

Lynnville-Sully
Community School
Gifted & Talented
Comprehensive Program



2012

Lynnville-Sully Gifted & Talented Program Mission

As a result of participating in an appropriate instructional program, students will become self-directed learners using life-long learning strategies, and will have mastered curriculum at the level appropriate for their interests, abilities, and talents.

Definition of Gifted and Talented Children and Youth

Gifted and talented children and youth.....

- Are those students with outstanding abilities, identified at the elementary and secondary levels. These students are capable of high performance when compared to others of similar age, experience, and environment and represent the diverse populations of our communities.
- Have potential which requires differentiated and challenging educational programs and/or services beyond those provided in the general school program.
- Are capable of high performance and include, but are not limited to, those with demonstrated achievement or potential ability in any one or more in the areas of creativity, leadership, visual and performing arts or in specific academic fields.

Beliefs for Gifted and Talented Students

Gifted and talented students.....

- Have significantly different educational and/or affective needs from their chronological peers and should be provided an environment that supports those needs.
- Require educational differentiation as a regular part of their school day.
- Have needs that should be met through shared responsibility within the educational community
- Need to be identified using multiple criteria
- Are found within all ages and genders, cultures, socioeconomic, racial and ethnic groups
- Require teachers who receive ongoing training in the area of gifted education

Goals for Lynnville-Sully Gifted and Talented Program

Goals for our program are.....

- Curriculum and instruction: Gifted education services encompass curricular and instructional opportunities directed to the unique needs of the gifted student including differentiated curriculum and opportunities for subject and grade acceleration.
- Program Administration and Management: Gifted education programming involves the establishment of a systematic means of developing, implementing, and managing services.
- Program Design: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical and empirical support. This includes a continuum of services for gifted learners and appropriately funded gifted education programming that is an integral part of the school day.
- Program Evaluation: An ongoing program evaluation which is the systematic study of the value and impact of services will be implemented.
- Guidance and Counseling: Differentiated guidance is available for gifted students. These options may include strategies to address at-risk behaviors, affective needs, underachievement and career programming.
- Professional Development: Gifted learners will be served by professionals dedicated to increasing expertise in differentiated content and instructional methods.
- Student Identification: Gifted learners are assessed to determine appropriate educational services. A coordinated, comprehensive and cohesive process determines eligibility for gifted education services. Instruments used for student assessments measure diverse abilities, talents, strengths, and needs.

K-12 Gifted Program Identification

The Lynnville-Sully School District recognizes and supports the development of children's talents and abilities. Our mission statement establishes our obligation in helping all students reach their potential.

We implement orderly and justifiable procedures to screen and identify students' talents and abilities as a first step in identifying our *academic talent screening pool*. We review each child's scores on group administered achievement and abilities tests. Students scoring significantly above their peers are placed in our *academic talent screening pool*.

Step 1 – Recommendation

A student at any level K-12 may be recommended by a teacher, parent, or him/herself. This recommendation should be made to a guidance counselor, principal or Talented and Gifted instructor.

Step 2A – Screening for Academic Abilities

Elements for consideration

- A. Previous identification in another school system. If information is unavailable concerning a student demonstrating gifted characteristics, alternative assessments will be sought (e.g. KOI, CogAT, MAP, nominations, grades, writing samples, portfolios, or performance.)
- B. Norm Referenced Achievement test scores in the top five percentile on any qualifying tests. These tests could include but are not limited to:
 - a. ITED/ITBS- using National Percentile Rank of 95th %ile and above. Qualifying scores in any of the following areas.
 - i. Reading Comprehension
 - ii. Math
 - iii. Science
 - iv. Social Studies
 - b. Iowa Assessments- using National Percentile Rank of 95th %ile and above. Qualifying scores in any of the following areas.
 - i. Reading
 - ii. Mathematics
 - iii. Science
 - iv. Social Studies
 - c. NWEA (MAP) Test

- C. Group Intelligence/Abilities Test scores. These tests include but are not limited to:
 - a. Cognitive Abilities Test (CogAT) Scores (Grades 3, 5, and 8) Qualifying scores in the top five percentile in either of the following areas.
 - i. Verbal- 95%ile or higher
 - ii. Nonverbal and Quantitative Average- 95%ile or higher
- D. Teacher observation of gifted behaviors
 - a. Kingore Observation Inventory (Grades K-8)
- E. Additional teacher observation
 - a. Characteristics of gifted inventories (samples found in Appendix B)

Step 3 – Identification

The gifted and talented instructor, along with classroom teachers, will gather all available information. Input will be sought from the TAG Advisory Committee. Information will be analyzed by the group and an identification decision will be made.

Step 4 – Programming

Students who are identified as being in need of services will develop PEP (Personal Education Plans) goals and a plan of services in a parent meeting with the gifted and talented instructor, classroom teacher(s). See Appendix A

Appendix A

Lynnville-Sully Community School Talented and Gifted Program Personal Education Plan

Student Name _____ Date _____ Grade _____

Long-Term Goals:

Short-Term Goals:

Student Strengths/ Interests:

Student Needs (Affective Development) (Check Appropriate):

- | | |
|---|---|
| <input type="checkbox"/> Participation in extra curricular activities | <input type="checkbox"/> Improve timely completion of assignments |
| <input type="checkbox"/> Improve interpersonal skills with peers | <input type="checkbox"/> Improve interpersonal skills with adults |
| <input type="checkbox"/> Improve relations with authorities | <input type="checkbox"/> Improve self-image |
| <input type="checkbox"/> Display behavior appropriate to the setting | |

Other

Student Program Goals Addressed:

- To understand giftedness and how it affects self and others
- To develop advanced thinking strategies to generate differentiated products
- To develop and enhance creative behaviors
- To develop the skills appropriate to interact effectively with peers, sibling, parents, and other adults in a culturally diverse world
- To expand the student's knowledge base through the use of community resources
- To ultimately become responsible, creative, independent learners

Recommended Instruction Strategies (Academic) (Check Appropriate)

- | | | |
|---|---------------------------------------|---|
| <input type="checkbox"/> Enrichment | <input type="checkbox"/> Acceleration | <input type="checkbox"/> Peer Counseling |
| <input type="checkbox"/> Contracting/Ind. Study | <input type="checkbox"/> Mentorship | <input type="checkbox"/> Small Groups |
| <input type="checkbox"/> Cross-age grouping | <input type="checkbox"/> Compacting | <input type="checkbox"/> Career Exploration |
| <input type="checkbox"/> Clustering | | |

G/T Facilitator

Parent/Guardian

Student
