



Austin Public School District #492
Gifted Services for Talent Development Handbook
Comprehensive Scope and Sequence of Services

<https://www.austin.k12.mn.us/Pages/educational-services/ed-services-gte.aspx>

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Updated 4/26/16

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MISSION STATEMENT:

Engaging and Empowering ALL learners for life!

CORE COMPETENCIES:

Teaching and learning to meet a diverse range of learners

Creating environments to meet diverse learning needs

CORE VALUES STATEMENT:

In order to advance its mission and vision, the Austin Public Schools is dedicated to the following values, which represent the attitudes, behaviors and commitments to which it must adhere.

- High Expectations – of and from all people all the time
- Integrity – to have the courage to do what is right in the face of challenges
- Focus and Purpose – to operate with intention
- Innovation – to support creative culture, processes and solutions

VISION 2018 STATEMENTS:

The following statements reflect the vision of the district.

- All students engaged in and achieving a meaningful educational journey for their future
- Intentional instruction meeting the needs of each learner in all classrooms
- Student needs, demographic growth and innovative programming driving district infrastructure
- A safe, welcoming and enticing school environment for students, staff and families that takes into account their social, emotional and physical health
- Effective, engaged and satisfied employees
- Partnership, engagement and open dialogue among all stakeholders
- Financial stability and sound resource management

STRATEGIC DIRECTIONS

- Align district structures, systems and resources to assure college or workforce readiness for ALL students
- Purposefully deliver a guaranteed and viable curriculum and effective instructional practices
- Develop a school culture and competency for ALL students, families and staff across ethnicity and income backgrounds
- Design, fund, implement and support technology as a critical asset for teaching and learning
- Develop a clear and shared understanding by the community of the district and the need for partnership
- Align and efficiently manage district resources to meet student needs, demographic changes and facility upgrades/maintenance

Approved on 5/11/2015

Gifted Services for Talent Development: Mission and Vision Statements

Developed by:

- Gifted and Talented Advisory Committee

Implemented by:

- District Coordinator of Gifted Services for Talented Development
- PI Academy Teachers
- Advanced Academics & Talent Development Teachers
- GT Cohort Teachers
- GT Site Advisors

The following articulates the APS Gifted and Talented Services strategic direction and priority setting for the foreseeable future:

MISSION STATEMENT:

To recognize and challenge intellectually gifted and academically talented learners to meet individual academic and affective learning needs.

VISION STATEMENT:

To be the leader in providing a rigorous continuum of services for intellectually gifted and academically talented learners and a resource to districts and stakeholders; being the catalyst that will challenge and develop tenacious learners and the staff who persevere to serve them.

CORE VALUES:

We value...

- Cognitive, creative, inner- and inter-personal development
- Equitable access to advanced services
- Responding to individual needs
- Data-driven decision making
- Research-based practices
- Engaging families and the community
- Authentic experiences
- Cultivating highly-qualified staff
- Communicating openly and frequently

Approved on 4/26/2016

Minnesota Legislation in regards to Gifted Education

Minnesota Statutes, section 120B.15 GIFTED and TALENTED STUDENTS PROGRAM (a) and (b), permit school districts to identify students who are gifted and talented, locally develop and evaluate programs addressing instructional and affective needs, provide staff development to ensure that they have access to challenging educational programs. The legislation also provides guidance for districts to adopt procedures for assessing and identifying students.

Section (b) requires schools to adopt guidelines for assessing and identifying students for participation in gifted programs. Provides guidance for identification of students.

Section (c) directs school districts and charter schools to adopt procedures for the academic acceleration of gifted and talented students that include an assessment of students' readiness and motivation for acceleration and a match between the curriculum and the students' academic needs. (Districts may wish to implement policies that reflect gifted and talented best practices, consistent with Minnesota Statutes, section 120B.15.)

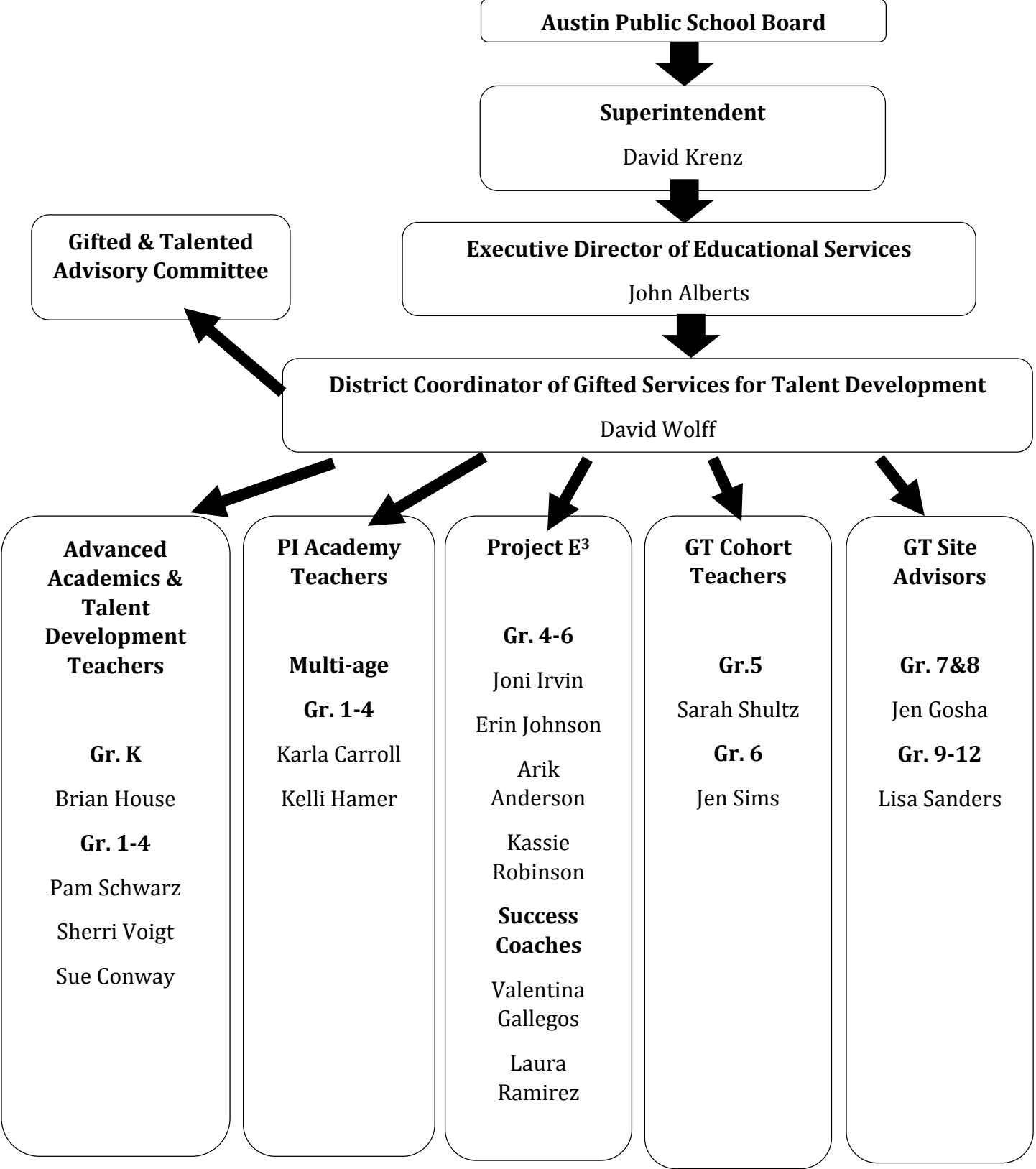
Section (d) requires schools to adopt procedures consistent with section 124D.02 subdivision 1, for early admission to kindergarten or first grade of gifted and talented learners.

Gifted and talented revenue (Minnesota Statutes, section 126C.10 Subdivision 2 (b)) provides school districts and charter schools with \$12 times a district's adjusted marginal cost pupil units (AMCPU) to be used to:

1. Identify gifted and talented students.
2. Provide education programs for gifted and talented students.
3. Provide staff development to prepare teachers to best meet the unique needs of gifted and talented students.

Beginning in fiscal year 2015, the gifted and talented allowance will increase from \$12 to \$13 to adjust for the change in pupil weights.

Organizational Management and Staffing



Organizational Management and Staffing

DISTRICT COORDINATOR OF GIFTED SERVICES FOR TALENT DEVELOPMENT

Austin Public Schools has 0.5 FTE District Coordinator of Gifted Services for Talent Development.

Responsibilities include:

- Coordinate all aspects of Gifted Services for Talent Development services offered in Austin Public Schools
- Offer assistance to district leadership in the implementation and operations of the Gifted Services for Talent Development services models.
- Train Advanced Academics & Talent Development Teachers, PI Academy Teachers, GT Cohort Teachers, and GT Site Leads in all related topics to advanced learners and how to provide services to them.
- Oversee the administration of, the scoring of, and the training of the CogAT 7 assessment.
- Ensure adherence to the Minnesota Department of Education mandates and Austin Public School policies.
- Oversee fiscal responsibilities.
- Offer assistance to counselors, social workers, and school psychologists in addressing the academic and affective needs of advanced learners.
- Reports to the Executive Director of Educational Services.

ADVANCED ACADEMICS & TALENT DEVELOPMENT TEACHERS

Each elementary building has an Advanced Academics & Talent Development Teacher as follows:

- Banfield Elementary – 1.0 FTE
- Neveln Elementary – 0.5 FTE
- Southgate Elementary – 1.0 FTE
- Sumner Elementary – 0.5 FTE
- Woodson Kindergarten Center – 0.5 FTE

Responsibilities include:

- Provide enrichments, enhancements, and extensions beyond the core instruction in math, reading, and critical thinking [using the Young Scholars Model].
- Work in collaboration with building classroom teachers, Instructional Coach, and principal to disaggregate data to create dynamic, flexible groups
- Attend Gifted Services for Talent Development Advisory Committee Meetings
- Participate in on-going professional development
- Report to the building principal as direct supervisor

Organizational Management and Staffing

PI ACADEMY TEACHERS

Housed at Southgate Elementary, PI Academy has 2.0 FTE teachers working with the highly-gifted learners in Grades 1-4.

Responsibilities include:

- Provide daily content replacement in math, language arts, science, and social studies
- Provide the daily routine and structures as a general education classroom teacher
- Attend Gifted Services for Talent Development Advisory Committee Meetings
- Participate in on-going professional development
- Report to the building principal as direct supervisor

PROJECT E³ STAFF

Through the collaboration between the departments of Integration and Gifted Services for Talent Development, Project E³ is staffed as follows:

- One Lead Teacher [paid teacher hourly rate per Master Agreement]
- Four Teachers [paid teacher hourly rate per Master Agreement]
- Two Success Coaches [paid individual hourly rate]

Responsibilities include:

- Lead Teacher
 - Coordinate with representatives from each of the districts represented in the AEE Collaboration to identify and recruit students
 - Present program overview and student/family expectations to parents of qualified students in each district
 - Recruit, interview, and hire teachers for E³
 - Coordinate curriculum development and writing time for E³ teachers
 - Coordinate community partnerships
 - Coordinate all daily operations during an E³ day
- Teacher
 - Prepare lessons for each session that is aligned to the essential questions of the program
 - Provide differentiated learning opportunities that meet students' learning needs
 - Attend meetings at the end of each session
- Success Coach
 - Support the teachers in delivering content in a comprehensible way for non-native English speakers
 - Support the family/school relationship by communicating with families about the program
 - Support the students in understanding the academic vocabulary delivered in class

Organizational Management and Staffing

GT COHORT TEACHERS

At IJ Holton Intermediate School, one teacher from each grade is the designated homeroom teacher for the GT Cohort.

Responsibilities include:

- Provide daily content replacement in math, language arts, science, and/or social studies
- Provide the daily routine and structures as a general education classroom teacher
- Attend Gifted Services for Talent Development Advisory Committee Meetings
- Participate in on-going professional development
- Report to the building principal as direct supervisor

GT SITE ADVISORS

One teacher from each middle- and high-school is the designated GT Site Advisor.

Responsibilities include:

- Providing staff development in gifted education at the site
- Support Honors, Concurrent, and AP teachers in differentiating instruction for advanced and gifted learners
- Serve as a resource to teachers of advanced and gifted learners
- Attend Gifted Services for Talent Development Advisory Committee Meetings
- Participate in on-going professional development
- Report to the building principal as direct supervisor

UMTYMP STUDY HALL TEACHER

If the need arises, a math teacher will host a study hall to support students in UMTYMP.

Responsibilities include:

- Support participating students with questions regarding the content
- Support the students executive functioning skills and self-regulation skills to advocate for their learning needs while at UMTYMP to promote independence
- No direct instruction of the content is required
- Report to the building principal as direct supervisor

AVID TEACHERS [SECONDARY]

A teacher at each grade level is designated as the AVID Elective teacher.

Responsibilities include:

- Complete the AVID training for certification
- Utilize the AVID curriculum to support the academic and affective learning needs of eligible students
- Support the Coordinator of Integration in recruiting, reviewing applications, and interviewing candidates for AVID
- Participate in on-going professional development
- Report to the building principal as direct supervisor

ADVANCED PLACEMENT TEACHERS

Numerous teachers at Austin High School are certified Advanced Placement teachers.

Responsibilities include:

- Complete the Advanced Placement certification coursework in the content area you are assigned to teach
- Provide differentiated and rigorous instruction in the content area
- Provide the daily routine and structures as a general education classroom teacher
- Participate in on-going professional development
- Report to the building principal as direct supervisor

Gifted Services for Talent Development Service Model Descriptions

CLUSTERING [TOTAL SCHOOL CLUSTERING MODEL]

The Total School Cluster Model is a specific cluster model from the research out of Purdue University in Indiana in which students are clustered into one of five groups based on their learning needs.

ADVANCED ACADEMICS & TALENT DEVELOPMENT

Advanced Academics Services provides on-going, flexible grouping focused on supporting students' strengths in reading and math; groupings range from 6-8 students. Gifted Services for Talent Development believes in the philosophy of matching students' learning needs with services that are a "right fit, right now" allowing the groups to be dynamic so a student may be in one small group for one unit and in a different group for the next unit so that students' needs are met.

Young Scholars provides equity of opportunity for students with demonstrated high-ability to have access to complex, in-depth instruction; nurtures the development of the students' ability so they are able to access other advanced academic options later in their school experience; students who score at gifted levels on the Nonverbal Battery of the CogAT are matched with these services. Students who are high-ability from diverse backgrounds, high-ability & low-income, and who have twice exceptionalities [2E] benefit from this service.

PI [PERSONALIZED INSTRUCTION] ACADEMY

PI Academy is a multi-age learning environment for highly-gifted and highly-able learners. PI Academy is accessible for students in grades 1-4 using the full-time grouped model. Full-Time Grouping is a form of grouping highly gifted students together to have their core instruction replaced by a PI Academy Teacher while still having time to integrate with age-like peers for parts of the day; full-time grouping functions as part of the school building rather than separate from the school building. Students have access to other specialized services like Special Education or English Learner Services.

PROJECT E³

Project E³ is an inter-district enrichment program for students in 4th, 5th, and 6th grades from Albert Lea, Austin, Hayfield, Lyle, and Southland that provides opportunity for students who have demonstrated the potential for high-achievement through integrated math and science instruction and curriculum. Project E³ is Environmental and Engineering Sciences for Everyone!

GT COHORT

For our students of who are intellectually gifted and academically talented, I.J. Holton Intermediate School offers a full-time grouped cohort in both fifth and sixth grade. Students in the full-time grouped cohort have demonstrated many characteristics of highly-gifted individuals, shown exceptionally high levels on ability tests, and shown exceptionally high levels on achievement tests in math and reading. The cohort moves together through the core content areas of mathematics, language arts, social studies, and science. Content teachers provide high degrees of differentiation in their instruction and provide appropriate levels of support for social and emotional growth.

HONORS, ADVANCED PLACEMENT, CONCURRENT/COLLEGE ON THE CAMPUS, AND POST-SECONDARY ENROLLMENT OPTIONS [PSEO]

The **Advanced Placement** (AP) courses at AHS are an opportunity for all high school students to take college-level courses and to receive credit for their knowledge and achievement. Students who enroll in these courses will have an opportunity to register and take the AP test in May of each year. If a student scores well, a college that participates in the program will award credit and allow the student to enroll in those subject areas at a more advanced level.

Concurrent courses are offered at AHS through Riverland Community College. Students must meet the PSEO requirements to qualify for these courses. Students will receive both high school and college level credit for these courses taken at AHS.

Post-Secondary Enrollment Option allows any eligible 11th or 12th grader to attend a Minnesota college (subject to college acceptance and meeting AHS criteria) at the expense of the state.

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Students will be granted credits toward their high school diploma for classes successfully completed at the college level. It is important that students check with the college of interest to ensure meeting the PSEO application deadline. Each participating college or university sets its own requirements for enrollment into the PSEO courses. Eleventh and 12th grade students may take PSEO courses on a full- or part-time basis; 10th graders may take one career/technical PSEO course. If they earn at least a grade C in that class, they may take additional PSEO courses. There is no charge to PSEO students for tuition, books or fees for items that are required to participate in a course. Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. Funds are available to help pay transportation expenses for qualifying students to participate in PSEO courses on college campuses. Schools must provide information to all students in grades 8-11 and their families by March 1, every year. Students must notify their school by May 30 if they want to participate in PSEO for the following school year.

Gifted Services for Talent Development Service Model Descriptions

Honors courses are also available to students who choose to challenge themselves academically. These courses prepare students for AP and other college level courses which students will have access to taking while at Ellis Middle School and Austin High School.

UNIVERSITY OF MINNESOTA TALENTED YOUTH MATH PROGRAM [UMTYMP]

The University of Minnesota Talented Youth Mathematics Program is available to eligible students in grades 5-8. UMTYMP is college-level rigor presented to students at an accelerated pace through the University of Minnesota staff, facilities, and resources. Eligible students enrolled in Austin Public Schools are able to attend at no cost through a grant through the Hormel Foundation.

AVID [SECONDARY]

Advancement Via Individual Determination (AVID) is a college readiness system designed to increase learning and performance. Students learn organizational and study skills, critical thinking and develop skills to ask probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college attainable. Students should also be enrolled in an AP/Honors course while taking AVID.

Eligibility for Services

Austin Public School's philosophy is finding the right intervention for advanced learners that is a right fit, right now; matching students to the services is the priority.

KINDERGARTEN & ELEMENTARY TIER 2 SERVICES

To determine eligibility for Tier 2 services with the Advanced Academics & Talent Development Teachers, building-level leadership [including classroom teacher, AA/TD Teacher, Instructional Coach, and/or Principal] will use:

- Current benchmark data from Universal Screeners such as Scantron Performance Series Math and Reading Assessments, DIBELS Assessments, and/or the three batteries of the CogAT Assessment.
- Current benchmark data from curriculum based measures such as Math Expressions Unit Pre-Tests and MONDO Text-level Assessments.

Eligible students:

- Will meet with the AA/TD Teacher approximately three times a week for about 30 minutes each session.
- Will typically score at the 90th NPR on any of the universal screeners
- Would be of approximately the top 8-10% of the grade level building-wide

YOUNG SCHOLARS

To determine eligibility for Young Scholars, teachers will use the Nonverbal Battery of the CogAT 7.

Eligible students:

- Score at the 90th NPR or higher on the Nonverbal Battery of the CogAT 7, or
- Have a discrepancy between the Nonverbal and Verbal or Quantitative Batteries of 24 points or more, or
- Are receiving English Language Services or Special Education Services and score at the 75th NPR or higher on the Nonverbal Battery of the CogAT 7

Eligibility for Services

ELEMENTARY & INTERMEDIATE TIER 3 SERVICES

To determine eligibility for Tier 3 services at PI Academy and the GT Cohort, the Austin Public Schools follows Minnesota statute using a multi-criteria approach to identify students using ability and achievement data. The District Coordinator of Gifted Services for Talent Development will work with the Executive Director of Research, Evaluation, and Assessment to combine scores from both achievement and ability measures.

Austin Public Schools utilizes the Lohman-Renzulli formula to combine multiple-criteria from achievement and ability measures. Data that is include are as follows:

- Winter Benchmark of Scantron Performance Series Math Assessment
- Winter Benchmark of Scantron Performance Series Reading Assessment
- Most current CogAT 7 Verbal Battery
- Most current CogAT 7 Quantitative Battery
- Most current CogAT 7 Nonverbal Battery

Elementary eligible students:

- Will have the option to be enrolled in PI Academy at for full-time gifted services
- Would be of approximate the top 1-2% of the grade-level district-wide

Intermediate eligible students:

- Will be enrolled in the GT Cohort Homeroom at for full-time gifted services in Advanced Math and English/Language Arts, Science, and Social Studies
- Would be of approximate the top 8-10% of the grade-level district-wide

PROJECT E³

To determine eligibility for Project E3, district representatives from each of the five districts in the Alliance for Educational Equity [AEE] Integration collaborative will collect data using their norm-referenced benchmark universal screener including NWEA, Scantron Performance Series, FAST, and AIMSWeb.

Step 1: Data-based Decision

Students who are eligible would a high-average academic performance [60-85th NPR on the norm-referenced benchmark universal screener] and potential to excel.

Step 2: Interest Based

- Students who are culturally, linguistically, or socio-economically diverse or possibly lack access to or advocacy for resources, are highly encouraged to apply.
- Students must be in grades 4, 5, or 6.
- Students must be from Albert Lea, Austin, Lyle, Hayfield, or Southland Public School Districts.

Eligibility for Services

POST-SECONDARY ENROLLMENT OPTION [PSEO]

Interested and eligible 11th- and 12th-grade students should contact the postsecondary institution to find out their eligibility requirements, which courses are offered and what the application process is at that institution. Access the list of Participating Postsecondary Institutions 2015-2016 for a list of schools and their contact information. Interested and eligible public 10th-grade students should contact the postsecondary institution to find out which Career and Technical (CTE) courses are offered and what the application process is at that institution.

Interested and eligible 11th- and 12th-grade students should contact the postsecondary institution to find out their eligibility requirements, which courses are offered and what the application process is at that institution. Access the list of Participating Postsecondary Institutions 2015-2016 for a list of schools and their contact information. Interested and eligible public 10th-grade students should contact the postsecondary institution to find out which Career and Technical (CTE) courses are offered and what the application process is at that institution.

<http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/index.html>

ADVANCED PLACEMENT [AP] AND CONCURRENT COURSES

Advanced Placement courses are open for all to access.

Austin High School will determine eligibility for concurrent courses based on a student's scores on the ACCUPLACER tests. This test measures a student's knowledge in math, reading, and writing. These tests help identify your strengths and needs in each subject area.

UNIVERSITY OF MINNESOTA TALENTED YOUTH MATH PROGRAM [UMTYMP]

Eligibility for UMTYMP is completely determined by the staff of the University of Minnesota's School of Mathematics Center for Educational Programs.

- Students wishing to enter UMTYMP must take the UMTYMP Qualifying Exam.
- The exam costs \$55.00 per student, which is NOT refundable.
- Parents are responsible for the associated fees with the qualifying exam including the exam fees, transportation, food, or lodging.

<http://mathcep.umn.edu/umtymp/>

Eligibility for Services

AVID [SECONDARY]

Students interested in AVID Secondary must complete an application. Eligibility criteria will consider student who:

- Are in the academic middle–B, C, and even D students
- Have the desire to go to college and the willingness to work hard
- Typically will be the first in their families to attend college
- Comes from groups traditionally underrepresented in higher education
- Are capable of completing rigorous curriculum but are falling short of their potential

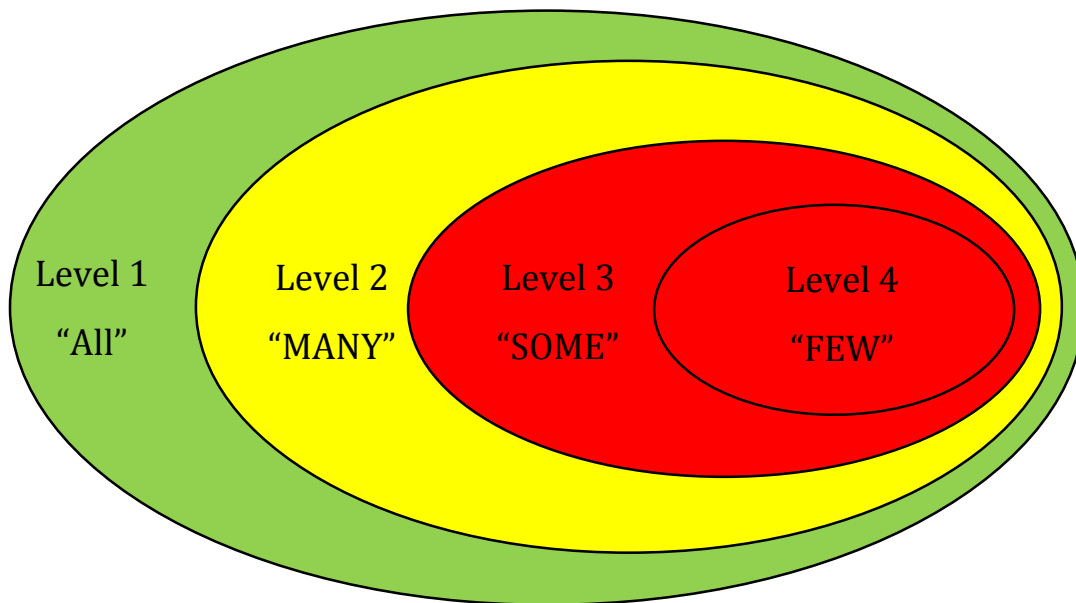
Interested students should contact their counselor or the District Coordinator of Integration for further details about eligibility.

Differentiated Levels of Services

APS' Differentiated Levels of Services allows students' need be met in four levels of service. The levels are:

- Flexible, does not follow a specific curriculum or program
- Inclusive, including all students regardless of race, economic status, gender, or ability level
- Responsive, responds to the learning needs of each student
- Pro-active and unifying, involving teachers, families, and students in developing talent

“ALL” LoS Level 1 RtI Tier 1	<ul style="list-style-type: none"> • High quality curriculum with differentiation • Inclusive ~ All students participate • Parents & Teachers are ‘talent spotters’ • Instruction builds foundations in core content areas • Strengths and interests are allowed to emerge
“MANY” LoS Level 2 RtI Tier 2	<ul style="list-style-type: none"> • Enriched differentiated experiences • Inclusive ~ Instruction is open to all students but not all will participate • Parents & Teachers are ‘talent spotters’ • Instruction allows closer exploration in areas of strength and interest
“SOME” LoS Level 3 RtI Tier 3	<ul style="list-style-type: none"> • Responding to individual learning needs • Student participation is based on evidence and data documentation • Service provided in small or large groups or individually • Parents & Teachers are ‘talent developers’ • Opportunities outside the regular school program to develop gifts to talents
“FEW” LoS Level 4 RtI Tier 3	<ul style="list-style-type: none"> • Responding to individual , unique learning needs • Student participation is based on evidence and data documentation • Parents & Teachers are ‘talent developers’



Differentiated Levels of Services

	LoS Level 1 RtI Tier 1 "ALL Students"	LoS Level 2 RtI Tier 2 "MANY Students"	LoS Level 3 RtI Tier 3 "SOME Students"	LoS Level 4 RtI Tier 3 "FEW Students"
Means		What is our process for inclusion? <ul style="list-style-type: none"> Formative Assessments Pre-Assessments 	What is our process for inclusion? <ul style="list-style-type: none"> Formative Assessments Pre-Assessments 	Based on Discretion of the G/T Interventionist, G/T Coordinator, & Building Administrator
Kindergarten @ Woodson Kindergarten Center	<ul style="list-style-type: none"> Classroom Teacher Differentiation Clustering by Achievement or Ability With-in Class Flexibly Grouping Instructional Coach Support Eberhart Poetry Contest 	<ul style="list-style-type: none"> Push-in/Pull-out Servicing Advanced Academics & Talent Development Teacher led flexible groups in mathematics, critical thinking, and literacy Enrichment through PETS, Jacob's Ladder, EiE, Math Rules, and Teacher Created Literature Units or Bibliotherapy Volunteer led Literacy groups Volunteer led Critical Thinking groups Volunteer led Math extension groups McPhail Music in the Classroom 	<ul style="list-style-type: none"> Regrouping for Special Instruction Compaction and Pace for Expressions Math 	<ul style="list-style-type: none"> Subject Acceleration Grade Acceleration Early Entrance Independent Study/Contracts

Differentiated Levels of Services

	LoS Level 1 RtI Tier 1 "ALL Students"	LoS Level 2 RtI Tier 2 "MANY Students"	LoS Level 3 RtI Tier 3 "SOME Students"	LoS Level 4 RtI Tier 3 "FEW Students"
Means		What is our process for inclusion? <ul style="list-style-type: none"> Formative Assessments Pre-Assessments 	What is our process for inclusion? Students scoring at the top 5-7 Percentile in Ability and Achievement	Based on Discretion of the G/T Interventionist, G/T Coordinator, & Building Administrator
Grades 1-4 @ Banfield, Neveln, Southgate, Sumner Elementary Schools	<ul style="list-style-type: none"> Classroom Teacher Differentiation Clustering by Achievement or Ability With-in Class Flexibly Grouping Instructional Coach and Technology Integrationist Support Specialist Support in Art, Gym, P.E., Computer, IMC, Social Worker Academic Competitions and Programs: Eberhart Poetry Contest, YAYA, Lego League and Lego Robotics After School Enrichments AVID Elementary @ Sumner Elem. PLTW Launch @ Neveln Elem. McPhail Choir 	<ul style="list-style-type: none"> Push-in/Pull-out Servicing Advanced Academics & Talent Development Teacher led flexible groups in mathematics, critical thinking, and literacy Enrichment through PETS, Jacob's Ladder, Hands-On Equations, EiE, M-Cubed, etc. Volunteer led Literacy groups Volunteer led Critical Thinking groups Volunteer led Math extension groups Symposium Math & STEM Camps Project E³ Young Scholars 	<ul style="list-style-type: none"> PI [π] Academy [Full-Time Grouped intellectually gifted learners] Math Expressions compaction Math extensions with M³ and Zaccaro curricula Michael Clay Thompson Language Arts Social & Emotional Ungraded environment Subject acceleration, curriculum compaction, or instruction replacement 	<ul style="list-style-type: none"> Subject Acceleration Grade Acceleration Early Entrance Independent Study/Contracts Talent Searches like NUMATS

Differentiated Levels of Services

	LoS Level 1 RtI Tier 1 "ALL Students"	LoS Level 2 RtI Tier 2 "MANY Students"	LoS Level 3 RtI Tier 3 "SOME Students"	LoS Level 4 RtI Tier 3 "FEW Students"
Means		What is our process for inclusion? <ul style="list-style-type: none"> Formative Assessments Pre-Assessments 	What is our process for inclusion? <p>Students scoring at the top 5-7 Percent in Ability and Achievement</p>	Based on Discretion of the G/T Interventionist, G/T Coordinator, & Building Administrator
Grades 5 & 6 @ Holton Intermediate School	<ul style="list-style-type: none"> Classroom Teacher Differentiation Clustering by Achievement or Ability With-in Class Flexibly Grouping Instructional Coach and Technology Integrationist Support Specialist Support in Art, Gym, P.E., Computer, IMC, Counselor School-wide STEaM focus Academic Competitions and Programs: Eberhart Poetry Contest, YAYA, Geography Bee, Spelling Bee, Math Masters, Inventors Fair, Science Fair, and Lego Robotics College Readiness Project Lead the Way [PLTW] Courses Engineering is Elementary [EiE] Quarter Units AVID Elementary 1-1 Technology 	<ul style="list-style-type: none"> Symposium Math & STEM Camps Cross-Grade Options in all Core Content Areas Project E³ 	<ul style="list-style-type: none"> Full-Time Grouped Exceptional Advanced / Gifted Cohort Compaction and Accelerated Pace for Expressions and Holt Curricula Math Extensions with M³ and Zacarro curricula MONDO replacement with William and Mary curriculum and Michael Clay Thompson Social & Emotional Lessons with Counselor Leadership lessons Rochester UMTYMP [U of M Talented Youth Mathematics Program] 	<ul style="list-style-type: none"> Subject Acceleration Grade Acceleration Early Entrance Independent Study/Contracts Talent Searches like NUMATS

Differentiated Levels of Services

	LoS Level 1 RtI Tier 1 "ALL Students"	LoS Level 2 RtI Tier 2 "MANY Students"	LoS Level 3 RtI Tier 3 "SOME Students"	LoS Level 4 RtI Tier 3 "FEW Students"
Means		What is our process for inclusion? <ul style="list-style-type: none"> Formative Assessments Pre-Assessments 	What is our process for inclusion? Students scoring at the top 5-7 Percent in Ability and Achievement	Based on Discretion of the G/T Interventionist, G/T Coordinator, & Building Administrator
Grades 7-12 Ellis Middle School and Austin High School	<ul style="list-style-type: none"> Classroom Teacher Differentiation Challenge by Choice Instructional Coach and Technology Integrationist Support Academic Competitions and Programs: Eberhart Poetry Contest, YAYA, Geography Bee, Spelling Bee, Knowledge Bowl, Science Olympiad, Math League Project Lead the Way [PLTW] Electives 1-1 Technology Personal Learning Plan [PLP] 	<ul style="list-style-type: none"> AVID Secondary Advanced Placement Courses Concurrent Courses with Riverland Community College Post-Secondary Enrollment Option with Riverland Community College Honors and Advanced Courses 	<ul style="list-style-type: none"> Rochester UMTYMP [U of M Talented Youth Mathematics Program] High Distinction Honor 	<ul style="list-style-type: none"> Subject Acceleration Grade Acceleration Early Entrance Independent Study/Contracts Talent Searches like NUMATS

Acceleration Options

Option	Level of Service	Definition	Effect Size**
Cluster Grouping	1	Practice of identifying the top 5-8 academically talented students in a grade and enrolling them in the same classroom.	0.62
Flexible or Within Class Grouping	2	Students are instructed in small, fluid groups based on pre-assessment and formative assessment data.	0.34
Regrouping or Cross Grade Grouping for Specific Instruction	2	Students grouped by current level of ability or achievement in a content area and go to a teacher who is responsible for that level during that content area time.	0.45 Math 0.46 Reading
Push-In	2	Students work with other gifted students with a gifted teacher on enrichment or extensions activities within the classroom.	0.65
Pull-Out	3	Students work independently or with other gifted students with a gifted teacher who is replacing direct instruction or providing subject acceleration or curriculum compaction.	0.65 Academics 0.44 Critical Th. 0.32 Creativity
Single Subject Acceleration	3	Delivery of curriculum by physically moving a student into a higher grade level or having the student work with higher grade level curriculum independently or in own age-based classroom	0.59
Compacting Curriculum	3	Streamlining or shortening regular school curriculum in a specific content area by pre-assessing a students to determine what the student already knows.	0.83 Math 0.26 Reading
AP Classes	3	Advanced or accelerated college-level coursework offered in high school with option to earn college credit through examination.	0.29 Academics 0.24 Soc/Em 0.07 Esteem
Post-Secondary	3	Attending College or University in place of high school coursework.	0.35
Full-Time Grouping	3	Students of exceptionally high ability and or achievement are enrolled with similar peers in a homogeneous classroom.	0.49 Ele. 0.33 Sec. 0.24 Soc/Em
Early Entrance	4	Starting school, usually Kindergarten or 1 st grade, early.	0.49 Academics 0.20 Soc/Em 0.16 Esteem
Grade Acceleration	4	Enrolling a student to the next grade level.	1.56 Academics 0.31 Soc/Em 0.10 Esteem

**Effect Size is the amount of learning gained in terms of a school year as determined by several meta-analyses outlined in research by Karen Rogers in Re-Forming Gifted Education, A Menu of Options for Grouping Gifted Students, and Lessons Learned about Educating the Gifted and Talented: A Synthesis of the Research on Educational Practices.

- 1.0 is equivalent to a full year's worth of gain in addition to the regular year's gains
- 0.3 or higher is considered significant

Curriculum and Instruction

	Examples of Curriculum Options	Examples of Instructional Strategies
Advanced Academics Math	<ul style="list-style-type: none"> • Math Rules • M^2 and M^3 • Hands-On Equations 	<ul style="list-style-type: none"> • Thinking Maps
Advanced Academics Reading	<ul style="list-style-type: none"> • Jacob's Ladder • Lego Story Starter • Literature Studies • Research 	<ul style="list-style-type: none"> • Thinking Maps
Young Scholars	<ul style="list-style-type: none"> • PETS • Engineering Adventures • Lego Story Starter 	<ul style="list-style-type: none"> • Thinking Maps • Non-linguistic Visual Representations • Creative Thinking Skills • Critical Thinking Skills • Problem Solving Skills
PI Academy	<ul style="list-style-type: none"> • Michael Clay Thompson ELA • Math Expressions • Holt 1 • ALEKS Math • EiE • Engineering Adventures • Zacarro Challenge Math 	<ul style="list-style-type: none"> • Thinking Maps • Kagan Cooperative Learning • Increased Pace • Increased Complexity • Socratic Method • Inquiry • Simulations • Authentic Applications • Individual Investigations
GT Cohort	<ul style="list-style-type: none"> • Michael Clay Thompson ELA • William and Mary Literature • Holt 2 and 3 	<ul style="list-style-type: none"> • Thinking Maps • Kagan Cooperative Learning • Increased Pace • Increased Complexity • Socratic Method
Project E ³	<ul style="list-style-type: none"> • EiE • Experiential & Environmental Education • Project-based learning • Problem-based learning 	<ul style="list-style-type: none"> • Experiential • Thinking Maps • SIOP • Kagan Cooperative Learning • Inquiry • Simulations • Authentic Applications • Non-linguistic Visual Representations • Creative Thinking Skills • Critical Thinking Skills • Problem Solving Skills

Early Entrance and Grade Acceleration Policies

Austin Public School Board Policy

EARLY ENTRANCE AND GRADE ACCELERATION 514

I. PURPOSE

The purpose of this policy is to provide procedures for the consideration of early entrance for students in kindergarten and grade acceleration for students in grades 1-8.

II. GENERAL STATEMENT OF POLICY

The school board will allow early school entrance and grade acceleration. The following steps will be followed prior to the school district's decision regarding each individual student case.

A. Early Entrance

Students who have met the criteria set by the Austin Public Schools will be allowed to enter kindergarten early. The decision made by the administration shall be final.

B. Grade Acceleration

Students who have met the criteria set by the Austin Public Schools will be allowed to accelerate one grade level during their K-8 experience. The decision made by the administration shall be final.

PROCEDURES 514

Grade Acceleration

It is the procedure of the Austin Public Schools to allow grade acceleration providing that the elementary and middle school student meets the following criteria:

1. The parent initiates the request with the building principal in whose attendance area the child resides. All requests should be submitted by April 1. Parents will be notified regarding the dispensation of the request no later than June 15.
2. The building principal will arrange a meeting with himself/herself, the parent, the student's teacher(s), the central office designee and if applicable the building principal of the next level.
3. The purpose of the meeting will be to gather data regarding the student's current achievement and abilities. It may be necessary to request further testing in order to make a decision. If that is the case, the parent is responsible for any costs incurred in this process.
4. After all necessary data has been collected the building principal, teacher(s), and the central office designee will make a decision as to whether the student shall be accelerated. The building principal is responsible for communicating the decision to the parent.
5. If the student meets the criteria set by the district, it will be necessary for the student to demonstrate competencies of the grade level that will be missed.

Austin Public Schools currently uses the Iowa Acceleration Scale, a tool used to determine a student's eligibility for grade acceleration.

Cultivating Highly-Qualified Staff

DISTRICT LEVEL

- Advanced Academics & Talent Development Meetings – a minimum of four half-day in-services provide administrative support, district direction, and professional development to each of the elementary building's AATD Teachers.
- Team and/or Department Meetings – approximately, each month teams or departments will meet to provide administrative support, district direction, and professional development for PI Academy Teachers, GT Cohort Teachers, and content departments.

MINNESOTA EDUCATORS FOR THE GIFTED AND TALENTED [MEGT] MID-WINTER CONFERENCE

Minnesota Educator of the Gifted and Talented is a state-wide, teacher organization that promotes the education and growth of teacher who work with gifted learners as well as programs that support the growth of gifted learners. Each year, teachers have access to attend the 3-day Mid-Winter Conference in Brainerd, MN.

ANNUAL HORMEL FOUNDATION GIFTED AND TALENTED SYMPOSIUM

The Annual Hormel Foundation Gifted and Talented Symposium is held each June at in Austin and organized by MDE Gifted Specialist, Wendy Behrens. The GT Symposium is a four-day, internationally recognized high quality professional development for parents and teachers of gifted learner. The GT Symposium is free for all APS staff and citizens of Austin. The Hormel Foundation is a private organization that manages the finances of the Hormel family; the Hormel Foundation graciously gives the Austin Public Schools additional funds to for additional Gifted and Talented staff as well as opportunities for students to attend UMTYMP and MITY.

CERTIFICATE IN GIFTED AND TALENTED INSTRUCTION

Through a partnership with the Hormel Foundation, 20 teachers in Austin Public Schools earned their Certificate in Gifted and Talented Instruction through the St. Mary's University of Minnesota.

MINNESOTA DEPARTMENT OF EDUCATION NETWORKING MEETINGS

Each quarter, the Minnesota Department of Education hosts one full-day workshop on topics regarding gifted learners and gifted education. Teachers from across the state attend these meetings; the cost is free.

Cultivating Highly-Qualified Staff

NEW TEACHER INDUCTION

As part of the new teacher induction to the Austin Public School district, the District Coordinator of Gifted Services for Talent Development works with the District Coordinator of English Language Services to provide professional development on core instruction and how it relates to advanced learners.

RESOURCES

The Gifted Services for Talent Development budget allows for current books, research, and resources to be purchased for further development of the teaching staff.

SITE VISITS

On occasion, a team from Austin Public Schools will organize an opportunity to visit and tour other schools' gifted and talented services. Austin Public Schools also hosts several visiting schools to observe the implementation of our model.

Parent Collaboration and Community Involvement

GIFTED SERVICES AND TALENT DEVELOPMENT ADVISORY COMMITTEE [GATAC]

The Gifted and Talented Advisory Committee is a committee of parents, teachers, Board Members, and administration that convenes once a month. Ongoing collaboration is indicated by:

- Discussing topics related to the APS Gifted Services for Talent Development
- Advising district staff with the creation and implementation of new initiatives
- Promoting district activities and events
- Sharing programming and instructional information in a timely manner
- Inviting parents to serve on committee that support advanced learners throughout the district
- Distributing pertinent information to teachers related to district events
- Distributing pertinent information related to district, state, and national news

Staff and parents who are interested in joining the advisory committee can contact the District Coordinator of Gifted Services for Talent Development.

PARENTS FOR ACADEMIC EXCELLENCE [PAE]

PAE is the Parents for Academic Excellence, a parent organization that supports the educational goals to meet the learning needs of gifted learners.

Budget

The Austin Public School's Gifted Services for Talent Development department is funded, in part, by a \$13 per pupil allocation from the State of Minnesota. Through generous grants from The Hormel Foundation, the Austin Public Schools are able to staff the K-4 elementary buildings with teachers, fund the annual Gifted and Talented Symposium, two scholarships for a summer experience through Minnesota Institute for Talented Youth, and for eligible students to attend UMTYMP.

Estimated funds from the Minnesota Department of Education: \$62,400.00 [2016]

Staffing

- Supports, in part, the salary for District Coordinator of Gifted Services for Talent Development
- Supports the para-professional to supervise UMTYMP students to and from Rochester
- Supports substitute teachers when Gifted Services for Talent Development staff are at professional development trainings
- Supports payment for curriculum writing and development

Professional Development

- Registration and transportation to attend MEGT Conference in Brainerd
- Registration and transportation to attend Special Schools Networking at MDE
- Registration and transportation to attend NAGC National Convention
- Transportation to attend Site Visits

Student Resources

- Registration and supplies for Site Spelling Bee Grades 5-8
- Registration and supplies for District Spelling Bee Grades 5-8
- Registration and supplies for Geography Bee Grades 5-8
- Organization of and transportation for Science Fair Grades 3-6
- Organization of High Distinction Banquet Grade 12
- Organization of Eberhart Poetry Contest Grades K-12
- Registration and transportation for Math Masters Grades 5-6
- Registration and transportation for Young Authors, Young Artists Grades
- Registration for AMC 8 Test Grades 5-8
- Registration and transportation for Math League Grades 7-8
- Registration and supplies for Science Olympiad Grades 7-8
- Registration for Thinking Cap Quiz Bowl Grades 5-6

Resources

- STEM/Math Camp Registration Scholarships Grades 5-8
- ALEKS accounts for students enrolled in PI Academy
- Technology support for Advance Academics & Talent Development and PI Academy staff
- Curriculum for Advance Academics & Talent Development and PI Academy staff

Services Evaluation

The Austin Public School's Gifted Services for Talent Development department provides an annual review of services, review of relevant data, progress toward goals, and seeks input from stakeholders through the Gifted and Talented Advisory Committee.

Components of the evaluation include:

Fall of the Year

- Review of the Mission Statement
- Review of the Vision Statement
- Review of the Core Values
- Review of Goals
- Complete Environmental Scan
 - Strategic Advantages
 - Strategic Challenges

Spring of the Year

- Review Relevant Data
 - Service numbers from K-4 and from 5-12
 - Service number demographics: ethnicity, English Learner Services, Special Education Services, and Free/Reduced
 - Documenting professional development of the teachers in Gifted Services for Talent Development
- Review of Goals
- Review of the Strategic Direction created by the teachers in Gifted Services for Talent Development
 - Learning work
 - Implementation work
 - Standard work
 - What will be leaving the system