

Advanced Learner Services Plan
School District of Poynette
updated 5/27/2015

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*We use the term “gifted and talented” here to assist with public identification of this department.

**We use the word “services” rather than programming to define the flexible model of the continuum of services. The process of identification is a means to focus on student needs. Identification is not an “end by itself”.

Advanced Learner Advisory Committee

The School District of Poynette incorporates a Gifted and Talented Advisory Committee periodically to review and revise Educational Excellence programming needs.

School District of Poynette Mission Statement

It is the mission of the School District of Poynette to provide an education that treats each person as an individual, instills within each student the love of learning, fosters self-esteem and civic responsibility, and imparts the necessary skills to excel in a changing and progressing society.

Advanced Learner Services Philosophy

The School District of Poynette recognizes that, while all students have gifts and talents, some possess them to an extraordinary degree. Such students have remarkable abilities and are capable of high levels of performance in one or more of the following areas:

- General Intelligence
- Specific Academic Subjects or Disciplines
- Creativity
- Leadership
- The Arts (visual, musical, performing)

Because students with these outstanding abilities are likely to have unique learning and thinking styles, the School District of Poynette will provide qualitatively different learning programs based on the instructional/developmental needs identified in each student. Programming will be structured to develop and challenge students' skills and abilities so that these children will be able to grow intellectually and emotionally.

The School District of Poynette views gifted education as a consistent and well-coordinated K-12 process. Its design, implementation and coordination will offer many options and alternatives, varying in kind and degree and duration, for many different students.

Even with such broad-based and multifaceted programs for students, the School District of Poynette believes that the majority of programming needs for high ability students will be met through differentiated instruction within the existing grade level and departmental structure of the District. In order for these classroom programs to be maintained, the District will continue to support formal teacher in-service. Systematic and continuous in-servicing will give teachers the knowledge, time, and much of the professional decision-making power to develop and use appropriate classroom strategies, resources, and programming options for gifted students.

Research Basis: The plan for services for gifted and talented students in the School District of Poynette is based primarily on these documents: Wisconsin Standard (T) legislation (Addendum 1), The National Association for Gifted Children (NAGC) *Pre-K – Grade 12 Gifted Program Standards* (2000) (**Addendum 2**), and the *Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools* (2005) (**Addendum 3**)

Advanced Learner (Gifted and Talented) Overview of Services

Identification

Striving to be an inclusive program, students are identified for *Advanced Learner* services through formal and informal processes that provide a variety of performance and developmental information about students. Formal reviews of students are considered those that are given to the entire population such as achievement tests as general screeners. Informal reviews are those that are initiated for specific students such as parent nominations, teacher referrals, and student interviews.

The purpose of formal and informal reviews of student information is to identify student programming needs beyond the regular curriculum and to design a program or give the student an opportunity to participate in an appropriate program based on the identified need. Identification is therefore ongoing throughout the year with programs and/or differentiated instruction being designed/implemented as needs are identified. Ideally, programming is ongoing and continuous throughout the student's K-12 experience.

If student needs go beyond the classroom curriculum, options/pathways are then designed to best match the needs. A combination of enrichment, acceleration and social-emotional support is provided as needed.

Programming

Programming for advanced learners requires an understanding and appreciation of the unique needs of highly-able learners. For this reason, Advanced Learner Services is fundamentally grounded as a staff-owned model with emphasis on continuous staff development. Through regularly scheduled inservices, teachers receive information, plan, develop, and modify existing program opportunities. Differentiated instruction in the classroom is the foundation of services for most identified students.

Because the identification procedures utilized by the district are diagnostic/prescriptive, specific program options are designed according to an identified need. The most effective programming design and implementation results from a collaborative effort among parents, teachers, administration, and student. *Advanced Learner Services* has a carefully articulated process to support and provide for this collaborative effort.

Programming Examples

The following are examples of programming options designed according to identified need (note that these options differ in design, intensity, and duration according to a diagnostic/prescriptive approach):

- kindergarten students learning and playing intellectually challenging board games with 5th grade study buddy
- grade 1 student meeting with other exceptionally high readers and a teacher for instruction at his/her guided reading level with appropriate reading materials at that level
- grade 3 student contracting to become the class “resident expert” in oceanography, an area of great passion for him/her
- grade 5 student with an intense interest in science being matched with mentors in the sciences at the UW-Madison through e-mail
- grade 6 student taking Algebra
- grade 7 student contracting for extended learning opportunities in social studies
- grade 10 student compacting Algebra II into one semester to allow for study in music second semester
- grade 10 student doing a directed study in place of a regular class assignment

Guiding Principles of Our Advanced Learner (Gifted and Talented) Program

State of the art gifted programming moves away from separate classes or pullout programs that segregate gifted education from general education, or gifted students from those students not identified as gifted. Rather, gifted education encompasses, enhances, and infiltrates general education classrooms.

-Council for Exceptional Children (CEC)

In order to reach our vision of excellence in serving students with special gifts and talents, these guiding principles will help focus our way of thinking and provide guidance in all further decision making.

The Advanced Learner Services Department will always strive to:

1. Assist classroom teachers in identification and programming for highly able students by promoting differentiation strategies within the regular classroom.
2. Assist staff by mentoring in the classroom, providing student resources, and monitoring student progress, especially in the area of differentiation to positively impact student learning.
3. Move in the direction of providing equity, (not elitism), for highly able students, through curriculum enrichment with a focus on authentic extensions or compacting of curriculum, and acceleration when necessary.
4. Operate in collaboration and cooperation with all staff members, not as a separate entity, to enable student access to appropriate educational programming which may include clusters of peers, tutors and/or mentors, by challenging students with enrichment such as: independent study, school leadership and service to school and community.
5. Serve students in the five core areas of giftedness: Academic, Intellectual, Creative, Artistic/Dramatic and Leadership, by providing opportunities for more significant depth and complexity of curriculum/programs, and sometimes connecting students with others of like abilities and interests outside of our school district.
6. Promote technology integration whenever necessary.
7. Involve parents as “partners in decision making” about their child’s educational program within the context of planning short and long term goals.
8. Challenge students with enrichment through opportunities that may involve independent study, student government, class projects, talented and gifted programs, school leadership and service activities.
9. Focus on meeting the needs of our highly able students with acceleration and enrichment within the general classroom.
10. Provide student or community mentors, tutors, and partners when appropriate.

Definitions of Gifted and Talented Students

The following definitions of “giftedness” are a sampling of research-based beliefs in the field.

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.
(The Columbus Group, 1991)

“Sternberg’s Five” necessary and sufficient conditions that gifted persons have in common:

- **Excellence** - A gifted person must be extremely good at something.
 - **Rarity** - He or she must possess a high level of an attribute that is uncommon relative to peers.
 - **Productivity** - The superior trait must (potentially) lead to productivity,
 - **Demonstrability** - The trait also must be demonstrable through one or more valid tests.
 - **Value** - The superior performance must be in an area that is valued by society. (Davis and Rimm, 1998, p. 23)
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The definition below is from **The National Association for Gifted Children** website:

www.NAGC.org

The current federal definition of gifted students was originally developed in the 1972 *Marland Report to Congress*, and has been modified several times since then. The current definition, which is located in the Elementary and Secondary Education Act, is:

Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

U. S. Department of Education’s Office of Educational Research and Improvement (Ross, 1993)

National Excellence: A Case for Developing America's Talent

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (p.26)

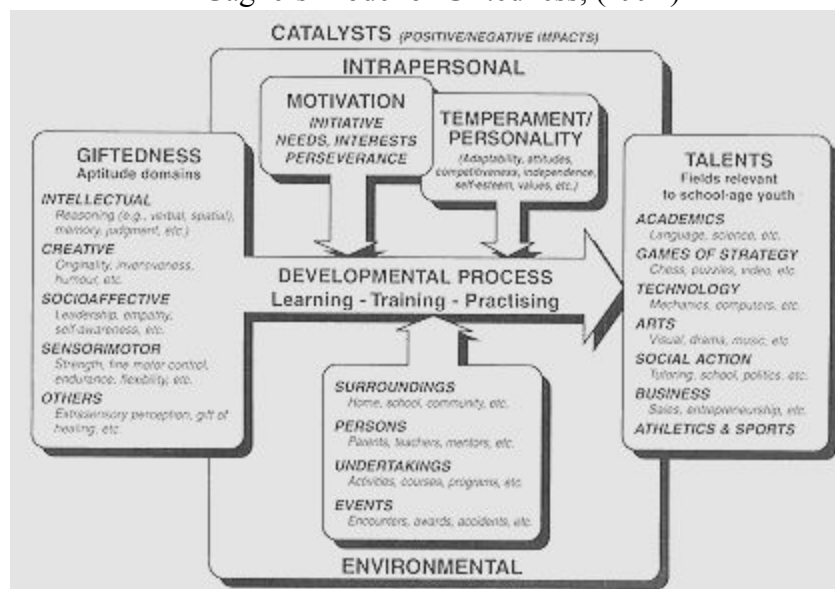
Joseph Renzulli's Three-Ring Model of Giftedness



“Gifted behavior . . . reflects an interaction among three basic clusters of human traits - these clusters being above average (but not necessarily high) general and/or specific ability, high levels of task commitment (motivation), and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance.”

(Quoted in Davis and Rimm, 1998, p. 19)

Gagne's Model of Giftedness, (1991)



Procedures for Identification of Academically Gifted/Talented Students

Objectives:

- To determine whether there is a match or mismatch with student learning needs and current curriculum
- If there is a mismatch, to design appropriate programs of content, process, product, and attitude development

Procedure:

- Each fall, winter, and spring, a general screener will be given to all students. Data will be reviewed for Puma Pounce enrichment opportunities (Tier II)

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- If students score in the 95th - 99th percentile on the general screener, teachers will be consulted regarding the child's social emotional behavior. Two other standardized measures or common assessments will then be used for further data to help determine the need for Tier III (more specially designed) Advanced Learners programming.
- Each spring, teachers of Tier III students are asked to fill out a feedback form. This helps determine the need for continued programming or if changes need to be made. Continued review of data also contributes to the decision to continue, change, or discontinue programming.
- Programming is continued for students whenever there is a mismatch between the classroom curriculum being presented and what the child is ready to learn.
- At any point during the year, nominations/requests/referrals for Tier II or Tier III programming are accepted from students, parents and teachers. Each nomination/request/referral will generate formal and/or informal assessment of the student's match with the existing curriculum in terms of learning style, rate of learning, and previous mastery of content.

**The district has developed Parent and Teacher Referral Forms for assisting with this process.
Please see Appendix A and B.**

ADVANCED LEARNER (GIFTED AND TALENTED) REFERRAL PROCEDURES

Revised: May, 2015

1. Referral to Advanced Learner Coordinator. Within one (1) week the Coordinator will...
 - Forward a copy of the referral to the Director of Student Services
 - Share parent referral personally with teacher
 - Send home a parent permission for educational assessment form
2. If testing is required, coordinator will
 - Discuss the results with classroom teacher
 - Discuss the results with parent
 - Prepare a written summary of assessment and will discuss all out-of-grade placement options with building principal
 - Arrange a parent meeting to discuss options and modify student program
 - Prepare a written letter for parent and student folder, summarizing modifications in program, and will send copies to parent and classroom teacher
3. If testing is not required, coordinator will:
 - Discuss with referring parent/teacher requests made in the referral
 - Prepare a written summary of the discussion and will take action as needed
 - Send a copy of the written summary to teacher and parent
4. If a significant change in programming is made (e.g. all out-of-grade placements), coordinator will maintain contact with teachers and parents as written in the plan.
6. Coordinator will continually review data each fall, winter, and spring as well as a yearly review in spring.

Acceleration Procedure for the School District of Poynette

Overview: This document describes formal procedures to address the vertical acceleration process (evaluation, placement, and re-evaluation) of our students. The goal of such acceleration is to provide the student with an appropriate and challenging academic environment. Final placement decisions are the responsibility of the curriculum coordinator, K-8 principal and high school principal.

Early Entry

Early Entry requests and admission decisions are the responsibility of the Board of Education after a recommendation from a “readiness team”.

A readiness evaluation will be completed by the school psychologist, a kindergarten teacher, the Advanced Learner Coordinator, and the Early Childhood teacher.

Acceleration by Subject

The policy of the School District of Poynette is to use a classroom enrichment model of flexible student grouping to enhance learning within the classroom for those students with identified strengths in any academic area, creativity, leadership, or the visual and performing arts. When it becomes evident that an identified child is functioning far enough above his or her classmates to warrant the possibility of vertical acceleration to meet his or her academic needs, the following testing, review, placement, and evaluation procedures shall apply:

Testing

Testing requests may come from any teacher, the Advanced Learner Coordinator, a student, or a parent. Individual tests will be conducted by the appropriate school personnel with consideration of other performance assessments like group-administered standardized test scores and cumulative grades. In order for a student to be considered for vertical acceleration, the test results on the individual standardized test must be in the 95th percentile or above. In addition, the student's overall adjustment will be considered which may involve any of the following:

1. observations of the student done by the classroom teacher or Advanced Learner Coordinator
2. self-concept or self-esteem assessment instruments
3. social adjustment measures including peer structure
4. student and/or family interviews

Placement

A team consisting of the curriculum coordinator, relevant testing personnel, student's current principal, Advanced Learner Coordinator, and involved teachers shall meet and review all testing and evaluation data in order to make an initial placement recommendation.

The Advanced Learner Coordinator will contact the parent(s) or guardian of the child and inform them of the placement recommendation and the rationale used to reach this suggestion. The Advanced Learner Coordinator will also outline the academic and motivational expectations of the potential placement and reach a consensus with the parent on the child's placement. The student will begin the new placement at an appropriate time as agreed upon by the parent, teacher, and Advanced Learner Coordinator, and principal.

Evaluation/Review

A student who is vertically accelerated will have his or her placement re-evaluated by a review team which is to include the Advanced Learner Coordinator, relevant classroom teachers, parent(s), and other school personnel deemed necessary at least once during each educational level: primary (grades K – 2), elementary (grades 3 – 5), middle (grades 6 – 8), and high school (grades 9 – 12). The goals for each evaluation are outlined below. (*Those students who are accelerated two or more grade levels in a single subject will have an annual review.)

Primary & Elementary Evaluation

- Student's academic, social, and emotional progress
- Feedback from student as presented by parent or teacher
- Review and confirmation of student's advanced learner file contents
- Recommendations regarding continued placement

Middle School Evaluation

- Student's academic, social and emotional progress
- Review and confirmation of student's advanced learner file contents

- Recommendations regarding continued placement
- Discussion with student on high school courses, sequencing, graduation requirements, post-secondary education options (PSEO), and college planning

High School Evaluation

- Student’s academic, social and emotional progress
- Review and confirmation of student’s advanced learner file contents
- Recommendations regarding advanced high school courses, post-secondary education options, and/or early graduation
- Discussion with student on college application and selection process

**A re-evaluation may also be requested by a classroom teacher, the parent(s), the Advanced Learner Coordinator, the student’s principal, or the curriculum coordinator any time s/he deems it necessary to address a particular student placement problem or concern.

Grade Level Acceleration (commonly referred to as “grade skipping”)

When it becomes evident that an identified child is functioning far enough above his or her classmates to warrant the possibility of full grade level acceleration to meet his or her academic needs, the following testing, review, placement, and evaluation procedures shall apply.

Testing

Testing requests may come from the Director of Instruction, the Advanced Learner Coordinator, or a parent. Individual achievement tests will be conducted by the appropriate school personnel with consideration of other performance assessments like group-administered standardized test scores and cumulative grades. In order for a student to be considered for grade level acceleration, the level attained on the individual standardized achievement test must be at or above the “above average” range when compared to the student’s present grade placement. In addition, the student’s overall adjustment will be considered which may involve any of the following:

1. observations of the student done by the classroom teacher or Advanced Learner Coordinator
2. self-concept or self-esteem assessment instruments
3. social adjustment measures including peer structure
4. student and/or family interviews
5. intellectual performance

Placement

A team consisting of the director of pupil services, relevant assessment personnel, student’s current principal, Advanced Learner Coordinator, involved teachers, and parent(s) shall meet and review all testing and evaluation data in order to make an initial placement recommendation.

Once a consensus has been reached with all involved, placement will begin as agreed upon by the team. In addition, an annual review will be conducted.

Re-Evaluation

A student who is accelerated a full grade level will have his or her placement re-evaluated annually by a

review team which is to include of the Advanced Learner Coordinator, relevant classroom teachers, and parent(s), and other school personnel deemed necessary. The goals of each evaluation will be similar to those outlined above.

Accelerated Placements

Academic Need: When an accelerated placement is made, staff and parents are using their best judgment about the current academic needs of the student. In most cases, the student adjusts well to the placement and continues to be successful in that area. Students in accelerated placements should be challenged, but able to excel with a reasonable amount of work. In some cases, the student may reach a point at which a return to the regular grade level placement is the best choice for continuing success.

Transition to the new class: the Advanced Learner Coordinator will provide transition activities for the student prior to an accelerated placement. Usually, this includes talking with the student about the new placement, an introduction to their new teacher, and arrangements for the first day of attending the new class. The receiving teacher may assign the student a mentor for the first few days or weeks.

Initial monitoring of progress: The Advanced Learner coordinator will stay in close contact with the teacher during the first two weeks of the placement. Within the first 4 weeks in class, the parent will be contacted regarding the student's adjustment and progress.

Ongoing progress: the Advanced Learner Coordinator will monitor the student's report card each quarter, and will stay in touch with the teacher of the accelerated class. If parents have any questions regarding their child's progress, you may contact the Advanced Learner Coordinator at any time. However, the person who knows the most about the student's progress is the teacher of the class, and you should also feel free to contact that teacher at any time.

Parent conferences: Conferences with the teacher of the student's accelerated class are not routinely scheduled at conference time. Parents who would like a conference should contact the teachers directly to make an appointment. Schedules are tight on conference night, so the additional conferences may need to take place at another time.

Returning to the regular classroom: Our goal is that the student will be able to achieve at high levels in an appropriate placement. Occasionally a student is not able to maintain a high level of success in an accelerated class. In this event, the teacher will work with the Advanced Learner Coordinator to identify strategies and support systems which may help the student's achievement. The coordinator will contact parents as partners in providing support for the student. In some instances, a return to the regular grade level curriculum is determined jointly by staff and parents to be the best placement for the student.

GIFTED AND TALENTED CONTINUUM OF SERVICES

* Not all services listed are through G/T.

Classroom Differentiation		
Flexible Grouping Curriculum Differentiation Pacing/Compacting		
Teacher-Led Small Group Enrichment		
Elementary Enrichment as needed. Battle of the Books Guided Reading Radical Readers Book Club Chess Club Math Club Online Book Chat Khan Academy Puma Pounce	Middle School Enrichment as needed. Math Club Student Council Forensics Drama Solo and Ensembles No Name Volunteers Youth Service Day Khan Academy Writing Club Mentors	High School Enrichment as needed. Service Learning (NHS and Conservation Club) High School Leadership Council
Advanced Courses		
Elementary Subject Acceleration Independent Research Aleks	Middle School Subject Acceleration Online Courses	High School AP Course(s) Independent Study Distance Learning Online Courses
Midwest Academic Talent Search (MATS) 3rd-8th grades		
Acceleration		
Elementary Early Entry Subject Acceleration Grade Acceleration	Middle School Subject Acceleration Grade Acceleration	High School Early Admission Early graduation Youth Options
Extended Learning Opportunities		
Elementary Math 24 - March Math Meet 5-6 - April Yahara Writing Contest (5 th) - Sept-Jan. August Derleth Writing Contest (3 rd -5 th) - Sept-March	Middle School Leadership Day 7-8 - Sept. Math 24 6- March Math Meet 5-6 - April Math Meet 7-8 - April Yahara Writing Contest (6-8) - Sept. – Jan. August Derleth Writing Contest (6 th) – Sept.-March WI Science Festival	High School Science Olympiad 2 nd Q Drama 2 nd an 3 rd Q Forensics – 3 rd Q Junior Sciences and Humanities Symposium--Feb. College Matters - Oct. Fine Arts Weekend – Sept. WI Science Festival Math Meets

Program Alignment to NAGC Standards

The district will use the NAGC standards as a guide in implementing the Gifted and Talented program plan:

NAGC Standard 1: Curriculum and Instruction

Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

As outlined in this plan, the School District of Poynette will offer high quality, challenging learning opportunities for gifted students through differentiation techniques and programming described.

NAGC Standard 2: Program Administration and Management

Appropriate gifted programming must include the establishment of a systematic means of developing, implementing, and managing services.

The district appointed Advanced Learner (Gifted and Talented) Coordinator will administer the District's services for gifted students on the district level. In addition, Principal and Advanced Learner Coordinator will be responsible for implementing the program at the building level. The Advanced Learner Coordinator and the Director of Pupil Services will ensure that provision for curriculum that meets the needs of gifted students is part of the ongoing curriculum work.

NAGC Standard 3: Program Design

The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

The School District of Poynette will use the Wisconsin's Comprehensive Integrated Gifted Programming Model (Addendum 3, page 27). Specific services are included in the Gifted and Talented Program Continuum of Services. The Continuum will be used to get the big picture to see where more services are needed.

NAGC Standard 4: Program Evaluation

Program evaluation is the systematic study of the value and impact of services provided.

The Advanced Learner Advisory Committee of the School District of Poynette is made up of parents, building principal, director of pupil services, teachers, school counselor, and gifted and talented coordinator. The committee will meet as needed to monitor services and recommend changes and additions

This advisory committee will use the NAGC standards as a program evaluation tool on a periodic basis.

NAGC Standard 5: Socio-Emotional Guidance and Counseling

Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

The district gifted and talented coordinator will work with school counselors and classroom teachers to assist gifted and talented students with services to meet their unique socio-emotional needs.

NAGC Standard 6: Professional Development

Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

The Administrative team and the Advanced Learner Coordinator will be responsible for coordinating professional

learning opportunities to ensure that all staff understand the unique academic needs of gifted students and that all teachers have the tools necessary to meet these needs. Classroom teachers will use differentiation and other strategies to meet the needs of all students, including the gifted.

NAGC Standard 7: Student Identification

Gifted learners must be assessed to determine appropriate educational services.

The Advanced Learner Coordinator, school psychologist, and Director of Pupil Services will meet to determine appropriate (additional) testing necessary to identify gifted and talented students as described in this plan.

Glossary: What's in a Word?

TERM	DEFINITION
Acceleration	Allowing students to advance by grade or by subject
Advanced Placement (AP)	College level courses taught at the high school. Students who choose may take a standardized test in May. Depending on their scores and the colleges to which they apply, they may earn college credit.
Cluster Classes	The purpose behind this concept is to place several students with similar needs in one classroom because there is a high probability that those students' needs will be different and a single teacher is not asked to differentiate the curriculum for a single student, but rather for several students. This clustering could occur in any of the following patterns; placing students with identified academic needs in a single classroom or grouping students in accelerated classes or honor classes. Students who are clustered must still demonstrate mastery of the curriculum, and options are available to all students in the classroom, not just the clustered students.
Concurrent Enrollment	Allowing students to attend classes in more than one building such as an 8 th grader taking geometry at the high school.
Curriculum Compacting	Pre-testing students to find out what they already know and then allowing them to "buy time" to do more appropriate work.
Differentiated Education Plan (DEP)	http://www.acps.k12.va.us/tag/form24_differentiated_education_plan.pdf See this plan. Create a good definition.
Differentiating Instruction	Strategies used by teachers to adapt the content, process, or product based on student readiness, learning profile, and interest. Examples include tiered assignments and curriculum compacting.
Early Entrance	A form of acceleration which allows students to enter kindergarten or any other level earlier than their age peers.
Enrichment	Activities that provide "horizontal" breadth and depth as opposed to vertically advancing a child.
Extension Menus	Activity choices for students who finish their work or have compacted out of a lesson.
Flexible Pacing	One of the variables in student learning is the time it takes to accomplish a task. This strategy accommodates the various learning rates of students and reminds all of us that faster is not necessarily better!
Flexible Skills Grouping	Varying the composition of groups based on student readiness, interest, and learning profile.
Higher Order Thinking Skills	Questioning in discussion or other activities based on processes of analysis, synthesis, evaluation, or other critical thinking skills.
Honors Courses	Advanced classes with a deeper, wider, and/or accelerated learning opportunity offered in a discipline at the middle or high school level.
Independent Study	Structure projects agreed upon by the teacher and student to allow the student to individually investigate an area of great interest to her or him.
Interest Inventories	A tool for students to indicate what they are interested in learning about, and a helpful process for teachers to select activities/topics which meet the needs of learners.
Learning Contracts	Student and teacher jointly develop a contract for time "bought" through compacting. The contract usually includes the desired learning outcomes, proposed product, and working conditions.
Learning Centers	Areas in the room set up with learning activities around a theme, subject, or by preferred learning style. Typically designed to provide additional skills practice.
Like-Ability	Organizing learning groups at least occasionally by like ability.

Cooperative Learning	
Mentoring	A one-to-one relationship between a student and an adult with whom the student shares a passionate interest. The purpose may be career exploration, acquisition of knowledge, or the development of social skills.
Midwest Academic Talent Search (MATTS)	Students who score in the 90 th percentile or above in reading or math on standardized tests are invited to take an out-of-level test such as the ACT, SAT, or Explore. Students who participate receive academic planning information and may be invited to participate in courses offered by Northwestern University and the Wisconsin Center for Academically Talented Youth (WCATY).
Most Difficult First	Give students the opportunity to complete the "most difficult" problems first. If correct, they are then excused from the rest of the assignment.
Multi-Age Classrooms	Combining two or three grade levels in one classroom and placing the brightest children as the youngest in the class.
Multiple Intelligences	Nine areas defined by H. Gardiner: Body/Kinesthetic, Intrapersonal, Interpersonal, Logic/Mathematical, Musical/Rhythmic, Verbal/Linguistic, Visual/Spatial, Naturalist, Existentialist
Open-ended Assignment	Providing students with tasks and work that do not have just one right answer or outcome in order to encourage divergent thinking.
Personal Goal Setting	Teaching student to set personal goals and how to prioritize time and activities in order to reach those goals.
Pull-out programming	A program whereby students are pulled out of their regular classes two or three hours per week to participate in special enrichment activities guided by the E.E. Coordinator, often with parent mentor/helpers.
Pre-testing	Determine what competencies students have mastered before a unit is started and give those students full credit for what they already know.
Questioning	The type of questions students use with other students or teachers use with students to motivate students to apply abstract thinking, reasoning, or creativity skills.
Role of Student	The student's role is that of first-hand inquirer, not a "learner of lessons" or "doer of exercises". The student is a producer of knowledge, not a consumer of content.
Subject Acceleration	Allowing students to advance in one or more subjects.
Telescoping	Allowing students to move through the material in less time such as compressing two years of math into one year.
Thematic Units	Uniting two or more disciplines (math, language arts, social studies . . .) under a conceptual theme such as change.
Tiered Assignments	A differentiation strategy in which teachers identify the key concepts and skills students must acquire but then plan activities at varying levels of difficulty to appropriately challenge students of varying readiness.
Topic Browser	Students are given time to explore materials in the IMC, or search engines on the Internet in search of a topic which interests them in detail.
Youth Options	11 th and 12 th graders who have exhausted the district offerings in a subject may apply to take the next course at a college or university and the district pays the tuition.

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Web Resources:

- www.nagc.org The National Research Center on the Gifted and Talented
- www.watg.org Wisconsin Association Talented & Gifted
- www.wiarted.org Wisconsin Art Association--Good source for activities for students related to art
- www.wcaty.org Wisconsin Center for Academically Talented Youth
- www.sengifted.org Supporting Emotional Needs of Gifted
- www.hoagiesgifted.org Hoagies Gifted Education Page
- http://www.gt-cybersource.org/Record.aspx?NavID=0_7_0_7&rid=11201 GT Cybersource (Davidson Institute)
- <http://gifted-talented.pbworks.com/> CESA 5 Gifted and Talented Wiki

WISGIFT - Listserv: Parents & teachers

To **SUBSCRIBE** to the list:

1. Send an e-mail message to lyris@listmanager.uww.edu
2. In the message area type SUBSCRIBE WISGIFT-L
3. Leave the subject line blank, and don't include your e-mail signature

Wisconsin Graduate Courses in Gifted Education:

UW-Whitewater

UW-Stevens Point

UW-Green Bay

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Addendum 1: Standard (T)

WISCONSIN GIFTED AND TALENTED LAW

Wisconsin School Law, Chapter 118.35:

Programs for gifted and talented pupils.

1. In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. 118.35(1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The school district board shall build a pupil profile using multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under Subch. V. of Chapter 115. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

Standard (t) Gifted and Talented Students Requirements S.121.02(1)(t) Wisconsin Statute

“Each school board shall: (t) Provide access to an appropriate program for pupils identified as gifted and talented.”

- The school board must designate a person to coordinate the gifted/talented program. PI 8.01 (2)(t).
- The district must have a board-approved plan for the education of gifted and talented students. PI 8.01 (2)(t).

This plan usually includes the local philosophy for educating gifted and talented students, the definition of gifted and talented students, the procedures and timeline for identifying the students, the programming options available, the student records system, the evaluation system for showing the viability of the identification and programming procedures and offerings, and an explanation of how parents participate in program planning.

- The school board provides an opportunity for parental participation in the planning of the program.
- The school board must implement a process, based on multiple criteria, for identifying gifted and talented pupils in each of the categories specifies in s.118.35 (1): intellectual, creative, artistic, specific academic areas and leadership.
- The school board must establish without charge for tuition, a systematic and continuous set of instructional activities or learning experiences which expand the development of pupils identified as gifted or talented as required under ss. 118.35(1), 118.35(3), and 121.02(1)(t) in the intellectual, creative, artistic, specific academic, and leadership areas.

PI 34 LICENSE RULES FOR GIFTED AND TALENTED

PI 34.33 Supplementary Categories. Except as specified under sub. (1) (c) in order to receive a license issued under a supplementary category under this subchapter, an individual shall hold or be eligible to hold a teaching license issued by the department under subch. VII. Licenses under this subchapter may be issued in the following categories:

(5g) GIFTED AND TALENTED. A license in gifted education may be issued to an applicant who holds a regular license under subchapter VII and who has completed an approved program including a concentration in gifted, talented, and creative education, which includes demonstrated understanding and competence in all of the following:

- a. The educational psychology of the gifted, talented, and creative.
- b. The ability to develop differentiated curricula and to modify content, process, and product expectations as a means of achieving differentiated learning outcomes.
- c. The ability to recognize, recommend, and use alternative instructional strategies, including the use of technologies, to facilitate development of differentiated learner outcomes.
- d. The ability and demonstrated performance in working with the gifted. This performance shall be demonstrated through a practicum, an internship, or supervised activity in working with the gifted, talented, and creative.
- e. Demonstrated understanding of program models, methods, and general strategies for meeting the educational needs of the talented and creative. These include, but are not limited to, acceleration, enrichment, flexible grouping, resource rooms, mentorships, and independent study.
- f. The ability to develop, implement, and evaluate programs.
- g. The ability to work collaboratively with colleagues, families, community groups, university faculty, and resource people to facilitate appropriate educational experiences for the gifted, talented, and creative.
- h. Operational knowledge of ss. 118.35 and 121.02 (1) (t), Stats., s. PI 8.01 (2) (t), and the Wisconsin gifted education model.

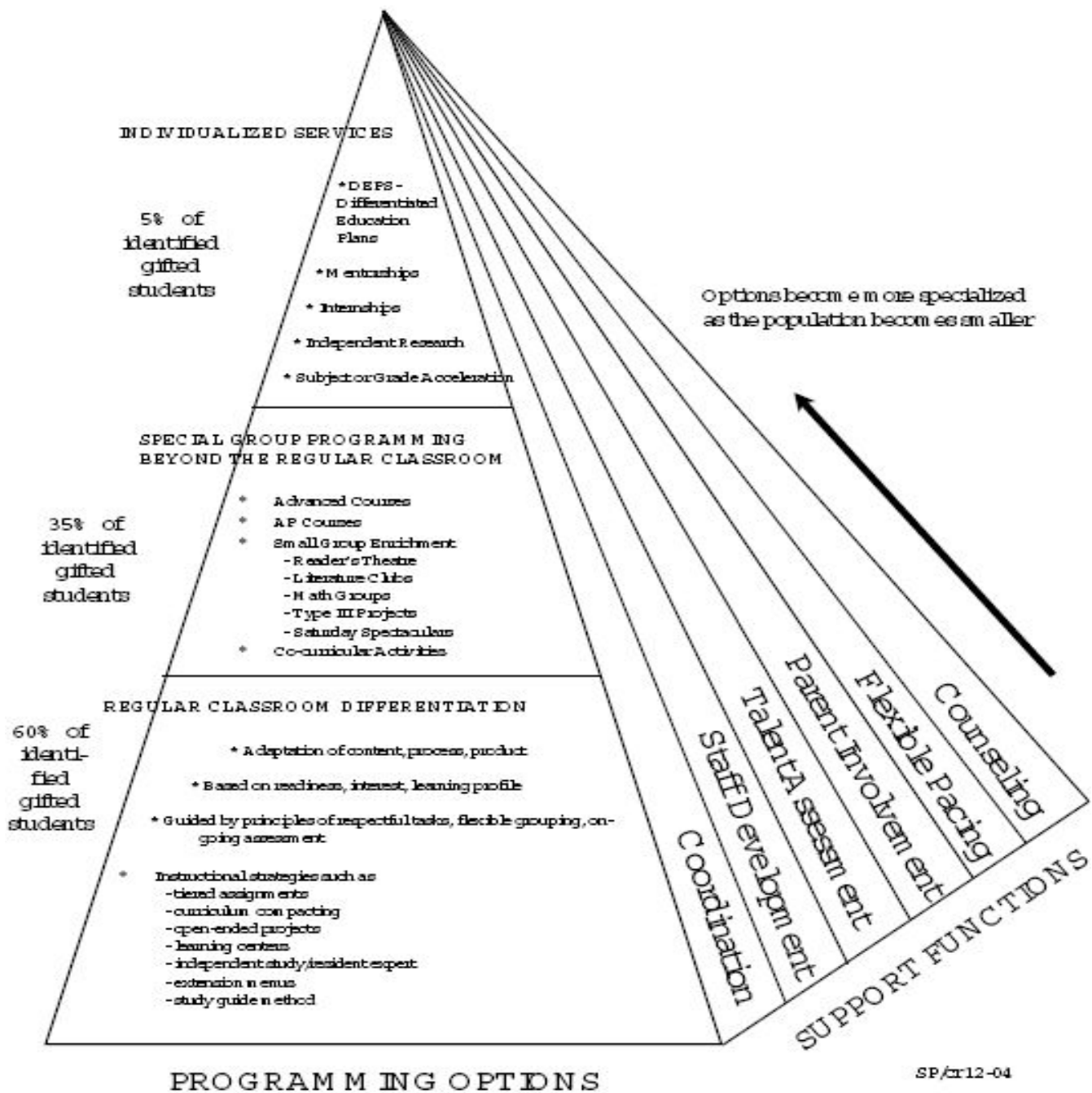
SUBCHAPTER IX – ADMINISTRATION CATEGORIES

PI 34.32 Administration Categories.

1. PROGRAM COORDINATOR. A program coordinator license to administer the following programs is required if the holder does not otherwise have a license under this chapter:
 - a. Special school programs. Program coordinator licenses in the following categories shall meet the requirement in sub. (1) (b): Gifted and talented.

Addendum 2: Wisconsin Comprehensive Integrated Gifted Programming Model

Wisconsin's Comprehensive Integrated Gifted Programming Model



Addendum 3: Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools

This guide is several pages in length. You can access this document at the following link: DPI website: [guide](#).

SCHOOL DISTRICT OF POYNETTE

Appendix A: Parent/Guardian Referral for Advanced Learner Services

PERSONAL INFORMATION

Student Name: _____ Grade: ____ School: _____
Teacher Name: _____ Today’s Date: _____
Parent(s)/Guardian(s) Names: _____
Your Name: _____
Your Relationship to Student: _____
Address: _____
Home Phone: _____ Work Phone: Mother: _____
E-mail: _____ Work Phone: Father: _____

Continue on the back for any questions if needed.

1. In what area/areas does your child display unusual talent? Please give an example for each area.

2. Please share a brief account of your child’s attitude toward school.

3. What are your child’s learning needs as you see them?

4. Please list the activities in which your child is involved outside of school.
 1. The School District of Poynette has a team of personnel with the skills to develop effective programming to meet your child’s educational needs. Please list any school district personnel you have talked with in the past year regarding your child’s special abilities and needs.

FOR OFFICE USE **Date Received:** _____ / _____ / _____

Copies to: **Curricular Area Teacher:** _____

Building Principal: _____ **Director of Pupil Services** _____

Advanced Learner Coordinator: _____ **School Counselor:** _____

SCHOOL DISTRICT OF POYNETTE

Appendix B: Teacher Referral for Advanced Learner Services

STUDENT INFORMATION

Student Name: _____ Grade: _____ School: _____

Parent(s)/Guardians(s) Names: _____

Address: _____

Home Phone: _____ Work Phone: Mother: _____ Father: _____

Parent Email: _____

TEACHER INFORMATION

Please talk with the Advanced Learner Coordinator about the student before completing a referral form, and before telling parents that a referral will be made.

Date of discussion with Advanced Learner Coordinator _____ Date of Referral: _____

Name of Referring Teacher: _____

AREAS OF STRENGTH

List academic area/s that are being referred: _____

What classroom differentiation have you provided for the student already? Please list/explain differentiation that has been provided on the back and the results.

If available, please provide standardized assessment information in the referred areas of strength.

Date	Test Name and Scores (include percentiles whenever possible)
_____	_____
_____	_____
_____	_____

Describe other evidence of strength in the listed areas

FOR OFFICE USE **Date Received:** _____ / _____ / _____

Copies to: _____ **Curricular Area Teacher:** _____ **Building**

Principal: _____ **Director of Pupil Services:** _____

Advanced Learner Coordinator: _____ **School Counselor:** _____

SCHOOL DISTRICT OF POYNETTE

Appendix A: Parent/Guardian Referral for Advanced Learner Services

Teacher Referral for Advanced Learner Services
Differentiation Strategies Implemented

Page 2

Academic Area	Evidence	Time Frame	Results

SCHOOL DISTRICT OF POYNETTE
Identification/ Assessment Tools

Appendix C:

Research says that we need to make sure we use **qualitative and quantitative assessment** tools with our students. Research also says that we need to use more than one source of data when identifying gifted and talented students. We need to get a “photo album”, not just a “snap shot” of student abilities. In order to get the information we need, we will choose from the following list of assessments.

Qualitative (observations, portfolios, interviews)

- **GES-3 (Gifted Evaluation Scale Third Edition)** is a well defined and inclusive qualitative assessment. This is a norm referenced rating scale based on the most widely used definitions of gifted in federal and state regulations. This scale includes all the identification areas the State of Wisconsin requires: General Intellectual Ability, Creativity, Specific Academic Ability, Leadership Ability, Performing and Visual Arts Skills. The GES -3 includes an optional area of Motivation. The GES-3 was standardized on 2,228 students ages 5-18 years. This scale could be used in addition to student interest inventories, (interviews) and student work portfolios when provided by classroom teachers.
- **Classroom teacher observation form (Responding to Students Needs)**
Teachers complete this form in the spring. Data is reviewed and used for the programming/placement for the next year.

Quantitative (norm-referenced and/or criterion-referenced)

- **Woodcock-Johnson Test of Achievement** – selections appropriate for student referral needs
- **SAGES -2 (Screening Assessment for Gifted Elementary Students)**, is a norm-referenced test. It was developed specifically to identify students as gifted. The SAGES -2 has three subtests, two of which measure mathematics/science and language arts/social studies. The third subtest is a nonverbal reasoning measure. SAGES -2 is appropriate for students ages 5-14. It has enough ceiling to differentiate among gifted students. Items for younger students are red aloud so reading ability does not interfere with the outcome.
- **TOMAGS (Test of Mathematical Abilities for Gifted Students)**, is a norm-referenced test. This test is administered when a student is referred specifically in mathematics.
- **QRI (Quality Reading Inventory)** presents an informal reading inventory designed to assess reading ability at emergent through junior high levels. It includes narrative and expository passages at each level, questions to assess prior knowledge, and word lists. It focuses assessment on specific questions regarding word identification, fluency, and comprehension.
- **GORT (Gray Oral Reading Test)** is a norm-referenced test measuring comprehension, fluency, rate, and accuracy for reading.