Talented and Gifted Program

Bondurant-Farrar C.S.D.
300 Garfield SW
Bondurant, IA 50035

Updated August 2021

SECTION 1: Target Population

The Bondurant-Farrar Community School District's Talented and Gifted program serves students in kindergarten through twelfth grade who have been identified in the areas of general intellectual ability, creative thinking ability, and/or specific ability aptitude. These areas of giftedness to be served were selected based upon the need to strengthen curriculum provided in the general education classrooms.

"General Intellectual Ability" refers to students who can learn at a faster pace, master higher levels of content, and handle abstract concepts at a significantly higher level than expected, given the student's chronological age and experiences.

"Specific Ability Aptitude" refers to students who have exceptionally high achievement of potential and a high degree of interest in a specific field of study.

"Creative Thinking Ability" refers to the ability to see a change in perception, new idea combinations, new relationships, new meanings, new impressions, and new applications.

Bondurant-Farrar is a suburban school district; the majority of residents are employed in the Des Moines metro area. Bondurant is located 11 miles northeast of the capital city, Des Moines.

SECTION 2: Rationale For Program

The Bondurant-Farrar Community School District is committed to an educational program that recognizes the unique needs, interests, values, and talents of individual students. Research tells us that gifted and talented children learn differently, learn faster, and retain the learned information longer than their age peers. Bondurant-Farrar, through its K-12 Talented and Gifted program, offers identified students qualitatively differentiated programming which provides the opportunity for these students to go beyond the scope of the regular classroom curriculum. Instruction will focus on understanding giftedness, learning skills, content exploration, communication, creative thinking processes, and self-awareness.

SECTION 3: Program Overview

Bondurant-Farrar Community School District's Talented and Gifted program is designed to meet the needs of identified gifted students as well as to enrich the lives and education of all students within a school district. The Talented and Gifted program provides a wide variety of enrichment and advanced learning opportunities.

Enrichment involves students in experiences and activities that allow them to explore topics and areas of study, which are not a normal part of the classroom curriculum. These enrichment activities are made available to students in small group settings.

Opportunities are also provided to enable students to further their development of higher-order thinking processes, lifelong learning, and communication skills in a variety of contexts that build upon multiple intelligences. These skills include, but are not limited to research skills, critical thinking, creative problem solving, divergent thinking, brainstorming, decision-making, and inventing processes.

Gifted students are also encouraged to use raw data to investigate in-depth real problems or topics of interest and to design a new product or body of information. Such efforts are shared through in-class presentations, cross-curricular means, and/or through outreach opportunities.

SECTION 4: Program Goals

Numerical Goal: Personal Education Plan (PEP) will be developed for 100% of identified TAG students. The PEP is a living document that will accompany the student's educational journey through the grades and will create cohesion between school buildings as well. The PEP will be reviewed/revised annually and will include individual goal(s), assessment results & learning activities specific to the student.

Learner Goals:

1. Learners will display positive self-images and enhance their self-awareness and understanding of giftedness through identification of personal strengths, interests, and career possibilities.

2. Learners will explore a wide variety of skills and interest areas to a depth, which is not usually possible in the regular classroom.

3. Learners will develop communication and leadership skills to enhance interpersonal and cooperative working relationships and will expand their social skills and confidence in order to be productive members of our global society.

4. Learners will engage their curiosity and expand their creative, critical, and logical thinking skills through the use of activities that promote higher-order thinking.

Curriculum and Instructional Goals:

1. To provide enrichment programming and acceleration opportunities for identified students based on individual needs and PEP goals.

2. To provide access to honor level courses, Advanced Placement courses, post-secondary classes at the college level and/or advanced study opportunities.

Program Development and Management Goals:

1. To provide instructional opportunities regarding gifted education for district personnel, parents, and the community.

2. To maintain communication regarding program activities to school personnel, parents, and the community.

3. To conduct identification of students for services.

4. To involve school personnel, parents, and community members in the program activities as resource people or mentors.

5. To provide an evaluation process for assessing the program and student development.

SECTION 5: Program Objectives and Activities

Goal #1
Learners will display positive self-images and enhance their self-awareness and understanding of giftedness through identification of personal strengths, interests, and career possibilities.

1.1 Students will identify their personal interests and talents and will consider and evaluate the social responsibilities and ramifications related to the use of these special talents and skills. Examples of activities that may be used in addressing learner goal areas may include:

- Interest Inventories
- Learning Styles Assessments
- Topic Browsers

- Talent Searches
- Independent study and small group projects
- Team competitions
- Simulation activities
- Future Studies
- Interviews
- Out-of-Level Assessments

1.2 Students will develop a further understanding of giftedness through interaction with other gifted individuals. Examples of activities that may be used in addressing learner goal areas may include:

- Small group projects and discussions
- Math Competitions
- Interviews
- Guest Speakers
- Biographical Studies of Gifted Individuals
- Thinking Cap Quiz Bowl
- Knowledge Master Open
- Career Conferences
- Heartland Area Knowledge Bowls
- "Taking the Road Less Traveled" Conferences
- OPP-TAG Programs and Events
- Battle of the Books
- Nepris
- Mock Trial
- Brain Bowls / Quiz Bowl
- Creative Problem Solving Activities
- Destination Imagination / Odyssey of the Mind Activities
- World Food Prize Youth Institute
- Belin-Blank Center Program and Events
- Advanced Placement classes

1.3 Students will explore careers related to their interest areas. Examples of activities that may be used in addressing learner goal areas may include:

- Job Shadowing
- Guest Speakers
- Interviews
- Field Trips
- Mentorships
- Iowa State University's Explorations Series
- Career Conferences
- "Taking the Road Less Traveled" Conferences
- Young Scholars Conferences

- Internet Scavenger Hunts

Goal #2
Learners will explore a wide variety of skills and interest areas to a depth, which is not usually possible in the general education classroom.

2.1 Students will participate in exploratory activities to develop interests. Examples of activities that may be used in addressing learner goal areas may include:

- Field Trips
- Guest Speakers
- Media Presentations
- Interviews
- Mentorships (both mentee and mentor)
- Job Shadowing
- Independent Study Projects
- Coding
- Robotics
- MacGyver Challenges (instant challenges)
- Topic Browsers
- Hands-On Equations
- Brain Bowl / Quiz Bowl
- Internet Scavenger Hunts
- Biographical Studies of Gifted Individuals
- STEM Activities
- "Taking the Road Less Traveled" Conferences
- World Food Prize Institute
- Math Fax Contests
- Noetic Math Contests
- Noetic Learning Challenge Math
- Membeam Vocabulary Enrichment
- IXL Math
- Khan Academy
- RenZulli Learning

2.2 Students will develop and demonstrate the use of advanced research skills. Examples of activities that may be used in addressing learner goal areas may include:

- Explore print and non-print sources
- Community Search activities
- Compare and contrast primary and secondary source material
- Topic focusing skills
- Library Research Skills
- Note-taking
- Outlining

- Use of Graphic Organizers
- Bibliography Preparation
- Data collection, analysis, and extrapolation
- Digital Storytelling
- Utilize technology presentation tools

2.3 Students will gain advanced skills in their talent and interest areas. Examples of activities that may be used in addressing learner goal areas may include:

- Acceleration and early admittance to courses as needed
- Mentorships
- On-site and online AP classes
- Post-secondary dual enrollment
- Khan Academy
- IXL Math
- RenZulli Learning

Goal #3

Learners will develop communication and leadership skills to enhance interpersonal and cooperative working relationships and will expand their social skills and confidence in order to be productive members of our global society.

3.1 Students will develop communication skills to enable them to successfully resolve conflicts. Examples of activities that may be used in addressing learner goal areas may include:

- Practice self-expression using "I-messages"
- Assertiveness practice opportunities
- Active Listening
- Brainstorming
- Collaboration projects with peers
- Role-playing
- Move This World
- Mock Trial
- Conflict Management Materials
- Team Competitions and Projects
- Personal Goal Setting

3.2 Students will develop the skills necessary to organize and present oral and written information to a specified audience. Examples of activities that may be used in addressing learner goal areas may include:

- Mock Trial
- Science Fair
- History Day / Culture Fair
- Demonstrate oral presentation
- Utilize technology presentation tools

- Collaborate as a team member for group presentations
- STEM Festival/STEAM Night

Goal #4
Learners will engage their curiosity and expand their creative, critical, and logical thinking skills through the use of activities that promote higher-order thinking.

4.1 Students will evaluate their creative thinking based upon fluency, flexibility, originality and elaboration. Examples of activities that may be used in addressing learner goal areas may include:

- Self-evaluation of brainstorming activities
- Self-evaluation of line drawings
- Self-evaluation using projects guides and rubrics
- Revised products based upon self-evaluation insights
- Mock Trial

4.2 Students will assess a problematic situation, identify the problem, and develop a creative plan of action. Examples of activities that may be used in addressing learner goal areas may include:

- Creative problem-solving activities
- Problem-based learning units
- Leadership Activities
- Shark Tank
- Mock Trial

4.3 Students will develop and appreciate their ability to respond creatively. Examples of activities that may be used in addressing learner goal areas may include:

- Literature-Based activities
- Creative Writing experiences
- Creative Problem-solving Activities
- Hand-on/Building Activities (i.e. Zometool, rockets, toothpick bridges)
- Teaching self-evaluation techniques based on fluency, flexibility, originality and elaboration.

4.4 Students will develop the skills necessary to analyze information in a logical and critical way. Examples of activities that may be used in addressing learner goal areas may include:

- Figural and Verbal Analogies
- Word Masters
- Identify errors in reasoning and logic
- Analyze truth values of if-then statements
- Discuss and identify the uses of propaganda techniques
- Table Logic
- Matrix Logic

- Syllogisms
- Noetic Math Competition
- Noetic Learning Challenge Math
- Square Logic

SECTION 6: Identification of Students for TAG Services

General Intellectual Ability and Specific Ability Aptitude and Relative Thinking Ability:

Nomination:

- Teacher, parent, or self nomination
- Qualifying scores (CogAT, ISASP (Iowa Statewide Assessment of Student Progress), aReading/aMath)

Screening:

- The CogAT (Cognitive Abilities test) screener will be given to all 2nd, 5th, and 8th grade students in the spring.
- Students with qualifying screening scores who also have qualifying ISASP or aReading/aMath scores, will be given the post-screener to determine eligibility.
- The full CogAT test will be given to all transfer students who have indicated that they were previously in a TAG program to determine eligibility, unless they have an existing recent CogAT score.

Eligibility Requirements:

- Students will qualify for services through the talented and gifted program if they score at or above the 96th percentile on two of the three subtests or the composite of the CogAT assessment **and** 96% on most of the ISASP subtests **or** 96% on aReading/aMath. A committee of K-12 TAG staff will review post screener and ISASP scores to determine eligibility for TAG services.
- Student accommodations/modifications stated in a 504 or an IEP will be followed for all assessments.

Section 7: Personalized plan for the TAG program

Upon entrance to the TAG program, a Personalized Educational Plan will be developed for each identified student. This plan will be shared with students, parents and classroom teachers, as needed, and will be reviewed and updated annually. PEPs will include student contact information, results of screening data, student goals, and a record of activities/strategies implemented to meet the student goals.

Section 8: Characteristics and Training of Key Program Personnel/Staff Utilization

Talented and Gifted Coordinator:
Highly qualified/licensed administrators with evaluator approval oversee the TAG program.

- Supervise and support the TAG teachers, program, and curriculum development.
- Coordinate programming, professional development and implementation of program.
- Complete State and Federal reporting.

Classroom Teachers:
Highly qualified teachers serve TAG students in kindergarten through twelfth grade. Bondurant–Farrar CSD employs 1.75 FTE teachers to serve talented and gifted students. One FTE serves K-5th grade, .60 FTE serves 6-8th grade and .25 FTE serves 9-12th .

TAG teachers:

- Are certified elementary/secondary teachers with Talented & Gifted Endorsements.
- Participate in in-service programs related to talented and gifted education.
- Administer identification screening tests, and provide observational information regarding their students.
- Develop Personalized Education Plans (PEP).
- Participate in the identification of Talented & Gifted students.
- Provide instructional programming for identified students.
- Provide professional training for all teachers.

SECTION 9: Evaluation

Evaluation is designed to measure program and learner goals and provide guidance for continuous improvement. The TAG coordinator, administrators, and teachers evaluate and monitor the TAG program and student progress annually. Student input will be included in this process. TAG teachers complete a summative report at the end of each school year to determine program changes to meet student needs in meeting the prescribed goals and objectives. Parents, classroom teachers, students, administrators, and community members are also surveyed, as part of the district needs assessment.

Section 10: Cooperative Activities (HS)

Students are encouraged to participate in the Post Secondary Enrollment Options Act (PSEO). Students are able to receive dual credit upon successful completion of their work. Please refer to the high school Course Description, Requirements, and Other Information handbook or contact

the high school counselor. Students may also contact the guidance counselor for information concerning Central Campus courses and Career Advantage courses at DMACC.

During the first semester, 9th grade TAG students will participate in a TAG seminar once a week during WIN. This seminar will prepare students to take online DMACC classes as well as expand their creative, critical, and logical thinking skills through the use of activities that promote higher-order thinking. After successful completion of the seminar, 9th grade students will have the opportunity to take online DMACC classes starting second semester.