

Baraboo School District
GIFTED & TALENTED GOALS
2014-15

NAGC FOCUS AREA	EVIDENCE-BASED PRACTICES TO MEET NAGC STANDARDS	BARABOO SCHOOL DISTRICT ACTIONS	RESPONSIBILITIES
Learning & Development	<p>1.2.1 Educators develop activities that match each student's developmental level and culture-based learning needs.</p> <p>1.3.1 Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.</p>	<ul style="list-style-type: none"> ● Ensure diversity is represented in student literature ● Utilize a variety of research-based grouping strategies ● Provide professional development on total schoolwide clustering ● Ensure fidelity of implementation and monitoring the effectiveness of total schoolwide clustering ● Provide more professional development and support for differentiated instruction 	<ul style="list-style-type: none"> ● GT Coaches ● Director of Curriculum & Instruction ● Literacy Coaches ● Building-Level Principals ● GT cohort
Assessment	<p>2.4.1 Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.</p> <p>2.4.4 Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.</p>	<ul style="list-style-type: none"> ● Increase teacher use of pre-testing ● Work to build capacity with teachers through the GT coaches on how to properly use data to inform instruction ● Use DPI's DEWS to identify students at risk of needs not being properly met 	<ul style="list-style-type: none"> ● GT Coaches ● School Counselors
Curriculum Planning & Instruction	<p>3.1.3 Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.</p> <p>3.1.4 Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p> <p>3.1.6 Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.</p> <p>3.5.2 Educators integrate career exploration experiences into learning opportunities for students with gifts and talents.</p>	<ul style="list-style-type: none"> ● Provide more professional development and support for differentiated instruction ● Increase teacher use of pre-testing ● Ensure more focus on career exploration/ experiences for our gifted learners ● Provide more resources/ books on diverse careers ● Continue exposure to various careers through community outreach and connections ● Connect with community volunteers to share passions and expertise 	<ul style="list-style-type: none"> ● GT Coaches ● Director of Curriculum & Instruction ● District Library ● Media Specialists ● BCCC

<p>Learning Environments</p>	<p>4.1.1 Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. 4.1.3 Educators create environments that support trust among diverse learners. 4.2.1 Educators understand the needs of students with gifts and talents for both solitude and social interaction.</p>	<ul style="list-style-type: none"> • Encourage more flexibility with student movement between teachers and classrooms based on their needs and abilities • Incorporate more use of 21st century learning tools to personalize learning for students 	<ul style="list-style-type: none"> • GT Coaches • Director of Curriculum & Instruction • 21st Century Learning Workgroup • Director of Instructional Technology
<p>Programming</p>	<p>5.1.2 Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting. 5.1.6 Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services. 5.2.1 Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents. 5.6.1 Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education. 5.7.1 Educators provide professional guidance and counseling for individual student strengths, interests, and values.</p>	<ul style="list-style-type: none"> • Increase enrichment opportunities by connecting more with community resources (ie., Boys & Girls Club, Baraboo University, etc.) • Increase teacher & family access to outside resources (ie., scholarships) • Provide more professional development specific to administration for gifted and talented education and awareness (including placing students for grouping) • increase collaboration among special education, ELL, & GT coaches • Create protocols for grouping and transitioning students • Revisit gifted and talented policies on an annual basis • Train GT coaches & school counselors in SENG model • Involve GT coaches in academic planning for gifted and talented students • Communicate with families at the start of the school year about programming • Grow opportunities and services in all areas of gifts and talents 	<ul style="list-style-type: none"> • Director of Curriculum & Instruction • GT Coaches • School Counselors
<p>Professional Development</p>	<p>6.1.1 Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming. 6.1.2 The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. 6.3.2 Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.</p>	<ul style="list-style-type: none"> • Grow the GT certification model • Increase amount of opportunities for GT coaches to present professional development • Provide training for all instructional coaches on strategies specific to supporting the gifted and talented learner 	<ul style="list-style-type: none"> • Director of Curriculum & Instruction • Building-Level Principals