

# West Bend School District Enrich and Extend Gifted and Talented Parent Handbook



*Explore the world of enrichment opportunities  
in the West Bend School District*

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The West Bend School District recognizes that individual students have unique educational needs. The District strives to develop programming that meets the needs of all students. Most often, this is accomplished in the regular classroom through varying the level of challenges offered students within this environment. When special programming is necessary in order to meet the needs of a particular student, the District offers a spectrum of programs, some of which fall under the heading of Gifted and Talented Programming.

The purpose of this booklet is to better inform parents and students about the enrichment opportunities available within our schools and to more fully explain the Gifted and Talented Program in the West Bend School District.

### **Mission of the Gifted and Talented Program**

Our mission is to educate gifted and talented learners by nurturing achievement, performance, and self-esteem through a dynamic partnership of students, family, staff, and community. We empower gifted and talented learners with purposeful, challenging, and systematic opportunities to meet their unique needs and enhance their future.

### **Belief Statement of the Gifted and Talented Program**

*WE BELIEVE...*

- Gifted children are children first
- Achievement, performance, and self-esteem are directly related to expectations appropriately linked to one's potential
- We must develop and respect each individual's ability to learn in different ways and at different rates because each learner is unique
- Education is a shared responsibility of students, families, staff, and community
- There is no limit to human ingenuity and creativity, and education expands the ability to shape one's destiny

## District GT Roles and Responsibilities

<b>Roles</b>	<b>Responsibilities</b>
District Gifted and Talented Coordinator	Provide vision and direction for district gifted and talented programming; monitor identification; coordinate professional development; provide resource materials/ideas for gifted and talented programming and parenting; serve as an advocate for gifted and talented students; advocate for professional development around gifted and talented instruction.
Building Principal	Ensure appropriate gifted and talented programming options are offered for identified students; explore appropriate programming placement options for identified students; oversight of the student DEPs; provide resources required by DEPs; verify differentiation strategies employed by teaching staff through the supervision and evaluation process.
School Psychologist and School Counselor	Facilitate the SST/RtI identification and programming collaboration process; provide advocacy for the student and his/her family as well as support for the classroom teacher; review the implementation of Differentiated Education Plans (DEPs) where appropriate to support ongoing progress monitoring.
Gifted and Talented Interventionist	Coordinate differentiation options for students at the school level; explore additional offerings; write and ensure implementation of Differentiated Education Plans (DEPs); provide organizational and/or instructional support for individuals and/or groups; and communicate regularly with both principal and teachers. Document systematic and continuous programming for identified students.
Classroom Teacher	Coordinates with the Gifted and Talented Interventionist to provide classroom differentiation; keep records to ensure systematic and continuous programming; utilize acceleration when appropriate; offer individualized instruction; implement DEPs; monitor each student's progress; and report to parents/guardians.

## Definition of Gifted

**Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.**

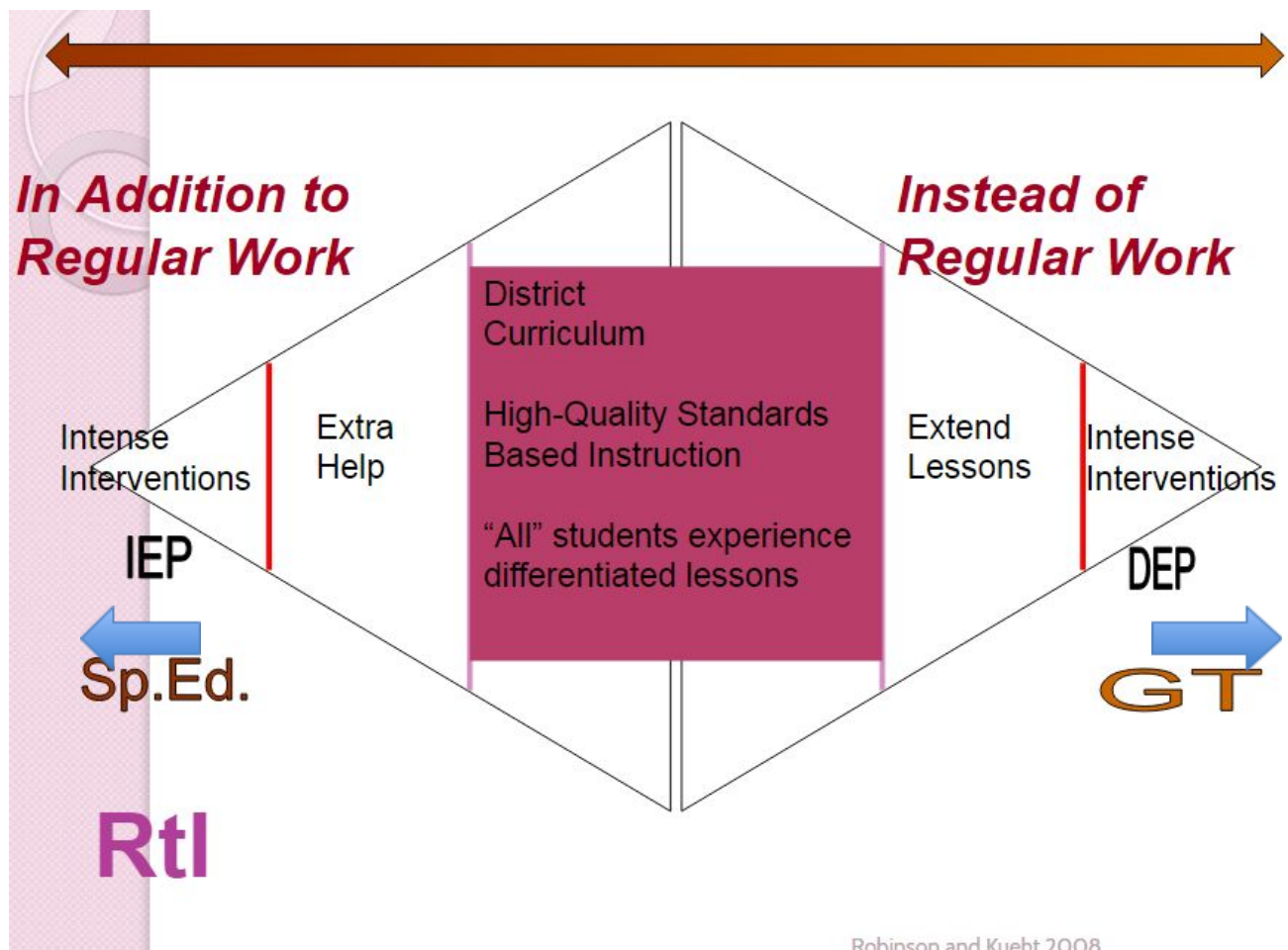
- 1. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.**

Gifted and Talented instruction is a part of a Response to Intervention (RtI) 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

Collaboration



Robinson and Kueht 2008

## Difference between Bright and Gifted Learners

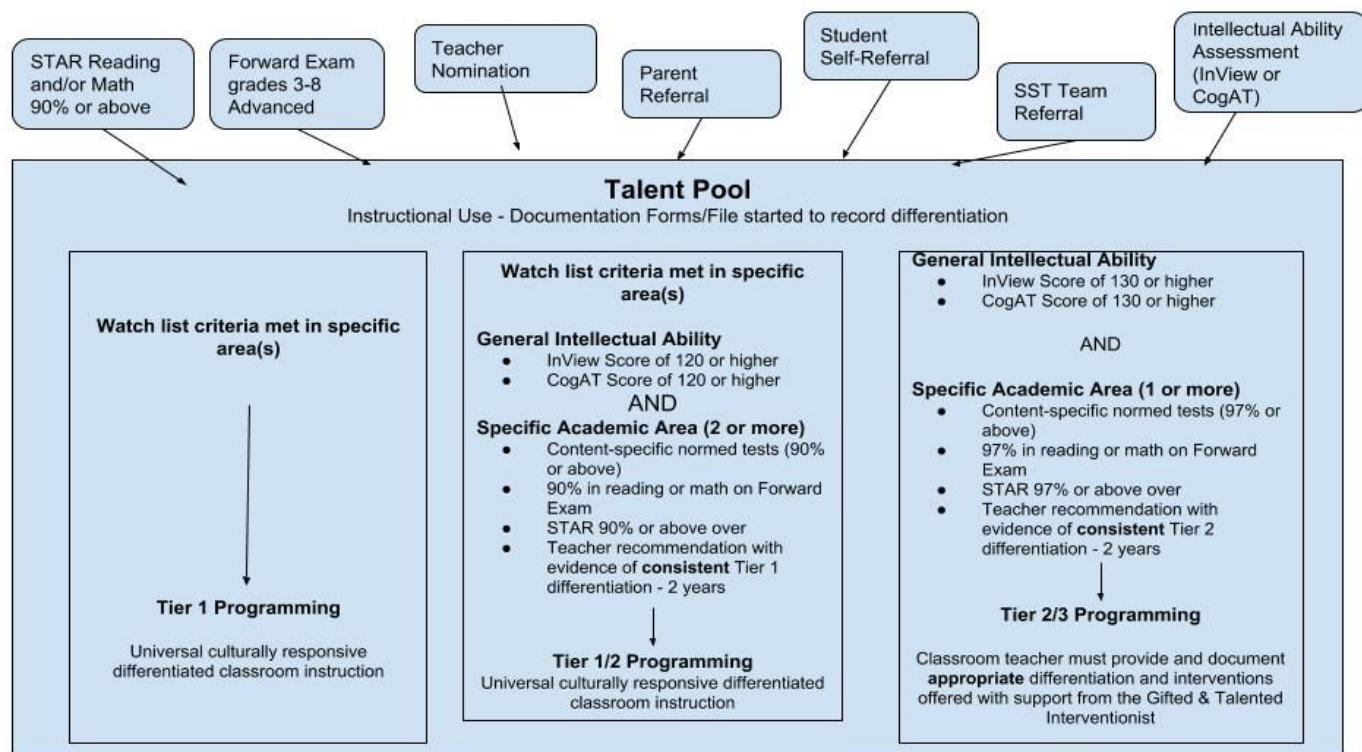
Children who are considered gifted have an exceptional ability as defined by Standard (t) from the Wisconsin Department of Public Instruction (DPI). The bright child has excellent educational strengths which can be supported and enhanced within the classroom environment and occasionally through learning outside the classroom. Additionally, with current innovative teaching practices, and teachers who extend curriculum to meet learner needs, some of our gifted learners' needs can be met within the classroom environment, but may require additional support services outside the regular classroom environment. The information following can help when discussing with parents and teachers the difference between bright and gifted children.

### Performance vs. Ability

Most widely accepted definitions of giftedness focus on "capability of high performance." But capability is not always apparent, nor can it be easily measured, especially in younger children. It is important to stress that performance alone is not necessarily an indication of giftedness. The West Bend School District (WBSD) recognizes that "A student who is not gifted but highly motivated could easily outperform a child who is gifted but lacking in motivation. A child who comes from an enriched home environment could also show more advanced performance. And sometimes gifted children have disabilities that hinder their performance and make them appear to be less capable than they really are." (*Edina School District, Edina, MN, 2017*).

A BRIGHT CHILD....	A GIFTED LEARNER....
• knows the answers	• asks the questions
• is interested	• is highly curious
• is attentive	• is mentally and physically involved
• has good ideas	• has wild, silly ideas
• works hard	• plays around, yet tests well
• answers the questions	• discusses in detail, elaborates
• top group	• beyond the group
• listens with interest	• shows strong feeling and opinions
• learns with ease	• already knows
• 6-8 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
• enjoys school	• enjoys learning
• absorbs information	• manipulates information
• technician	• inventor
• good memorizer	• good guesser
• enjoys sequential presentation	• thrives on complexity
• is alert	• is keenly observant
• is pleased with own learning	• is highly self-critical

# Levels of Service for Students



Opportunities may include:

- Differentiated instruction
- Clubs
- Interest projects
- Competitions
- Enrichment clusters
- Full or single subject acceleration
- Personalized learning
- Participation in Honors, Advanced, or AP coursework
- Dual credit courses

## Identification Process

Initial referrals for Gifted and Talented Programming ideally should come from the classroom teacher who has the greatest knowledge and understanding of a student's abilities. However, principals, other educational staff, or parents may also initiate further assessments of students based on pre-screeners:

- Wisconsin state assessments (Forward, ACT Aspire, ACT)
- District/Local assessments (STAR)
- InView Assessment (Cognitive Skills Index) - used in district through 2017-18 school year - given in 3rd and 6th grades
- CogAT (Cognitive Skills Index) - beginning 2018-19 school year - given in 2nd and 5th grades
- Progress assessments
- Gifted and talented inventories and checklists

Student's academic needs can change during their educational career, so regular review of services is essential. During the services review, adjustments can be made regarding individual programming. If student data and classroom progress indicate that the needs of the individual child are able to be serviced within the classroom, the recommendation may also be that additional programming is no longer necessary.

The unique needs of Tier 3 Intellectual Ability (IA) and Specific Academic Ability (SAA) eligible students *may* necessitate a Differentiated Education Plan (DEP) which will be developed during a Student Support Team (SST) meeting with educators and parents. Differentiated Education Plans (DEPs) will be reviewed on a yearly basis by the Gifted and Talented Interventionist, building principal, and classroom teacher(s).

When communicating regarding gifted and talented issues, parents' initial contact will be with the classroom teacher(s) and then the building principal, as necessary.

### **Identification:**

The Gifted and Talented Education Program recognizes and encourages academic achievement, creativity, leadership, and fine arts. Students will be screened, and the best way to enhance their achievement will be provided.

When identifying students eligible for services in the West Bend School District, we look at measures of ability and measures of performance. A student who demonstrates either superior ability and/or superior performance/achievement may be identified as having needs beyond the regular curriculum.

### **Looking at a Broad Range of Student Performance**

We look at multiple measures of performance, aptitude, and achievement. When gathering information to inform decisions about students' need for challenge beyond the regular curriculum, we consider:



- Standardized Tests – Objective, norm- or criterion-referenced tests of academic or intellectual skill
- Common, normed grade level classroom assessments
- Inventories from teachers, parents, or student – Subjective rating on student performance
- Nomination Forms – Narrative information from teachers, parents, or student
- Inventories from students – Interest inventories
- Out-of-Grade Level Testing – For students who obtain the highest possible score on some assessments, out of grade level testing may be administered to determine the child's actual score.

While no test is infallible, cognitive measures are widely accepted as a strong predictor of a child's academic ability. Combined with other test scores, day to day performance, and anecdotal information from teachers and parents, this broad range of information can provide specific insight into a child's academic and intellectual needs.

### **National Norms, Local Norms, and Proficiency Scores**

When interpreting scores from the assessments listed below, it is important to consider the meaning of those scores in both a national and local context. Some tests report norm referenced scores and others report criterion referenced scores. Norm referenced scores rank students relative to a specific population. Criterion referenced scores rate students relative to a specific criterion.

### **Data Analysis and Interpretation**

Test data are analyzed by the Gifted and Talented Interventionists each year to screen for possible IA and SAA Gifted and Talented needs. If a student has obtained qualifying scores on measures such as the Inview Test (CSI), CogAT, or on a test such as Wisconsin State Assessment, or district/local assessment, classroom teachers will be notified. If additional assessment is warranted, it may include out of grade level testing or tests that have been nationally normed.

Three types of data are used in the process of determining a student's eligibility for gifted services: assessment data, performance data, and supporting data. Data will be considered over time.

**Assessment Data:** Our students are all assessed using the following instruments. Results can be used specifically to gather information regarding ability and achievement on an individual basis. Assessments that are used for both screening and determination include the following:

<b>Assessment Screeners</b>	<b>Grade</b>	<b>Administered By</b>	<b>Area Assessed</b>	<b>Purpose of Assessment</b>
Wisconsin Forward Exam (WSAS)	4 and 8	Classroom teacher	Achievement of state standards in ELA, math, science, social studies, and writing	Measures student progress toward state standards in all academic areas

Wisconsin Forward Exam (WSAS)	3,5,6,7	Classroom teacher	Achievement of state standards in ELA and math	Measures student progress toward state standards in academic areas of reading/math
District Comprehensive Assessments (currently STAR)	K-10	Classroom teacher	Measures progress towards standards in content areas of ELA and Math	Measures student progress toward standards on formative ongoing basis
Inview Test (administered through 2017-18) CogAT Test (administered beginning 2018-19)	3, 6 2, 5	Classroom teacher	Verbal, nonverbal, quantitative, and memory	Measures student ability and provides a Cognitive Skills Index Score (CSI)
ACT Aspire (WSAS)	9-10	Classroom Teacher	Pre-ACT college admissions test in math, reading, English, writing, and science	Helps determine a child's strengths, weaknesses, and whether that student is on target for high school, college, and career success
ACT (WSAS)	11	Classroom Teacher	ACT test in reading, English, writing, science, and math	Measures what a student has learned and knows from high school and is a predictor of college success
Common classroom assessments	K-12	Classroom teacher	All classroom content assessed	Measures student progress on formative, ongoing basis

The school psychologist may, in collaboration with teacher, counselor, parent and/or principal, administer an individual standardized measure of cognitive ability. The assessment tool will be selected by the examiner. Examples, among others, may include the following: Wechsler Series of Intelligence Scales, Stanford Binet Intelligence Test, Differential Ability Scales, the Cognitive Abilities Test, and the Kaufman Assessment Battery for Children or the Kaufman Brief Intelligence Test.

#### **Performance Data:**

Documented teacher evidence of Tier 2 differentiation demonstrating what a student knows and is able to do. A student's strengths can be documented by using products or performances that are gathered to create a portfolio or data folder to show student work over time.

#### **Supporting Data:**

Information provided by school staff, parents, peers, physicians, and others may contribute to the profile of the student.

# Gifted and Talented Programming

## Elementary Program Description

Ideally, student's academic needs are met in the place where they spend most of their time. For most students, this is in the classroom with their classroom teacher. Classroom teachers work to differentiate classroom instruction as much as possible by providing students with a variety of opportunities and options for success. Even with effective differentiation, some students require additional opportunity and greater challenge. For these students, the principal and building Gifted and Talented Interventionist will assist classroom teachers in finding appropriate resources and planning lessons.

**Tier 1 Students** are those who thrive within a classroom where the learning experiences are differentiated. Students may experience modification of content, process, or product requirements; flexible grouping and regrouping, learning centers, team teaching, and extended enrichment offerings.

**Tier 2 Students** are those who have particular areas of interest and strength in specific areas. A response to student needs may include integration of specific academic content area learning outside of a regular classroom setting. This additional challenge across one or more subject areas may provide opportunities for students to use critical thinking skills to make cross-curricular connections and synthesize content across multiple domains. These students may routinely score in the upper range of students who score in the 95th percentile on the Inview or CogAT (CSI of 120 and above) and 90th percentile in one or more categories on the Wisconsin State Assessment.

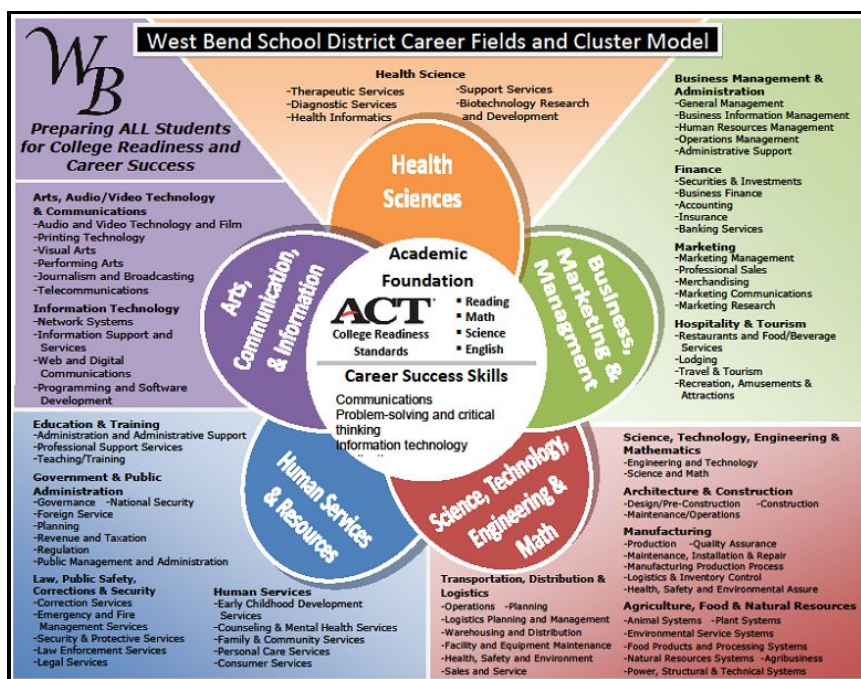
**Tier 3 Students** are those whose needs for academic and intellectual challenge transcend the grade level curriculum by so much that it is unlikely that, even with effective differentiation at that grade level, they will be adequately challenged. These students are considered for subject or grade-level acceleration. Grade level acceleration is a significant decision that requires the collaborative efforts of teachers, administration, the school psychologist, and parents.

These services are designed to meet the needs of those whose academic/intellectual profiles are among the highest in the nation and the school district. These students may routinely score in the top range of students in the 97th percentile (or above) on the Inview or CogAT (overall CSI of 130 and above or individual verbal/nonverbal scores indicative of subject specific talents), and in the 97th percentile in one or more categories on the Wisconsin State Assessment. These students should be considered for subject or grade-level acceleration or other exceptional measures to meet their unique needs. They may require specific programming/experiences to be challenged in school.

## Secondary Program Description

Beginning in 9th grade, the school program allows each student to differentiate his or her learning to meet individual needs. Students have many opportunities to excel based on their talents and abilities. The Student Course Planning Guide outlines different career pathways which allow each student to access a plan of study aligned with their needs and goals. These include art, music, drama, and advanced science and math, to name just a few.

Gifted and Talented students in grades 7-12 are served in subject specific classes such as Accelerated, Honors, AP, and dual-credit courses for mathematics, science, language arts, and social studies. There are various Honors and Advanced Placement (AP) courses available in each high school to present a student with challenge and rigor. Advanced Placement courses are presented at an introductory level of college coursework. The College Board determines the course sequence and the high school level it is most appropriately taught in. Students select courses with a highly qualified teacher who has professional development and is certified to teach AP. AP courses are available in foreign languages, as well as in mathematics, science, ELA, social studies, and the fine arts. Students taking the AP test and receiving a score of 3, 4, or 5 may receive credit at the college or university they attend. Additionally, there are Career Clusters with an emphasis on specific fields ---These include the Science and Math Academy, the Natural Resources and Agricultural Sciences Program, and the GEAC Program.



Finally, there are numerous extra-curricular activities attractive to students with special skills or abilities. Examples include: Academic Team, Destination Imagination, Electrathon, Robotics, Mock Trial, Musical and Dramatic productions, World Language Clubs, and Honor Societies.

## **Teacher Guide**

### **Gifted and Talented Eligibility Meeting**

This guide was developed to assist classroom teachers in planning and preparing for a IA/SAA Level III Gifted and Talented Eligibility SST Meetings. The following steps will help teachers plan for a productive meeting:

1. Gather data to support Gifted and Talented designation
  - Student common assessments in the area that Gifted and Talented designation is being considered
  - Copy of WI Forward Individual Profile Report
  - Copy of the STAR data Report
  - Copy of CSI or CogAT including overall and subtest scores
2. Give parents a copy of the Parent Gifted and Talented Student Nomination Form.
3. Distribute Teacher Gifted and Talented Student Nomination Form to other teachers working with student in areas of considered designation.
4. Complete Gifted and Talented Eligibility Determination Data Sheet.
5. Request that the school counselor arrange for an SST GT Eligibility meeting. Participants may include:
  - Parents
  - Counselor
  - Principal
  - Teachers
  - Building Gifted and Talented Interventionist
  - School Psychologist (when considering a General Intellectual Ability designation)
6. Prepare artifacts, including Gifted and Talented Eligibility Determination Data Sheet, and gather other key supporting data pieces for the meeting.
7. E-mail Gifted and Talented Eligibility Determination Data Sheet to staff members involved in the decision.

# Gifted and Talented IA and SAA Eligibility Determination

Student Name \_\_\_\_\_ School \_\_\_\_\_ Graduation Year \_\_\_\_\_

Current Date \_\_\_\_\_ Current Grade Level \_\_\_\_\_ Student Success Team Meeting Date: \_\_\_\_\_

Areas of Gifted and Talented identification being considered

- ☐ **IA (General Intellectual Ability)**    ☐ **SAA (Specific Academic Ability)**
- ☐ Reading      ☐ Science  
☐ Writing      ☐ Social Studies  
☐ Math

Team members invited:

Data Type	Data
Gathered data may include; test scores, student work samples, teacher/parent observations etc.	
<b>Performance Data</b> Products, performances, and observations gathered by classroom teacher	Description of student work samples and teacher's anecdotal notes attached.
<b>Assessment Data</b>	WI Forward Reading Scale Score: WI Forward Math Scale Score: Inview or CogAT CSI Score: V____ NV____ Total_____ STAR Reading _____ STAR Math _____ Additional Assessment Measures: _____ _____
<b>Supporting Data</b> Information provided by school staff, parents, peers, physicians, and others <ul style="list-style-type: none"> <li>Gifted and Talented Evaluation Scales</li> <li>Teacher and Parent Nominations Forms and Checklists</li> </ul>	Teacher/parent nominations form and checklists attached. _____ _____ _____ Indicate any additional measures below:
Is additional information required before a decision can be made?    Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does student meet criteria for Gifted and Talented programming?    Yes <input type="checkbox"/> No <input type="checkbox"/> Revisit later <input type="checkbox"/>	
<input type="checkbox"/> Gifted and Talented Level Determined:                      Tier 1/2 <input type="checkbox"/> Tier 3 <input type="checkbox"/>	

# Teacher Gifted and Talented Student Nomination Form

Please complete the following information when nominating a student for a Gifted and Talented Eligibility Identification Process. **This form must be completed by classroom teacher prior to SST meeting.**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Assessment	Date Given	Scores (percent or percentile)
Wisconsin Forward		ELA Math Science Social Studies Writing
STAR		ELA Math
InView or CogAT		Verbal Non-Verbal Quantitative Composite

**List evidence of Tier 2 differentiation/instructional strategies utilized:**

**CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS (CCAG)**

**Directions:** Please look carefully at the following descriptions and assess to what extent they describe this student. Place a checkmark next to the statements that match your assessment of this student. Add comments if necessary.

<b>GIFTED AREA</b>	<b>CHARACTERISTICS</b>
<b>General Intellectual Ability</b>	<ul style="list-style-type: none"> <li>• understands complex concepts</li> <li>• draws inferences between content areas</li> <li>• sees beyond the obvious</li> <li>• thrives on new or complex ideas</li> <li>• enjoys hypothesizing</li> <li>• intuitively knows before taught</li> <li>• uses an extensive vocabulary</li> <li>• does in-depth investigations</li> <li>• learns rapidly in comparison to peers</li> <li>• needs only 1 – 2 repetitions for mastery</li> <li>• easily manipulates information</li> </ul>
<b>Specific Academic Ability</b>	<ul style="list-style-type: none"> <li>• has a strong memorization ability</li> <li>• exhibits advanced comprehension</li> <li>• 1-2 repetitions for mastery</li> <li>• has an intense interest in a specific academic area and can vary by mathematical topic</li> <li>• exhibits high academic capacity in special-interest area</li> <li>• pursues a higher level of abstraction than peers</li> <li>• asks poignant questions and are strongly interested in the material</li> <li>• solve problems in different creative ways</li> <li>• explains complex concepts to others</li> <li>• demonstrates mathematical thinking in different ways</li> </ul>
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>• is an independent and/or flexible thinker</li> <li>• exhibits original thinking in oral and/or written expression</li> <li>• generates many ideas to solve a given problem</li> <li>• possesses a keen sense of humor</li> <li>• creates and invents</li> <li>• is intrigued by creative tasks</li> <li>• improvises and sees unique possibilities</li> <li>• is a risk taker and resists conformity</li> </ul>
<b>Artistic</b> <b>Art</b> <b>Drama</b> <b>Music</b>	<ul style="list-style-type: none"> <li>• communicates personal vision in visual/performing arts</li> <li>• exhibits an unusual ability for aesthetic expression</li> <li>• is compelled to perform/produce</li> <li>• exhibits creative expression</li> <li>• has a desire to create original products</li> <li>• is keenly observant</li> <li>• excels in demonstrating the visual/performing arts</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• takes an active role in decision making</li> <li>• has high expectations for self and others</li> <li>• expresses self with confidence</li> <li>• foresees consequences and implications of decisions</li> <li>• appears to be well liked by peers</li> <li>• expresses ideas</li> <li>• accepted by others</li> <li>• is sought out by others to accomplish a task</li> </ul>



# Parent Gifted and Talented Student Nomination Form

(Submit completed form to the Gifted and Talented Interventionist)

Student Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Person Nominating the Student \_\_\_\_\_ Relationship to Student \_\_\_\_\_

## PARENT/GUARDIAN INVENTORY CHECKLIST

Please check the frequency descriptor for each of the following statements.

When have you observed this characteristic?	Seldom or never	Occasionally	Most of the time	Virtually 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; is 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 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.				
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.				

\* Please attach any additional information which you believe to be relevant and would assist us in getting to know your child's interests and abilities.

Signature \_\_\_\_\_ Date \_\_\_\_\_

# Identification Protocol Intellectual Ability (IA)

The intellectually gifted are those children who exhibit early and rapid development of language ability, strong powers of reasoning, and advanced ability in critical thinking and problem solving. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.

## GENERAL INTELLECTUAL - Criteria Guidelines

An acceptable IQ score and multiple supporting evidence is required.

**Tier 3** (Acceptable IQ test score of 130 or higher)  
InView or CogAT scores are looked at as the IQ Screener

### Performance Evidence

- Common classroom assessments

### Assessment Data

- WSA at 97<sup>th</sup> percentile.
- Additional nationally normed standardized test scores at the 97<sup>th</sup> national percentile.

### Supporting Data

- 59-64 on Parent Inventory and 10-11 items from intellectual section of Checklist of Characteristics for Areas of Giftedness (CCAG) portion of the Teacher Gifted and Talented Student Nomination Form
- Gifted and Talented Evaluation Scales

Criteria met: Assess need for DEP, subject advancement, possible grade advancement

## **Tier 2** - (Acceptable IQ test score of 120 or above)

### Performance Evidence

- Common classroom assessments

### Assessment Data

- WI Forward (Scale Scores) at 90<sup>th</sup> percentile.
- Additional nationally normed standardized test scores at 90<sup>th</sup> national percentile.

### Supporting Data

- 53-58 on Parent Inventory and 8-9 items from intellectual section of Checklist of Characteristics for Areas of Giftedness (CCAG) portion of the Teacher Gifted and Talented Student Nomination Form
- A Gifted and Talented Evaluation Scales

## **Identification Protocols** Artistic (Visual/Performing Arts) - Art

The West Bend School District believes that students can demonstrate unusual adeptness or skill in the field of visual and performing arts.

## **Identification Protocols** Artistic (Visual/Performing Arts) - Music

The West Bend School District believes that students should have the opportunity to realize the full extent of their musical abilities. A research based, standardized process is used for GT identification. Our curriculum provides a variety of opportunities for GT students at all grade levels in the areas of performing, creating and responding to music. Assessment tools include the recognition of potential as well as demonstrated musical talent. Identification begins as early as third grade and continues throughout high school.

## **Identification Protocols** Leadership

Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.

## Frequently Used Terms

**ABILITY GROUPING** -small group or whole class grouping of students based on similar abilities.

**ACADEMIC COMPETITIONS** -competitions which might include, but not limited to, Destination Imagination, Future Problem Solving, Math Olympiad, Math Counts, Quiz Bowl, Invent America, Westinghouse Science Talent Search, Academic Decathlon.

**ACCELERATION** -grade level or subject level advancement to meet the learner's needs.

**ACCESS** -an opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards and post-secondary education institutions.

**ADVANCED CLASSES** - advanced classes are developed based on student need. This may include an adjustment to the pacing and/or content of the grade level material.

**AP (ADVANCED PLACEMENT) CLASSES** -a nationally recognized program which consists of college-level courses and examinations for high school students.

**APPRENTICE** -a mentor - protégé relationship.

**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.

**AUTONOMOUS LEARNER** -a self-directed student; a learner who makes positive educational decisions which further his/her learning

**CLUSTER GROUPING** -an arrangement in which a group of students with similar talents are assigned to a classroom teacher in order to facilitate modifications of their curriculum

**COLLEGE/CORRESPONDENCE COURSES/YOUTH OPTIONS** -college courses, offered to high school (or younger) students via correspondence, on site at the college campus or on the high school campus site. Usually, these courses are granted both college and high school credit.

**COMPACTED COURSES** -a programming strategy which compresses two or more courses in a given subject area into one course or a one-course (or shorter) time frame.

**CONTINUOUS PROGRESS CURRICULUM** -curriculum which provides appropriate instruction to students daily and allows for students to move ahead as they master content and skills.

**CONTRACTING** -allows students to contract for grades and/or choose from a variety of available project/product options. This strategy allows students an option to eliminate repetition of material already mastered, moving at their own pace, while insuring mastery of content, through enrichment and/or acceleration.

**COOPERATIVE LEARNING** -a teaching strategy utilizing the concept of cooperative group effort in achieving a goal or purpose. Each participant has a determined role in helping the group reach their goal. Not synonymous with group work.

**COURSE WAIVER** -provides appropriate educational alternatives for students who participate in pre-approved summer courses and who are able to successfully demonstrate mastery of specific course content to advance through the traditional pre-requisite course sequence.

**CREDIT BY EXAM (TESTING OUT)** -a method where a student is allowed to "test out" of a course and receive academic credit for the course if mastery is demonstrated.

**CURRICULUM COMPACTING** -modifying or "stream-lining" the regular curriculum in order to eliminate repetition of previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

**DEP (DIFFERENTIATED EDUCATIONAL PLAN)** -an individualized plan for ensuring assessment, placement, curriculum and instruction of an exceptionally talented student.

**DIFFERENTIATED CURRICULUM** -curriculum which is qualitatively changed to better match the learning characteristics and needs of talented students.

**DUAL ENROLLMENT** -students at any grade level, who are allowed to simultaneously take courses at the next school level.

**EARLY GRADUATION** -when all high school requirements have been met and the student is allowed to graduate before the end of her/his senior year.

**EARLY ENTRANCE** -an acceleration strategy whereby students enter kindergarten or first grade earlier than the age usually prescribed.

**ENRICHMENT** -provides students with opportunities to be challenged with more complex, higher level thinking and/or broader based activities instead of regular classroom work (different - not more).

**FLEXIBLE GROUPING** -the grouping of students based on similar interests or abilities. Students groups change regularly according to purpose or topic.

**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.

**GRADE LEVEL ACCELERATION** -a method whereby students move ahead one or more years beyond the next level in the normal sequence of promotion.

**GUIDANCE GROUP FOR GIFTED/TALENTED ISSUES** -a counseling program, which provides small groups of talented students the opportunity to interact and discuss issues which specifically pertain to giftedness/talents.

**INDEPENDENT STUDY FOR CREDIT** -a program which allows a student to pursue an area of study of interest for school credit.

**INDEPENDENT PROJECTS** -a programming option, which allows a student or small group of students to pursue an area of interest related to a specific curricular area or an individual area of interest.

**INTEGRATED INSTRUCTION** -combining aspects of two or more traditionally separate areas of interest; e.g. coordinating the study of Rome in a history class with the study of mythology in an English class.

**INTERNSHIP** -similar to apprenticeship, may involve more independence.

**MENTORSHIPS** -a programming option, which provides an opportunity for students to be paired with a teacher, parent, or community volunteer in an area of expertise or interest. It is usually done on a one child-one adult basis for a fair length of time to enable a student to develop her/his knowledge in the specific area and, perhaps, to develop a product from the experience.

**METACOGNITION** -thinking about one's own thinking and learning; knowing how one learns best.

**MULTIPLE INTELLIGENCES** -Gardner's theory, which addresses different intelligences, (such as interpersonal, intrapersonal, musical, bodily-kinesthetic, logical-mathematical, visual-spatial) and how they impact instructional methods and product development.

**PERFORMANCE-ORIENTED COMPETITIONS** -competitions which would include the artistic (visual/performing arts) areas (i.e., art, music, drama, dance).

**PROJECT/PRODUCT OPTIONS** -allowing student choices in the way they demonstrate acquired knowledge through their personal strengths and interests.

**SIMULATION** -participatory units of study where students learn curricular content by imitating or living it in real life.

**SUBJECT/CONTENT ACCELERATION** -a student takes the next level of a particular subject at an earlier age/grade level than normal.

## Parent Resources

[Midwest Academic Talent Search](#)

[National Association for Gifted Children](#)

[Wisconsin Association for Talented and Gifted](#)

[Wisconsin Center for Academically Talented Youth](#)

[Supporting the Emotional Needs of the Gifted](#)

## ***State of Wisconsin Standards for Gifted and Talented***

The District complies with the Wisconsin Department of Public Instruction Standard (t) that requires school districts to provide programs for gifted and talented students in Wisconsin public schools from kindergarten through grade 12. The standard is consistent with the philosophy of Wisconsin school districts that children are entitled to a quality education. The intent of the standard is for 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.

### ***Administrative Rule***

**PI 8.01(2)(t). 2.** *Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program.*

Gifted and talented students shall be identified as required in s. 118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nominations. 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 provide access, without charge for tuition, to appropriate programs 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 paternal participation in the planning of the proposed program.

### **Related 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.

### **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 to deal with those 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 accommodation 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 process.

(Referenced from: <http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgttm>)



## Permission to Test for Academic Giftedness

I grant permission for my child, \_\_\_\_\_, to be assessed by designated West Bend Joint School District personnel using assessment instruments approved by and included in the district's identification plan for identification of gifted students.

Within thirty days of completion of assessment, I will be informed of whether or not my child qualifies, according to the District's criteria for gifted identification.

(Choose one)

☐ I give permission for the assessment(s) to be conducted.

☐ I do not give permission for the assessment(s) to be conducted.

Signature: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Daytime telephone: \_\_\_\_\_

Email: \_\_\_\_\_

Date \_\_\_\_\_