

# **Mt. Pleasant Community School District Gifted Education Handbook**

**Created June 2019**

**Developed by  
Karen Kauffman  
Jennifer Stater**

## Table of Contents

<b>Introduction, Vision, and Mission.....</b>	<b>3</b>
<b>Belief Statement, Program Goals and Performance Measures.....</b>	<b>4</b>
<b>Identification.....</b>	<b>6</b>
<b>Differentiated Programming Service Delivery Model.....</b>	<b>7</b>
<b>Staffing Provisions, Professional Development and Parent Involvement.....</b>	<b>8</b>
<b>Program Evaluation and Exit Procedure.....</b>	<b>9</b>
<b>Gifted Individualized Education Plan.....</b>	<b>10</b>
<b>Nomination Form.....</b>	<b>15</b>
<b>Exit Form.....</b>	<b>18</b>

## **Introduction**

Gifted education is a state mandated and state funded categorical program. It includes programming standards that must be incorporated into a district's comprehensive school improvement plan, ensuring all students have access to a challenging and rigorous education. This document serves as a roadmap for Talented and Gifted services for the Mt. Pleasant Community School District. It includes a plan to ensure students are receiving a world class education based on the most current research available and the identified needs of our students.

## **Iowa Definition of Talented and Gifted**

"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 children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination: general intellectual ability, creative thinking, leadership ability, visual and performing arts ability, and specific aptitude ability" (Iowa Code 257.44).

## **Vision Statement**

Mount Pleasant Community School District will create an environment dedicated to empowering all students to achieve individual excellence.

## **Mission Statement**

Our mission is to provide educational programming designed to maximize the unique intellectual, academic, and social/emotional needs of gifted students. We are therefore committed to providing differentiated, in-depth, complex and accelerated opportunities for G/T students.

In support of the Mt. Pleasant Community School District Vision and Mission, and in recognition of the needs of gifted learners, the Gifted Education department will provide opportunities designed to:

- Broaden and extend the learning process of gifted learners through a continuum of services available in all grade levels.
- Support the social and emotional needs of gifted learners.
- Support qualitatively differentiated curriculum commensurate with the unique learning needs of gifted learners.
- Support gifted learners as they become self-directed, life-long learners through acquisition of skills in taking initiative, diagnosing needs, establishing goals, identifying resources, implementing strategies, and evaluating outcomes.

## **Belief Statement**

We believe:

- administrators, talented and gifted teachers, classroom teachers, support staff, parents, and the community share responsibility for meeting the needs of gifted learners
- identified students possess talent and abilities that differ from those of their peers
- giftedness occurs across the disciplines, cultures, and socioeconomic levels
- identification should include both qualitative and quantitative data
- identified students deserve to be challenged to help reach their full potential
- gifted students must have opportunities designed to expand their knowledge and develop their talents
- identified students benefit from acceleration
- gifted students should have time set aside to be with other gifted students
- social and emotional needs should be addressed because gifted students develop in ways that are different than their peers

## **Program Goals and Performance Measures**

Program Goal 1-The Mount Pleasant Community School District Talented and Gifted Program will provide programming options to help meet the needs of the identified students' cognitive and affective needs.

Measurement Plan:

- Gifted Individual Education Plans (GIEP)
- Student achievement data
- Access to courses and activities aligned to students' abilities, skills, interests, and future career pathways

Program Goal 2-The Mount Pleasant Community School District Talented and Gifted Program will identify students on the basis of cognitive ability using multiple criteria in a valid and systematic way regardless of gender, socioeconomic status, English Language Learner, special education, at-risk, and race/ethnicity.

Measurement Plan:

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

Program Goal 3-The Mount Pleasant Community School District 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 Mount Pleasant School District 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 GIEP
- Address gaps

## Identification

The staff at the Mt. Pleasant Community School District is committed to creating classroom environments conducive to creative, higher-order thinking; however, some students may require more intensive services provided through Talented and Gifted programming.

The identification process for the TAG program is inclusive, ensuring all students have equal access. Students are screened yearly, however teachers and parents may nominate a student at any time throughout the school year. Selection into the TAG Program is based on both subjective and objective data.

Teacher and/or Parent Referral  
Or  
District Screening Process to be conducted yearly



Screening tools for Talent Pool:  
Iowa Statewide Assessment of Student Progress (**ISASP**) scores of 90% or higher in reading and/or math  
AND  
MAPS scores of 90% or higher in reading and language and/or math  
AND  
Classroom summative assessments/Classroom observation checklist



Talented and Gifted Services will be considered for students who meet the following:

**Mount Pleasant Community School District Gifted and Talented Identification Matrix**



A committee of individuals will review all data before the end of the school year to determine student needs.

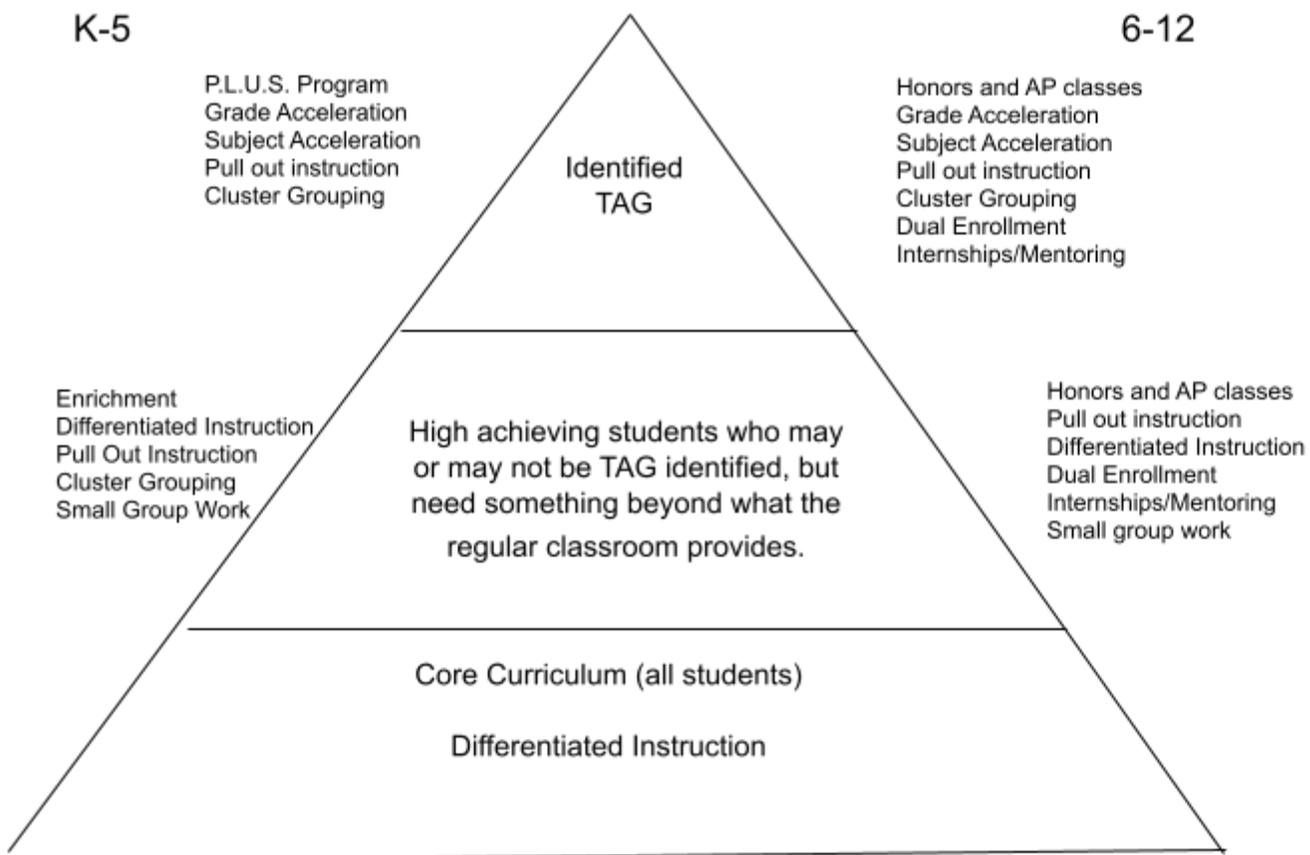


For students for whom Talented and Gifted Services are deemed necessary, a Gifted Individual Education Plan (GIEP) will be developed and reviewed annually.

The above pieces of information provide largely objective information and can be applied systemically. The information collected will be reviewed in committee format. The committee will determine which students will be identified as Talented and Gifted.

### Differentiated Programming Service Delivery Model

In the Mount Pleasant Community School District, the model for the delivery of programming for talented and gifted learners in the district is best shown visually using a multi-level inverted triangle. Three service delivery options are represented by the various levels of the triangle, each with distinct functions, but circumscribed by the flexibility necessary to move students fluidly throughout those levels as their unique needs and interests would dictate.



It is also important to note that although students may qualify for gifted programming, they may lose interest in the program or may not perform as expected. The GIEP is intended to keep students motivated by aligning

services with needs, however the program does have an exit policy for talented and gifted services should it be necessary.

## **Staffing Provisions**

There is one Talented and Gifted teacher/coordinator for the elementary level and one Talented and Gifted teacher/coordinator for the secondary level. These teachers will provide and/or coordinate educational services to identified students both by collaborating with general education teachers for modification strategies, instruction, and resources, and by providing pull-out enrichment and/or advanced instructional services to students. Social and affective needs are most often addressed within the pull-out settings or one-on-one with students.

At the elementary level, students in grades 1-5 can be pulled out for small group enrichment work. Students in Kindergarten are seen on an as-needed basis. Students can be identified in 4th and 5th grade to be involved in a half-day (4th grade) or whole-day (5th grade) program.

At the middle school level, talented and gifted staff are available to provide collaboration and coaching support to general education teachers for differentiation and enrichment. Students will be cluster grouped with peers of similar ability and need. Enrichment activities will be planned for each core content area. In addition, we will have Pre-AP courses via Belin-Blank for our identified talented and gifted students in middle school who meet prerequisites. These courses are on-line but proctored by school staff.

At the high school level, Honors English courses are available. There are numerous advanced courses, AP courses, and dual enrollment courses available as well. Several extracurricular activities are available for most interest areas. Staff assist students in making appropriate choices among all those available to meet their needs.

At all levels, acceleration is available and these processes are guided by talented and gifted staff. In addition, the personalized education plans are monitored by the talented and gifted staff.

## **Professional Development**

Professional development will be an ongoing opportunity. By providing time for Talented and Gifted Specialists to coach other staff members, professional development becomes a job embedded practice.

Talented and Gifted staff meet as a PLC unit during afternoon PD sessions as well as any additional time needed to complete PLC work. Talented and Gifted staff attend professional development opportunities such

as the Iowa Talented and Gifted Conference, area training and networking sessions, and other relevant professional meetings.

Talented and Gifted staff provide informational talks and updates to staff and the school board when needed.

### **Parent Involvement**

Parents will be involved in the following ways:

1. Parents will be able to nominate students for Talented and Gifted Programming
2. Parents will be notified and/or consulted if their student has been identified for advanced programming or specific services.
3. Parents may be asked to complete a survey regarding their experience with talented and gifted programming.

There is a parent and community run Academic Booster Club that supports the Talented and Gifted educational services provided by the district.

### **Program Evaluation**

The Talented and Gifted staff will complete the self-audit tool every 3 years and will work on specific areas within the audit each year.

### **Exit Procedure**

If evidence suggests that a review of a student's placement in gifted programming options needs to occur, then the following steps will be taken:

1. A conference is held to discuss the areas of weakness and in need of improvement. At this time, a student may be placed on an action plan addressing the areas of concern. There is not a change in placement at this time. Concerns may include: dissatisfaction with the class; unable to keep up with material in class; behavioral concerns; little/no growth on standardized tests.
2. At the end of the time period designated by the action plan, a conference may be held to discuss scheduling changes and/or continuation in the Talented and Gifted Program.

If a student was exited from the program, he/she may be recommended for the program at a later time. If so, the student will follow the district's identification procedures to determine if placement would best meet the needs of the student. Screening for TAG services is ongoing and inclusive. All students are reevaluated yearly.

## Mt. Pleasant Community School District Gifted and Talented Individualized Education Plan (GIEP)

Student: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Address: \_\_\_\_\_ Birthdate: \_\_\_\_\_  
 Parents/Guardians: \_\_\_\_\_ Phone: \_\_\_\_\_  
 School: \_\_\_\_\_  
 TAG Teacher: \_\_\_\_\_ Date of Plan: \_\_\_\_\_  
 Additional Staff: \_\_\_\_\_  
 Current Services: \_\_\_\_\_

### Current Assessment Data:

State Assessments	Test Year	Reading	Math	Science	Core Total
ISASP (NPR)	<input style="width: 100%; height: 20px;" type="text"/>				
	<input style="width: 100%; height: 20px;" type="text"/>				
	<input style="width: 100%; height: 20px;" type="text"/>				
MAPS	<input style="width: 100%; height: 20px;" type="text"/>				
	<input style="width: 100%; height: 20px;" type="text"/>				
	<input style="width: 100%; height: 20px;" type="text"/>				
<b>Additional Assessments</b>	Test Name	Test Year	_____	_____	_____



---



---



---



---



---

How do you learn best?

---



---



---



---



---

**Identified Areas of Giftedness (check all that apply)**

<input type="checkbox"/>	General Intellectual
<input type="checkbox"/>	Specific Ability Aptitude
<input type="checkbox"/>	Math
<input type="checkbox"/>	Reading/Writing/Literacy
<input type="checkbox"/>	Creative Thinking
<input type="checkbox"/>	Leadership Ability
<input type="checkbox"/>	Visual and Performing Arts Ability

**Service Recommendations (check all that apply)**

<input type="checkbox"/>	Direct services by TAG teacher (specify)	<input type="checkbox"/>	Curriculum compacting
<input type="checkbox"/>	Flexible grouping	<input type="checkbox"/>	Mentorship program
<input type="checkbox"/>	Acceleration (specify)	<input type="checkbox"/>	Extracurricular program (specify)

	Classroom differentiation			Career exploration
	Cluster grouping			PLUS program
	AP or dual credit courses (specify)			Other (specify)

**Goals (At least one long-term and one annual goal is required)**

LONG-TERM FUTURE GOAL: \_\_\_\_\_

Action Step	Target Outcome	Data to Collect	Review Date

Outcome: \_\_\_\_\_

PRESENT LEVEL OF PERFORMANCE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ANNUAL GOAL: \_\_\_\_\_

Action Step	Target Outcome	Data to Collect	Review Date

Outcome: \_\_\_\_\_

UPDATED ANNUAL GOAL: \_\_\_\_\_

Action Step	Target Outcome	Data to Collect	Review Date

Outcome: \_\_\_\_\_

END OF THE YEAR RECOMMENDATIONS (to become next year's goal: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date	Notes


**Mt. Pleasant Middle School Talented and Gifted Program Nomination Form**

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Person Making Nomination \_\_\_\_\_

Relationship to Student:      Parent                      Guardian                      Teacher

Areas of Talent:

General Intellectual \_\_\_\_\_

Specific Academic Ability \_\_\_\_\_

Math \_\_\_\_\_

Reading \_\_\_\_\_

Writing \_\_\_\_\_

Science \_\_\_\_\_  
Social Studies \_\_\_\_\_

Creative/Artistic \_\_\_\_\_  
Leadership \_\_\_\_\_

Briefly describe your child's major interests, hobbies and other creative endeavors.

---

---

---

---

---

---

---

---

Describe how talented and gifted services can meet the needs of your student.

---

---

---

---

---

---

---

---

When have you observed this characteristic?	Seldom / never	Occasionally	Frequently	Almost always	Examples from student's life.
Has self-stimulated curiosity; show independence in trying to learn more about something.					
Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.					

Organizes and brings structure to things, people and situations.					
Uses unique and unusual ways to solve problems.					
Displays a great deal of curiosity about many things, often going beyond conventional limits.					
Possesses a large storehouse of information about a variety of topics beyond the usual interest of the age.					
Reasons things out, thinks clearly and comprehends meanings. Makes generalizations and draws conclusions that summarize complex information easily.					
Expresses interest in understanding self and others.					

When have you observed this characteristic?	Seldom / never	Occasionally	Frequently	Almost always	Examples from student's life.
Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.					
Seems to sense what others want and helps accomplish it.					
Tends to direct others in activities.					

Is able to work through frustration and maintain focus.					
Sees flaws in things, including own work, and can suggest better ways to do job or reach objective.					
Displays a mature sense of humor.					
Has unusually advanced vocabulary for age level, uses terms in a meaningful way.					

Please attach any other information which you believe is relevant and would assist us in getting to know your child's interests and abilities. (E.g. exceptional work samples, academic accolades, outside testing results, evidence of participation in outside educational programs)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### MT. PLEASANT COMMUNITY SCHOOL DISTRICT TAG PROGRAM EXIT FORM

Name of Student \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_ School: \_\_\_\_\_

ISASP Scores \_\_\_\_\_

MAP Score: Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

**Step 1:** Determine reason(s) for consideration of exit from services:  
 \_\_\_\_\_ Routinely does not complete assignments

- \_\_\_\_\_ Voices dissatisfaction with the class/program
- \_\_\_\_\_ Is unable to keep up with material in the class
- \_\_\_\_\_ Behavioral concerns (explain) \_\_\_\_\_
- \_\_\_\_\_ Student is failing the class
- \_\_\_\_\_ Teacher request (explain) \_\_\_\_\_
- \_\_\_\_\_ Student request (explain) \_\_\_\_\_
- \_\_\_\_\_ Parent request (explain) \_\_\_\_\_

Other concerns:

---



---



---

**Step 2: Intervention (ALL POINTS LISTED MUST BE ADDRESSED)**

- \_\_\_\_\_ Discussion between student and teacher Date: \_\_\_\_\_
- \_\_\_\_\_ Discussion between student and TAG teacher/counselor (if applicable) Date: \_\_\_\_\_
- \_\_\_\_\_ Action plan developed (if applicable) Date: \_\_\_\_\_
- \_\_\_\_\_ Action plan is shared with parent (if applicable) Date: \_\_\_\_\_
- \_\_\_\_\_ TAG teacher/counselor follows up (if applicable) Date: \_\_\_\_\_

**Step 3: Determine appropriate services**

- \_\_\_\_\_ Exit TAG services for remainder of year, document with letter, re-examine eligibility/need following year.
- \_\_\_\_\_ Continue TAG services. Establish parameters for student's ongoing participation through goals in Personalized Education Plan.

Committee Members

- TAG Coordinator \_\_\_\_\_ Date \_\_\_\_\_
- Principal \_\_\_\_\_ Date \_\_\_\_\_
- Counselor \_\_\_\_\_ Date \_\_\_\_\_