

Talented and Gifted Program Standards and Benchmarks

- TAG 1. Students will have the opportunity to build a basic understanding of giftedness.
- 1.1 The students will develop an understanding of the term giftedness.
 - 1.2 The students will be able to relate the concept of giftedness to their own lives.
 - 1.3 The students will understand the current approaches to the education of gifted and talented students.
- TAG 2. Students will have opportunity to build a basic understanding of their own interests and abilities.
- 2.1 The students will recognize strengths and weaknesses.
 - 2.2 The students will learn to set goals and priorities.
- TAG 3. Students will develop learning skills. (problem solving, organization, creativity, thinking, writing, decision making, technology, research, study skills.)
- 3.1 Students will understand the importance of developing skills, concepts and attitudes for life long learning.
 - 3.2 Students will participate in activities developed to provide the skills, concepts and attitudes for life-long learning.
 - 3.3 Students will demonstrate the skills, concepts and attitudes presented.
- TAG 4. Students will develop interpersonal skills (communication, interviewing, discussion, leadership, group processing.)
- 4.1 Students will understand the importance of developing interpersonal skills necessary for life-long learning.
 - 4.2 Students will participate in activities developed to provide the interpersonal skills necessary for life-long learning.
 - 4.3 Students will demonstrate the interpersonal skills.
- TAG 5. Students will develop career awareness.
- 5.1 Students will comprehend the importance of careers and career explorations.
 - 5.2 Students will explore careers of their choice and education requirements of chosen career.
- TAG 6. Students will experience topics through explorations.
- 6.1 The students will demonstrate the ability to select a topic which is meaningful to them.
 - 6.2. The students will successfully complete group and individual explorations.

6.3 The students will develop materials and a unique product during investigations.

TAG 7. Students will take part in a seminar, in order to exchange ideas and viewpoints with other students.

7.1. The students will comprehend the basic format of a seminar.

7.2. The students will develop and present a seminar.

7.3. The students will evaluate the effectiveness of the seminar.

Interstate 35 School District Talented and Gifted Program Identification Process

Evidence of a student's eligibility for the program is based on multiple criteria-no single test score or measure can be the determining factor. The identification of gifted children is a complex task that requires a great deal of cooperation among parents, teachers, administrators, and the coordinator of the gifted education program. The process involves collecting a variety of data for each child in various areas.

Sources of data used for screening include:

Cognitive Abilities Test

ITBS/ITED scores

Dibels Assessment

Parent/teacher observation forms

Teacher and parent nominations

All Interstate 35 School District students are given the Cognitive Abilities Test in third grade. ITBS/ITED scores and subscores are used also to evaluate student placement. Students at 90th percentile and above (Iowa norms) will be considered for placement.

Identification begins with the nomination of students who are potential candidates. Students may be nominated by teachers, parents, peers, or themselves. The identification process will continue by proceeding to the screening step. A case study will be developed for each nominated student. If a parent or teacher feels strongly that a student who has not met other criteria should be considered, that child's name may also be added. Selection shall be done by a committee consisting of coordinator and teachers.