, as indicated by progress reports, product evaluations, checklists, teacher designed assessments and rubrics, will conduct formative assessment of student products and growth in the curricular areas, at the school level. Adjustments to the content and instructional methods will be made throughout the school year to continue meeting the students' unique needs and complexity levels of rigor.

Questionnaires completed by the teacher of the gifted, classroom teachers, administrators, parents, students and community members will be used as appropriate for the program evaluation to assist in generating multiple avenues of data in determining the effectiveness of the gifted program. The parents will be surveyed annually at the completion of the school year. All other surveys will be rotated every three year as needed with the gifted committee using the information to create methods for improving and serving the gifted students of Du Quoin Elementary. The data and improvements will be presented to the Du Quoin Community Unit Schools, District #300 superintendent and board of education annually and as requested.

Program Exit Process

Students identified for the gifted program (TAG) hold continued participation in the program from school year to school year. The following are considerations, which may result in a student's exit from the program:

1. Parent request following, intervention meetings including the principal, teachers, parents and student.
2. Student request with parent consent, following intervention consultations including the principal, teachers, parents, and student.
3. Documented evidence the student is not benefiting from the program (e.g. unable to perform at the expected level of academic rigor)
4. Student's behavior inhibits or endangers the other students from the expected rigorous level of academic performance, following intervention plans and meetings including principal, teachers, parents and student.
 - a. Student will be referred to the CAP team for noted concerns and additional problem-solving opportunities to develop creative approaches and supports for displayed behaviors.

Any student concerns will be documented and attempts to resolve them will be handled by the teacher and principal with the addition of relative school personnel and stakeholders. If the concern persists, additional interventions and meetings including the parents and student, as appropriate, will be pursued to resolve the situation before exit procedures are endorsed.

Du Quoin Elementary

TAG Program

Survey

The following is an example of survey questions that may be used for evaluation. The survey will be distributed through the use of technology resources to collect the data for analysis. Actual questions will vary depending on the program focus for improvement and school needs.

Please check the description that best identifies your position:

Teacher Community Member Teacher of the Gifted
 Parent Administrator Other school staff

How long have you been involved with the Du Quoin Elementary gifted program (TAG)? _____ years

Please consider each question before completing them. Use the scale provided to best express how you measure each statement. Additional comments for each item are strongly encouraged and much appreciated by the evaluation team.

Scale: A B C D
 Strongly agree Agree Disagree Strongly disagree

1. Appropriate curriculum is provided to meet the needs of the gifted students.

Comments:

2. All children are considered for possible participation in the gifted program.

Comments:

3. Teachers of the gifted work to contribute to the learning for students in the program.

Comments:

4. Interactions between the gifted program, other teachers and school staff are appropriate and helpful to service the gifted student.

Comments:

5. Attitudes of people connected to the gifted program are improved because of their involvement.

Comments:

6. The gifted program is a necessary component of the school system.

Comments:

7. The way in which students become eligible for the gifted program is understood.

Comments:

8. Comments are welcome and appreciated by the gifted program and used for improvements.

Comments:

Thank you for your time!

Your rankings and comments are valued and important to the improvements to the TAG Program for the students of Du Quoin Elementary.