

A. Valid and systematic identification procedures, including multiple selection criteria for identifying gifted and talented students from the total student population (grades K-12)

Evidence:

Describe the identification criteria and procedures used by the district (grades K-12) for each grade.

Identifying intellectually gifted students in the Fort Dodge Community School District is an ongoing process involving school administrators, teachers, counselors, parents, and students.

The Fort Dodge Community School District uses multiple criteria for identification for students in grades 2-8. At least once during the year, we collect nominations and anecdotal reports from classroom teachers, creativity and motivation feedback, and achievement data. These students are given the CogAT test and all data is reported on a district matrix.

The procedure for students in Transitional Kindergarten and Kindergarten is for the TAG teachers to be consultants as teachers or parents identify a need.

The procedure for 1st and 2nd grade is for the TAG teacher at each building to conduct whole classroom lessons to help identify possible candidates for the TAG program. Data for identification includes, but is not limited to, whole group lessons, KOI, FAST, reading level, the district's math screener, and CogAT.

The CogAT prescreener is administered to all 2nd and 5th graders as a universal screener. This assists in identifying students who may not be nominated by teachers or parents.

The procedure for 6-8 grade students is to have parents or teachers nominate, and then students follow the identification process of CoGat testing and data collection on the identification matrix.

High school students can elect to be a part of TAG Extended Learning Programs by self-nominating and providing three teacher recommendations.

B. Goals and performance measures

Evidence:

Describe program-level goals and performance measures for grades K-12.

Our TAG program is designed to provide the opportunity:

- Create and monitor individualized goals for academic, social emotional, and personal growth
- Analyze testing data compared to self, like ability peers, and general education peers
- Facilitate intellectual stimulation in students through contact with others of like abilities
- Encourage critical and creative thinking skills
- Strengthen research skills and individual interests
- Develop an understanding of personal strengths
- Promote independent study skills
- Apply communication skills

Program Performance Measures:

- At every grade level, a schedule exists which allows the opportunity for regular contact of students with like abilities.
- A TAG curriculum, based on NAGC standards, is being developed. It will provide opportunities for students to demonstrate problem solving abilities, critical and creative thinking skills, social emotional skills, and communication skills.
- Students gain an understanding of personal strengths and learning styles as documented by surveys, inventories, student products, and observations.
- Students demonstrate the ability to apply research skills in the pursuit of real world, relevant independent study topics.

C. A qualitatively differentiated gifted and talented program to meet the students' cognitive and affective needs

Evidence:

Describe the processes for providing services to meet cognitive and affective needs in the gifted and talented program for each grade level. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident.

The K-12 district programming for Talented and Gifted students is vertically articulated and provided through instructional designs which are appropriate for each grade level.

Evidence: All Grade levels:

Students have regular access and the opportunity to connect with teachers professionally trained in the cognitive and affective behaviors of gifted learners.

Our program encompasses Tiers 1, 2, and 3 services.

- Classroom teachers are supported for differentiation.
- Most students are served in Tier 2 level pull out program, which allows opportunity to address unique social/emotional as well as cognitive needs.
- Tier 3 services are initiated on an individual basis.

Evidence: Kindergarten through 2nd Grade:

The purpose of the Kindergarten through 2nd grade program is to identify and develop relationships with potential TAG students. The TAG teacher consults as needed with the Transitional Kindergarten and Kindergarten teachers. The TAG teacher meets with 1st through 2nd grade students in a whole class instructional setting. The Kingore Observation and Instructional Model is used for activities presented.

K-2 teachers are offered extension ideas or appropriate materials for students exhibiting needs beyond the classroom instruction.

Evidence: 3rd-5th Grade TAG:

At the end of the 2nd grade year, formal placement procedures will be given for TAG identification. Students are placed in the program by using multiple points that include, but are not limited to, nominations from their teachers, anecdotes and observations from their TAG teacher, CogAT scores, ISASP, KOIs, Renzulli scores, reading and math scores.

The focus of the program is on higher level thinking skills, creative problem solving, self-awareness and acceptance, logic and reasoning, and independent study. Social and emotional needs and characteristics of gifted students are addressed. There are many opportunities for project development and in-depth study.

Conferences happen periodically throughout the year. At these times, the teacher, students and parents can share information about progress in the TAG program.

Each building's TAG specialist provides support and assistance with extension activities, teaching strategies for gifted learners, and above level resources.

In the middle of their 5th grade year, all students will be given the CogAT Screener. Students scoring in the top 25-30% in the district will be given the full CogAT. Multiple data points are used to determine a need for placement in the TAG program. These data points may include, but are not limited to, nominations from their teachers, anecdotes and observations from their TAG teacher, CogAT scores, ISASP, Renzulli scores, reading and math scores, and a creativity screener.

Evidence: Grades 6-8

At Fort Dodge Middle School the pull-out model is continued with students meeting regularly with the TAG teacher. To serve identified students, the curriculum supports the National Association of Gifted Children Programming Standards which emphasize the processes of understanding individual giftedness, developing appropriate social and communication skills, strengthening problem-solving skills and becoming autonomous learners. Students also develop skills leading to increased competence in research and independent study. Instruction consists of content and strategies that reflect the accelerated pace, intellectual processes, and creative abilities that characterize gifted and talented students.

The TAG teacher is available as a resource to assist classroom teachers with strategies for differentiation, subject acceleration, and other resources supporting the academic needs of the gifted student. The TAG specialist provides support and assistance with extension activities, teaching strategies for gifted learners, and above level resources. Assistance in identifying students for whom subject or whole-grade acceleration would be appropriate is also offered. Eighth grade students work with the TAG teacher to create an individualized four-year academic plan to be implemented in high school.

Evidence: Grades 9-12

Students in the Fort Dodge Senior High TAG program demonstrate achievement and/or potential in areas of general and specific intellectual abilities. The TAG Advisor, guidance counselor/s, staff, and administrators are available to assist identified TAG students in selecting classes, participating in dual college credits, registering for college tests, and applying for college and scholarships.

Additional services available to identified TAG students also include: assistance with individual academic and career counseling, skill development, test preparation needs, college selection process, letters of recommendation, and opportunities for individual and group competitions.

The TAG advisor collaborates with classroom teachers to differentiate instruction and facilitate opportunities for growth. Collaboration with and information for the teacher of English Language Learners is frequent.

In addition, extended learning opportunities include students designing their own self-directed, independent learning experiences in any academic area with guidance by the TAG advisor and classroom teacher. The focus of this time is developing critical thinking, problem solving, and advanced technology skills in an area of individual interest. Advanced study and/or application in the area of giftedness with a content-specialist mentor or instructor is done to combine acceleration, talent development, and career exploration.

Students may enroll in on-campus and online classes to extend their learning beyond local course offerings. College courses are offered through a dual enrollment option with Iowa Central Community College, with early acceptance into post-secondary college classes for TAG students. Honors/Accelerated and AP classes are also available. Advanced Placement courses provide students with an opportunity to take college level courses, potentially earning college credit. Research-based flexible programming such as independent study, or mentorships are used when considering the individual needs of the high ability learner at Fort Dodge Senior High.

Student/Parent meetings are held with the TAG Advisor during the year, to inform of academic opportunities, testing, and course options. Meeting topics can also include individual growth plans, specific gifted issues, career interests, values, and future goals. Necessary steps and tools needed to achieve goals are discussed.

Social and emotional needs of secondary gifted students are addressed by the TAG advisor on an individual basis. The TAG advisor offers resources to parents and guardians. Freshman and junior conferences are held annually. The TAG instructor and counselors meet with incoming freshmen to assist in creating a four-year plan to support academic intentions of each student. The TAG advisor meets with juniors to identify and support post-secondary goals. Meetings with sophomores are held prior to course registration and with seniors when requested/needed.

D. Staffing Provisions

Evidence:

Describe how the gifted and talented program will be staffed on an ongoing basis. This could include information such as whether the gifted and talented program will be provided by multiple teachers or by one teacher providing support/instructional services at all levels (see 281-IAC 59.5(7)).

K-5: Three $\frac{3}{4}$ teachers with Gifted Endorsement

K-5: One half time teacher with Gifted Endorsement

6-8: One $\frac{3}{4}$ time teacher with a Master's in Gifted Education

9-12: One $\frac{3}{4}$ time teacher with Gifted Endorsement

A $\frac{3}{4}$ time TAG teacher also serves as the district's Gifted Facilitator for the program, working with the Elementary and Secondary Directors of Education.

E. In-service design (professional development)

Evidence:

A description of how the instructional staff is provided information about, and skills for, individualizing programs for identified gifted and talented learners.

Professional development for instructional staff is differentiated for each building in our district.

A program overview is delivered periodically throughout the school year to each building.

Our Program Guide can be found on the district web page with access to all teachers.

Informative emails from TAG personnel are distributed to classroom teachers and TAG parents. A district TAG Facebook page is available to parents and staff.

Gifted personnel participate in grade level and content area collaboration to guide the question, “What do we do when students already know?”

There are ongoing conversations and collaboration with general education teachers regarding differentiation and extended learning needs and strategies.

F. Each school district shall review and evaluate its gifted and talented programming

Evidence:

A description of an overall program evaluation and how the evaluation process created an adaptation to the program goals, or gifted programming for students.

Annually, 4th and 8th grade students and their parents are given a survey at the end of the year asking for feedback on the TAG program.

We are in the process of reconstructing program goals and creating curriculum to align with NAGC standards.