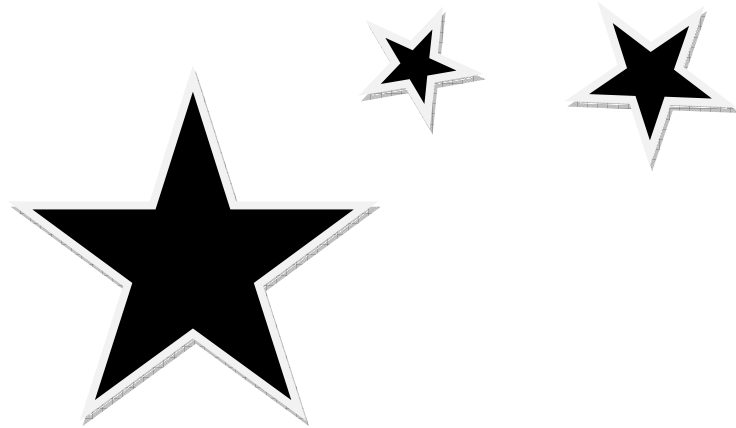




TRITON REGIONAL SCHOOL DISTRICT

NEWBURY • ROWLEY • SALISBURY

Talented **A**nd **G**ifted (TAG)

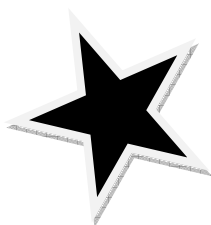


Handbook for
Staff and Parents

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The Triton Regional School District does not discriminate on the basis of sex, race, color, national origin, sexual orientation, age, religion, marital or veteran status, the presence of a medical condition, disability, or any other legally protected status.



TAG PHILOSOPHY AND GOALS

DISTRICT MISSION STATEMENT

Triton Regional School District, unique in its ability to unify people and resources, inspires and empowers students to achieve high academic expectations, become responsible citizens, and demonstrate integrity in words and actions.

DISTRICT PHILOSOPHY of Talented and Gifted Education

Triton Regional School District believes that 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, or potential to achieve, 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 our responsibility to provide students with educational alternatives that teach, challenge and expand their knowledge, while simultaneously supporting the development of independent and self directed learners who continuously generate questions, analyze, synthesize and evaluate information and ideas.

We are committed to the belief that gifted students are individuals with exceptional abilities who require guidance in discovering, developing and realizing their potentials as individuals and as members of society. Within 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. This philosophy also requires a strong partnership between the school district and community.

DEFINITION

The United States federal definition of talented and gifted students:

The term “gifted and talented” when used in respect to students, children or youth means students, children or youths who give evidence of high performance capability in areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities. (P.L. 103-382, Title XIV, p.388)

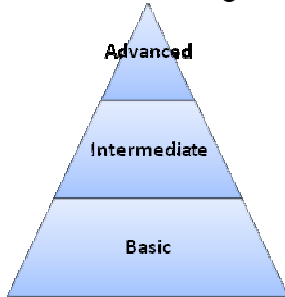
DISTRICT GOAL

The Triton Regional School District provides a variety of appropriate types and levels of learning opportunities in grades four through eight that are based on talented and gifted students’ learning needs. It is the goal of Triton Regional School District to use the National Association of Gifted Children’s Standards as a guide for continuous improvement of the district TAG services.

TRITON GRADES 4-8 TALENTED AND GIFTED SERVICES OVERVIEW

TAG Services Model

The Triton Regional School District uses the TAG pyramid model. This model is compatible with the District's philosophy of meeting the needs of the majority of students in a regular classroom environment.



The pyramid model specifies three levels of services options:

- The **basic level** includes services options met through regular classroom differentiation.
- The **intermediate level** includes services options that require special grouping beyond the regular classroom.
- The **advanced level** includes services options for individualized services beyond regular classroom differentiation or special group services.

In addition to the services options, the pyramid model also identifies support functions that are necessary for successful program implementation: coordination, staff development, talent assessment, parent involvement, flexible pacing, and counseling.

Description of Talented & Gifted Services Model

Basic Level

SERVICES:

Programming may include: pre/post testing, independent projects, enrichment, flexible groupings, creative problem solving, or learning centers.

PROVIDERS:

Classroom teacher is the provider and the classroom teacher consults with other classroom teachers through informal collaboration and joint exploration of problems and sharing of ideas for intervention (i.e. TAG roundtable discussions).

Intermediate Level

SERVICES:

Programming may include: flexible grouping, compacting, differentiated pace, variety of media usage, independent study options, cluster grouping, expansion, or alternate assignments generated by student or teacher.

PROVIDERS:

Classroom teacher is the provider. Classroom teacher may request assistance from learning specialists or the TAG Specialist in planning differentiated learning activities.

Advanced Level

SERVICES:

Programming may include all services provided at the Basic and Intermediate Levels in addition to acceleration or independent study options.

PROVIDERS:

Classroom teacher is the provider. Classroom teacher may request team intervention, specialists (if applicable), principal, librarian, TAG specialist, social worker, guidance counselor, or school psychologist.

Talented and Gifted Services

Talented and Gifted services are based on general academics and use core subject areas of English language arts, science, social studies, and mathematics as a base for developing strengths, interests, higher level thinking skills, and problem solving strategies.

Identified gifted students are clustered in classes at each grade level with teachers who are trained in gifted instructional strategies. The TAG specialist may also provide Advanced Level pullout services on each campus. Challenging learning experiences for talented and gifted students related to the four core academic areas (English language arts, math, social studies, and science) are offered through a variety of instructional strategies. Examples include acceleration or compacting of grade level curriculum, in-depth critical investigations, and/or thematic units. Curriculum is differentiated in content, depth and complexity, process, and/or product by those involved in the instruction of identified TAG students. Emphasis is placed upon activities that develop the student as a life-long learner.

ROLES AND RESPONSIBILITIES

Talented and Gifted Director

The TAG director monitors the implementation and continuous delivery of gifted services and evaluates ongoing services at the building level.

TAG Specialist

The TAG specialist is responsible for directing and facilitating the TAG services at each school by conducting the TAG identification process (including nomination/screening, testing, notification and documentation), providing differentiated instruction support for classroom teachers, providing pullout classes for identified TAG students, as needed, and conducting the annual TAG school program evaluation.

School Principal

The principal works with the TAG specialist and classroom teachers to ensure the delivery of appropriate services and to create cluster groups of students assigned to cluster teachers during the creation of class lists. The principal is a member of the school TAG team and the district TAG Steering Committee.

Talented and Gifted Team Committee Member

The TAG Team committee member sits on both the building-based TAG team and the district TAG Steering Committee. This person serves as a liaison for identified gifted students by facilitating communication with parents, teachers, and students and by participating in the annual screening process.

Talented and Gifted Steering Committee

The TAG Steering Committee guides district oversight, development, implementation, and evaluation of the grades four through eight TAG services. Membership on this district committee includes building-based TAG committee members, elementary and middle school principals, the high school director of guidance, parents, a school committee member, and the central office administrator responsible for oversight of TAG services.

Classroom Teachers

Classroom teachers are the academic delivery agents of differentiated services. They work with the TAG specialist to identify students and plan appropriate differentiated lessons.

Guidance Counselor

School guidance counselors are a vital link in the social and emotional well being of gifted students. They may be asked to facilitate support groups, conduct one-on-one counseling, or serve as assistants for academic planning.

Support Staff

Support staff (arts specialists, psychologists, social workers) provide valuable resources, strategies and ideas for working with TAG students in their areas of expertise. They may assist in the identification process and the delivery of gifted services, when appropriate.

Students

Expectations and responsibilities are based on the students' TAG services level(s). Students are expected to pursue topics more in-depth, to accept responsibility for independent learning and to engage in discussions with their teachers about appropriate projects to substitute for assigned class projects. All TAG students are encouraged to aim for the advanced/proficient level in their areas of identification when participating in district assessments.

Parent/Guardian

Parents/guardians should advocate for their children by remaining proactive in their children's education. They can help their child set realistic goals and develop time management skills. Parents and teachers collaborate to optimize learning. Parents are encouraged to actively participate in the Triton TAG Parent Advisory Council.

NOMINATION PROCEDURES

A student enrolled in a Triton Regional School District elementary or middle school may be nominated for Talented and Gifted services by:

1. A teacher, counselor or school administrator
2. His or her parent/guardian, or by another adult who has knowledge of his/her abilities
3. Himself or herself
4. A peer

Nominations will be accepted year round, but will be solicited during the fall of each year in accordance with the district TAG nomination and screening timeline. In addition, all third grade students will be assessed for TAG services in February. Parents are required to complete a nomination form that includes written consent for screening their child for gifted services.

IDENTIFICATION PROCEDURES

Elementary School Identification

The formal identification process for elementary TAG services occurs in the fall for students new to the district and the spring semester for current students. Students may be considered for TAG services only once within a 24-month period. Assessment in the areas of intellectual and academic fields with a minimum of three criteria qualifiers, including both qualitative and quantitative measures, is used. A combination of the following assessments may be given.

Intellectual Ability and Academic Achievement – Objective Measures

- Otis Lennon School Ability Test (OLSAT) – 96% and above is one qualifier
- Naglieri Test of Nonverbal Intelligence (NNAT) - 98% and above is one qualifier

Student Characteristics – Subjective Measures

- Inventory of behaviors compiled by the parent/guardian
- Observation inventory completed by teacher (such as GIFT/GIFFI, Gifted Ratings Scale, etc.)
- Portfolio activities and products demonstrating problem solving, fluency, and elaboration

In the case of transfer students, the school Talented and Gifted (TAG) team may substitute results from other current, comparable tests. Data is reviewed and analyzed. The TAG team recommends appropriate educational placements. Parents/guardians

will be notified of the committee’s decision. Parents/guardians of all qualifying students must give written consent for their child’s participation in receiving TAG services.

Parents of non-qualifying students may request a conference with the TAG specialist to review the testing results. If the parents/guardians question the decision of the school TAG team, they may initiate the appeal process. Students receiving services in grades four through six are identified as general academic ability students and served with differentiated curriculum in all core content areas. TAG team members are all trained in the nature and needs of gifted students.

Middle School and High School

Identification quantitative and qualitative assessments are listed below:

Intellectual Ability, Academic Achievement, and Student Characteristics:

- Standardized achievement test scores: Reading, Writing, Mathematics
- Cognitive abilities test, including non-verbal measure
- Academic rating scales completed by teachers
- Grades

The TAG team may substitute results from other current, comparable tests for transfer students. The middle school TAG team is composed of the guidance counselor, a teacher, and an administrator. The high school TAG team is composed of at least the following: one high school teacher of advanced placement students, a counselor, and an administrator. Each committee member must have a minimum of six hours professional development on the nature and needs of gifted students.

Data is reviewed and analyzed. The TAG team recommends appropriate educational placements. Parents/guardians will be notified of the TAG team’s decision. Parents of non-qualifying students may request a conference with the student’s counselor to review the testing results. If the parents/guardians question the decision of the school TAG team, they may initiate the appeals process.

TIMELINE for Nominations and Identification

Triton Regional School District’s timeline for nominations, identification decisions, and services is as follows:

Grade	Fall	December – February	March - May
3 rd Grade	all students	screening	Identification, notification and services begin in next Fall
4 th grade to 8 th grade	nominations	screening	Identification, notification and services begin in next Fall

GIFTED AND TALENTED PROCESSES

APPEAL PROCESS

A parent/guardian or student may appeal the final placement or exit decision. A written appeal must first be made within 30 days of the notification of placement or non-placement for TAG services. The appeal may be directed to the district TAG specialist. The TAG specialist will administer the Torrance Test of Creativity to the student whose placement is being appealed. The building level TAG team shall re-evaluate all testing information/processes, examine additional information provided by the student and/or parents/guardians and the Torrance Test, make a decision concerning the student's qualification for gifted services, and inform the parent/guardian of this decision in writing. If the decision is still not satisfactory, the district level TAG Steering Committee will review all screening data and a decision will be based on school adherence to process and procedure.

TRANSFER STUDENTS

Transfer students who have been identified for TAG services in another district will be considered for Triton TAG services. The school TAG team will review identification data from the former school district. Additional assessment may be required. An appropriate placement recommendation will be made when the necessary data is available and has been reviewed.

Since high school students work for credits, a transfer student who has already begun instruction in a class for the gifted in the previous school will be allowed to enroll in the course for the gifted until the school TAG team has acquired and reviewed the needed data and made recommendations. The TAG team may require additional assessments with Triton testing instruments.

FURLOUGH

Furloughs are intended to help students who need a temporary break from services, not to remove non-performing students. The school TAG team may grant a furlough when it is deemed to be in the best interest of the student. At the end of the furlough period, the student will be re-evaluated by the school TAG team to determine if he/she should continue in or be exited from the program.

EXIT

Elementary students who receive TAG services may be exited under the following conditions:

- Refusal of TAG services request from the parent/guardian.
- Decision of the school TAG team based upon a review of a recommendation of the parent, TAG teacher, counselor, or principal that this student is not progressing satisfactorily.

- The parent/guardian must be invited to discuss these issues before the exit decision is final. A furlough period may be provided to offer a break prior to an exit decision.

In each of these circumstances, the parent/guardian will be notified and a conference may be arranged with the TAG specialist and any other appropriate personnel requested by either party. Data gathered will be presented to the school TAG team. An Exit Report will be completed, signed, and forwarded to the Triton TAG Director. Any exited student seeking re-entry must be reevaluated using current program criteria.

Note: A secondary student may end participation in an accelerated class but retain the gifted classification if he/she is served in a different content area for the gifted.

ANNUAL REVIEW

Students selected for TAG services are subject to an informal review at the end of each academic year. Each student's progress will be evaluated based on satisfactory performance in the services. Satisfactory performance is defined as demonstrable development in higher level thinking skills, mastery of major concepts, and development of advanced level products that include independent study habits and initiative.

PROFESSIONAL DEVELOPMENT

It is recommended that all teachers of talented and gifted students complete an initial minimum of 6 hours of prescribed professional development including nature and needs of the gifted student, assessment training, and curriculum and instruction for gifted students which includes differentiation strategies. It is also recommended that teachers participate in annual support opportunities.

Administrators and counselors are also recommended to have an initial 3 hours of administrative training in nature and needs and program options for talented and gifted students.

All Triton classroom teachers are provided opportunities to attend trainings throughout the year in a variety of settings such as district workshops, state level conferences, or workshops. Teachers are responsible for implementing their training in the classroom to meet gifted students' needs.

FAMILY AND COMMUNITY INVOLVEMENT

The district will provide a district orientation meeting for all parent/guardians of identified gifted students. This orientation meeting will be held in the fall.

The district recognizes the vital importance of parent/guardian support and community involvement to the success and growth of the talented and gifted program and students. Triton has an active parent association for the gifted/talented. Notices of TAG PAC meetings will be posted on the district website and in district and school communications.

Support and advocacy in TAG program planning and improvement is encouraged through TAG PAC. Representatives of the TAG PAC will sit on the district TAG Steering Committee to participate in program planning and improvement. Parents/guardians provide valuable feedback on program effectiveness through discussions and/or school and district surveys.

The district will also provide an information meeting each fall to solicit nominations for the TAG services from any parent and/or community member. Community volunteers are encouraged to share their expertise by presenting lectures/demonstrations on various topics related to the themes studied in each grade or as mentors to students who are involved in independent study in an area of special interest.

CURRICULUM

Curriculum and instruction for talented and gifted students is met by modifying the depth, complexity, and pacing of the general school program. This is accomplished by providing a differentiated, enriched academic environment that uses instructional methods and materials designed to develop thinking processes that enhance independent study and personal effectiveness.

The following principles of differentiation are the basis for differentiated experiences:

- Present content that is related to broad based issues, problems, or themes.
- Integrate multiple disciplines into an area of study.
- Present comprehensive, reinforcing, mutually related experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic.
- Develop independent or self-directed study skills.
- Develop research skills and methods.
- Focus on open-ended tasks.
- Develop productive, complex, abstract, and/or higher level thinking skills.
- Integrate basic and higher level thinking skills within the curriculum.
- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Encourage the development of products that challenge existing ideas and produce new ones.
- Encourage the development of products that use new techniques, materials, and forms.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

The principles of differentiation fall into three categories: content, process, and product. The content items are the first four principles and deal with what is taught. The process items are the next five and include how we obtain skills and develop thinking. The final four principles are product items. Products are the ways in which we demonstrate learning; how we communicate what we have learned.

PARENT INFORMATION

Parents/guardians share an important responsibility with the schools in helping their children to achieve their maximum potential. Triton has an active parent advisory council that meets periodically to discuss issues and opportunities concerning gifted and talented education. Meeting days and times are posted on the district website and all parents/guardians are encouraged to attend.

What Gifted and Talented Students Want from Their Parents

According to a survey by Galbraith and Delisle in *Gifted Kids Survival Guide*, below are the top ten things gifted students wish their parents would do (or not do):

1. Be supportive and encouraging; be there for us; be on our side.
2. Don't expect too much of us; don't expect perfection.
3. Don't pressure us, be too demanding, or push too hard.
4. Help us with our schoolwork/homework.
5. Help us to develop our talents.
6. Be understanding.
7. Don't expect straight A's.
8. Allow us some independence; give us space; trust us, because chances are we know what we are doing.
9. Talk to us; listen to us.
10. Let us try alternative education/special programs.

Support Your Child's Needs

Recommendations as compiled by: www.hoagiesgifted.org, website for the advocacy of gifted individuals and learners.

Build Personal Awareness

- Learn about the unique cognitive, social and emotional issues of the gifted and talented
- Attend public forums/panels that focus on the needs of gifted and talented students
- Get involved in school and/or district decision-making committee
- Attend conferences sponsored by local, state and national organizations
- Plan informal gatherings to meet with other parents/guardians of gifted children
- Familiarize yourself with books, newsletters, websites, etc.

At Home

- Set an example; model life-long learning
- Collect examples of your child's work and creativity in a portfolio
- Encourage and model good communication with your child
- Create an accepting environment and encourage your child to share his/her feelings, questions, comments
- Be a good listener
- Be a facilitator and a guide - share in the adventure of learning new things
- Allow childhood to be a part of your gifted and talented one's life; do not expect him/her to feel and act like a miniature adult
- Avoid comparing your child with others or you may lose sight of his/her individuality
- Make free time a regular pastime - don't over schedule your child
- Set clear and consistent expectations and consequences; involve your child in the process
- Help your child believe in himself/herself
- Emphasize your child's strengths; be positive
- Supplement your child's learning at home; nurture your child's passions, interests and creativity
- Model general respect for educators and their important service to society
- Value risk taking, hard work and the satisfaction of achievement
- Discuss effective problem solving techniques and strategies to cope with failure
- Encourage independence by giving your child responsibility
- Provide opportunities for your child to interact with other gifted and talented children, older children and stimulating adults
- Encourage self-awareness
- Remember the value of humor
- Above all, enjoy them.

COMMON MISCONCEPTIONS

There are many misconceptions about what it means to be gifted. Here are ten of the most common myths:

Myth #1: Gifted kids have it made and will succeed in life no matter what. They don't need any special help in school or anywhere else.

Fact: Everyone needs encouragement- and help- to make the most of their abilities and succeed in life. (Research shows that 25% of gifted are underachievers and quit trying because nothing they do leads to any measurable success or satisfaction.)

Myth #2: Gifted kids should love school, get high grades, and greet each new school day with enthusiasm.

Fact: Most schools are geared for average learners, not gifted learners, which makes it hard for gifted students to get excited about going. Some of the most talented students in the United States actually choose to drop out of school altogether.

Myth #3: Gifted students come from white middle- and upper-class families.

Fact: They come from all cultural, ethnic, and socioeconomic groups.

Myth #4: Gifted kids are good at everything they do.

Fact: Some gifted students are good at many things; others are exceptionally able at only a few things. Some gifted students are also learning disabled, which means that they might not be very good at schoolwork.

Myth #5: Teachers love to have gifted students in their classes.

Fact: Some do, some don't. Certain teachers feel uncomfortable with gifted students and get defensive when they suspect that their students know more than they do.

Myth #6: If gifted students are grouped together, they will become snobbish and elitist.

Fact: Some will, some won't. What's especially pernicious about this myth is that some adults use it to rationalize decisions about *not* allowing gifted students to work or study together or *not* providing them with opportunities that meet their learning needs.

Myth #7: All gifted kids have trouble adjusting to school and forming friendships.

Fact: Some do, some don't-- just like other kids.

Myth #8: Gifted students don't know that they're "different" unless someone tells them.

Fact: Most gifted kids don't need to be identified or labeled before they know that they're not quite like their age peers.

Myth #9: Gifted students must constantly be challenged and kept busy or they'll get lazy.

Fact: They might get bored, but they won't necessarily get lazy.

Myth #10: Gifted kids are equally mature in all areas- academic, physical, social, and emotional.

Fact: That would be convenient, but it's not a reasonable expectation. (The Columbus Group in 1991 found that gifted kids tended to be asynchronous in their development. They are way above their age peers in cognitive development, are highly sensitive for their age, but may lag behind in physical development and socially they prefer younger kids or adults as companions) .

Adapted from: *The Gifted Kids' Survival Guide: A Teen Handbook* by Judy Galbraith, M.A. and Jim Delisle, Ph.D.

High Achievers vs. Gifted

High Achievers	Gifted
Good memorizer	Good, informed guesser
Loves to memorize	Loves to think and ponder
Loves rules	Wants only basic guidelines
Works hard	Plays around, yet tests well
A top group student	Is beyond the group
6-8 Repetitions for mastery	1-2 Repetitions for mastery
“What do I need to do to get an A?”	“What is the purpose of this assignment?”
Is focused on the destination or end product	Is focused on the journey or process

(Adapted from J. Juntune, PhD., 1997)

Behaviors Seen In Intellectually Gifted/Talented Students

Characteristics	Positive Behavior	Negative Behavior
Learns rapidly and easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others, day dreams
Advanced vocabulary	Communicates ideas well	Shows off, invokes peer resentment
Curious, has a variety of interests	Asks questions, gets excited about ideas	Goes on tangents, no follow-through
Alert and observant	Recognizes problems	Impolitely corrects adults
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others

Resources

The National Association of Gifted Children (www.nagc.org) and Massachusetts Association of Gifted Education (www.mage.org) has a parent affiliate group membership that provides a wide range of resources for parents.

Additional resources and opportunities include:

- Destination Imagination (DI)
- Math Olympiad
- Participation in Women in Science program
- National History Day
- Robotics Competition

NAGC Nicholas Green Distinguished Student Award

The Nicholas Green Distinguished Student Award was established in 1999 by the National Association for Gifted Children. Funded by the Nicholas Green Foundation, these awards are designed to recognize excellence in young children. The awards, which include a certificate and a \$500 U.S. Savings Bond, will be made in every state to a student who is between grades three and six who has distinguished him or herself in academics, leadership, or the arts.

www.massgifted.org –M.A.G.E. Massachusetts Association for Gifted Education

www.nagc.org – National Association for Gifted Children

www.gifted.uconn.edu – NEAG Center for Gifted Education and Talent Development

www.sengifted.org – Supporting Emotional Needs of the Gifted

Frequently Asked Questions

Q. How will I know if my child is receiving gifted and talented services on a regular basis?

Ask yourself: “Is my child being asked to synthesize information?” “Is he/she being asked to make evaluative judgments based on his/her already extensive knowledge?” When in doubt, your best recourse is to simply ask the teacher how the specific assignment has been differentiated to fit the services goals. Please understand that not every assignment is differentiated.

Q. What do I do if I am still unhappy with my child’s gifted services?

You can request a meeting with the teacher, principal and/or the TAG Specialist to discuss your concerns and options.

Q. Will my child be expected to do more work?

No, gifted and talented students should not be penalized with more “busy” work. However, the complexity of the work itself may require more research, more writing, and/or more time spent on the assignment.

Q. Will my child be “pulled out” of the classroom for gifted and talented work?

Since our gifted and talented services are not a “pull-out program,” and since the delivery agent for the gifted and talented services is the classroom teacher, the majority of the student’s work will be done within the regular classroom setting. There may be times when another support teacher or specialist, in conjunction with the classroom teacher, will work directly with the gifted and talented student on specific units, creative assignments or research topics.

Q. What can I do if my child comes home and complains that he/she is “bored?”

The term “bored” can mean many things to many people. We often caution parents/guardians to make sure they understand just what it is the child means when they utilize that term. It should be remembered that a child does not come to school merely to be entertained. They have a responsibility to their own education, and saying they are “bored” often absolves them from that responsibility. Once you have ascertained the focus of the “boredom,” you can address with your child and the teacher what steps can be taken to remedy the problem.

Q. Will my child need to be re-tested at the 3rd, 6th, or 8th grade review times?

If there is significant difference between state standardized test scores, classroom performance and I.Q. testing, a student may be re-tested. Sometimes a teacher or parent/guardian may request testing be done in a specific area, but for the most part, the majority of students will not need to be re-tested.

Q. What if my child no longer requires gifted services to meet his/her educational needs?

Parent/guardian input will be solicited if there are concerns about the appropriateness of talented and gifted and talented services for their child. As a student moves from one grade level to the next, his/her needs for gifted services may decrease. The content, pace, and/or learning processes of the new grade level may offer sufficient challenges to meet the student's needs within the regular classroom curriculum. When this occurs, it may be necessary to modify the student's areas of identification or exit him/her from the TAG services. A student will not be allowed to remain in TAG services simply because he/she will be "upset" if they are exited. Parents/guardians may request that their child be withdrawn from TAG services if their child's work/stress level is too high to warrant continuation. When a student is exited from TAG services, his/her parents/guardians receive written notification.

Q. Who should I contact if I have questions?

Parents/guardians should initially contact their child's teacher with any questions regarding instruction. If not satisfied with the answer, parents/guardians should then contact the TAG specialist or the building principal. If questions still remain, then parents/guardians should contact the superintendent's office.

GLOSSARY

Ability grouping - The flexible regrouping of students based on individual instructional needs.

Acceleration – Moving at a faster pace through academic content.

Affective needs – The social and emotional considerations of an individual.

Articulation - The transitional process of students between grades and learning levels.

Cluster grouping – The intentional placement of a group of similar ability students in an otherwise heterogeneous (mixed ability) classroom for a particular learning activity.

Cognitive needs - The intellectual needs of an individual.

Cooperative learning - An instructional strategy in which small, usually heterogeneous, groups of students work collaboratively to learn. Other variations include family or teacher grouping.

Cross-grade/multi-age grouping - Grouping strategy that mixes students of different ages for instruction beyond the typical age range found in a classroom.

Curriculum compacting – An instructional strategy in which a student’s grasp of a subject area is frequently reassessed by the instructor, and, following demonstration of mastery of the subject, the student is allowed to progress to the next level or is given in-depth work in the same subject area.

Differentiation - The modification of methods and materials for instruction based on a student’s academic need and intellectual ability.

Enrichment – The enhancement of the curricular program with additional opportunities and avenues of learning for all students.

Extended activities - The enhancement of the curricular program with advanced opportunities and avenues of learning.

Heterogeneous/homogeneous groupings – Classroom groupings in which students are taught in groups of mixed or similar ability, respectively.

Learning plans - An individualized educational program set on paper that may include such options as acceleration, differentiated instruction, extended (enrichment) activities, and affective counseling or guidance.

Mentorship – A cooperative arrangement between a student and a professional adult for the purpose of sharing common interests in a particular skill, knowledge, or career orientation.

Middle school philosophy – An educational philosophy based on the growth and developmental characteristics of the adolescent learner. The curricular program emphasizes transition from elementary to high school, exploratory experiences, and development of positive self-esteem through a team-teaching approach.

Out-of-level testing - Testing typically given to a particular grade or age of student and used to assess abilities of younger students at a higher level than their age peers.

Tiered Lesson – A differentiation strategy that addresses a particular standard, key concept, and generalization, but allows several pathways for students to arrive at an understanding of these components, based on the students' interests, readiness, or learning profiles.

FORMS

Triton Regional School District Parent/Student Nomination/Permission to Screen for Talented and Gifted

Date _____ School _____

Dear Parent/Guardian,

The talented and gifted education services at our school seeks to find students who are highly able and advanced. We are currently accepting nominations for screening for services. Please take a minute, look at the list below, and see if your child does these things most or all of the time.

I have reviewed the behaviors of children listed below. Please check what applies to your child and give examples of why it applies to your child:

- ___ Wants to know about many things
- ___ Asks "Why?" all the time
- ___ Is interested in things that other children their age are not usually interested in
- ___ Makes up games, songs or puzzles
- ___ Learns new things very fast/quickly/easily

And my child shows these behaviors in the following ways: *(please use the reverse side or other pieces of paper to give more information)*. My child's favorite pastime is

My child's best school subject is

I (want) (do not want) to nominate my child

Child's Name

in _____ class for the talented and gifted education services.

Teacher's Name or Homeroom

I (do) (do not) give the school permission to screen/test my child for talented and gifted services.

Parent Name: _____ Signature _____ Date _____

Address _____ City _____ Home phone # _____ e-mail _____

Triton Regional School District Talented and Gifted Anecdotal/Nomination Information Form by Staff

Student: _____

Present Teacher: _____ Grade: _____

Date of Birth: _____ Date of Referral: _____

School: _____

Language Arts _____ Mathematics _____ Social Studies _____ Science _____
(Average grades/achievement for the current school year)

A student can be nominated by a parent, teacher, previous teacher, community member, administrator, or can nominated his or her self. As an advocate for this student, please list reasons, projects, and creative endeavors that communicate why you think this student should receive talented and gifted services. This part must be completed for this form to be valid.

I nominate this student to receive Talented & Gifted services at this time.
Be specific and give examples:

Name of person advocating student's admission: _____

Circle your relationship to the student: Parent Teacher Administrator Self

Other: _____

How long have you known this student? _____
years months

Interests: Please check areas of interest that the student has displayed:

Fine Arts ___ Crafts ___ Creative Writing ___ Social Studies ___ Science ___

Music ___ Drama ___ Mathematics ___ Language Arts ___ Computer ___

Other _____

Triton Regional School District
Talented and Gifted Services

STUDENT FURLOUGH
Intervention Review Conference

School: _____

Student's Name: _____

Grade: _____ Teacher: _____ Date: _____

(Student's name) _____ will be furloughed from TAG services for a period _____ (days) ending on (date) _____ .

On (date) _____, the School TAG Team will meet to review student placement.

_____ will be readmitted to Talented and Gifted services.

_____ will remain in the regular educational services.

Team Signatures:

Principal or Designee

Counselor

Classroom Teacher

TAG Specialist

Parent's Signature

Student's Signature

Triton Regional School District
Talented and Gifted Services

Appeal Request

School: _____

Student's Name: _____

Grade: _____ Teacher: _____ Date: _____

I am filing this appeal for the following reasons:

Signature of parent/ guardian

Date

Telephone

.....

For Office Use Only

Date Received: _____

Appeal Granted _____ Appeal Denied _____ Date _____

Team Member

Team Member

Team Member

Team Member

**Triton Regional School District
Talented and Gifted**

TRANSITION FORM

(Use this form for TRANSITION from 6th to 7th grade and 8th to 9th grade)

School: _____ Grade: _____

Date of Evaluation: _____

Student: _____ Date of Birth: _____

TAG Team Members: Administrator: _____ Counselor: _____

Teacher(s): _____

Child's performance is indicated by the following point scale:

4	Exceeds Grade Level Expectations: The student consistently demonstrates an in-depth understanding of concepts and skills that exceed grade level benchmarks. Performance is characterized by self-motivation and the ability to extend skills with consistency, accuracy, independence, and a high level of quality.
3	Meets Grade Level Expectations: The student demonstrates an understanding of required grade level concepts and skills. Performance is characterized by the ability to apply the skills with accuracy, independence, and quality.
2	Progressing Toward Grade Level Expectations: The student is progressing toward understanding grade level concepts and skills. Performance is characterized by the ability to apply skills with increasing success. Performance varies in consistency with regard to accuracy and quality. Support and guidance are often needed for clarification and to sustain involvement.
1	Not Progressing Toward Grade Level Expectations: The student demonstrates minimal understanding of basic grade level concepts and skills. Performance is inconsistent even with support and guidance.

	<i>English Language Arts</i>	<i>Social Studies</i>	<i>Science</i>	<i>Math</i>
<i>Academic Progress</i>				
Acquires knowledge independently				
Comprehends information				
Applies information and skills				
<i>Motivation</i>				
Completes work in timely manner				
Participates in classroom activities				
Works beyond minimum expectations				
<i>Creative Problem Solving</i>				

Please comment on the following:

Social/Emotional:

Learning Style:

Best Learning Environment:

Other:

Triton Regional School District

Student Portfolio Requirement for Talented and Gifted Screening

Requirements:

- Submit at least 3 pieces of work.
- Works should show best and most creative products.
- Works should include descriptions or pictures of what the student has accomplished, led, or produced.
- Works should be current within the past year or so.
- Works could be CDs, DVDs, art pieces, original music compositions and recordings, photographs of products, creative writing selection, science project, etc. Students should include a written description of each work submitted.
- Place name, school name, current grade, and dates of production on each piece.
- Submit portfolio to the school principal.
- The portfolio will be returned to the student.
- If you need assistance with the development of the portfolio, please contact your building principal.