

The mission of the Davenport Community School District Talented & Gifted Program is to maximize the potential of all identified students each and every day based on intellectual readiness and affective needs.

The DCSD Talented and Gifted Program will foster a growth mindset in all learners to think critically and take action.

1. We will **monitor** each student's learning on a timely basis and provide support for learning.
2. We will provide support for **affective needs** of gifted/talented and TDG students.
3. We will engage in **professional learning** and provide professional development for teachers and administrators.
4. We will continue to refine our **identification process**.
5. We will develop project-based, **student-driven**, and challenging curriculum that allow students to pursue learning that is important to them.
6. We will provide a **continuum of services** available for specialized instruction that is integrated with regular curriculum & the students' intellectual social/emotional needs.



Bonnie Asay - Program Director of Curriculum
& Instruction and K-12 TAG
asaybo@davenportschools.org

Emily Becker - Tag Coach
beckere@davenportschools.org

Iowa Code: 257.44 Gifted and Talented children defined:

1. “Gifted and talented children” are those children who are identified as possessing outstanding abilities and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and education services commensurate with their abilities beyond those provided by the regular school program.
2. Gifted and talented children include those children with demonstrated achievement or potential ability, or both in any of the following areas or in combination:
 - a. General intellectual ability
 - b. Creative thinking
 - c. Leadership ability
 - d. Visual and performing arts ability
 - e. Specific ability aptitude



DAVENPORT
Community Schools
GROWING EXCELLENCE

It is the policy of the Davenport Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator: Mr. Jabari Woods, Associate Director of Human Resources & Equity (563-336-5089) or Jami Weinzierl Director of Human Resources & Equity (563) 336-7487 weinzierlj@davenportschools.org



DAVENPORT
Community Schools

G R O W I N G E X C E L L E N C E



Talented and Gifted Program



Identification Process

(TDG)Talented Development Group K-3

Talent Development Group is based on addressing the varied gifts and talents while ensuring equity of access to students. Students are identified for Talent Development Group (TDG) services through the use of multiple data points. Program and services include curriculum that provides a continuous challenge and supports areas of interests, enrichment within the general education setting, cluster classrooms, performance-grouped classes, resources, and acceleration options as part of the continuum of services for TDG students.

- Grades K-2, the TAG Facilitator conducts structured observation activities (KOI/Kingore Observation Inventory) to identify students who could **potentially** require TAG services.
- Identification is based upon the use of **multiple assessment criteria/measures** including the following:
 - Standardized Assessment Data: **Iowa Statewide Assessment of Student Progress**
 - Cognitive Abilities Test (CogAT)
 - Screening Assessment: (SAGES)
 - Structured Classroom Observation Activities (KOI)
 - Student Survey Data using the Scales for Identifying Gifted Students (Renzulli-Hartman Sclae)
 - Observation** (parent, homeroom teacher, Facilitator, etc.)

Unlike students who are formally identified, students included in the Talent Development Group **may vary from year to year** based upon demonstrated academic need.

TAG Identification Procedure at the end of 3rd Grade

TDG Students **must demonstrate a need for services determined by ISASP and CogAT** for academic extensions beyond classroom differentiation and meeting at least 2 of the following criteria:

- Reading ISASP
- Math ISASP
- CogAT quantitative verbal and non-verbal reasoning

TAG Program Goals

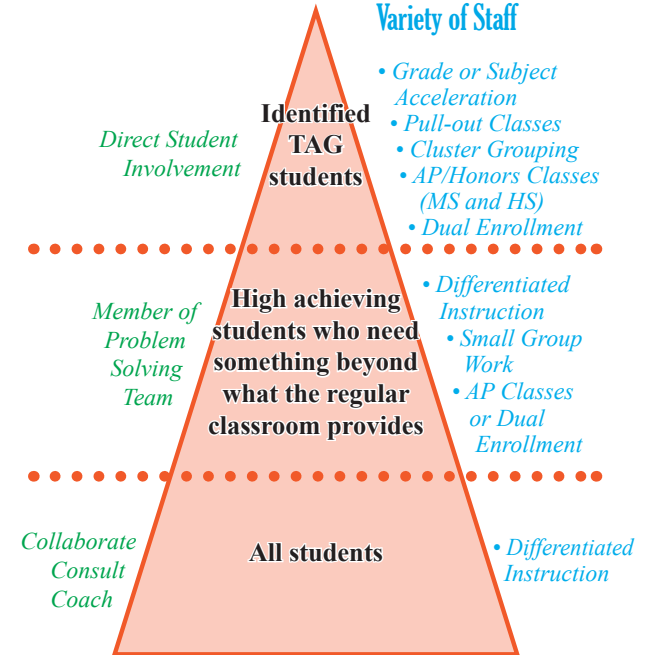
- Provide a variety of types and levels of programming **all day, every day services** for gifted/talented students in grades 4-12th grades that are based on students' intellectual readiness and affective needs.
- Program model that meets TAG student needs in **all identification domains**.
- Provide rigorous learning opportunities in specific academic areas **within and beyond the regular classroom curriculum**.
- Select and serve TAG students based on individual needs, both **cognitive and affective**.
- Provide **resources** to classroom teachers to meet the needs of TAG students.
- Enact a **communication initiative** to share information about all aspects of programs and services among the groups of constituents including students, parents, the community, general classroom teachers, building administrators, central office personnel, Board members, and State Department of Education personnel.

Portfolio Review is used to identify students in the domains of creativity and leadership, where no quantitative data is currently available. It can also be used to identify in the domains of reading and math when quantitative data does not support identification determined by the TAG leadership team.



Role of the Talented and Gifted Teacher

Example of Services Provided by a Variety of Staff



The Talented and Gifted service delivery for the Davenport Community School District is viewed as a continuum of services. The continuum considers all services available in the district and provides appropriate services based on the unique needs of individual students and identifies these in a Personalized Education Plan (PEP).



TAG Facilitators

Emily Becker - K-12 TAG Coach, ASC

beckere@davenportschools.org



DAVENPORT
Community Schools
GROWING EXCELLENCE

Lisa Barry	McKinley and Madison	barryl@davenportschools.org
Lyndsey Specht	Blue Grass	spechtl@davenportschools.org
Alli Jump	Eisenhower	jumpal@davenportschools.org
Ashley Basham	Garfield and Washington	bashama@davenportschools.org
Nikki Simpson	Wilson and Jefferson	simpsonn@davenportschools.org
Meg Knapper	Harrison	knapperm@davenportschools.org
Susan Vens	Adams	venssu@davenportschools.org
Jamie Pratt	Wood and Fillmore	prattj@davenportschools.org
Lori Cornwell	Walcott	cornwelll@davenportschools.org
Christine Heisler	North and West	heislerc@davenportschools.org
Joni Nelson	Central	nelsonjo@davenportschools.org
Kimberly Woods	Mid City and Sudlow	woodsk@davenportschools.org
Barbara Thompson	Williams and Smart	thompsonb@davenportschools.org
Mechelle Janz	Jackson and Hayes	janzme@davenportschools.org
Allie Jump	Eisenhower	jumpa@davenportschools.org
Laura Zelnio	Buffalo and Monroe	zelniol@davenportschools.org
Laura Nykoluk	Truman and Buchanan	nykolukl@davenportschools.org