

Urbandale Community School District Talented and Gifted Handbook



“Teaching All, Reaching All”

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Talented and Gifted Program Philosophy

The mission of the Urbandale Community School District is “Teaching All, Reaching All.” We believe the educational needs of the vast majority of students can be met through the core curriculum. However, specific small populations of students require supplemental curricular experiences to facilitate learning.

The purpose of formal identification for the Talented and Gifted program is to serve academically gifted students whose specific aptitude and/or general intellectual needs require classroom differentiation and enrichment to ensure appropriate learning opportunities. The Urbandale Community School District is committed to provide these students with a learning environment flexible enough to allow a diversity of options in order to maximize their potential.

Talented and Gifted Program Goals and Evaluation Plan

School districts in Iowa are required to set program goals for Talented and Gifted education and outline a plan to evaluate those goals. The three long-range goals chosen for the Urbandale Community School District’s Talented and Gifted program are based on identification data from 2004-2007 and the written philosophy of the program.

Program Goal 1: The Urbandale Community School District Talented and Gifted program will provide effective programming options to meet students’ unique cognitive and affective needs.

Indicators and Measurement Plan for Goal 1: The Talented and Gifted Department will use Personal Education Plans to explore the various learning environments, academic opportunities, and affective growth opportunities offered to our students. A parent and student survey will be used to measure stakeholder satisfaction.

Program Goal 2: The Urbandale Community School District Talented and Gifted program will provide on-going professional development to teaching staff in differentiation strategies for gifted students.

Indicators and Measurement Plan for Goal 2: The Talented and Gifted Department will use a multi-faceted approach to professional development including traditional professional development time, participation in workshops, e-mail/newsletters, and course offerings through the district. The goal will be measured by examining teacher updates to Personal Education Plans, class attendance lists, professional development calendars, and implementation logs completed by staff members.

Program Goal 3: The Urbandale Community School District Talented and Gifted program will identify and serve students representing the diversity (gender, race, free or reduced lunch, English Language Learner, special education, and at-risk) of the district population with general intellectual ability and/or specific aptitude in the areas of math, language arts, science, and/or social studies.

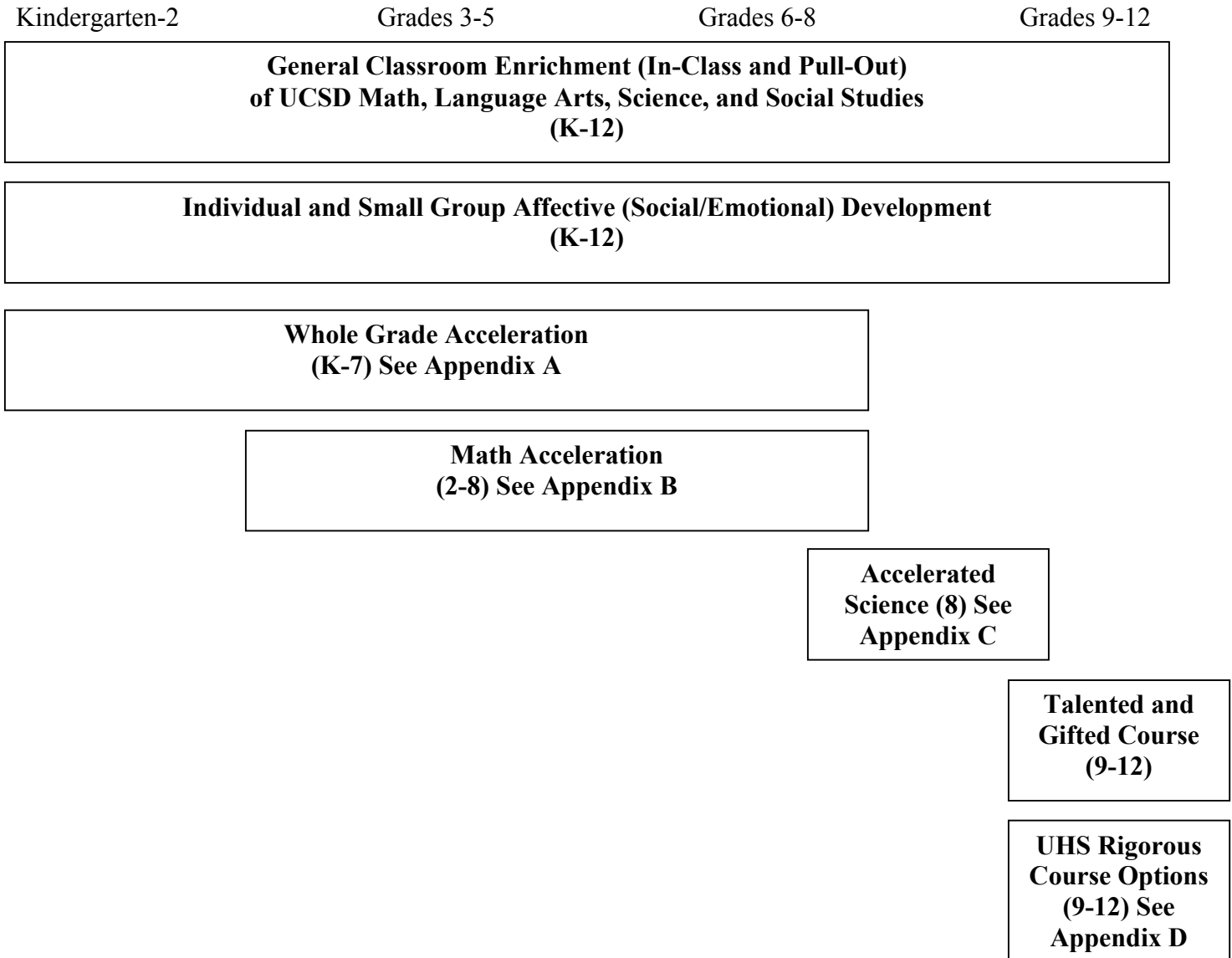
Indicators and Measurement Plan for Goal 3: The Talented and Gifted Department will compare district sub-group data to Talented and Gifted identification data.

Talented and Gifted Identification Plan

Urbandale Community School District has created an identification plan for the Talented and Gifted program that considers multiple sources of information including student test data, student work samples, student inventories, teacher inventories, parent inventories, and Kingore Observation Inventory. The information collected for each child is examined by a Student Needs Evaluation committee comprised of all Talented and Gifted teachers and a general education teacher from each level (K-2, 3-5, 6-8, and 9-12). The Student Needs Evaluation committee is able to use any information gathered on each student to determine if a student needs to have a Personal Education Plan for Talented and Gifted services developed. The committee also provides the building Talented and Gifted teacher with recommendations for services when a student exhibits a need for Talented and Gifted services. Students are eligible for identification at any point during their K-12 educational career in Urbandale. A full screening of each child in the district takes place in the spring of third, sixth, and ninth grades. The identification process for other grades can be initiated by any teacher or administrator in the district, a parent/guardian, or the student themselves by contacting the building Talented and Gifted teacher.

Talented and Gifted Programming

The Urbandale Community School District strives to provide programming options that are flexible enough to respond effectively to individual student needs. Personal Education Plans are co-created with the Talented and Gifted teacher, classroom teacher, and parent/guardian(s) to set goals and articulate services and expectations for each school year. The Personal Education Plans and the Talented and Gifted programming options target the daily academic and social/emotional needs of the students. Talented and Gifted programming and services occur during the school day and are provided in both pull-out and collaborative settings. Many services are coordinated by the Talented and Gifted teachers and carried out in the classroom by general education teachers. Other services are provided directly by the Talented and Gifted teacher. The continuum of services below shows the range of services available for students.



*For information regarding the role of competitions or contests in the Talented and Gifted Program, please see Appendix F

K-12 Personal Education Plan (PEP)

Personal Education Plans (PEP)s are written each school year for each identified Talented and Gifted student. PEPs are co-constructed with the building Talented and Gifted teacher, classroom teacher, parent/guardian(s), and possibly the student. The PEP is intended to clarify the programs and services a student needs to be successful and achieve true learning in his or her identified academic areas. The PEP outlines the accommodations needed and the person responsible for carrying out the accommodations. See Appendix E for a copy of the PEP.

Talented and Gifted Professional Development

The Urbandale Community School District professional development plan is intended to provide teachers and administrators with the knowledge, skills, and strategies that will help them provide talented and gifted students with the academic and affective support they need to experience an appropriate level of challenge and learning each day. The professional development is provided in multiple ways. Some professional development is provided during traditional professional development time to all teaching staff in a building or across the district. Some professional development is provided via e-mails and newsletters. Talented and Gifted staff and other teachers across the district are provided opportunities to attend workshops geared toward the teaching of the talented and gifted student. Finally, courses about teaching Talented and Gifted students in the regular classroom are taught through the district for graduate credit outside of the regular school day.

Talented and Gifted Program Budget

Urbandale Community School District follows the state funding formula for Talented and Gifted programming. This formula is based on certified enrollment. The state provides 75% of the budget, while the district funds the remaining 25%. An annual budget is prepared each year. A majority of UCSD's Talented and Gifted budget is spent on staffing.

Talented and Gifted Staffing

Teaching Staff

2.0 FTE Elementary Talented and Gifted Teachers (6 buildings)

.5 FTE Middle School Talented and Gifted Teacher

.5 FTE Advanced Science/Math Middle School Teacher

1.0 FTE High School Talented and Gifted Teacher

Associate Staff

K-12 Associate

Administration

Coordinator of Instructional Support

Director of Student Services

*UCSD requires the K-12 Talented and Gifted endorsement for all Talented and Gifted teachers

Appendix A

Procedures for Whole Grade Acceleration

(Whole grade acceleration refers to the practice of moving a student ahead a full year in his or her grade placement. It is sometimes called “grade-skipping.”)

Step 1: Notification

- Parent/Guardian(s), teacher, or principal initiates conversation about acceleration
- Informal conversation takes place to determine if the parent/guardian(s) and student are interested in pursuing whole grade acceleration
- If interest is expressed, proceed to step 2.
- If no interest is expressed, services will be provided through the Personalized Education Plan and general education classroom.

Step 2: Iowa Acceleration Scale

- Parent/Guardian(s), teachers, and principals gather data needed to complete the Iowa Acceleration Scale.
- An *Acceleration Consideration Committee* meeting to complete the Iowa Acceleration Scale and determine acceleration recommendation.
- If acceleration is recommended, proceed to step 3.
- If acceleration is not recommended, determine other means for meeting the student’s needs.

Step 3: Transition

- A transition meeting is to be scheduled with the parent/guardian, Talented and Gifted teacher, current year classroom teacher(s), next year classroom teacher(s), building administrator, and possibly the student.
- Transition services to be discussed include: social transition, emotional services, scheduling, continued services from the Talented and Gifted teacher. These services should be noted in the student’s Personalized Education Plan.

The Acceleration Consideration Committee will consist of:

Parent/Guardian(s)

2 Talented and Gifted department members (1 is to be the student’s teacher)

Classroom teacher

Building Administrator

Possibly the student

Other teachers and administrators as needed or requested

Appendix B

Procedures for Elementary Math Acceleration

(Elementary math acceleration is a form of single subject acceleration in math for 2nd-5th grade students. If a student receives math acceleration, he or she may go to another classroom for math with a different grade level, or he or she may receive instruction in the next grade level's math curriculum in his or her regular grade level classroom.)

Step 1: Pre-Test

- A grade level math pre-test will be administered to all 2nd-5th-grade students with a Personalized Education Plan with a goal in math early in the school year.
- A grade level math pre-test may be administered to any 2nd-5th-grade student at teacher discretion.
- If a student scores 70% or higher on the pre-test, then proceed to step 2.
- For students who do not score 70% or higher, consider other Talented and Gifted programming (compacting, enriching, etc) to meet the students' needs.

Step 2: Acceleration Meeting

- If a student's test score indicates a need for acceleration to the next grade level, the *Acceleration Consideration Committee* will meet to determine appropriateness of acceleration in math.
- If math acceleration is determined to be appropriate, proceed to step 3.
- If math acceleration is not determined to be appropriate, consider other Talented and Gifted programming (compacting, enriching, etc) to meet the students' needs.

Step 3: Transition Services

- A transition meeting is to be scheduled with the parent/guardian, Talented and Gifted teacher, current classroom teacher(s), next grade level classroom teacher(s), building administrator, and possibly the student.
- Transition services to be discussed include: social transition, emotional services, scheduling, continued services from the Talented and Gifted teacher. The services should be noted in the student's Personalized Education Plan, along with a plan for future transition to Urbandale Middle School.

The Acceleration Consideration Committee will consist of:

Parent/Guardian(s)

2 Talented and Gifted department members (1 is to be the student's teacher)

Classroom teacher

Building Administrator

Possibly the student

Other teachers and administrators as needed or requested

Appendix B (continued)

Procedures for Urbandale Middle School Math Compacting & Acceleration

(Math compacting at UMS involves students completing two or more grade levels of math in one school year.)

Continuation of Services: If a student has already been accelerated in previous grades, then compacting will begin at the start of the year based on the previous year's completion and beginning of year pre-test.

To start Math Compacting and Acceleration in 6th or 7th Grades:

Step 1: Pre-Test

- A grade level math pre-test will be administered to all 6th-7th grade students with a Personal Education Plan with a goal in math early in the school year.
- A grade level math pre-test may be administered to any 6th-7th grade student at teacher discretion.
- If a student scores 70% or higher on the pre-test, then proceed to step 2.
- For students who do not score 70% or higher, consider other factors such as ITBS scores, out-of-level tests, personal characteristics, teacher checklist information, learning preferences/interests, and student checklist information. If these assessments indicate a need for math acceleration/compacting, then proceed to step 2. If not, consider other ways to meet the student's needs.

Step 2: Identification Meeting

- Each grade level team of teachers will meet with the Talented and Gifted teacher to determine placement in compacted math.
- If math compacting is determined to be appropriate, proceed to step 3.
- If math acceleration is not determined to be appropriate, consider other Talented and Gifted programming (compacting, enriching, etc) to meet the students' needs.

Step 3: Transition Services

- The classroom teacher should contact the parent/guardian(s) and student to discuss the possibility of compacted math. If parent/guardian(s) and the student agree to compacted math, then the classroom teacher should move forward with compacted instruction and the services should be noted in the student's Personal Education Plan.
- If the parent/guardian(s) and/or the student do not agree to compacted math, consider other Talented and Gifted programming to meet the students' needs.

Appendix B (continued)

Procedures for Urbandale Middle School Algebra

(Algebra is offered at UMS for students who have completed 6th-8th grade math curriculum.)

Two avenues exist for algebra entrance at the middle school, both of which require students to complete the 6th, 7th and 8th grade math curriculum before entering algebra.

Avenue One: Completion of the 6th, 7th, and 8th Grade Math curriculum through the compacted math program. Any student who completes the 6th, 7th, and 8th grade math curriculum will be eligible to take Algebra.

Avenue Two: Because we recognize that some students may lack the desire and/or self-regulatory skills to be successful in the compacted math program, students who have not completed the compacted math curriculum but demonstrate a strong math aptitude may also qualify for algebra by successfully completing a summer school course which covers the 8th grade math curriculum. Students are invited to enroll in this summer school course based upon their performance on teacher rubric, ITBS (Math total, IA Norms) and the Algebra Aptitude Test (administered to all 7th graders in the spring). Students will be invited to enroll in the summer school course based upon the following guidelines:

Test Scores: Students entering eighth grade must demonstrate a combined score for the Iowa Tests of Basic Skills using Iowa norms and the Iowa Algebra Aptitude Test of 170. In addition, there must be a demonstration of scores in April at a minimum of the 80th percentile using Iowa norms for the Iowa Tests of Basic Skills for seventh graders, 90th percentile for sixth graders, and 95th percentile for fifth graders; and a minimum of the 80th percentile on the Iowa Algebra Aptitude Test, with the combined minimum of 170 points for seventh graders, 180 points for sixth graders, and 185 points for fifth graders.

Rubric: Students identified for avenue two must also achieve a minimum of a 5 in each category/criterion and have a minimum total of at least 22 points on the algebra rubric. Rubrics are to be completed by classroom math teachers in the spring.

Parents and students will be notified in writing in the spring of each year if a student is offered the opportunity to take summer school.

Curriculum: The learning objectives, indicators, strategies/activities, resources, and assessments identified in the algebra curriculum of the Urbandale Community School District will be used for the algebra classes at the middle school and the high school.

Maintenance for Participation/Indicators of Success: A student *must* achieve a minimum of a B- for the second semester in order to be recommended for the next level of mathematics (i.e., geometry). A list of those students achieving the B- or better will be sent at the end of the school year to the counselors of the next grade level. Those students not achieving the B- or better will be encouraged to repeat algebra at the high-school level. They will be encouraged also to take an audit grade for their middle school participation. Should they choose to keep the grade less than B- rather than audit the

class and then complete the algebra class at the high school, the newer grade would be the one reflected on the transcript.

Per Board Policy 638.4, students who successfully complete the elective algebra course prior to high school will have the course recorded in their high school records and the course will apply to the mathematics credit requirements for a diploma, but it will not apply to the minimum total credit requirements for a diploma. The grade will not be calculated in the student's grade point average.

Appendix C

Procedures for 8th Grade Accelerated Science Placement

(The Accelerated Science course at UMS offers 8th graders the opportunity to complete 8th and 9th grade science in one school year.)

Step 1: ITBS Score Review

- Review ITBS Scores to identify students with 80th Percentile or above (IA norms) in Reading Comprehension and Science.
- Letter and application sent to those students who qualify above.

Step 2: Student Application

- Student must complete the application and return it to the appropriate representative by the set date.
- Talented and Gifted teacher or counselor will obtain teacher rubric and recommendation on each student who submits an application.

Step 3: Committee Review

- The identification committee will meet to review student applications, teacher recommendations, and test scores.
- Students will be selected for the class based on a review of the above information.

The Identification Consideration Committee will consist of:

Talented and Gifted Teacher
Advanced Science Teacher
Counselor
7th Grade Science Teacher

Appendix D

Urbandale High School Rigorous Course Options

(17) Dual Enrollment Courses:

Currently articulated with DMACC
3 college credits unless indicated

Photography, College Accounting, Managing/Maintaining PC (7), Computer Applications II, Public Speaking, Advanced Composition, Communication Skills, German IV (8), Advanced Japanese (4), Spanish IV (4), AP Spanish (8), Study Strategies (2), AP Calculus (5), Math for Tech I, Math for Tech II, AP English Literature & Building Trades (7)

(10) AP Courses:

Biology, Calculus, English Literature, European History, German, Government and Politics, Human Geography, Psychology, Spanish, & American History

(8) Advanced Courses:

Advanced Studio Art, Accounting, Japanese, Composition, Foods and Nutrition, Textiles and Clothing, Biology, & Chemistry

(8) AP Online Courses:

Calculus AB, Chemistry, English Language and Composition, English Literature and Composition, Physics B, Statistics, U.S. Government and Politics, & U.S. History

Appendix E

K-12 Talented and Gifted Personalized Education Plan (PEP)

Date _____
Student _____ School _____
Grade _____ DOB _____
Parent's Name _____ E-Mail _____
Areas of Strength

Areas of Concern

Team Members:

Member/Position

Member/Position

Member/Position

Member/Position

Goals/Plans of Action/Progress Monitoring

Goals should be written to address cognitive, affective, social and/or transitional needs. The Accommodation Plan articulates steps toward the goal, who will provide the service, and how the goals will be assessed. Progress monitoring will update the students' progress toward the goal.

Goal	Accommodation Plan	Person Responsible	Progress Monitored

Additional Notes:

Appendix F

The Role of Contests and Competitions in the Talented and Gifted Program

There are often questions regarding the role of academic contests and competitions with regard to the Talented and Gifted Program. Since the District expends all of its funds for staff in this area, some clarification is needed regarding the District's role in academic competitions and contests.

For those contests and competitions, such as Academic Decathlon, where there is a board-approved curriculum and is taught by teachers, the District will remain responsible for costs.

For those contests and competitions, where there is no specific board-approved curriculum, yet the contest or competition would enrich and be directly tied to other curriculum being taught by staff the District would be responsible for costs if participation or preparation in these efforts happens at school (e.g., National History Day).

If participation and preparation lies outside the school day (e.g., Mock Trial, Destination Imagination), then the District would not be responsible for any costs, but could work with parents to serve as a conduit to handling funds for these contests and competitions if the District's name is to be used.