



Talented and Gifted Programing

Meeting the needs of high achieving learners

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OGS Mission for All Students

Mission: Educating and inspiring students to reach their full potential.

We Believe:

- Children are our primary focus: each has value and unique potential
- In facing challenges and learning from outcomes
- Individuals learn in a safe and engaging physical and emotional environment
- Collaboration among children, staff, administration and community enhances learning
- Differentiated instruction provides opportunities to maximize learning
- In collaborative communication
- In providing unique educational opportunities

Parameters:

- We will abide by policies and district governance documents
- We will comply with external mandates
- We will be prudent stewards of all the school's resources
- We will hold each other accountable for high professional standards
- We will execute our master facility plan consistent with our educational standards
- No program or service will be accepted or continued or discontinued unless it is consistent with our Strategic Plan

Vision Statement for OGS Talented & Gifted Programming

Gifted and talented students will develop their intellectual, leadership and creative potentials.

Mission Statement for OGS Talented & Gifted Programming

Oak Grove's Talented and Gifted Program will provide educational opportunities that will build confidence, encourage curiosity, and foster social and emotional awareness.

Definitions of Terms

- **Creative**
- **Curiosity**
- **Confidence**
- **Leadership**
- **Perseverance**

- **Social and Emotional Awareness**

Rationale for Talented and Gifted Programming

According to Illinois School Code Section 14A-20: “Gifted and talented children” means children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and, specifically, in language arts and mathematics, by scoring in the top 5% locally in that area of aptitude.

Oak Grove recognizes the state use of the terms gifted education and gifted students, and the existence of a population of our students who demonstrate actual or potential extraordinary talent.

Our only intent in using any "label" in reference to students is to put a "name" to the target group who require some type of intervention to best meet their educational needs. Aligning with current theory and research, Oak Grove does NOT embrace any connotation of giftedness that views the term as static, unidimensional, or exclusive in nature.

Because of the educational needs and motivation of high ability students, the level, complexity, and pace of the language and/or mathematics curriculum is significantly increased when compared to the core curriculum. Discovering these students adheres to the district goal of identifying all students’ needs and matching them with an appropriate curriculum.

In essence, identification for talented and gifted programming is an on-going search for high ability students whose demonstrated competencies in language and/or mathematics would be best served and developed through an in-depth or accelerated approach to programming. The readiness and motivation for accelerative experiences are indicated through accurate, useful, and available evidence (e.g., standardized testing, classroom performance, teacher observation, and family input.)

We believe that we are responsible for providing optimal educational experiences for talents to flourish, and doing so is of benefit to the individual and the community. As referenced in the district mission and vision, Oak Grove believes that high ability cuts across all demographics and is committed to discovering all types of students through an on-going search for its differentiated service.

Structure of Oak Grove Talented and Gifted Programming

Because there is academic diversity among all learners, including those identified as high ability, a differentiated core curriculum and multiple educational service options must be provided to best meet their educational needs.

Classroom-Based Differentiation Service is defined as a curricular modification implemented by a classroom teacher to extend and broaden the core curriculum by increasing its depth or breadth. The content (what is learned), the process (how it is learned), and/or the product (demonstration of learning) are altered in this service. Learners are typically identified for the classroom-based differentiation service by the classroom teacher using curriculum-based pre-assessments, formative assessment, and classroom performance.

Depending on student need, classroom-based differentiation modifications might be short-term (lasting 1-3 days) or long-term (lasting the duration of a specific unit of study.) The former targets critical or creative thinking and are usually a component of the district's adopted curriculum resources. The latter compacts the core curriculum and utilizes supplemental instructional materials. Although classroom teachers typically provide this service in a core classroom, collaboration with grade level teams and school staff can occur.

District wide professional development will be provided through out the 2014-2015 school year to help develop teachers' expertise in this area. Continued professional development in this area will be a priority to account for any new staff after the 2014-2015 school year.

Subject-Matter Acceleration/Partial Acceleration is the practice of allowing students to be placed with classes with older peers for a part of the day (or with materials from higher grade placements) in one or more content areas. Subject-matter acceleration or partial acceleration may be accomplished by the student either physically moving to a higher-level class for instruction (e.g., a second-grade student going to a fifth-grade reading group), or using higher-level curricular or study materials. Subject-matter acceleration may also be accomplished outside of the general instructional schedule (e.g., summer school or after school) or by using higher-level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

Curriculum Compacting allows student instruction to entail a reduced amount of introductory activities, drill, and practice. Instructional experiences may also be based on relatively fewer instructional objectives compared to the general curriculum. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Instructional goals should be selected on the basis of

careful analyses for their roles in the content and hierarchies of curricula. The parsing of activities and goals should be based on pre-instructional assessment.

Accelerated Classes are defined as a curricular modification implemented by a faculty member that is intensive in nature. An out-of-level, rigorous alternative curriculum is primarily used. When compared to the core curriculum, the acceleration service significantly increases the curricular pacing and its complexity. Learners are typically identified for the accelerated service by meeting specified district criteria using standardized test scores, classroom performance, and teacher ratings.

Students identified as being eligible for accelerated programming may receive extensive math instruction, reading and writing, science, and/or social studies through content integration. The purpose of creating an accelerated classroom community is to provide effective instruction for all students in the program, to enhance the social skills of its participants, and to accelerate cognitive development.

Students identified as being eligible for accelerated programming will receive reading and/or math instruction in pull-out self-contained classes taught by a teacher trained in best practices for teaching accelerated learners.

The philosophy of substituting core curriculum does not mean it is irrelevant for high ability students, but in its current form it is not sufficient to meet the needs of high ability students. In fact, many core curricular concepts are evident in the alternative curriculum. Although there is an emphasis on higher level thinking skills, the importance and maintenance of a strong foundation of basic skills and understanding is addressed.

Programs for K-3 Students

At the present time, the district focus is to develop program strands in language and mathematics in grades 4-8. However, Oak Grove recognizes that students in grades K-3 can express talent and/or strength in a variety of academic areas or endeavors that are valued by society. The classroom-based differentiation service of the program is applicable to the primary classrooms. Grouping based on academic readiness, higher level thinking tasks, and the use of varying texts are three common forms of meeting primary students' needs utilized by the classroom teachers. Currently, there is a certified teacher responsible for providing pull out supplemental services for high achieving students in grades K-2 on a weekly basis during the assigned intervention time. Pull out services are flexible and may be based on a particular unit or specific area of strength for individual student development. Assessments used for consideration of pull out services include: STAR assessment, Fountas & Pinnell level, AVMR, and teacher recommendation. Programming includes different types of thinking skills (creative, problem solving, deductive reasoning, math practices, etc.). Once students enter grade 3, services become more frequent with increased rigor to begin the potential transition into the formal program beginning in grade 4 based on the formal matrix located on page #.

Programs for Grades 4-8

Beginning in grade 4, daily replacement services are currently offered in English language arts, mathematics or both content areas. Additional content areas are being reviewed for future replacement services.

Identification Procedures for Talented and Gifted Programming

Talent Pool

The purpose of identifying students for any educational programming is to match the goals and objectives of the program with the educational needs of a student. The intent of identification for the talented and gifted service is to discover and place those students whose needs in either language or mathematics are so significant that they wouldn't be best met in the core curriculum.

The needs of individual students are best recognized through evaluating multiple sources of relevant information. The sources typically tapped are standardized testing, classroom performance, teacher input, and family input. By assessing the profile of a student based on multiple measures, the accuracy of a placement decision is increased.

How does a school system discover a relatively small percentage of students, whose educational needs are so significant that talented and gifted services are required, from a large number of students at a grade level? James Borland endorses the development and utilization of a **talent pool** as an initial phase in an identification process. At this beginning step, Oak Grove considers the entire student population (at a grade level) with the intent of narrowing its focus from 100% of the students to a more manageable number.

Screening or narrowing the student population into a talent pool makes the task of moving from 100% to the eventual targeted population for the talented and gifted service less daunting. Using existing relevant information (a combination of standardized data and teacher judgment), the talent pool targets approximately 20% of a given student population (grade level) in grades 4-8 in the area of language and mathematics. The talent pool is comprised of those students who are plausible candidates for placement in the talented and gifted program. Beginning the discovery at 20% aligns with Borland's suggestion of erring on the side of inclusion rather than exclusion at the initial phases of trying to best place students.

This screening process is not the time for assessing fine distinctions among students or making placement decisions. Instead, the concern is to include any students who possess evidence that he/she should be considered for talented and gifted services. This half-way step (or talent pool step) allows educators to concentrate on a reasonably realistic goal of further assessing a group of possible candidates and eliminate those students whose educational needs obviously don't match the goals and objectives of the talented and gifted program.

Students in the talent pool will be evaluated using a matrix for English language arts and math. It is possible to be eligible for both ELA and math services, and/or services in just one content area. (See attached).

Identification Matrix

Oak Grove uses the work of the Talented and Gifted Action Team (2015). Their work is based on the belief that by using multiple criteria, a more accurate “snapshot” of an individual student’s educational needs in English language arts and/or mathematics can be achieved. A goal of focusing on students as individuals will remain in the forefront during the process of placement.

The primary achievement measures used are MAP Assessments –Reading and Mathematics. The ability measure used is the Cognitive Abilities Assessment (CogAT) administered in grades 3 and 6. Teacher rating scales are also a key component of the process of placement in Oak Grove. In unique situations, an Oak Grove certified test administrator may administer an individual WISC assessment. Alternate measurements (e.g. tests administered in settings other than Oak Grove) will not replace the district assessment protocol, but will be viewed as supplementary information.

Oak Grove Criteria for English language arts (ELA) Talented & Gifted Programming

Grades 3 and 6 are used for full grade review

Points	5	4	3	2	1
CogAT- Verbal	>130 Gifted	129-128	127-126	125	124
CogAT- Verbal	>130 Gifted	129-128	127-126	125	124
CogAT- Non Verbal	>130 Gifted	129-128	127-126	125	124
MAP Reading Achievement (NPR)	99	98	97	96	95
<i>Critical Analysis Writing Sample*</i>	<i>23-19</i>	<i>18-17</i>	<i>16-14</i>	<i>13-11</i>	<i>10<</i>
<i>Teacher Observation Checklist*</i>	<i>87%</i> <i>(4.0-3.5</i> <i>avg score)</i>	<i>75%</i> <i>(3.4-3.0</i> <i>avg score)</i>	<i>62%</i> <i>(2.9-2.5</i> <i>avg score)</i>	<i>50%</i> <i>(2.4-2.0</i> <i>avg score)</i>	<i>0-49%</i> <i>(<1.9</i> <i>avg score)</i>

*Only utilized if one of the CogAT scores reach 124 or higher

Score:

Program Entry Based on a score of 13/30, continued Talented & Gifted Placement 10/30. A student will automatically qualify for services if they have a Verbal CogAT score of 130+

Oak Grove Criteria for Math Talented & Gifted Programming

Grades 3 and 6 are used for full grade review

Points	5	4	3	2	1	
CogAT- Quantitative	>130 Gifted	129-128	127-126	125	124	
CogAT- Quantitative	>130 Gifted	129-128	127-126	125	124	
CogAT- Non Verbal	>130 Gifted	129-128	127-126	125	124	
MAP Math Achievement (NPR)	99	98	97	96	95	
<i>Problem Solving Exercise*</i>	Gr 3 Gr 6	>32	31-27	26-22	21-17	16-12
		60-58	57-55	54-52	51-49	48-46
<i>Teacher Observation Checklist*</i>	>66	66-62	61-58	57-53	52-48	

*Only utilized if one of the CogAT scores reach 124 or higher

Score:

Program Entry Based on a score of 13/30, continued Talented & Gifted Placement 10/30. A student will automatically qualify for services if they have Quantitative and NonVerbal CogAT scores of 130+

Placement Procedures for Students New to the District

New students entering the district will be placed into talented and gifted programming only after review of past records and local assessments and are shown to meet the district matrix standards. Student achievement levels will also be evaluated by current teachers and the building principal. If student records contain data from another district stating they were in a gifted program, Oak Grove will provide our own testing before talented and gifted placement. Oak Grove assessments may include but are not limited to: WISC, CogAT, writing sample, math problem solving assessment, or teacher observation check list to name a few. Once a student is recommended for placement in a talented and gifted class, an appropriate entry date is determined in collaboration with the receiving teacher, no more than 60 days after the student has been accepted into the school.

Because of the nature of the curriculum, it is preferable to make placement changes in mathematics at the beginning of a school year.

Continued Participation

Continued participation in talented and gifted programming is re-evaluated at the completion of every school year.

Due Process (Placement Appeal)

Parents have the right to request an additional review of student placement into talented and gifted programming, see Parent Inquiry Form on page #. After a member of the Oak Grove staff receives the form, the request will be considered by the Talented and Gifted Advisory Council. The Advisory Council will ask the question, “What has changed?” If the OGS matrix was used for the initial placement decision, outside testing or re-testing by an OGS certified staff member may be considered on a case by case basis. The Advisory Council will generate a list of OGS approved outside assessments and a full report will be required by the private organization. If a parent chooses to pay for a private external evaluation, a full report will be required and may be considered valid for student placement decisions. If the parent is not satisfied with the decisions made by the Advisory Council, the next step is to appeal to the school administration. A last request by a parent would be presented to the BOE for a final decision.

Advisory Council

Purpose: review placement appeals, consider mid-year student move-ins, parent communication, and potential removal of students within the program

The committee is separate from the placement committee. Members of this council include a teacher representative from the placement committee, a teacher not on the placement committee, a district administrator, an OGS psychologist, and two parents. This Council will meet approximately once per trimester on an as needed basis. They do not have access to student names, only the data related to

placement decisions. In addition, the Advisory Council may provide the OGS administration with program ideas and provide communication both within OGS and the community.

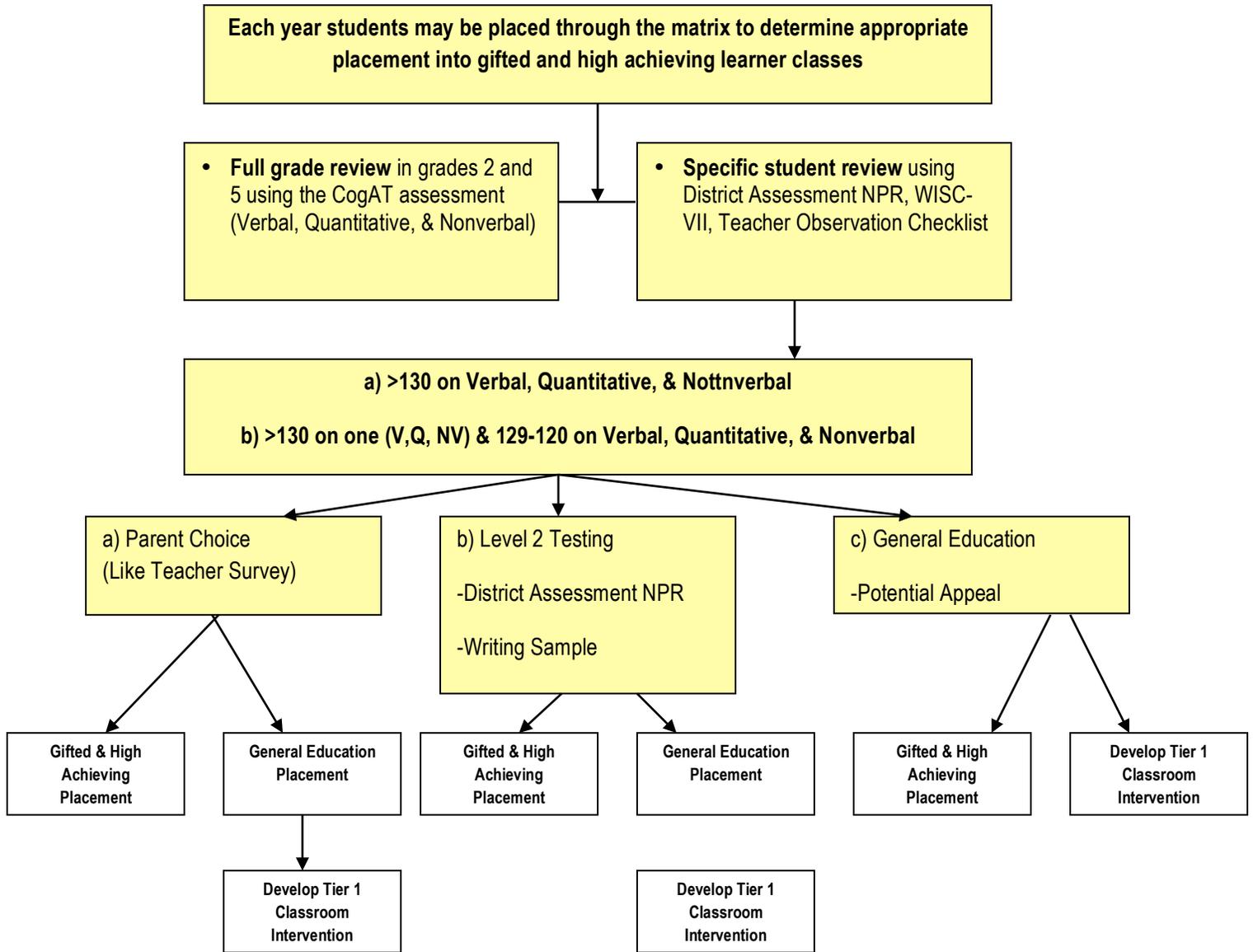
Exhausting the Oak Grove Program

Oak Grove teachers and administrators will make every effort to service our students within our school. In unique situations, students may exhaust the programming offered within the district. In order to continue to meet the needs of all our Oak Grove students, additional programming may be sought out from other institutions on a case-by-case basis. Examples include classes offered through the Center for Talent Development, College of Lake County, or Libertyville High School. Classes through these programs do not count toward high school or college credit but allow students the opportunity to continue their individual learning trajectory.

Removal Procedures

During the school year, students are expected to meet the performance standards that are both appropriate with his/her ability and within the minimum established for the program. A student's progress may be re-evaluated at any time by request of the parents, teacher, or principal. An initial conference, including parents, teacher, and principal will be conducted to identify problems. Specific goals and tasks that the student must accomplish in order to remain in the program will be established at the initial conference. A timeframe will be set for the completion of the goals and tasks. All test scores identified on the matrix will be reviewed as well as class work. A final conference, include the same participants as the initial conference, will be held to review the results. Removal of the student from a talented and gifted class will be based on evidence that the student is not profiting academically, socially or emotionally from the program. The Talented and Gifted Coordinator is responsible for setting the time and place of the conference, as well as notification of the parents. If a parent wishes to appeal the removal, they may contact the Advisory Council through the Parent Inquiry Form on page #.

OGS Talented & Gifted Programming Flow Chart



Commonly Asked Questions

When is a teacher checklist used for determining student placement into a talented and gifted program?

- During grade 3 and grade 6 placement decisions, if a student receives a CogAT score of 124 or greater. The general education teacher may utilize the assistance of the TAG teacher in completing the checklist.
- When new students enter the Oak Grove School District and are under consideration for talented and gifted programming.
- When a general education teacher provides data that supports a placement adjustment during the school year.
- When a Talented and Gifted teacher provides data that supports a placement adjustment during the school year.
- At administrator's discretion, any teacher may be asked to complete the checklist to provide additional information for appropriate student placement.

Who assesses the student-writing sample?

- A minimum of two teachers will separately assess the writing samples and take an average of the two scores for matrix value placement.

Who assesses the math problem solving assessment?

- The incoming Talented and Gifted teacher will assess the math assessment for an unbiased review of the quality of student work.

Teacher Observation Checklist- Talented & Gifted Programming Mathematics

Student Name:
Grade Observed:
Teacher:

Date:
Score:

This checklist is part of the matrix used to determine placement of students within the Talented and Gifted (TAG) Program.

Please read the statements carefully and rate according to how often the behavior is observed. <i>(Mark 1 box for each behavior. Do not mark on the line.)</i>	Seldom or Not Observed 0	Occasionally 1	To a considerable degree 2	Almost All the time 4
Performance Characteristics				
1. Understands complex processes and abstract mathematical concepts				
2. Tries to understand complicated materials by separating it into its respective parts				
3. Has a high performance level on classroom tests				
4. Has quick mastery and recall of information				
5. Demonstrates a variety of strategies for problem solving				
6. Demonstrates an interest in the "whys" of math				
7. Verbalizes math concepts, processes and solutions				
8. Solves problems intuitively; cannot always explain why solution is correct				
9. Organizes data to discover patterns and relationships				
Motivational Characteristics				
10. Enjoys math challenges				
11. Needs little external motivation to follow through on work that initially excites him/her				
12. Is self-directed, shows initiative				
13. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion				
Creativity Characteristics				
14. Generates ideas and/or solutions to problems; often unusual or clever				
15. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; is tenacious				
Leadership Characteristics				
16. Carries individual responsibility well; can be counted on to do what he/she promises, and do it well				
17. Suggests alternate ways of doing an activity				
18. Collaborates effectively with peers				

Teacher Observation Checklist- Talented & Gifted Programming English language arts (ELA)

Student Name:
Grade Observed:
Teacher:

Date:
Score:

This checklist is part of the matrix used to determine placement of students within the Talented and Gifted (TAG) Program.

Please read the statements carefully and rate according to how often the behavior is observed. <i>(Mark 1 box for each behavior. Do not mark on the line.)</i>	Seldom or Not Observed 0	Occasionally 1	To a considerable degree 2	Almost All the time 4
Performance Characteristics				
1. Demonstrates verbal proficiency as evidenced by advanced language				
2. Think critically				
3. Processes and retains information and ideas about a wide variety of topics				
4. Exhibits intense concerns for human issues and justice				
5. Recognizes relationships between diverse ideas				
6. Reads above grade level with complex interpretations				
7. Recognizes complex perspectives and other points of view				
8. Requires minimum repetitions for mastery				
Motivational Characteristics				
9. Demonstrates curiosity				
10. Wants to do things independently with age appropriate guidance				
11. Shows energy and commitment when pursuing his/her own interests				
12. Demonstrates intensity in interpersonal exchanges				
13. Inquisitive in nature (questions)				
Creativity Characteristics				
14. Generates new ideas and unique solutions				
15. Offers unusual, unique, clever responses				
16. Sees and makes unusual connections				
17. Interprets symbolic representations				

Student/Parent System of Support

Recommendations made by the Talented and Gifted Action Team (2015) and areas of continued work:

Student support suggestions include:

- Student resource guide
- SEL curriculum focused to gifted kids
- Optional monthly social activities
- Reward system for leadership, creativity, compassion (formal recognition)
- Having group activities

Parent support suggestions include:

- Monthly letter to parents from kids
- Monthly letter to teachers from parents
- 3 parent workshops annually (Oct, Jan, April)
 - Emotional needs of students
 - Social needs of students
 - Educational needs of students
- Parent group options:
 - Facebook?, by grade?, whole program?
 - Meets with teachers/administration x2 year
- Parent resource guide
- Parent meeting with TAG teacher during curriculum/PT conferences
- Recognition that students are being pulled out

*Parent Inquiry Form
Utilized by the Talented & Gifted Advisory Council*

Student Name: _____

Gender: M F Date of birth: _____ Grade: _____

Primary language spoken by child at home: _____

Is English the child's second language? Y N

Directions: Please rate your child on each Trait, Aptitude, and Behavior (TAB). Also, provide specific examples or comments for each TAB to help the committee understand your child better.

This form must be returned in order to begin the appeal process and organize a committee meeting.

Communication

- Very high ability to communicate (verbally, nonverbally, physically, artistically, symbolically)
- Uses words that seem advanced for the age-level
- Uses appropriate examples, illustrations, or elaborations when communicating

In this area, my child is: Always _____, Often _____, Sometimes _____, Rarely _____, Never _____

Specific examples:

Motivation

- Persistent in starting and completing self-selected tasks
- Enthusiastic learner
- Has aspirations to be 'somebody' or do 'something' important

In this area, my child is: Always _____, Often _____, Sometimes _____, Rarely _____, Never _____

Specific examples:

Humor

- Great sense of humor
- High ability for seeing unusual/unique relationships
- Openness to experiences

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Inquiry

- Asks unusual questions for his/her age; in-depth questions about a topic
- Enjoys playing around with ideas
- Will spend time digging deeper for knowledge about a topic or idea

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Insight

- Has exceptional ability to draw inferences
- Sees how ideas/concepts fit together in the bigger picture
- Is very observant
- Integrates ideas and concepts from more than one subject area

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Interests

- Advanced interests in a topic
- Self-starter; not dependent on an adult to start an activity
- Pursues an ideas until everything is learned

In this area, my child is: Always _____, Often _____, Sometimes _____, Rarely _____, Never _____

Specific examples:

Problem Solving Ability

- Unusual ability to create a strategy for solving problems and the ability to change the strategy if it is not working to solve the problem
- Creates new designs
- Inventor/innovator

In this area, my child is: Always _____, Often _____, Sometimes _____, Rarely _____, Never _____

Specific examples:

Memory

- Remembers a lot on content presented
- Only 1-2 repetitions needed for mastery
- Has a lot of information about topics he/she is interested in
- Pays attention to details

In this area, my child is: Always _____, Often _____, Sometimes _____, Rarely _____, Never _____

Specific examples:

Reasoning

- Ability to make generalizations
- Can think things through in a logical manner and come up with a reasonable answer
- Critical thinker

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Imagination and Creativity

- Shows exceptional creativity in using everyday materials
- Has wild, seemingly silly ideas
- Fluent and flexible producer of ideas
- Is highly curious

In this area, my child is: Always ____, Often ____, Sometimes ____, Rarely ____, Never ____

Specific examples:

Other significant observations of abilities:

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