

Center Point - Urbana Schools

Talented and Gifted Services

Revised 1/20/2025

Vision Statement:

Gifted learners will work toward achieving their full potential through appropriate opportunities and challenges provided by Center Point - Urbana Community Schools.

Mission Statement:

It is the mission of the Center Point - Urbana Talented and Gifted Program to extend and enrich the learning experiences of high level learners in a challenging and rigorous learning environment. The Program 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-emotional development and needs of gifted and talented learners.
- Support gifted learners as they become self-directed, lifelong learners through acquisition of skills in taking initiative, diagnosing needs, establishing goals, identifying resources, implementing strategies, and evaluating outcomes.

Belief Statements:

- It is the responsibility of talented and gifted teachers, classroom teachers, support staff, parents, students and administrators to work collaboratively to ensure the needs of gifted learners are met.
- Talented and gifted programming should adapt to meet the unique social and emotional needs of gifted learners.
- Gifted and talented learners need opportunities to explore their passions and interests in the company of their intellectual peers in order to develop their talents, promote self-direction and encourage lifelong learning.
- Gifted learners come from all socioeconomic, racial, ethnic, and linguistic backgrounds.
- Ongoing support and professional development for staff is an important aspect of the continued academic, social and emotional growth of learners.
- Gifted and talented learners need challenging curricula that are tailored to their unique abilities, interests, and learning styles.
- A comprehensive identification system is integral to determining a gifted learner's needs.

Program Goals

Goal #1:

The Talented and Gifted program at Center Point - Urbana Community Schools will provide effective programming that adapts to meet the unique learning and social-emotional needs of gifted students.

The curriculum within gifted education will:

- Reflect a higher degree of complexity than the regular classroom
- Provide a framework for further study in an activity
- Provide an environment that allows for maximum development of the gifted child's thinking, learning, and creative abilities.
- Promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth and development of gifted students.
- Perpetually change to meet immediate and long-range needs of gifted students.
- Provide for differentiated learning experiences not offered in the regular classroom.
- Use community resource personnel, mentorships, and field trips/competitions to enhance the program.
- Provide opportunities for students to learn and collaborate in the company of their intellectual peers.

Goal #2:

The Talented and Gifted program at Center Point - Urbana Community Schools will provide ongoing professional development to teaching staff.

Professional development opportunities will:

- Share information with regular education personnel in order to develop a better understanding of the characteristics of gifted learners, differentiation strategies, social/emotional needs, and programming options.
- Include in-service opportunities for teachers and administrators.
- Support parents in learning about gifted children.
- Share information regarding the program with the public.

Student Outcomes

1. Demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in social-emotional development and in intellectual and academic domains.
2. Demonstrate understanding of and respect for similarities and differences between self and peers and others in the general population.
3. Access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
4. Recognize preferred approaches to learning and expand the repertoire.
5. Become independent investigators in pursuing their interests and talent areas.

Identification for Kindergarten

Step 1: Teacher and parent nominations accepted to form a talent pool

Step 2: Teachers complete Academic, Motivation and Creativity Rating Scales (Renzulli)

Step 3: Identification considered through rating scores and anecdotal records

Step 4: Need for service beyond what the general classroom can provide considered

Step 5: A committee of school personnel, which will include at minimum all TAG teachers and at least one administrator, will review all data at the end of each school year to determine student needs for the following school year. If TAG services are deemed necessary, parents will be notified.

Identification for Grades 1-2

Step 1: Anecdotal information gathered through observations.

Step 2: Identify talent pool from parent and teacher nominations and TAG teacher observations

Step 3: Additional information gathered through:

- KOI (Kingore) and/or PETS
- Motivation Scale
- Creativity Scale

Step 4: Identification considered through rating scale scores and anecdotal records

Step 5: Additional information considered including:

- Creativity Scale scores
- Motivation Scale scores
- Parent Checklist scores
- Need for service beyond what the general classroom can provide

Step 6: A committee of school personnel will review all data, which will include at minimum all TAG teachers and at least one administrator, at the end of each school year to determine student needs for the following school year. If TAG services are deemed necessary, parents will be notified.

Identification for Grades 3-12

Step 1:

- CogAT Screening for all 3rd, 5th and 8th grade students

Step 2: Identify the top ~25% of students' scores on the CogAT Screener as the talent pool for further consideration.

Step 3: Additional information gathered through:

- Full CogAT
- ISASP
- Motivation Scale
- Creativity Scale
- Parent Nomination

Step 4: Identification considered through CogAT scores of 96th percentile and above in Verbal and/or Quantitative reasoning, and ISASP scores of 95th percentile and above in reading or math.

Step 5: Additional information considered including:

- Creativity Scale scores
- Motivation Scale scores
- Parent Checklist scores
- Need for service beyond what the general classroom can provide

Step 6: A committee of school personnel, which will include at minimum all TAG teachers and at least one administrator, will review all data at the end of each school year to determine student needs for the following school year. If TAG services are deemed necessary, parents will be notified.

Staffing Provisions

Each elementary building shall be assigned a certified Talented and Gifted teacher to serve their students on a part time basis. These teachers will provide services to identified students by collaborating with general education teachers and providing pull out services.

At the middle school level, a part-time talented and gifted teacher is available to provide collaboration with the general education teachers and to provide pull out and advisory services to students.

At the high school level, a part-time talented and gifted teacher conducts an elective TAG Seminar course, which is offered to all identified TAG students. Students may enroll in the course repeatedly to pursue multiple topics of study and earn additional credit. In addition, AP Online courses are offered through the Belin-Blank Institute, as well as dual enrollment classes through Kirkwood Community College. Many extracurricular activities are available to meet other interest areas.

Professional Development

The talented and gifted staff will provide professional development to the general education staff at least once per year regarding identification practices, characteristics of the gifted and talented, or other topics.

Talented and gifted staff attend the Iowa Talented and Gifted Conference annually. This conference is held in Des Moines each October.

Talented and gifted staff participate in a TAG-specific PLC.

Parent Involvement

1. Parents will be notified if their child has been identified for additional screening.
2. Parents may be asked to complete a parent checklist if their student is being considered for talented and gifted programming.

Program Evaluation

A Talented and Gifted Advisory Committee will complete a program self-audit tool every five years. The results will be examined, and necessary adjustments will be made.