

**Seymour Community School District  
Gifted and Talented Plan for  
Accelerated Learners 2010**

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## **Introduction**

The Seymour Community School District (SCSD) embraces the great diversity of our student population and recognizes the educational needs of diverse learners, including the gifted and talented. The purpose of this plan is to ensure that gifted and talented students are offered a continuum of programming through a common system of identification, extensions, differentiation, and services.

## **District Mission**

The mission of the Seymour Community School District is to create a cooperative community of people committed to constantly improving learning environments that enable students to demonstrate their uniqueness as total persons who are active learners, caring members of society, creative artists, ethical stewards, involved citizens, and productive workers.

We believe that the Seymour Community School District exists to assist all students to develop to their fullest capacity, for their own benefit and the benefit of their community, their state, their nation, and the world.

## **Board Policy – IGBB**

The Seymour Community School District is committed to an educational program that recognizes the unique value, needs, talents, and abilities of individual students. Each student will be assisted in developing to his/her fullest potential.

The Board recognizes that there are gifted and talented students in the district schools. These students are capable of high performance in at least one of the following areas; intellectual, creative, artistic, leadership, or specific academic areas. These students require differentiated educational plans, activities, and opportunities that will develop their unique intellectual, social, physical, and emotional needs.

## **Definitions**

A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression.

### **National Association for Gifted Children (NAGC)**

“The term gifted and talented student means children and youths who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the schools in order to develop such capabilities fully.”

### **The Javits Act (1988)**

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

**U.S. Department of Education (1993)**

**Program Design**

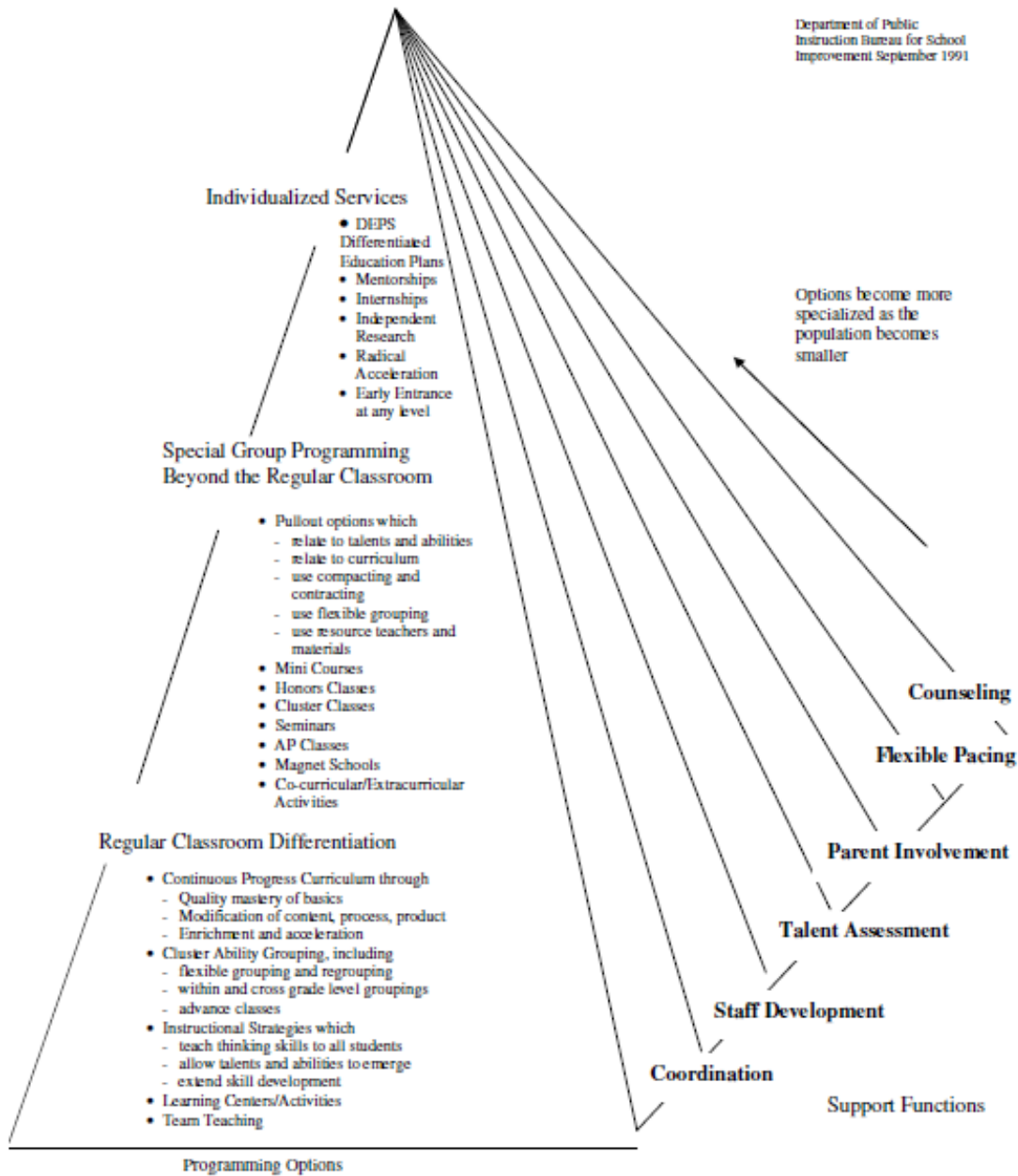
The goal of Seymour Community School District's Gifted and Talented Program is to provide appropriate, continuous, and systematic opportunities for gifted and talented (G/T) students. It is based on the Response to Intervention (RtI) model and the nationally accepted Pyramid Model. RtI is a process for achieving higher levels of academic and behavioral success for all students through high quality instructional practice, continuous review of student progress with multiple measures and collaboration. The RtI framework in Wisconsin is a K-12 initiative that applies to all students; general education, special education, Title 1, and gifted and talented.

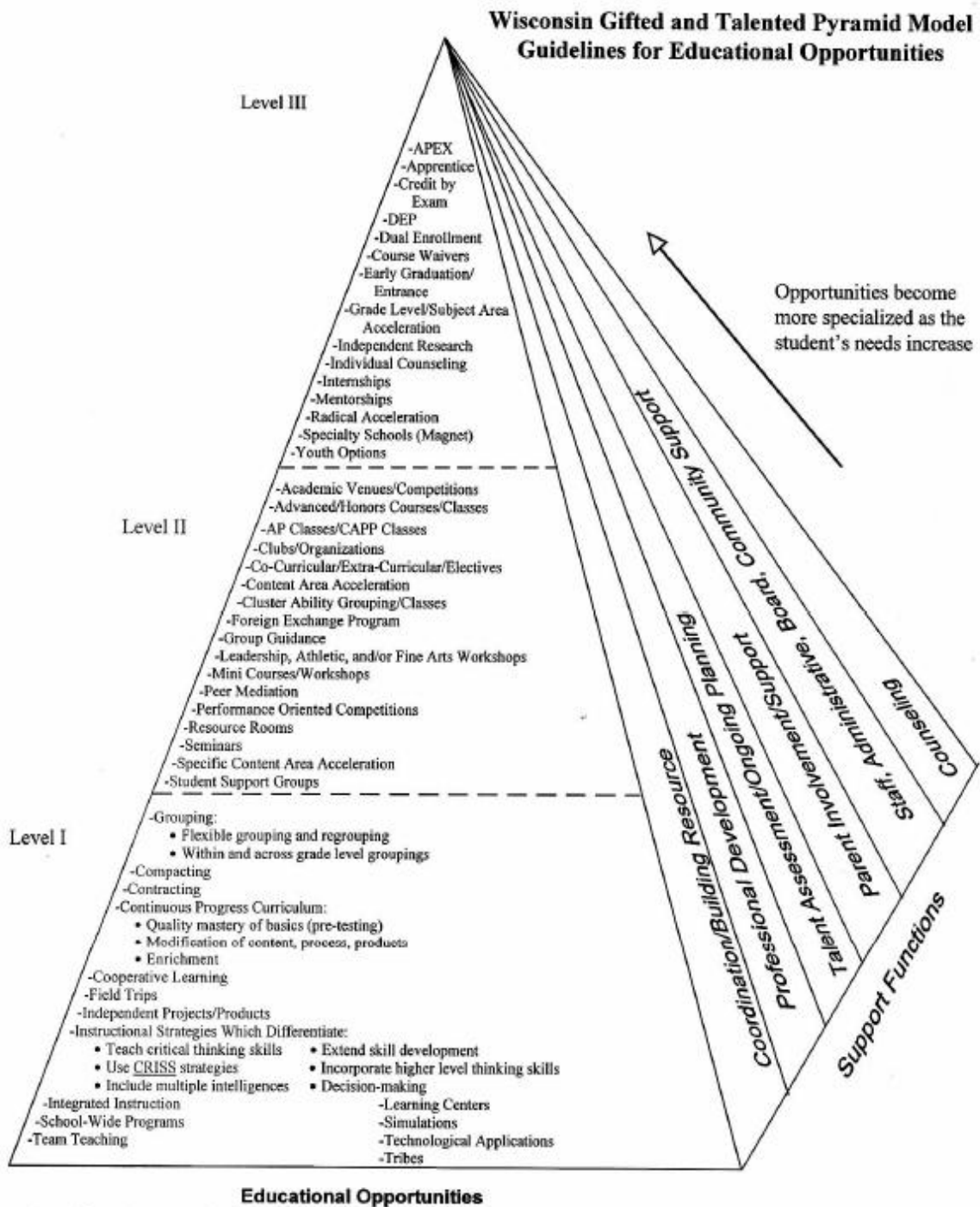
The Pyramid Model serves as an accepted foundation for differentiating gifted programming opportunities using three levels. Opportunities found at the base of the pyramid, Level I, are commonly conducted in the classroom environment. The center of the pyramid, Level II, focuses on learning experiences which are more in-depth and extensive. Level III, the top of the pyramid, is intended for students whose learning needs require an individual plan.

Seymour Community School District G/T services fall within three levels: I-Universal, II-Selected, III-Targeted. All students are entitled to the universal curriculum. Students with exceptional abilities also deserve differentiated and/or additional services. Programming for G/T students is provided by a variety of staff, led by the G/T Coordinator, and including regular classroom teachers, counselors, related arts teachers, and specialists. Elements of the G/T program include identification procedures in five talent areas (intellectual, creative, artistic, leadership, and specific academic areas), K-12 opportunities at the universal, selected, and targeted levels, communication with parents and professional development for teachers. All components of the program support appropriate learning opportunities for the most capable learners.

## WISCONSIN'S COMPREHENSIVE INTEGRATED GIFTED PROGRAMMING MODEL

Department of Public  
Instruction Bureau for School  
Improvement September 1991





\*Adapted from the Pyramid Project (Cox, et. al., 1985) - see p. 22

\*\*See definition page for clarification on terms. pp. 59-61

## **Roles and Responsibilities**

### Coordinator

The G/T Coordinator will assure that the academic and socio-emotional needs of gifted and talented students in the SCSD are addressed by overseeing the implementation and evaluation of the district G/T plan by:

- coordinating and maintaining a student identification system
- monitoring selected and targeted student data
- collaborating with pupil services personnel to ensure socio-emotional support
- assisting in identifying resource materials to support the classroom differentiation
- planning with curriculum director to provide professional development
- working in partnership with building principals and building leadership teams to design creative programming to meet the needs of targeted and selected students
- serving as a liaison for students whose academic needs may require them to attend classes in another building
- monitor budget of GT programming funds

### Teachers

- Use our observations and data to complete the identification process
- Initiate and collaborate between pupil services staff, school counselor, administrator, parents, GT coordinator, and other pertinent staff.
- Participate in staff development opportunities provided by the district to strengthen differentiation techniques to be utilized in the classroom.
- Implement differentiation techniques (providing a buffet of opportunities) within the classroom
- Provide continuous programming with our selected and targeted students by communicating with prior and future teachers
- Utilize tools, resources, and assessment materials to support differentiated classroom instruction
- Provide extension opportunities beyond the classroom.
- Monitoring and recording the progress of selected and targeted students throughout the year.

#### Administrators

- Assure that the needs of the GT students in his/her building are addressed
- Provide resources and time for staff to take care of their above said duties
- Oversee the implementation of the SCSD GT plan within the school, including specifics relating to:
  - Program design
  - Program administration and management
  - Identification
  - Curriculum and instruction
  - Social and emotional guidance and counseling
  - Professional development
  - Program evaluation
- Monitor the data recorded on targeted and selected GT students
- Monitor the budget; keep the program coordinator apprised of budgetary and operational issues
- Communicate with and support the teachers and GT Coordinator

#### Parents

- G/T Coordinator will inform parents of the SCSD GT Plan via the school website, school/district newsletters, and informational meetings held at the beginning of the school year
- G/T Coordinator will support the social-emotional needs of the gifted child by providing quarterly meetings for the parents of selected and targeted students
  - Parents will meet to interact to share questions and concerns about their G/T children
  - School Counselors or other professionals will be asked to speak on specific requested topics
- G/T Coordinator will seek out other opportunities for parents of G/T students to share and learn through membership in the CESA 7 GT Consortium, WATG, and other associations.

## Seymour Community School District Gifted and Talented Plan for Accelerated Learners 2010

### District G/T Committee

#### Membership:

- Administrative Representatives
  - Director of Instruction
  - 5 building principals
- Pupil Services Representative
  - Counselor or psychologist
- District G. T. Coordinator
- Regular Education Representatives
  - One classroom teacher from each building
- Parent Representative
  - One from each grade level: primary, intermediate, middle, high



### Identification Guidelines

The state of Wisconsin recommends that 10-20% of a student population will have their educational needs met via G/T services. **Of that 10-20%**

- 60% should receive Level I services – differentiated instruction
- 30% should receive Level II services – selected support
- 10% should receive Level III services – targeted support

For example – **In a school of 400, 40-80 would potentially need G/T programming**

- Needs of 24-48 would potentially be addressed through differentiated classroom instruction
- Needs of 12-24 would potentially be addressed through selected instruction
- Needs of 4-8 would potentially be addressed through targeted instruction

### Identification Process

1. Gather supporting, test, performance data
2. Analyze data
3. Determine identification
4. Planning services

### Identification Tools

1. Supporting Data
  - a. Parent Inventory
  - b. Teacher nomination
  - c. Self nomination
  - d. Checklist of Characteristics for Areas of Giftedness (CCAG)
2. Test Data
  - a. MAP
  - b. WKCE
3. Performance Data
  - a. Grades
  - b. Student generated evidence – projects, performances, portfolio of work

**Identification Criteria**

**1. Intellectually gifted** are typically several years beyond their peers. They exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving.

Data	Level I	Level II	Level III
Parent Inventory	48-52	53-58	59-64
CCAG – Intellectual section	6-7 items	8-9 items	10-11 items
MAP (see placement table)	1-2 yr. beyond peers 95-96%tile	2-3 yr. beyond peers 97-98%tile	3+ yr. beyond peers 99%tile
WKCE	Advanced Score – see Scale Score Chart for Level Identification		

**2. Academically able** students are capable of making outstanding progress in one or more of the disciplines taught in school.

Data	Level I	Level II	Level III
Parent Inventory	24-26	27-30	31-32
CCAG – Spec.Acad.Ability section	5-6 items	6-7 items	7-8 items
MAP(see placement table)	1-2 yr. beyond peers 95-96%tile	2-3 yr. beyond peers 97-98%tile	3+ yr. beyond peers 99%tile
WKCE	Advanced Score – see Scale Score Chart for Level Identification		

**3. Creativity** is characterized by originality of thought, human behavior, and product. It may cross all areas (academic, arts, leadership, intellect).

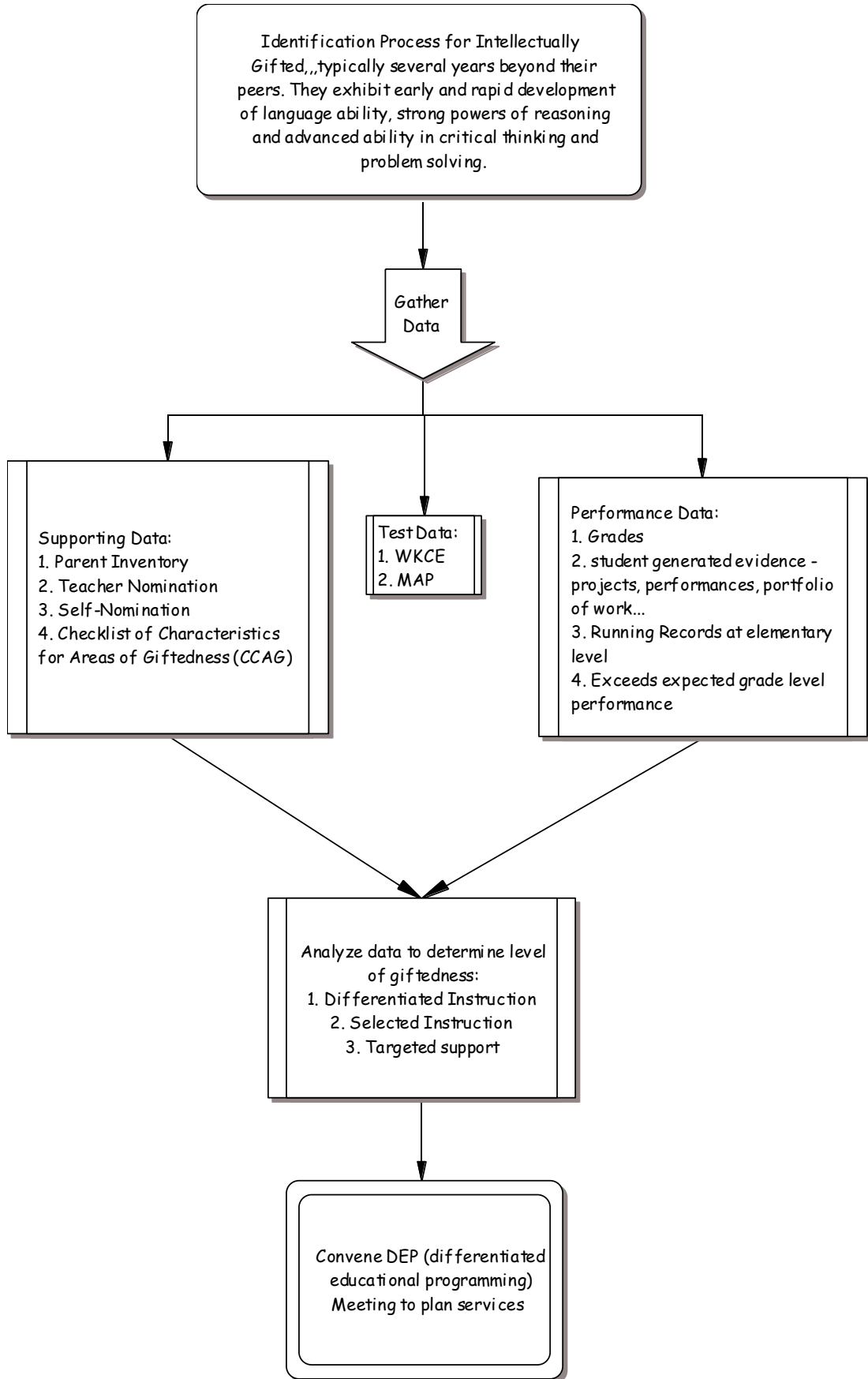
Data	Level I	Level II	Level III
Parent Inventory	30-33	34-37	38-40
CCAG – Creative Thinking section	5-6 items	6-7 items	8-9 items
Student Generated Evidence – creative thinking activity or project			

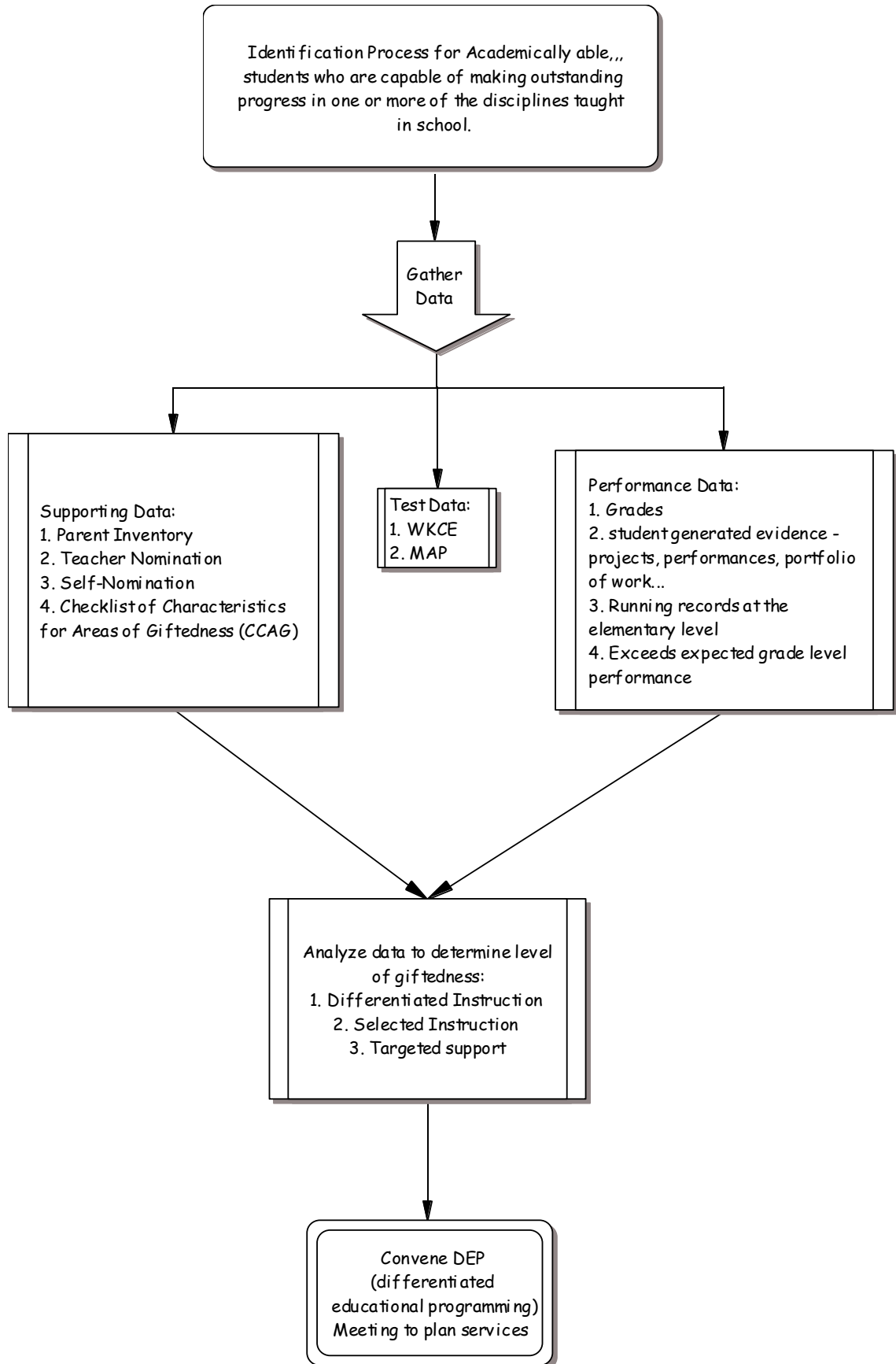
**4. Artistic (Visual/Performing Arts)** gifted student demonstrate unusual adeptness or skill in the field of drama, music, dance, and/or visual arts.

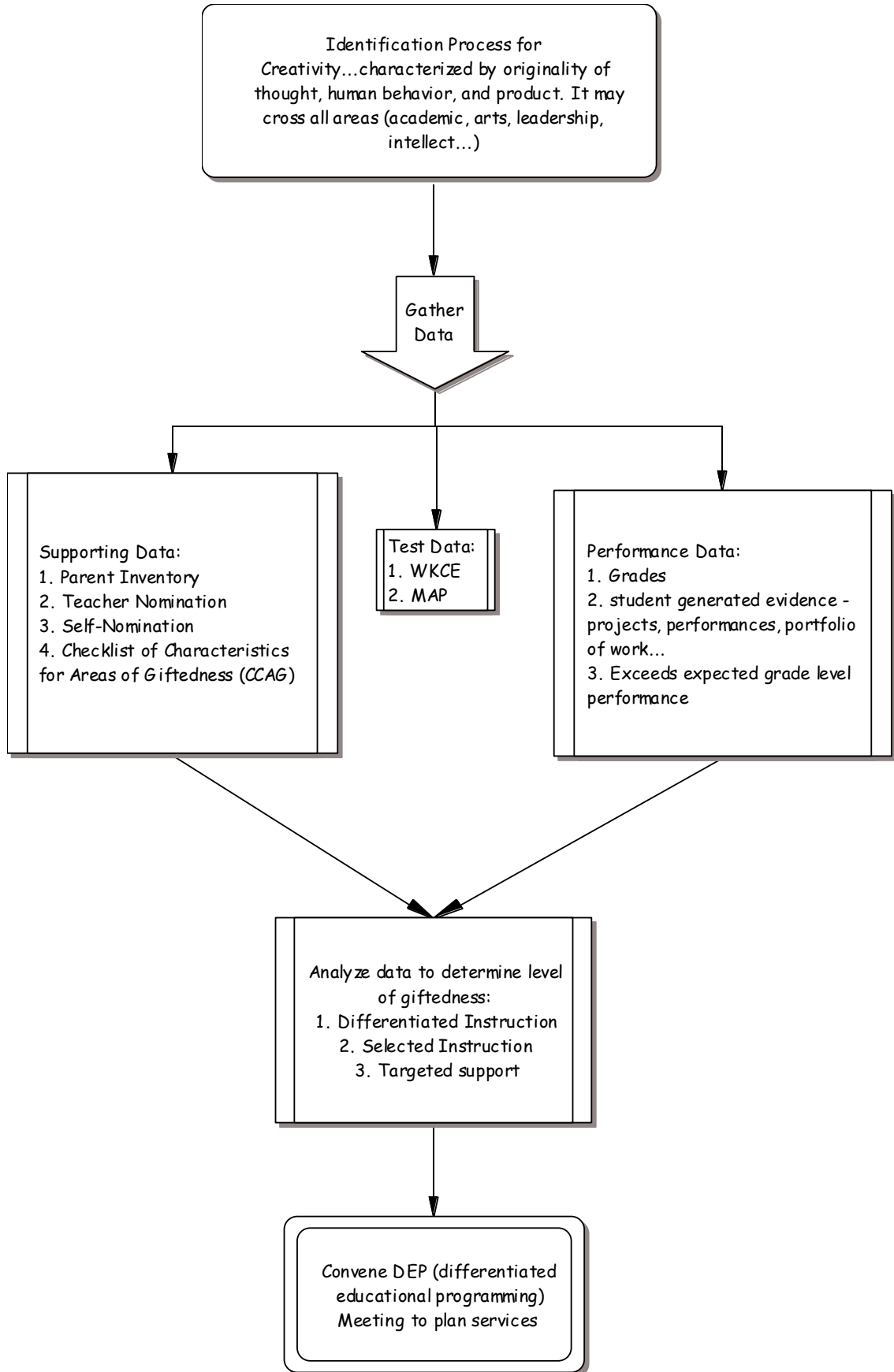
Data	Level I	Level II	Level III
Parent Inventory	15-16	17-18	19-20
CCAG – Artistic section	5-6 items	6-7 items	7-8 items
ART – review of portfolio of work collected within one year of the student’s current grade level			
DRAMA – review of live or recorded performance within one year of the student’s current grade level			
MUSIC – review of live or recorded performance within one year of the student’s current grade level			

**5. Leadership** comes in many forms. Individuals gifted in leadership usually have the ability to convince people to act or not to act in specific ways.

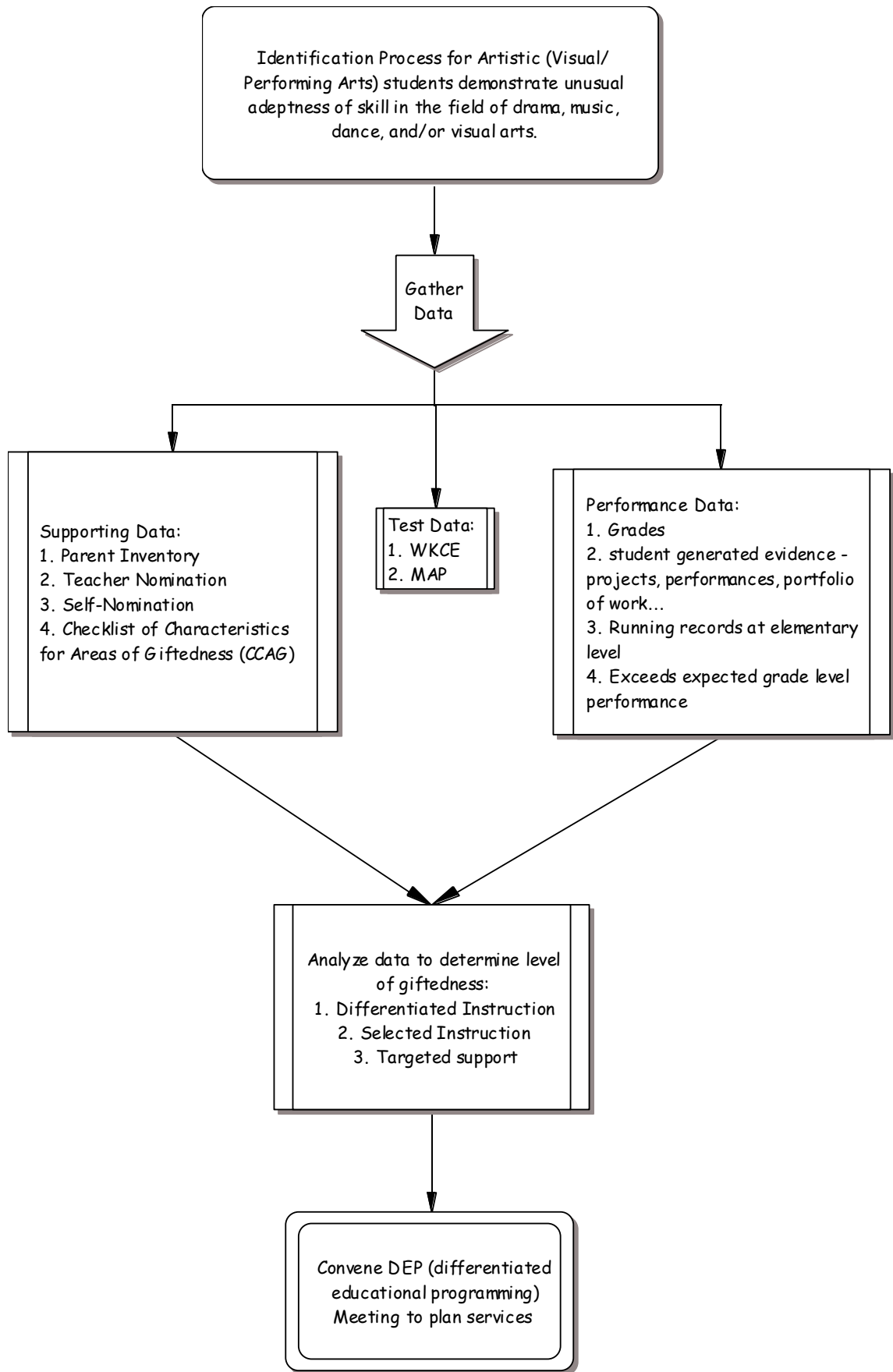
Data	Level I	Level II	Level III
Parent Inventory	30-33	34-37	38-40
CCAG – Leadership section	5-6 items	6-7 items	7-8 items
Student Generated Evidence – leadership activity			

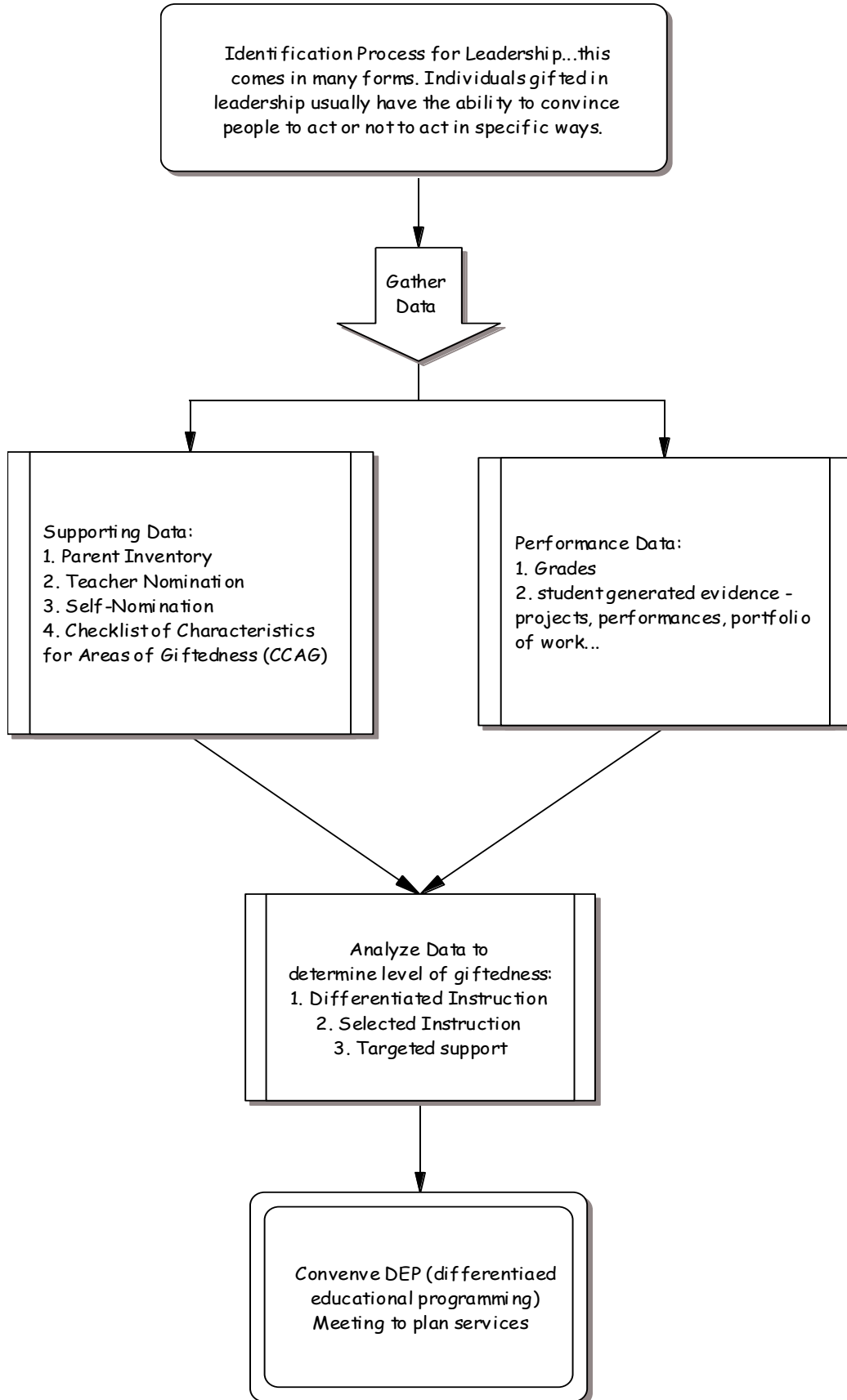






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**Checklist of Characteristics for Areas of Giftedness (CCAG)**

\*Adapted from the National Association for Gifted Children (202) 785-4268

<b>Gifted Area</b>	<b>Characteristics</b>
<b>General Intellectual Ability</b>	○ Understands complex concepts
	○ Draws inferences between content areas
	○ Sees beyond the obvious
	○ Thrives on new or complex ideas
	○ Enjoys hypothesizing
	○ Intuitively knows before taught
	○ Uses an extensive vocabulary
	○ Does in-depth investigations
	○ Learns rapidly in comparison to peers
	○ 1-2 repetitions for mastery
	○ Manipulates information
<b>Specific Academic Ability</b>	○ Strong memorization ability
	○ Advanced comprehension 1-2 repetitions for mastery
	○ Intense interest in a specific academic area
	○ High academic capacity in special-interest area
	○ Pursues special interests with enthusiasm
	○ Operates at a higher level of abstraction than peers
	○ Asks poignant questions
○ Discusses and elaborates in detail	
<b>Creative Thinking</b>	○ Independent and/or flexible thinker
	○ Exhibits original thinking in oral and/or written expression
	○ Generates many ideas to solve a given problem
	○ Possesses a keen sense of humor
	○ Creates and invents
	○ Improvises and sees unique possibilities
	○ Risk taker
○ Resists conformity	
<b>Artistic (Visual/Performing Arts)</b> ○ art ○ Dance ○ Drama ○ music	○ Communicates their vision in visual/performing arts
	○ Unusual ability for aesthetic expression
	○ Compelled to perform/produce
	○ Exhibits creative expression
	○ Desire for creating original product
	○ Keenly observant
	○ Continues experimentation with preferred medium
○ Excels in demonstrating the visual/performing arts	
<b>Leadership</b>	○ Takes an active role in decision making
	○ High expectations for self and others
	○ Expresses self with confidence
	○ Follows through on a plan
	○ Appears to be well liked by others
	○ Ideas expressed accepted by others
	○ Sought out by others to accomplish a task



**2005 NWEA Placement Guidelines**

\*Gifted is anchored at the 95<sup>th</sup> percentile

<b>Fall Mathematics Screening (RIT values)</b>									
Grade Level	2	3	4	5	6	7	8	9	10
Grade level Median	179	193	203	211	218	225	230	234	238
Gifted	198	210	222	233	240	248	253	257	261
Geometry						245	245	245	245
Algebra					235	235	235	235	235
Intro Algebra				230	230	230	230	230	230
<b>Fall Reading Screening (RIT values)</b>									
Grade Level	2	3	4	5	6	7	8	9	10
Grade level Median	178	192	201	208	213	217	220	223	226
Gifted	201	212	219	226	323	235	238	241	243
<b>Fall Language Usage Screening (RIT values)</b>									
Grade Level	2	3	4	5	6	7	8	9	10
Grade level Median	180	194	203	210	214	218	220	222	225
Gifted	203	214	221	226	230	233	236	238	240
<b>Spring Mathematics Screening (RIT values)</b>									
Grade Level	2	3	4	5	6	7	8	9	10
Grade level Median	191	202	211	219	224	229	234	239	240
Gifted	209	221	232	241	249	255	260	263	265
Geometry						245	245	245	245
Algebra					235	235	235	235	235
Intro Algebra				230	230	230	230	230	230
<b>Spring Reading Screening (RIT values)</b>									
Grade Level	2	3	4	5	6	7	8	9	10
Grade level Median	190	200	207	212	217	220	223	225	227
Gifted	209	218	225	230	236	239	242	243	245
<b>Spring Language Usage Screening (RIT values)</b>									
Grade Level	2	3	4	5	6	7	8	9	10
Grade level Median	193	202	209	214	218	220	222	224	225
Gifted	212	220	225	230	233	236	238	240	242

**Wisconsin Knowledge and Concepts Test  
Scale Scores for Gifted Identification**

<b>Pyramid Levels – Fourth Grade</b>				
<b>Content Area</b>	<b>Range</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>Reading</b>	695-780	695-722	723-751	752-780
<b>Language Arts</b>	691-757	691-712	713-735	736-757
<b>Math</b>	689-770	689-715	716-743	744-770
<b>Science</b>	708-799	708-737	738-768	769-799
<b>Social Studies</b>	680-763	680-707	708-736	737-763

<b>Pyramid Levels – Eighth Grade</b>				
<b>Content Area</b>	<b>Range</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>Reading</b>	739-820	739-765	766-793	791-820
<b>Language Arts</b>	741-819	741-766	767-793	791-819
<b>Math</b>	777-872	777-808	809-841	842-872
<b>Science</b>	764-857	764-794	795-826	827-857
<b>Social Studies</b>	730-803	730-753	754-778	779-803

<b>Pyramid Levels – Tenth Grade</b>				
<b>Content Area</b>	<b>Range</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>Reading</b>	753-838	753-780	781-809	810-838
<b>Language Arts</b>	772-835	772-792	793-814	815-835
<b>Math</b>	810-892	810-836	837-864	865-892
<b>Science</b>	791-893	791-824	825-859	860-893
<b>Social Studies</b>	750-821	750-773	774-798	799-821

Dear Parents,

No one knows your child like you do! Therefore, we are asking for your help in providing information on observations and characteristics you see in your child at home. Although the work that your child does in school gives us many opportunities to observe his/her strengths and areas of interest, the activities and behaviors he/she chooses at home can give us further insight and help us to understand your child's learning needs.

Listed below are some differences between a bright child and a gifted learner. (Janice Szabos, *Challenge*) The list does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics; however, it is a good reference of distinguishing characteristics.

If after reading the list below, you feel your child fits the description of a gifted learner, please complete the following forms.

<b>A Bright Child</b>	<b>A Gifted Learner</b>
Knows the answer	Asks the questions
Works hard	Plays around, yet tests well
Is interested	Is highly curious
Has good ideas	Has wild, fantastic ideas
Enjoys school	Enjoys learning
Good memorizer	Good guesser
Enjoys straightforward sequential	Thrives on complexity
Listens with interest	Shows strong feelings and opinions
Top group	Beyond group
Learns with ease	Already knows
5-6 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Absorbs information	Manipulates information
Technician	Inventor
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

If you have any questions, or are uncertain as to whether you should complete the form, please do not hesitate to contact your child's homeroom teacher, your child's principal, or the district G. T. Coordinator.



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Parent Inventory – adapted from Joseph Renzulli, February 2000

If you have <b>seldom or never</b> observed this characteristic.  If you have observed this characteristic <b>occasionally</b> .  If you have observed this characteristic <b>frequently</b> .  If you have observed this characteristic virtually <b>all of the time</b> .	Seldom	Occasionally	Frequently	All of the time
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas				
2. Has self-stimulated curiosity; shows independence in trying to learn more about something				
3. Chooses difficult problems over simple ones				
4. Is selected by peers for positions of leadership				
5. Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.				
6. Organizes and brings structure to things, people, and situations.				
7. Uses unique and unusual ways to solve problems				
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits				
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age				
10. Reasons things out, thinks clearly, and comprehends meaning				
11. Expresses interest in understanding self and others				
12. Has interest of older children or of adults in games and reading				
13. Is alert and keenly observant and responds quickly				
14. Strives toward perfection, is self critical, is not easily satisfied with own speed or products				
15. Excels in coordination and agility				
16. Can perform more difficult mental tasks than peers				

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If you have <b>seldom or never</b> observed this characteristic. If you have observed this characteristic <b>occasionally</b> . If you have observed this characteristic <b>frequently</b> . If you have observed this characteristic virtually <b>all of the time</b> .	Seldom	Occasionally	Frequently	All of the time
17. Seems to sense what others want and helps accomplish it				
18. Tends to direct others in activities				
19. Sticks to a project or idea once it is started, not easily distracted or discouraged				
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective				
21. Has many different ways of solving problems				
22. Challenges authority when sense of justice is offended, structures alternative approaches				
23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others				
24. Enjoys and responds to beauty				
25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way				

**We appreciate your valuable input into your child’s characteristics. Thank you for helping us to better know your child. A collaborative approach between home and school is the best way to ensure student success!**

**Parent Inventory Scoring Form**

Student Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Date: \_\_\_\_\_

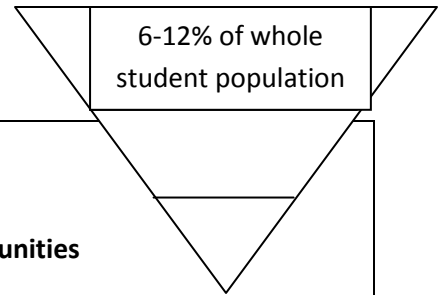
Statement Numbers	General Intellect	Specific Academic	Creative Thinking	Artistic (V/P Arts)	Leadership	Statement Numbers
1.						1.
2.						2.
3.						3.
4.						4.
5.						5.
6.						6.
7.						7.
8.						8.
9.						9.
10.						10.
11.						11.
12.						12.
13.						13.
14.						14.
15.						15.
16.						16.
17.						17.
18.						18.
19.						19.
20.						20.
21.						21.
22.						22.
23.						23.
24.						24.
25.						25.
Total						Total

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SCSD Continuum of Services

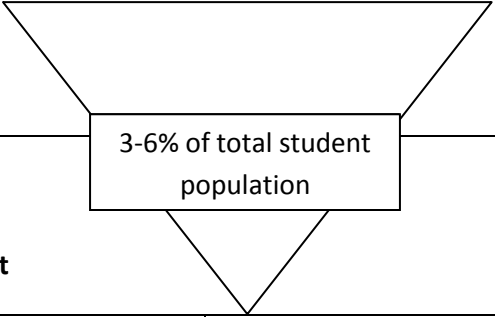
The following charts represent the opportunities and arrangements the staff can offer students at each of the three levels of need: universal, selected, and targeted (Levels I, II, and III, respectively). The activities and other programming options within these charts are often available to many or all students. This chart does not represent opportunities that are exclusive to identified G/T students. In regards to the defined needs of different G/T students, they have been placed on this continuum to represent: differentiation of the regular classroom curriculum and enrichment, differentiation of the regular curriculum with additional enrichments in small groups, and alternatives to the experience of the regular curriculum. The needs and strengths of each G/T student will be targeted with these options and coordinated/facilitated by the G/T Coordinator and other staff members.

<b>UNIVERSAL</b>			
<b>Level I Programming</b>			
<b>Classroom Differentiation and Enrichment Opportunities</b>			
Elementary	Intermediate	Middle	Secondary
Field Trips musical performances assemblies Jump Rope for Heart Punt, Pass, & Kick Accelerated Reader Destiny Imagination Wisconsin Math Assessment Flexible Grouping Cluster Grouping Pre-testing & compacting Unit Extensions Differentiated assignments Cooperative Learning Team Teaching Learning Centers TRIBES	Field Trips musical performances assemblies Jump Rope for Heart Punt, Pass, & Kick Accelerated Reader Destiny Imagination Wisconsin Math Assessment Flexible Grouping Cluster Grouping Pre-testing & compacting Unit Extensions Differentiated assignments Cooperative Learning Team Teaching Learning Centers TRIBES Hobby Day Student Council	Field Trips Daily Advisor/Advisee musical performances assemblies National Geography Bee Accelerated Reader Destination Imagination Flexible Grouping Cluster Grouping Pre-testing & compacting Unit Extensions Differentiated assignments Cooperative Learning Team Teaching STARS	Field Trips Distance Learning Youth Options Independent projects and contracts Clubs & Organizations
Provide for classroom differentiation in a more concentrated and intensive manner Support and provide professional development for the implementation of classroom differentiation Research and provide resources Assist in analyzing and interpreting data for the planning of differentiated instruction			



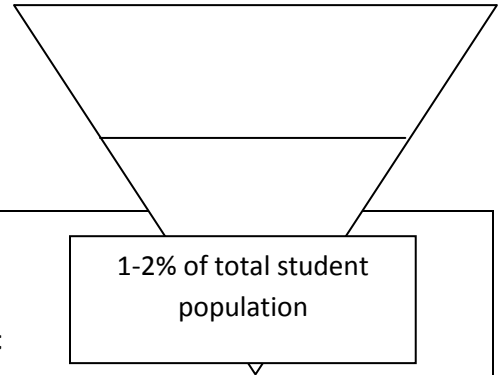


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Selected Level II Programming Small Group Enrichment			
Elementary	Intermediate	Middle	Secondary
Flexible Grouping Cluster Grouping Pre-testing & compacting Unit Extensions Differentiated assignments	Flexible Grouping Cluster Grouping Pre-testing & compacting Unit Extensions Differentiated assignments Student Council Leadership Training Peer Mediators Bellin Run Hobby Day Post Office Bookstore	Flexible Grouping Cluster Grouping Pre-testing & compacting Differentiated assignments Unit Extensions Solo-Ensemble Yearbook Student Council Leadership Training Business Window Painting Singing in Wisconsin Independent Course Studies Spanish I Women's Art Club Contest Honors Band National Geography Bee Accelerated Reader	Honors Band/Choir National Honor Society Yearbook Student Leadership Independent Course Studies Women's Art Club Contest National History Day Auto Club co-curriculars extra-curriculars electives Resources rooms Honors study halls
Social-emotional support in collaboration with Student Services.			

Seymour Community School District Gifted and Talented Plan for Accelerated Learners 2010



<b>Targeted</b>			
<b>Level III Programming Small Group Enrichment</b>			
Elementary	Intermediate	Middle	Secondary
Flexible Grouping Cluster Grouping Pre-testing & compacting Unit Extensions Early Entrance Mentorships online courses independent study accelerated options in core areas based on need and teacher availability curriculum compaction in core areas based on need an teacher availability All State Choir			Online courses Youth Options (KASCADE) AP courses Dual enrollment (tech., college level courses) Apprenticeships Early Graduation subject area acceleration independent research
Grade and subject acceleration available based on student need and teacher availability. Social-emotional support in collaboration with Student Services. Complete and monitor differentiated education plans (DEPs) yearly.			

Resources from the DPI Web Site <http://dpi.state.wi.us/cal/pdf/gtguide.pdf>

### **G/T Administrative Rule**

Administrative Rule PI 8.01(2)(t)2 for Gifted and Talented Education is now final. The text reads:

Each school district 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 identification process shall result in a pupil profile based on 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 ch. 115, Stats. 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.

### **Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools**

Wisconsin schools celebrate the diversity in our schools, while recognizing the challenges of educating a wide range of learners. The Gifted and Talented Resource Guide is designed to help educational professionals and parents address the unique needs of gifted and talented children and youth. It provides information on a variety of topics:

- Wisconsin Standard (t) and related administrative rules which provide the framework for gifted education in local school districts
- Building a student profile for identification
- Providing learning opportunities

### **Gifted and Talented Statutes and Rule**

**Wisconsin Statute 121.02(1)(t):** Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

**Wisconsin Statute: s. 118.35, Wis. Stats.** 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:
  - a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies, and the school district operating under ch. 119 for the purpose of providing advanced curriculum and assessments for gifted and talented pupils.

**Administrative Rule 8.01(2)(t)2.** Each school district 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 identification process shall result in a pupil profile based on 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 ch. 115, Stats. 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.

### **Gifted and Talented - Definition of Terms**

**Access.** An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001, Wis. Admin. Code).

**Appropriate program.** A systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

**Gifted and talented.** 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 (from s. 118.35(1), Wis. Stats.).

#### Gifted and Talented - Related Standards

**Standard (b).**

Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies for use with gifted and talented children and youth in the classroom.

**Standard (e).**

Provide guidance and counseling services to gifted and talented students - critically important to overall program success.

**Standard (k).**

District curriculum plans should include objectives, content, and resources which challenge the most able and most talented children in any classroom.

**Standard (n).**

Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

**Standard (p).**

Pupils identified as gifted or talented may require special accommodations in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

**Standard (s).**

Data derived from a testing program may be used as part of multiple-criteria identification processes.

#### Gifted and Talented - Meeting Standard (t)

Each school board shall:

(t) Provide access to an appropriate program for pupils identified as gifted.

Standard (t) requires school districts to assure that the special needs of gifted and talented students are understood and accommodated in all Wisconsin public schools from kindergarten through grade 12. The standard is consistent with the philosophy of Wisconsin school districts that children are entitled to quality education.

The intent of the standard is to cause schools to develop the means by which gifted/talented pupils will be identified and, once identified, provided access to a set of systematic and

continuous instructional activities which are appropriate to the developmental needs of those children and youth so identified.

Requirement	Example of Documentation.	
<b>A plan</b>	A copy of the written plan.	
<b>A person to coordinate</b>	Designated coordinator. FTE time allotment.	
<b>Identification in 5 talent categories.</b>	Board approved identification policy covering all categories of s. 118.35.	
<b>Use of multiple criteria.</b>	List of criteria being used in each category. Minimum of 2 criteria per category.	
<b>Access, without charge for tuition, to programs.</b>	<ul style="list-style-type: none"> <li>• Policy on how students can get to options.</li> <li>• List of program options.</li> <li>• Provide information for participation in <a href="#">Youth Options programs</a></li> <li>• Policy on tuition payment for courses not available within district.</li> </ul>	
<b>Appropriate programs.</b>	List of programming options and strategies. Sequential and continuous list of objectives, content, and resources specifically directed to "expand the development" of talented learners.	
<b>Parental participation in program planning.</b>	Description of how parents are involved.	List of parents involved. Minutes of planning meetings.

**Online Resources:**

Wisconsin Department of Public Instruction; Gifted and Talented <http://dpi.wi.gov/cal/gifted.html>  
Gives information about State rules and statutes regarding gifted and talented education. Also offers definitions, question and answer section, and a resource list.

Wisconsin Association for Talented and Gifted [www.watg.org](http://www.watg.org) Offers links to articles and activities regarding gifted and talented education in Wisconsin. WATG is a great organization for parents, teachers and administrators - you may want to consider joining!

Wisconsin Council Academically Talented Youth [www.wcaty.org](http://www.wcaty.org) WCATY is great organization that offers many opportunities for talented students in Wisconsin. These include on-line programs during the school year, and enrichment and accelerated courses through our residential programs during the summer months. If you are looking for G/T opportunities for your child, look here!

Center for Talent Development [www.ctd.northwestern.edu](http://www.ctd.northwestern.edu) The Center for Talent Development is out of Northwestern University in Illinois. They provide a wide variety of services and programs for gifted and talented students.

2-E: Twice Exceptional Newsletter <http://www.2enewsletter.com/welcome%20page.htm> This website and newsletter focus on information and resources for twice-exceptional children. They're exceptional because they're gifted and exceptional because they have learning disabilities, learning disorders, attention difficulties, or just plain learning differences.

American Association for Gifted Children <http://www.aagc.org/>

National Association for Gifted Children [www.nagc.org](http://www.nagc.org) This national website offers a ton of information for parents of gifted children. It is a great resource to keep as a bookmark for a time when you are seeking more information.

Davidson Institute for Talent Development [www.ditd.org](http://www.ditd.org)

Hoagies' Gifted Education Page <http://www.hoagiesgifted.org>

National Society for the Gifted and Talented [www.gifted.uconn.edu/nrcgt](http://www.gifted.uconn.edu/nrcgt)

Supporting Emotional Needs of the Gifted <http://www.sengifted.org/>

Understanding Gifted Children [www.openspacecomm.com](http://www.openspacecomm.com)

World Council for Gifted and Talented Children <https://world-gifted.org/> The purpose of the World Council is to focus world attention on gifted and talented children and ensure the realization of their valuable potential to the benefit of humankind. Visit their website to find out more about their mission.

Gifted Child Society <http://www.gifted.org/> The Gifted Child Society is a non-profit organization that was founded in 1957 by parents of New Jersey to further the cause of gifted children. Their website has a host of information for parents and teachers.

Journal for the Education of the Gifted <http://www.prufrog.com/productdetails.cfm?PC=420> This is a great magazine to order as it has a lot of information for parents and teachers about gifted students.

Gifted World <http://gtworld.org/> GT World is an on-line support community for gifted and talented individuals and those who support and nurture them

**Catalogs and Magazines:**

Free Spirit Publishing <http://www.freespirit.com/>

Creative Kids Magazine <http://www.prufrock.com/productdetails.cfm?PC=411>

Gifted Child Today Magazine <http://www.prufrock.com/productdetails.cfm?PC=413>

Imagine Magazine <http://www.cty.jhu.edu/imagine>

Cricket Magazine Family [http://www.cricketmag.com/kids\\_home.asp](http://www.cricketmag.com/kids_home.asp)

Mindware:Brainy Toys for Kids of All Ages <http://www.mindwareonline.com/>

Zanca: Resources for Creativity, Mind Stimulation & Giftedness <http://www.zancas.com/>



**Glossary of Terms**

<b>TERM</b>	<b>DEFINITION</b>
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 Grouping of accelerated learners	A group of five to eight identified gifted students, usually those in the top 5% of ability in the grade level population, are clustered in the classroom of one teacher who has training in how to teach exceptionally capable students. The other students in that class are of mixed ability. If there are more than eight to ten gifted students, two or more clusters should be formed.
Concurrent Enrollment	Allowing students to attend classes in more than one building such as an 8th grader taking geometry at the high school or a high school student taking a course for both high school and college credit.
Curriculum Compacting	Pretesting students to find out what they already know and then allowing them to “buy time” to do more appropriate work.
Differentiated Education Plan (DEP)	A DEP is written for a student when his or her needs cannot be met in the regular classroom.
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 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.
Independent Study	Structured 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 Development Centers	Display set up around a theme to enable students to learn and do activities that can lead to greater in-depth learning based on their interest.
Learning Contracts	Student and teacher jointly develop a contract for time “bought” through compacting. The contract usually includes the desired learning outcomes,

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	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 Cooperative Learning	Organizing learning groups at least occasionally by like ability.
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 (MATS)	Students in grades 5-8 who score in the 95th 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).
Open-ended Assignments	Providing students with tasks and work that do not have just one right answer or outcome in order to encourage divergent thinking.
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.
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.
Youth Options	11th and 12th 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.

**References:**

Wisconsin Department of Public Instruction  
 Howard Suamico Public Schools  
 Green Bay Public Schools  
 DePere Public Schools  
 Pulaski Public Schools