

RED OAK COMMUNITY SCHOOLS



“Excellence for All... Whatever it Takes!”

Red Oak Community Schools Talented and Gifted Plan

Parent-Student Handbook
2023-2024

(Revised 2024)

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TAG PROGRAM MISSION, RATIONALE & BELIEFS

Mission

Red Oak Community Schools is committed to an educational program that recognizes the unique value, needs and talents of each individual student. Red Oak's Talented and Gifted (TAG) program for gifted and talented students strives to create a positive environment in which each student has the opportunity to develop higher level critical and creative thinking skills, participate in differentiated activities and/or accelerated programs based on individual needs and interests and meets the cognitive and affective needs of gifted students. Our program strives to enhance a healthy self-concept in order to become a self-directed learner who fully appreciates and utilizes personal potential.

Rationale & Beliefs

Red Oak Community Schools believes the educational needs of the vast majority of students can be met through the core curriculum. However, specific small populations of students require supplemental curricular experiences to facilitate learning. All students deserve the opportunity to develop to their full potential; talented and gifted students deserve no less. Students whose estimated potentials differ significantly from the average have educational needs that are unlikely to be served by the regular curriculum. Investing in appropriate education for the gifted will yield returns in the long term. Ignoring the need of these students would be to condone under achievement and waste a valuable resource in our nation. It is because of these reasons the Red Oak Community School chooses to identify and

provide a differentiated and/or accelerated program for students who display talented and gifted behavior.

- We believe that every gifted learner has a right to be challenged every day.
- We believe that gifted learners need opportunities to explore their passions and interests.
- We believe that gifted learners have unique social/emotional needs.
- We believe that gifted learners learn best in the company of their intellectual peers.
- We believe that there must be time in the school day for creativity.
- We believe that gifted learners require qualitatively differentiated curriculum and instruction that includes, but is not limited to, increased rigor and appropriate pace.

GOALS AND PERFORMANCE MEASURES

Program Objectives

- To provide opportunities to develop the knowledge, skills, and attitudes needed to live effectively in a world characterized by ethnic diversity, cultural pluralism, and increasing interdependence.
- To develop skills necessary to become independent, self-directed life-long learners.
- To provide activities based on higher level critical and creative thinking skills.
- To provide opportunities for the expansion, enrichment and/or acceleration of the regular classroom.
- To provide opportunities to participate in activities to develop and enhance a positive self concept.
- To provide opportunities for personal development and career goal development with respect to the characteristics of the gifted

Performance Measures

Multiple assessment tools will be used to determine a student's growth in the ELO program. These include, but are not limited to, the following:

1. Daily assignments, tests, and student projects
2. Teacher observations
3. CogAT Testing, ACT, SAT, and PSAT (grades 9-12)
4. Standardized testing administered during the school year

On-going evaluation procedures throughout the school year will include formal and informal conferences between the ELO teacher and classroom teachers, parents, and students. This information will be utilized to make necessary changes for the next school year.

DIFFERENTIATED PROGRAM OVERVIEWS

K-2 Enrichment Overview

To identify and foster gifted potential, teachers in the K-2 classrooms will use the [Kingore Observation Inventory](#) (KOI) as an instrument to assist them in identifying and serving students with

gifted potentials. These KOI assessment portfolios are critical to use when designing appropriate differentiated learning experiences for young learners.

Students K-2 may also have the opportunity to participate in large group enrichment lessons co-taught by the grade level teacher and the TAG teacher.

3-6 Program Overview

Red Oak Community School offers an academic pull-out program for gifted students. Students participate in activities that challenge higher level thinking skills, problem solving, and creativity. Students participate in enrichment activities that are not normally studied in the classroom or activities to extend topics learned in the classroom. Differentiation within the classroom is also a component of the program.

Junior High Program Overview

Students in junior high are provided a differentiated curriculum in a variety of ways. Students have their academic needs met through independent studies, differentiation within the classroom and compacting (ie. alternate assignments), and participation in academic and intellectual enrichment activities. The TAG instructor can advise classroom instructors regarding differentiated strategies for the regular curriculum.

High School Program Overview

Students in high school are provided a differentiated curriculum in a variety of ways. Working with the high school counselor, each student maps out a four-year plan of study during their eighth-grade year. Student academic needs are met through independent studies, flexible scheduling, and college courses. High school students may enroll in post-secondary/college classes where students receive both high school and college credit. Students may “test out” of courses as arranged on an individualized basis. The ELO instructor can advise classroom instructors regarding differentiation strategies for the regular curriculum.

Program Evaluation

Beginning in 2017-18, each year an evaluation of the services offered to gifted/talented students will be done via parent surveys. This information is collected and studied by appropriate staff to determine if revisions need to be made in current programming. In addition, students are surveyed as well at the conclusion of a unit of study or end of year.

Information is also gathered from classroom teachers. Collaboratively, the TAG teacher along with classroom teachers, assesses the services offered to determine if students’ needs are being met.

Staffing Provisions

Currently, one TAG teacher is employed full time to coordinate identification of students, coordinate, develop, and teach 3-6 pull-out enrichment classes, coordinate academic competitions, coordinate secondary independent studies classes, push-in support for extended learning opportunities K-2, and other opportunities. The program is supervised by the Superintendent of the district.

RED OAK COMMUNITY SCHOOLS TAG STUDENT LEARNING OUTCOMES

Goal 1: The student will comprehend his/her own abilities in relationship to self and society.

1. The student will reflect on self-expectations and those of others.
2. The student will explore his/her interests and talents through independent projects.
3. The student will set and evaluate goals based on abilities, performance, interests and personality.

Goal 2: The student will develop more positive self-concepts and self-esteem.

1. The student will learn to recognize perfectionism and learn to take risks even when outcomes are uncertain.
2. The student will learn to recognize stress and explore coping techniques.
3. The student will develop time management strategies.

Goal 3: The student will develop skills appropriate to interact effectively with peers, siblings, parents and other adults.

1. The student will learn strategies to develop friendships.
2. The student will develop empathy and sensitivity for others.
3. The student will develop appropriate ways to interact with authority.

Goal 4: The student will participate in activities that facilitate the cognitive, social and emotional development of the individual.

1. The student will increase knowledge in a variety of areas through specialized units, projects and competitions.
2. The student will gain social skills by working in teams.
3. The student will grow in confidence through varied presentations.

Goal 5: The student will develop critical thinking and problem-solving skills.

1. The student will learn higher order thinking skills.
2. The student will learn to reason logically using deductive methods.
3. The student will learn to infer and draw reasonable conclusions.

Goal 6: The student will develop creative and divergent thinking.

1. The student will develop flexibility in thinking and in behavior in order to adapt to different circumstances.
2. The student will learn elaboration skills in thinking and communication.
3. The student will learn to think independently and create original products.

Goal 7: The student will use his/her abilities to help others and implement changes in the community.

1. The student will participate in service projects.
2. The student will use his/her talents to plan and implement service-learning projects.
3. The student will use critical thinking and presentational skills to research, design and present a community based project.

ROCSB BOARD OF EDUCATION POLICY

Code No. 604.3 PROGRAM FOR TALENTED AND GIFTED STUDENTS: The board recognizes some students require programming beyond the regular education program. The board will identify students with special abilities and provide education programming.

It is the responsibility of the superintendent to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

TALENTED AND GIFTED DEFINITION

Red Oak Community Schools has adopted the Iowa Code 257.44 definition of gifted and talented children. "Gifted and talented" children are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and education services commensurate with their abilities and needs beyond those provided by the regular school program.

Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual capability
2. Creative thinking
3. Leadership ability
4. Visual and performing arts ability
5. Specific academic aptitude

IDENTIFICATION

The Red Oak Community School District's gifted and talented program, TAG, will identify and serve students in the areas of general intellectual ability and specific academic aptitude (i.e., mathematics, reading) striving to enhance creativity and build leadership capacity in all identified students.

Teachers, parents, and peers can refer students in all grades at any time for Talented and Gifted services in the areas of general intellectual ability or specific ability aptitude. Students can also refer themselves for TAG services. Additionally, whole grade reviews of student learning data occur at the end of grade 2, and beginning of grades 4 and 6.

Students are screened and identified for TAG services using the following data:

- CogAT
- ISASP
- Renzulli Scales
- Staff Input

The TAG teacher will communicate with each of the students' parents in the screening pool concerning placement decisions.

The building committee of principal, TAG teacher, counselor, and teacher will review screening data and determine identification. The following matrix of the process will be used to assist the team in identification:

Red Oak Talented and Gifted Identification Process

What	When						
CogAT for all students	Winter of 2nd and 5th, and as needed in special situations						
Building span for identification	Grades 3-6, 7-12						
Areas of Identification	Verbal, Quantitative, Nonverbal as needed						
Who is responsible for identification?	A committee at each building that makes final identification decisions at the end of each school year. The identification decisions are effective for the following school year.						
Identification process by grade level	<p>2nd (end of): CogAT, Renzulli, staff input 4th (entering): add spring 3rd grade ISASP data to identification matrix and evaluate for any changes 6th (entering): CogAT, ISASP, Renzulli</p> <p><i>*update ISASP data in the matrix each spring after testing is completed</i></p>						
Matrix	<table border="1" style="width: 100%;"> <tbody> <tr> <td>CogAT</td> <td>~66%</td> </tr> <tr> <td>ISASP</td> <td>~33%</td> </tr> <tr> <td>Renzulli</td> <td>Support of Decision</td> </tr> </tbody> </table> <p><i>Note: It is at the discretion of the identification committee to consider all factors.</i></p>	CogAT	~66%	ISASP	~33%	Renzulli	Support of Decision
CogAT	~66%						
ISASP	~33%						
Renzulli	Support of Decision						

Students identified for TAG services in grades 3-12 will be those who, at a minimum, are determined to be strong in the area of general intellectual ability. Students who are identified in the area of general intellectual ability are those who demonstrate an advanced level of proficiency in both reading and mathematics. Characteristics of a student who demonstrates general intellectual ability are the following:

- Formulates abstractions
- Processes information in complex ways
- Observant
- Excited about new ideas
- Enjoys hypothesizing
- Learns rapidly
- Uses a large vocabulary
- Inquisitive
- Self-starter
- Complex problem solving

Students identified for TAG services for specific academic abilities in grades 3-12 will be those who show a definite strength in one specific academic. Students who are identified in the area of specific intellectual ability are those who demonstrate an advanced level of proficiency in either reading or mathematics. Characteristics of a student who demonstrates specific intellectual ability are the following:

- Good memorization ability
- Advanced comprehension
- Acquires basic skill knowledge quickly
- Widely read in special interest area
- High academic success in special interest area
- Pursues special interest with enthusiasm and vigor

Students who transfer into the Red Oak Community School District (ROCS) from other districts in which they were previously identified as talented and gifted will maintain their status and receive TAG services. These students will be evaluated and/or monitored to determine the appropriateness of services. (There might be real differences between another district and ROCS in terms of the level of rigor in the curriculum and students' prior academic performance).

English Language Learner Identification Process

Identification of gifted and talented English Language Learners Grades K-12 is based on the proposition that broadening the scope of the methods used to identify English Language Learners (ELLs) for Talented and Gifted services will improve their opportunities to achieve academically (*Identifying Gifted and Talented English Language Learners, 2008, Iowa Department of Education*).

It is important that the educators of GT English Language Learners are aware that they display their potential within the cultural context of learning a second language.

Characteristics of ELL Gifted Students: Most gifted children share certain characteristics. ELL populations may demonstrate these characteristics in ways different from the dominant culture and sometimes these characteristics may be perceived as negative.

Characteristic	Dominant Culture	Different Cultures
Curiosity	Raises hand to ask question. Stays on task. Expresses self well. Expects shared experiences and common understandings. Curious about how things work more than about people.	May think questioning is rude. May be frustrated by not having the language necessary to ask questions. Does not have a foundation of shared experiences. Curious about different experiences. May experience lack of understanding by teachers, peers and others. May enjoy questions with “shock value.” More curious about people than things.
Task Commitment	Sticks with a task. Confident in ability.	Stubborn. May have their own priorities. May not see relevance in school work.
Sense of Humor	Begins with shared experiences and understandings. Uses dominant language with others. Uses subtleties with language.	May have difficulty showing humor in dominant culture’s language. May be “smart alecky.” May use language destructively, use put-downs. May be a class clown. May demonstrate humor, tell jokes, in one language and not the other.
Keen Interests	Good at many things. Enjoys learning new things. Enjoys collections. Enjoys a book series.	Unable to make decisions. Makes decisions without regard for consequences. Appears random. Has trouble finding closure.
Use of Language	Expresses self well in formal register. Can elaborate well on others’ ideas. Fairly even language profile.	Very expressive in casual register. Has trouble listening and staying attentive to others. Uneven in ability to speak, listen, read, write. Makes clever, silly or inappropriate responses. Opinionated, good talker but unable to support ideas or provide substance to ideas. Tells stories, enjoys listening to stories in own language, culture. Acquires new language quickly.
Self Efficacy	Feels safe. Feels in control.	Feels unsafe, insecure. Feels like a victim.
Problem Solving	Good at solving teacher generated problems. Applies learned rules to problem solving.	Good at solving “street” problems. Creative in finding for self. May not be interested in following rules.
Asynchronous Maturity	Taken care of by adults. Often protected from adult concerns.	May be responsible for younger siblings. May act as translator and interpreter for adults. May be needed, used in adult situations.

*Information acquired from Blue Valley School District <http://bvsd.org/policies/Polices/IGBB-R.pdf>

Characteristics of a gifted English Language Learner include, but are not limited to:

- Acquires a second language rapidly
- Shows high ability in mathematics
- Displays a mature sense of diverse cultures and languages

- Code switches easily (think in both languages)
- Demonstrates an advanced awareness of American expressions
- Translates at an advanced level (oral)
- Navigates appropriate behaviors successfully within both cultures

*Information acquired from [Identifying Gifted and Talented English Language Learners](#), 2008, Iowa Department of Education.

Potential Barriers to Identification: English Language Learners are traditionally underrepresented in gifted education. Potential barriers may include:

- Reliance on the nomination process only (no grade level screening).
- Teachers may be less likely to recognize gifted characteristics in EL's than in children of their own culture or language.
- EL parents may be less likely to advocate for TAG identification than parents of the dominant culture.
- Characteristics of giftedness may manifest themselves differently, even negatively, in EL's.
- Teachers may think student deficits or English acquisition should be addressed before TAG identification.
- Assessment criteria may be biased against EL's.
- EL's may have less experience with abstract reasoning tasks.

When evaluating an ELL student for TAG services, the committee will look at the whole child: the cognitive, the affective, and psycho-motor/behavioral domains in relationship to their English language proficiency.

ELL students are screened and identified for TAG services using the following data:

- I-ELDA- rate of 2 or more levels in the span of one year
- CogAT
- ISASP
- Renzulli Scales
- Staff Input

An English Language Learner's score on the Iowa Assessment and CogAT should be considered in light of the student's I-ELDA score and will not be used in comparison with other TAG candidates who are native speakers.

The ELL and TAG teacher will communicate the results with the parents and seek permission for further diagnostic data collection if needed. An interpreter or literature will be provided to the parents of the ELL student in their native language to provide information concerning TAG placement and decisions.

When necessary, the TAG teacher and the ELL teacher will collect and organize additional student data to ensure a confident decision regarding student needs.

ROLE OF THE TAG TEACHER

The primary roles of the TAG teacher to support TAG students. These include:

1. Pullout enrichment with students to maximize their learning and facilitate the students' strengths and interests and meet their affective needs.
2. Consultation with educators to facilitate teacher understanding of the unique needs of gifted and talented students.

3. Collaboration with educators to assure differentiated instruction is provided in the general classroom learning environment.
4. To seek out, coordinate and/or assist with providing academic competitions for TAG students.

Individualized Instruction

- Develop and monitor Personalized Education Plans for student who are identified for TAG.
- Based on the PEP, coordinate individualized enrichment to meet the unique learning needs of the TAG student.
- Facilitate acceleration based on student performance and identified needs.
- Provide flexible scheduling/groupings for advance interests outside the curriculum.

Consultation/Collaboration with Teachers

- Help classroom teachers' work confidently with high ability students.
- Provide training in the use of differentiated instruction and learning strategies to meet the needs of the individual student.
- Help teachers incorporate problem solving, critical thinking, leadership, and creativity opportunities into unit planning.
- Collaborate with the classroom teachers to plan and implement extensions to the curriculum and differentiated learning opportunities.
- Provide support for classroom teachers in the form of ideas and materials for students needing differentiation in the regular classroom.

PERSONAL EDUCATION PLAN (PEP)

The purpose of the Personalized Education Plan (PEP) is to provide a plan designed to meet the educational and social/emotional needs for identified gifted students. PEPs are co-created with the Talented and Gifted teacher, classroom teacher, parent/guardian(s), and student to set goals and articulate services and expectations for each school year. The written PEP is reviewed annually by the student, teacher(s), and parents. The PEP is a living document, revised as necessary, serving as a communication tool between students, teachers and parents. The following items will be included in a student's personalized education plan including review of:

- Area of identification
- Relevant data including current assessments
- Current academic performance
- Nature and extent of the gifted and talented services provided including:
 - individualized services
 - consultative services
 - modifications to curriculum and acceleration of the student's curriculum
 - other supportive services
- Accommodations in support of the students gifts and talents
- Anticipated or planned academic adjustments and accelerations
- Beginning at the 8th grade level, a high school plan for enrollment in academic courses guiding acceleration and college preparation
- Personnel responsible for the services provided

CURRICULUM COMPACTING

Curriculum compacting is a differentiation technique that allows a teacher to remove instructional materials and objectives from a course when a student has already demonstrated mastery of the

material to be learned. The material is replaced with new content, enrichment opportunities, or other options. It is important to remember that students may master part of a standard but require instruction in order to master another part. Decisions regarding compacting of specific subjects are based on assessment data and other performance measures, such as a strong academic record of achievement in the subject which is vital to student success. The following data sources may be used to determine eligibility:

- Iowa Statewide Assessment of Student Progress
- FAST screening in reading and math
- Individual student performance
- End of Year Course assessments
- Student Interview
- Purdue Academic Rating Scales
- Iowa Algebra Aptitude Test

ACCELERATION PROCEDURES

Acceleration is an educational intervention designed to provide students who have specific areas of talent with the appropriate level of academic challenge and may occur in rare and unique circumstances. The decision regarding whole-grade acceleration must take into account several factors including academic preparedness, social-emotional maturity, and the student's motivation. Resources from the Belin-Blank Center, including the [Integrated Acceleration System](#) and the [Iowa Acceleration Scale](#) manual, may be referenced by school staff for research and best practice guidance during the decision-making process. Decisions regarding whole-grade acceleration are also based on review of academic progress, parental input, and teacher recommendation. Typically, a meeting of parents, teachers, TAG staff, and administration from the current grade level and the grade level into which advancement is being considered is held to review and discuss all factors prior to making a decision. Once a consensus is agreed upon to advance the student, the teachers, administrators, and parents will develop a new PEP plan to address the transitional process and goals to be achieved.

Academic program acceleration is based on individual student needs determined by assessment performance, academic progress, student motivation, and parental support. Often a process for course acceleration includes a rating scale taking into account a variety of factors. To determine if it is the best interest of a student to modify regular grade placement and/or coursework, important considerations include three necessary components: 1) whether the choices made for a student are consistent with the Red Oak Community Schools District Mission Statement; 2) review of the ROCSD Talented and Gifted program philosophy; and 3) completion of a consistent process for making acceleration decisions.

The decision-making process will include the following:

1. Referral from teachers or parents
2. Review of academic history
3. Meeting specific assessment criteria
4. Meeting with parents and teachers
5. Completion of the updated PEP plan reflecting the goals of acceleration

As an example, the ROCSD uses the following scale for math acceleration.

- Iowa Math Total – 94%ile or above (+10)
- For 9-12 other national tests (PSAT, ACT, SAT) – 94%ile or above (+10)

- Composite score of 124 or higher on the Cognitive Abilities Test (quantitative) or other testing generating IQ . (+10)
 - Teacher recommendation (+5)
- Student's total should score 90% of total points to recommend acceleration.

NATIONAL ASSOCIATION FOR GIFTED CHILDREN PROGRAM STANDARDS

<http://www.nagc.org/resourcespublications/resources/definitionsgiftedness>

Standard 1: Learning and Development:

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Understanding the characteristics and needs of gifted students is vital to planning curriculum, instruction, assessment, programs, and services. The characteristics of gifted students provide the rationale for differentiation in programs. This includes grouping and services for gifted students and are translated into appropriate differentiation choices made at curricular and program levels. Such instruction should meet the cognitive and affective needs of gifted students.

Standard 2: Assessment:

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Educators will establish a challenging environment and collect multiple types of assessment information so all students are able to demonstrate their gifts and talents. Differentiated instruction includes using pre and post, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

Standard 3: Curriculum Planning and Instruction:

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators use the ROCSD curriculum, Iowa Core, and Common Core Curriculum then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum emphasizes advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators possess a knowledge of evidence-based instructional strategies in delivering the curriculum to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources engage a variety of learners using culturally responsive practices.

Standard 4: Learning Environments:

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Educators of students with gifts and talents create safe learning environments that foster emotional wellbeing, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that

encourage independence, motivation, and self-efficacy. Teachers use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences.

Standard 5: Programming:

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Educators will develop policies and procedures to provide comprehensive and aligned services for gifted students, and use a variety of programming include individualized, consultative and collaborative services to enhance students' performance in cognitive and affective areas. This includes such examples as access to a variety of learning resources such as technology-infused learning, community internships, acceleration through SWICC, and/or individual projects based on student interests and areas of giftedness.

Standard 6: Professional Development:

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGCCEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

The Red Oak Community School District professional development plan is intended to provide teachers and administrators with the knowledge, skills, and strategies that will help them provide talented and gifted students with the academic and affective support they need to experience an appropriate level of challenge and learning each day. Professional development is provided in multiple ways. Some professional development is provided during traditional professional development time to all teaching staff in a building or across the district. Some professional development is provided via e-mails and newsletters. Talented and Gifted staff and other teachers across the district are provided opportunities to attend workshops geared toward the teaching of the talented and gifted student.



RED OAK COMMUNITY SCHOOLS
"Excellence for All... Whatever it Takes!"
EXTENDED LEARNING OPPORTUNITIES

TAG Program: Individual Student Personal Education Plan (PEP)

Student:	Grade/Year:
Parent/Guardian:	
Identified Area:	
Teacher/Program:	

Most Recent (3 Year) Assessments

Year/ Grade	Assessment	Reading	Math	Science	Other

Student Strengths:

Student Needs:

Academic Interests:

Date	Accommodation Plan	Person(s) Responsible

Additional Comments/Notes:

The following agree to and support the above accommodation plan for the _____ school year.

TAG Teacher:	Date:
Coordinating Teacher:	Date:
Student:	Date:
Parent/Guardian(s)	Date: