

Clinton Community School District Talented and Gifted Program

Philosophy

The Clinton Board of Education recognizes some students require qualitative differentiated programming beyond the regular education program. Providing quality programming for the talented and gifted students involves a continuous process that is responsive to the needs of students.

Gifted students are those students identified as possessing qualities that require appropriate instruction and educational services commensurate with their talents and needs beyond those provided by the regular school program. The goal of programming is to help gifted and talented students meet their cognitive, emotional, and social needs in becoming autonomous, lifelong learners.

Mission

The Clinton Community School District believes there are gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom. These students exhibit high performance in intellectual, creative, or artistic areas; possess strong leadership capacity or excel in specific academic fields. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students. It is the district's responsibility to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas. Students are provided learning experiences found within the classroom and in additional areas of his/her school or within the community. It is the responsibility of the TAG teachers to develop supportive relationships and structures with staff, parents, and the community at large in order to meet the unique needs of gifted learners.

If you have questions about the CCSD TAG Program, please contact Rhea Wright at rheawright@clintonia.org.

Student Program Goals

The expectations for students involved in the program include:

- Participating in a variety of evidence-based programming options for enhancing cognitive and affective development
- Demonstrating communication skills for leadership in the 21st century to ensure specific student outcomes
- Conducting authentic research
- Exhibiting critical thinking at appropriately challenging levels
- Demonstrating the use of insightful creative thinking
- Learning to understand and maximize their own talents and abilities
- Regularly use current technologies, including online learning options and assistive technologies
- Independently pursuing and sustaining academic challenges

Identification Criteria

The Clinton Community School District uses a multi-criteria approach to identify students for the Talented and Gifted Program including but not limited to: CogAT (Cognitive Abilities Test), ISASP (Iowa Statewide Assessment of Student Progress), parent recommendation, teacher recommendation, NNAT (Naglieri Non-Verbal Abilities Test), IReady, prior participation in the program, and/or student records from prior districts.

A request for screening by the gifted and talented department may be submitted by a parent, teacher, school counselor, the student him/herself, the building Talented and Gifted teacher, or a school administrator. The nomination and selection process is ongoing and the screening of any student may occur at any time.

Services

In grades K-2 students are recommended by their classroom teachers to receive enrichment. Teachers look at such things as academic performance, critical thinking, creativity, and student drive, when making their recommendations. The Talented and Gifted teacher pulls small enrichment groups from the general education classroom. The enrichment groups may change throughout the year based on individual student need.

In grades 3-8 the Talented and Gifted teacher provides direct pullout instruction to identified students in Math and Intellectual Interest groups. TAG Math provides students with opportunities to develop logic, reasoning, and problem solving skills while using higher level thinking and building self-confidence. Intellectual Interest provides students with opportunities to participate in problem-based, real-world, multidisciplinary projects while using creative, analytical, and methodical thinking.

In grades 9-12 students have the option to take accelerated curriculum, honors level courses, Advanced Placement Courses, and post-secondary classes at the college level.

Program Evaluation

A TAG- Advisory Committee meets once a year to analyze and evaluate the program, it's components, and effectiveness while making recommendations to enhance programming.

A parent survey will be given annually during the TAG Open House to provide parent feedback on TAG programming and services.