



BARABOO SCHOOL DISTRICT

**GIFTED AND TALENTED
PLAN & RESOURCE GUIDE**

September 2012

Baraboo School District Gifted and Talented Plan and Resource Guide

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Baraboo School District Gifted and Talented Services Plan and Resource Guide

Overview

Mission and Core Belief Statements

Mission: The School District of Baraboo is dedicated to being the best educational community by supporting the maximum growth of each student, enabling each to succeed in and contribute positively to a continuously evolving world.

School District of Baraboo Core Beliefs:

- We believe education is an investment in the future of our community and society.
- Educational achievement is a collaborative process engaging students, teachers, administrators, parents, and the community.
- We believe each student can learn and has the right to reach his/her full potential.
- We believe every student is entitled to an education that is responsive to his/her unique needs.
- We believe that all members of the educational community have the right to feel safe, physically, emotionally and socially.

Philosophy of Baraboo School District Gifted and Talented Services

The Baraboo School District believes that all children are entitled to an education commensurate with their particular needs. While all students have personal strengths, some have abilities and talents that go beyond the core curriculum. Such students often require access to differentiated or advanced curriculum in order to realize their potential contribution to themselves and society. All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Baraboo School District believes that all students, including advanced learners, should be challenged and supported to reach their full potential.

Gifted and Talented Services Core Beliefs

We believe it is crucial for all staff members to be given on-going, job-embedded professional development and for all community stakeholders to have opportunities to share in the process of defining and delivering services for supporting students identified as gifted and talented.

We will:

- Build capacity to advocate for our gifted and talented students through collaborative relationships between community, school and family.
- Ensure gifted services for underachieving or twice exceptional gifted learners.
- Systematically identify with multiple resources individual students for gifted and talented services in the five areas of gifts and talents.
- Develop a Differentiated Education Plan (DEP) when appropriate for identified students, through a collaborative team process. Each plan will be reviewed annually and progress will be monitored quarterly.
- Conduct an annual program evaluation at the district level.
- Have meaningful curriculum for students identified as gifted and talented which will be respectful of identified areas of ability and interest and include purposeful outcomes.
- Have increased academic achievement through differentiated instruction, compacted curriculum, flexible student grouping, and academic planning.

Response to Intervention

Response to Intervention (RtI) is a framework of educational decision-making and service delivery. This model assumes that each student receives high-quality, research-based, and differentiated instruction from a general educator in a general education setting. At its core, RtI is the practice of:

- Providing high-quality instruction and interventions matched to student need.
- Monitoring progress frequently to make decisions about changes in instruction or goals.
- Applying child response data to important educational decisions.

The Baraboo School District is committed to providing optimal learning conditions that support academic achievement for all students. When implemented with fidelity, an RtI framework has the potential for meeting this commitment through the implementation of a multi-tiered system of supports based on sound educational practices. The process also emphasizes the importance of leadership, the use of data to guide instruction, appropriate intervention and practice, parent involvement, and other researched-based practices. In the world of gifted and talented, this refers to implementing and sustaining efforts which ensure our students have access to differentiated curriculum, flexible pacing, cluster grouping, acceleration, and other universal interventions available to all students in the general education classroom.

There are eight essential components of RtI:

1. Evidence-based curriculum and instruction
2. Ongoing assessment
3. Collaborative teaming
4. Data-based decision-making
5. Fidelity of implementation
6. Ongoing training and professional development
7. Community and family involvement
8. Strong leadership

Each element is part of an interrelated process that should be applied to *every* student. RtI creates an integrated and seamless continuum of services that encompasses all staff through a multi-tiered service delivery model. The Baraboo School District's Gifted and Talented Services adheres to the principles of RtI as the foundation of our practice.

Alignment to the National Association of Talented Children (NAGC) Standards

The National Association of Talented Children (NAGC) has developed and outlined program standards, student outcomes, and evidence-based practices to guide our district's actions to best meet the needs of gifted and talented students.

Standard 1: Learning and Development – *Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.*

- The Baraboo School District staff will receive professional development to foster the use of gifted and talented, differentiation, and culturally responsive instructional strategies with students.
- The educators of the Baraboo School District will collaborate with families in accessing resources to develop the gifts and talents of students.
- The Baraboo School District pupil services staff will work to provide social-emotional supports and academic planning guidance needed to ensure individual success for our gifted and talented students.

Standard 2: Assessment – *Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.*

- The Baraboo School District staff will utilize the Intervention Team Process and Professional Learning Communities to establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents.
- The Baraboo School District will keep a profile folder for each student identified for gifted and talented services. This profile folder will include identification data, as well as data from continued state and district assessments.
- The Director of Curriculum and Instruction will periodically survey students and parents involved in the gifted and talented program for information regarding services and achievement.

Standard 3: Curriculum Planning and Instruction – *Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.*

- The Baraboo School District will offer high quality, challenging learning opportunities.
- The Baraboo School District offers differentiated instruction and a continuum of services for students with varied ability levels.
- The Baraboo School District is committed to continuous teacher development within curriculum development and instructional pedagogy.
- The Director of Curriculum and Instruction will ascertain curriculum development and curriculum purchases that reflect the needs of our gifted and talented students.

Standard 4: Learning Environments – *Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.*

- The Baraboo School District will create learning environments that support high expectations, leadership, trust among diverse learners, and offer specific feedback that focuses on developing student potential.
- The Baraboo School District will work to develop social and communication skills needed for 21st century citizens.
- The Baraboo School District staff members will model culturally responsive practices.

Standard 5: Programming – *Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.*

- The district's Director of Curriculum and Instruction serves as the K-12 Gifted and Talented coordinator.
- The Baraboo School District will implement a service delivery model to serve the needs of gifted and talented students that consists of a continuum of services ranging from differentiation in the classroom to acceleration.
- The Baraboo School District Gifted and Talented Advisory Council will engage families and community stakeholders in the monitoring and evaluation of the district's gifted and talented services.

Standard 6: Professional Development – *All educators build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.*

- The Director of Curriculum and Instruction will be responsible for coordinating learning opportunities to ensure maintenance of highly qualified teachers who are able to meet the unique needs of talented students, as well as provide differentiated instruction.
- Classroom teachers and other certified staff will use differentiation to meet the needs of students and will keep abreast of professional development opportunities.

CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS (CCAG)

*Adapted from the National Association for Gifted Children

TALENTED AREA	CHARACTERISTICS
General Intellectual Ability	<ul style="list-style-type: none"> • 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
Specific Academic Ability	<ul style="list-style-type: none"> • 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
Creative Thinking	<ul style="list-style-type: none"> • 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 • Intrigued by creative tasks • Improvises and sees unique possibilities • Risk taker • Resists conformity
Artistic (Visual/Performing Arts)	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Art • Dance • Drama • Music 	
Leadership	<ul style="list-style-type: none"> • Takes an active role in decision making • High expectations for self and others • Expresses self with confidence • Foresees consequences and implications of decisions • Follows through on a plan • Appears to be well-liked by peers • Ideas expressed accepted by others • Sought out by others to accomplish a task

Identification

The purpose of identification is to locate students who need more than the core curriculum and determine what types of services are needed to ensure a minimum of a year's worth of growth in a year's worth of time. The district will focus on providing services for all students regardless of identification. Identification is an ongoing and continuous process to develop awareness of student capabilities and needs. All students are considered for identification with a culturally responsive lens in Kindergarten through 12th grade.

The Baraboo School District uses multiple criteria, in accordance with the Wisconsin Department of Public Instruction, to identify highly capable students in five areas. Multiple criteria used for identification of gifted and talented students may include standardized test scores, individualized testing, parent/guardian nominations, teacher nominations, student nominations, and district assessments.

It is important to note that while students in early elementary school are considered for identification it is difficult to make accurate determinations on true ability in young children. The Baraboo School District will work to ensure there is a match between a young student's curricular needs and their educational experience, regardless of formal identification. This process is ongoing and imbedded into core instruction and RtI practices at the elementary school. Typically, formal identification processes become valid in late elementary school and are conducted within the framework outlined in this guide.

As part of the Baraboo School District RtI process, extensive student data is systematically reviewed in grade-level/content area intervention team meetings. This process facilitates a continuous review of student progress, which in turn fosters a gifted and talented identification approach that is responsive to student need.

Initial consideration for gifted and talented services usually come from the grade-level/content area intervention team meetings or the classroom teacher, who has in-depth knowledge and understanding of a student's abilities. Principals, other educational staff, or parents may nominate students for identification using the Parent or Teacher Nomination Forms. The decision to refer a student for identification may be based on universal screeners such as scores from the Fountas and Pinnell reading assessments, PALS, Measures of Academic Progress (MAP), AIMSweb, and/or EXPLORE/PLAN assessments.

District staff looks at measures of performance, aptitude, and achievement. When gathering information to inform decisions about students' need for challenge beyond the core curriculum, we consider standardized assessments (objective, norm-referenced assessments of academic or intellectual skill), performance data, certain selected grade-level classroom common formative assessments, and nomination forms (rating scales and narrative information from teachers and parents).

Identification Assessment Tools

The building-level Gifted and Talented Coach will facilitate data collection with teacher peers in order to compile a Student Learning Profile to include assessments, inventories, checklists, classroom data, in combination with anecdotal information. Using a wide variety of assessments will allow the intervention team to make determinations to best meet the needs of gifted and talented students. Results from the combination of data gathered will allow the intervention team to determine for what level of gifted and talented services each student will qualify. Not all identification tools may be used in the identification process.

The following is a description of assessments, which may be used in the identification process, as well as in determining appropriate services for gifted and talented students:

ASSESSMENT	GRADE-LEVEL(S)	USE OF ASSESSMENT DATA
PALS – Phonological Awareness Literacy Screening (State Mandated for K)	4K-Kindergarten	Data is used to screen, diagnose, and progress monitor student skill development in the fundamental components of literacy
Fountas and Pinnell Leveled Reading Assessment	K-5 th Grade	Data is used to determine individual reading levels in order to inform instruction
MAP – Measures of Academic Progress	2 nd -8 th Grade	Data is used as an instructional tool for informing instruction, creating flexible groups, identifying students for services/interventions, and placing students
EXPLORE	8 th & 9 th Grade	Data is used to inform instruction, provide services/interventions, and providing academic and career planning guidance
PLAN	10 th & 11 th Grade	Data is used to inform instruction, provide services/interventions, and providing academic and career planning guidance
WKCE-CRT—Wisconsin Knowledge and Concepts Exams-Criterion-Referenced Tests (State and Federally Mandated)	3 rd -8 th , 10 th Grade	Data is used to determine Adequate Yearly Progress (AYP) to meet NCLB requirements Item analysis of student performance used to inform instruction and ensure curriculum alignment to state standards
AIMSweb	K-12 th Grade K-1 – Benchmark Assessment for Math & Reading K-12 – Progress Monitoring Tool for Reading and Math Interventions	Data gained from benchmark assessments is used to diagnose needed skills and plan intervention groups. Data from progress monitoring is used to evaluate success of interventions and determine next steps for ensuring individual student growth.
Grade-level/Content Area Classroom Common Formative Assessments	K-12 th Grade	Teachers analyze student performance on these assessments to determine needed instruction in relation to the district’s identified essential learning targets.
CogAT	K-12 th Grade	This assessment is designed to measure students’ learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal. Only used in cases where more diagnostic information is needed to best service the student’s needs.

Eligibility

The intervention team will analyze the student profile data to determine tier of service needed and will identify needed services. Students who meet eligibility criteria in Tier III will have a Differentiated Education Plan (DEP) written for them.

Identification Protocol General Intellectual Ability (GIA)

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

A minimum of two criteria in a Tier is needed to determine appropriate services

Tier III

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 99th percentile
- WKCE scores at the 99th percentile
- Additional nationally normed standardized test scores at 99th percentile (i.e., EXPLORE, PLAN, WJ-III, etc.)

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 125-130 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
-

Tier II

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 98th percentile
- WKCE scores at the 98th percentile
- Additional nationally normed standardized test scores at 98th percentile (i.e., EXPLORE, PLAN, WJ-III, etc.)

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 113-124 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
-

Tier I

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 97th percentile and below
- WKCE scores at the 97th percentile and below
- Additional nationally normed standardized test scores at 97th percentile and below (i.e., EXPLORE, PLAN, WJ-III, etc.)

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 112 and below on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
-

Identification Protocol Specific Academic Ability (SAA)

Academically able students are capable of making outstanding progress in one or more of the disciplines. Differentiation of instruction of academically able students should allow them to progress through the content area(s) at a pace and/or at the depth and breadth which reflects their considerable abilities. When compared to their peers, students who are one to two years advanced (Tier I), can probably have their needs met through the differentiated classroom. Students who are two to three years advanced (Tier II) could require additional curricular strategies, such as advanced coursework, cluster grouping per subject area, or workshop/ competitions in the identified gifted and talented area in the differentiated classroom. Students who are more than three years advanced (Tier III) on the pyramid could require an individualized educational supports, such as single subject acceleration, grade level acceleration, or dual enrollment in courses.

SPECIFIC ACADEMIC ABILITY-Criteria Guidelines

A minimum of two criteria in a Tier is needed to determine appropriate services

Tier III

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 99th percentile
- WKCE scores at the 99th percentile
- Additional nationally normed standardized test scores at 99th percentile (i.e., EXPLORE, PLAN, WJ-III etc.)

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 125-130 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier II

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 98th percentile
- WKCE scores at the 98th percentile
- Additional nationally normed standardized test scores at 98th percentile (i.e., EXPLORE, PLAN, WJ-III, etc.)

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 113-124 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier I

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 97th percentile and below
- WKCE scores at the 97th percentile and below
- Additional nationally normed standardized test scores at 97th percentile and below (i.e., EXPLORE, PLAN, WJ-III, etc.)

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 112 and below on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Identification Protocol Creative Thinking

Creativity may cross all areas (academic, arts, leadership, intellect). Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.

CREATIVITY-Criteria Guidelines

A minimum of two criteria in a Tier is needed to determine appropriate services

Tier III

Performance Evidence

- Student products, portfolios, performance
- Student-generated evidence (creative thinking activity or project)

Assessment Data

- A score of 99 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 125-130 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from a third party
-

Tier II

Performance Evidence

- Student products, portfolios, performance
- Student-generated evidence (creative thinking activity or project)

Assessment Data

- A score of 97 or 98 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 113-124 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from a third party
-

Tier I

Performance Evidence

- Student products, portfolios, performance
- Student-generated evidence (creative thinking activity or project)

Assessment Data

- A score of 85-96 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 112 or below on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from a third party
-

Identification Protocol Artistic (Visual/Performing Arts)

Students can demonstrate unusual adeptness or skill in the field of drama, music, and visual arts. Since this is a performance-based talent, identification should center around nominations, portfolios and expert assessment.

ARTISTIC (VISUAL/PERFORMING ARTS)-Criteria Guidelines

***A minimum of two criteria in a Tier is needed to determine appropriate services ***

Tier III

Performance Evidence

- For ART—portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
- For MUSIC—audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
- For DRAMA—visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 125-130 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from specialist(s) in the area of nomination
-

Tier II

Performance Evidence

- For ART—portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
- For MUSIC—audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
- For DRAMA—visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 113-124 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from specialist(s) in the area of nomination
-

Tier I

Performance Evidence

- For ART—portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
- For MUSIC—audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
- For DRAMA—visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - A score of 112 or below on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from specialist(s) in the area of nomination
-

Identification Protocol 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.

LEADERSHIP-Criteria Guidelines

A minimum of two criteria in a Tier is needed to determine appropriate services

Tier III

Performance Evidence

- Student products, portfolios, performance

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - Student-generated evidence of leadership activity
 - A score of 125-130 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from a third party
-

Tier II

Performance Evidence

- Student products, portfolios, performance

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - Student-generated evidence of leadership activity
 - A score of 113-124 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from a third party
-

Tier I

Performance Evidence

- Student products, portfolios, performance

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
 - Student-generated evidence of leadership activity
 - A score of 112 or below on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
 - Letter(s) of recommendation from a third party
-

Further Assessment

Northwestern University Midwest Academic Talent Search (NUMATS)

A number of students and families receive information in grades 4-8 about participation in the Northwestern University Midwest Academic Talent Search (NUMATS). Talent Search is a national program in which students take “out-of-level” tests to stretch themselves, since most grade-level standardized tests are very easy for them. Our section of the country is part of the Midwest region, with the program run by the Center for Talent Development at Northwestern University. Students qualify for this opportunity by earning certain scores on nationally standardized tests. The school district will notify all qualified students about the opportunity to participate. Students in grades 4-6 take an 8th grade test called EXPLORE. Students in grades 7-8 take the ACT and/or SAT. The tests can help to determine how advanced a student’s skills are, and gives them access to high-level academic programs run by the Wisconsin Center for Academically Talented Youth (WCATY: www.wcaty.org) and the Center for Talent Development (CTD: www.ctd.northwestern.edu). An evening meeting is held each fall to provide parents with more information about this program and opportunity.

Continuum of Services

Differentiated Instruction

Differentiation is best practice in classroom instruction for all students, and all teachers are expected to differentiate as needed to meet the variety of needs of our student population. Differentiated interventions that are specific to gifted and talented services are planned in collaboration with the Gifted and Talented Coaches and the school staff with parent input; whenever possible parents are offered options in services. Options are often designed for individual students, but whenever possible grouping models such as cluster groups or cluster sections are used, as research shows greater gains when advanced students are grouped together. Examples of individual accommodations include a student who completes the most difficult problems on a math assignment first, and if correct, then moves on to more advanced work, or a student with high creativity and an interest in science who works on designing robots. Examples of grouping models are cluster groups and cluster sections in reading/language arts, in which large portions of the curriculum may differ from the regular curriculum and are planned to specifically address advanced learning needs. The options for differentiated modifications and accommodations for gifted and talented services depend on the grade-level, the curricular area, the knowledge and skills of the students, and the resources available.

Strategies for Differentiating Instruction

Abstraction	Content that goes beyond surface detail and facts to underlying concepts, generalizations and symbolism.
Active Engagement	Instructional strategies that result in relevance and engagement for students.
Agendas	A personalized list of tasks that a particular student must complete in a specified time.
Choice	Provide opportunities for choices and flexibility. Many GT students love the opportunity for choice and given an opportunity will construct their own differentiated choices.
Choice boards, Tic-tac-toe	Students make a work selection from a certain row or column. Teachers can provide for student learning needs while giving students choice.
Compacting	This strategy should be done at all levels to prevent repetition and re-teaching of content students have already mastered. To compact the teacher must pre test students in the content to be presented. Students mastering, or nearly mastering the content, then move on to an advanced level of difficulty. According to research done by Dr. Karen Rogers, compacting had a .83 effect size, particularly when math and science content is compacted.
Conceptual Discussions	High-level discussions of themes, concepts, generalizations, issues and problems, rather than a review of facts, terms and details.
Extensions	Offer relevant extension options for learners who need additional challenges.
Flexible Assessments	Offer different assessment options that allow students to demonstrate their mastery of new concepts, content and skills.
Flexible tasks	Allowing students to structure their own projects and investigations according to their strengths and interests.
Flexible project deadlines	Students negotiate for more or less time to complete a learning experience and its matching product or assessment.
Grouping	Regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.
Higher-order thinking skills	Questioning in discussion, or providing activities based on processing that require analysis, synthesis, evaluation, or other critical thinking skills.
Independent study	Students research a teacher or self-chosen topic, developing either traditional or non-traditional products to demonstrate learning.

Jigsaw/Cooperative learning	Just as in a jigsaw puzzle, each piece-each student's part is essential for the full completion and full understanding of the final product.
Learning centers or stations	Activity stations that demonstrate awareness of different academic needs and learning style preferences.
Learning contracts	Students negotiate individually with teacher about what and how much will be learned and when product will be due. Often connected with an individual or independent project.
Learning programs	Computer programs or websites to meet learners' needs.
Mini-lessons	Mini-lessons provide levels of scaffolding, support and challenge as needed for students of like ability/need.
Most difficult first	Students can demonstrate a mastery of a concept by completing the five most difficult problems with 85 percent accuracy. Students who demonstrate mastery do not need to practice any more.
Open-ended assignments	Providing students with tasks and work that do not have single right answers or outcomes. The tasks may have time-lines and a sequence of activities to be accomplished, but outcomes will vary for each student.
Orbital study	Independent investigations, generally of three to six weeks. They orbit or revolve around some facet of the curriculum. Students select their own topics for the orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic as well as learning the skills of an investigator.
Pre-assessment	An array of pre-assessment options can guide instruction. By regularly pre-assessing students, teachers can flexibility group students by ability and readiness levels. Pre-assessment is also essential for compacting.
Problem-based learning	A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students work in small collaborative groups. Teacher takes on the role as "facilitator" of learning.
RAFT	Provides students choice in a writing assignment varying Role, Audience, Format, and Topic.
Subject integration "Theme-based" units	Uniting two or more disciplines and their content through a conceptual theme such as "origin," "change" or "friendship."
Tiered assignments	Varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.
Vary levels of complexity	Books and instructional materials at different levels of complexity allow students to study the same concepts but at levels of depth and complexity to fit their learning needs.
Vary pacing	Plan to accommodate varied pacing allowing student to move through content at a pace appropriate for their learning needs.
Vary tasks	Provide different homework options, journal prompts, and questions.

*Adapted from: **The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson, 1999***

Grouping Strategies

Tier I and II services will involve grouping students. The following table, based on Re-forming Gifted Education, by Karen B. Rogers, explains grouping strategies for Tier I and Tier II interventions/differentiation.

Cluster grouping	Identify and place four to eight high ability students in the same grade-level in one class with a teacher who is trained to work with them and will devote proportional class time to differentiating for them.
Cooperative learning groups	Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed ability groups.
Cross-graded classes, cross-age grouping	Grouping children by their achievement level in a subject area rather than by grade or age level. Also known as multi-age classrooms.
Flexible skills grouping	Students are matched to skills by virtue of readiness, not with the assumption that all need the same spelling tasks, computation drill, writing assignment, etc. Movement among groups is common and based on readiness on a given skill and growth in that skill.
Full-time ability grouping	Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. Ability grouping can be full or part-time, permanent or flexible sorting.
Like-ability cooperative learning	Organizing groups of learners in three to four member teams of like ability and adjusting the group task accordingly.
Regrouping by achievement for subject instruction	A form of grouping, usually (but not always) sorted for once a year, that delivers appropriately differentiated curriculum to students at a specific ability or achievement level.
Within class performance grouping	Sorting of students, topic by topic or subject by subject, within one classroom for the provision of differentiated learning for each group.

Total School Cluster Grouping (Based on Research Conducted by Marcia Gentry)

The district has begun the process of using the Total School Cluster Grouping model at the elementary schools in developing class lists.

Total School Cluster Grouping Model:

1. Specific, effective, researched application of cluster-grouping
2. Involves all children and all teachers
3. Focuses on gifted education and talent development as the basis for all classrooms
4. Yearly identification based on student performance, with the exception that student achievement will increase as students grow, develop and respond to appropriately differentiated curriculum
5. Identification encompasses low to high achieving students, with all student achievement levels identified
6. The classroom that contains the cluster of high achievers contains no above average students, as these students are clustered in the other classrooms
7. Some classrooms may contain clusters of special needs students with assistance to the classroom teacher
8. Teachers may flexibly group within or among grade levels as well as use a variety of flexible grouping strategies within their classrooms
9. All teachers receive professional development in gifted education strategies

Research-based Benefits:

- Gifted students regularly interact with their intellectual and age peers
- Full-time services for gifted students without additional costs
- Curricular and instructional differentiation is efficient, effective, and likely when a group of high achievers is placed with a teacher who has skills and knowledge
- High expectations maintained in all classrooms
- Removing the high achievers from classrooms allows other students to emerge as achievers
- Student achievement increases when cluster grouping is used
- Over time fewer students are identified as low achievers and more students are identified as high achievers
- Reduces the range of achievement levels

Schoolwide Response to Intervention

Each of the schools in the Baraboo School District has a time for schoolwide intervention/enrichment built into their building-level daily schedule. During this time, students are grouped based on data to receive targeted services matched to their needs. Teachers assume responsibility for planning and providing appropriate services during this time. For our gifted and talented students, the intervention/enrichment block is a time to receive targeted services with like peers from a high-quality teacher in an area identified for growth.

Tiers of Service

Ideally, students' academic needs are met in the place where they spend most of their time. For most students, this is in the classroom with their classmates and the general education teachers. Teachers differentiate instruction by providing students with a variety of opportunities and options for success. Differentiated instruction is not a curriculum or a program. It is a process that enables teachers to improve student learning by matching students' learning characteristics to district standards and benchmarks. This process requires teachers to anticipate and acknowledge the differences in students' readiness, interests, and learning style. Teachers can then effectively engage students in meaningful and challenging work.

A Differentiated Education Plan (DEP) is created for identified students in Tier III and implemented for these students. The plan is jointly developed by classroom teachers and building-level Gifted and Talented Coaches and reviewed on a yearly basis. The review includes current performance data and recent assessment and observational data. Students identified in Tier I and Tier II are monitored through the Baraboo School District RtI process.

Through 5th grade, exceptional needs are largely met through a variety of classroom differentiation opportunities. In middle and high school, exceptional needs are met through differentiation as well as student placement and scheduling. Students should work with their school counselor to ensure a sequence of courses that are most aligned to the student's interests/needs and chosen career pathways.

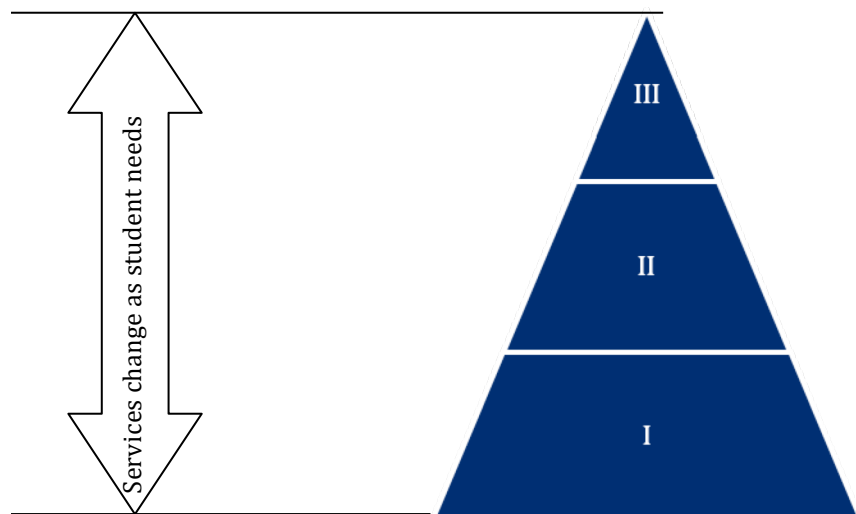
Even with effective differentiation, some students require additional opportunity and greater challenge. For these students, the building-level Gifted and Talented Coach, School Counselor, Content Area Leaders and/or Principal will assist classroom teachers in identifying resources and service options to meet students' demonstrated needs.

The following model demonstrates the different levels of intervention, which may be used to address individual needs.

Tier III – Individualized Services

Tier II – Targeted Instruction

Tier I – Classroom Differentiation



Classroom Differentiation — Tier I

The majority of students needing gifted and talented services will have their learning needs met through services in the general education classroom by the classroom teacher. Differentiation includes instructional strategies that an educator uses to meet student-learning needs. These strategies include but are not limited to the use of flexible grouping, tiered assignments, pre-assessment, modified assignments, independent projects, extensions, and enrichment. The Baraboo School District RtI model promotes active identification and intervention with students at this level.

Targeted Instruction — Tier II

For a smaller number of students, their needs become more unique and services become more specialized. In addition to Tier I services, the classroom teacher collaborates with the building-level Gifted and Talented Coach, specialists, and grade-level/content area colleagues to plan learning activities to meet the student's demonstrated need. Academic venues/competitions, special programming, guidance, subject-level acceleration, grade-level acceleration, or independent projects may be used to meet student-learning needs.

Individualized Services — Tier III

The top of the RtI pyramid represents a very small number of students. These services are for students 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. Instructional strategies and services for students with highly exceptional needs include all services at Tier I and Tier II plus the possibility of grade-level acceleration, radical acceleration, distance learning options, or post-secondary options. A Differentiated Educational Plan (DEP) will be written for students at this level.

Response to Intervention and Gifted and Talented Services: A Few Notes

- Student movement through the tiers is intended to be a fluid process based on student assessment data and collaborative team decisions about students' response to instruction and interventions. Students may be receiving services in a variety of the tiers depending on their needs.
- Levels of intensity in services allow for the diversity of individual needs of students who demonstrate strong talents. RtI provides support systems for students with exceptional ability or potential.
- In serving gifted and talented students, rather than remediation-based interventions, strength-based interventions and strength-based programming are used to describe tiered instruction. The problem-solving process which uses data, strengths and interests of students to implement appropriate, rigorous and relevant curriculum and instruction are strengths of RtI.
- Progress monitoring continually contributes new data so that learning is dynamic and adjustments are made for pace, depth and complexity of the evidenced-based practices utilized. Our goal is to promote a match between student need and their curriculum and experiences.

Examples of Tiered Services

***This chart represents examples of options. Not all options are available to all students at all times. Individual student services are addressed through a collaborative process.**

	Tier I (Universal)	Tier II (Targeted)	Tier III (Intensive)
Intellectual or Academically Able	<ul style="list-style-type: none"> Classroom Differentiation Classroom Groupings (ex. Stations for differentiated instruction) Student Choice with Products (Available to all students) Flexible Grouping Between Classrooms (All students move between classrooms fluidly) Learning Contracts (All students are provided this opportunity) Enrichment Programs (Opportunities provided for all students to participate) Classes Provided Before, and After School (All students are allowed to participate) Pre-Testing (All students) Tiered Lessons Differentiated Classes Independent Project Open-ended Assignment ALEKS Math 	<ul style="list-style-type: none"> Classroom Differentiation Cluster Groupings (ex. Small group differentiated instruction) Student Choice with Products (Available to select students) Flexible Grouping Between Classrooms (Service provided for select students) Learning Contracts (Option of selected students) Enrichment Programs (Opportunity provided to students identified/selected to participate) Classes Before, During, and After School (Provided for only identified/selected students) Small Pull Out Groups for Content Area Instruction Pre-Testing (Selected students) Compacting the Curriculum Tiered Lessons Differentiated Classes Independent project Open-ended Assignment Enrichment clusters Mentoring Moodle Groups WCATY 	<ul style="list-style-type: none"> Accelerated Content Area Cluster Grouping Individualized program Private Tutor in Content Area WCATY Online Courses Social/Emotional Support Group Formal Mentorship WCATY Opportunities Grade Acceleration Content Area Acceleration Online Courses Learning Contract Concurrent Courses Pull Out Instruction Differentiated Education Plan Youth Options Moodle Groups
Artistic		<ul style="list-style-type: none"> Art/Music Club Art Show Music Concert Visual Arts Classic Visioneer Design Challenge Art contests 	<ul style="list-style-type: none"> UW-Outreach Programs (ie. Technology in the Arts) Mentorship Apprenticeship with an artist AP Art Classes
Leadership		<ul style="list-style-type: none"> DRIVEN Conference Student Council Targeted Leadership Training (including interpersonal and communication skills) Peer Mediation Safety Patrol Mentoring/Tutoring 	<ul style="list-style-type: none"> UW-Outreach Programs (ie. Moving Minds, Youth and Parent Leadership Forum, Science on Wheels)
Creativity		<ul style="list-style-type: none"> Rube Goldberg Challenge Creativity Groups (work on open-ended projects) Creativity Units Future Problem-Solving Technology Integration (Prezi, web design, etc.) 	<ul style="list-style-type: none"> College for Kids Mentoring UW-Outreach Programs (ie. Technology in the Arts, Science on Wheels)

Enrichment

In the Baraboo School District, the word enrichment refers to activities in class or out of class that enhance students' experiences in an area, but that are accessible to many students, not just those with identified talents in an area. All classrooms and schools provide a variety of enrichment activities for students. Examples include field trips and cultural performances brought into the school as an enriching experience for all students. The Gifted and Talented Coaches also facilitate a variety of enrichment activities; these are not considered formal gifted and talented services. Some are open to all interested students, while some are by teacher recommendation for the specific activity. Some that are competitions are initially open to all and then the most successful students may move on to higher levels of the competition. Students who participate in enrichment activities that take them out of class nearly always need to make up the work they missed, just as they would if they missed class due to illness. There may be costs for some enrichment activities.

Enrichment Activities

A variety of enrichment activities are provided throughout the school year. These are just a few examples of some of the enrichment activities that are available to students. These lists are not comprehensive. The district is always seeking opportunities to provide more and richer enrichment activities for students.

Elementary

August Derleth

Field Trips

SumDog Math Competitions

Newscasts

Math 24

Middle

Expanding Your Horizons

Forensics

Drama Club

Field Trips

Student Council

WEB Leaders

Newspaper

Science Club

Yearbook

Math Meet

Yahara River Writers

High

Link Crew

Student Council

Newspaper

Science Club

Forensics

College Matters

Acceleration

Policy and Rule on Academic Acceleration 345.41

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level targets and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Baraboo School District Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Baraboo School District Board of Education believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers. Participation in the district's gifted education program is not a prerequisite for consideration of acceleration as an educational intervention.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be accelerated in one or more individual content areas and promoted to a higher grade level than their same-age peers.

- 1) Referrals and Evaluation
 - a. Any student residing in the district may be referred by a teacher, administrator, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for evaluation for possible accelerated placement. A student may refer himself or herself through a district staff member who has knowledge of the referred child's abilities.
 - b. Copies of this policy and referral forms for evaluation for whole-grade acceleration and individual content area acceleration shall be made available to district staff and parents at each school building. The principal of each school building shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises is aware of procedures for referring students for evaluation for possible accelerated placement.
 - c. The principal of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
 - d. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated.

- e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- f. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the District Administrator within thirty days of being notified of the committee's decision. The District Administrator shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The District Administrator's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2) Acceleration Evaluation Committee

a. Composition

- i. The referred student's principal shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - 1. A principal or assistant principal from the child's current school;
 - 2. A current teacher of the referred student;
 - 3. A teacher at the grade level to which the student may be accelerated and a principal or associate principal of the new school, if applicable;
 - 4. A parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student;
 - 5. A school psychologist or guidance counselor;
 - 6. The Director of Curriculum and Instruction;
 - 7. Building-level Gifted and Talented Coach(es).
- ii. The acceleration evaluation committee shall be charged with the following responsibilities:
 - 1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - a. Students considered for whole-grade acceleration shall be evaluated using the Iowa Acceleration Scale. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - b. Students considered for individual content acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - 2. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
 - 3. The acceleration evaluation committee shall develop a written acceleration plan for students who will be whole-grade accelerated or accelerated in one or more individual content areas. The parent(s) or legal guardian(s) of the

student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:

- a. Placement of the student in an accelerated setting;
- b. Strategies to support a successful transition to the accelerated setting;
- c. Requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- d. An appropriate transition period for accelerated placement for grade-level accelerated students and students accelerated in individual content areas.

4. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

3) Accelerated Placement

- a. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for grade-level accelerated students and students accelerated in individual content areas.
 - i. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from the accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - ii. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration evaluation committee to consider other accelerative options and issue a decision within thirty days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- b. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

4) Middle School Students Enrolled in High School Courses

- a. Middle school students enrolled in a course(s) at the high school will not receive high school credit or GPA.
- b. Completion of high school course(s) will be indicated on the middle school report card and in the student's cumulative file. A notation will be made in the comment section of the student's high school transcript that the course(s) was taken while the student was enrolled at the middle school.
- c. Students may be provided the option to retake the course(s) when enrolled in high school for high school credit or GPA.

Upon completing the standard series offered by the district, additional credits could be earned through alternate credit methods offered by the district, or through post-secondary options.

Gifted and Talented Coaches

Baraboo School District Gifted and Talented Coach Job Description

GOALS:

1. Ensure a continuum of services for high potential and achieving students in all areas of gifts and talents
2. Support differentiation in general education classrooms and facilitate resources for teachers to individually meet the needs of students
3. Monitor student data to facilitate the district's gifted and talented identification process and guarantee a year's worth of growth in a year's worth of time for each student identified
4. Provide on-going building-level professional development opportunities designed to strengthen differentiation and services for high potential and achieving students
5. Serve as an advocate of high quality services for students identified as gifted and talented and their families
6. Promote communication about services and enrichment opportunities with students and families
7. Secure necessary services as needed for socio-emotional and behavioral supports for high potential and achieving students

QUALIFICATIONS:

1. Certified teacher in the building
2. Promotes shared decision-making and will initiate change as needed
3. Committed for a three-year term, with the opportunity to continue, and willingness to help transfer role to another teacher after term is served
4. Flexibility to attend Response to Intervention and gifted and talented professional development opportunities
5. Demonstrates knowledge and skills in differentiating instruction for high potential and achieving students
6. Displays knowledge of general and gifted education curriculum and models, assessments, and data analysis

RESPONSIBILITIES:

1. Implement the district's gifted and talented plan and formal identification procedures at the building-level in collaboration with the district's Director of Curriculum and Instruction
2. Attend and participate in professional development opportunities related to Response to Intervention, differentiation, instructional coaching, and gifted and talented education
3. Provide building-level professional development opportunities related to meeting the needs of the district's most talented students
4. Coordinate and communicate student enrichment opportunities at the building-level
5. Maintain building-level student profiles for identified gifted and talented students
6. Facilitate use of data for high potential and achieving students at building-level intervention teams
7. Serve as a resource for staff in implementing differentiated instructional strategies and evidence-based interventions for high potential and achieving students
8. Plan for and provide small group instruction for high potential and achieving students through the building-level's structure for intervention and enrichment

9. Act as a resource for academic planning for high potential and achieving students
10. Initiate building-level Problem-Solving Teams for students indicating need for more challenge to grow
11. Facilitate the Differentiated Education Plan (DEP) process for targeted individual students at the building-level
12. Participate on the district's Gifted and Talented Advisory Council
13. Actively work to create parent outreach activities to support building-level gifted and talented services

Roles and Responsibilities

Some responsibilities overlap between roles.

Director of Curriculum and Instruction	Act as an advocate for the needs of gifted and talented students. Provide vision and direction for district gifted and talented services. Monitor program for identified students. Coordinate professional development. Provide resources/materials/ideas for services.
Building Principal	Act as an advocate for the needs of gifted and talented students. Coordinate professional development. Communicate and ensure appropriate gifted and talented services for identified students. Participate in the development and implementation of Differentiated Education Plans (DEPs) and monitor continuous progress and services for identified students. Consult with Gifted and Talented Coaches and teachers to ensure resources/materials/ideas for services as required by DEPs are provided. Support differentiation strategies employed by teaching staff through the supervision and evaluation process. Participate in professional development.
School Psychologist	Act as an advocate for the needs of gifted and talented students. Administer standardized intelligence and achievement tests as needed. Share assessment results with parents and DEP team. Participate on DEP team, as necessary. Participate in professional development.
Gifted and Talented Coaches	Act as an advocate for the needs of gifted and talented students. Distribute lists of designated gifted and talented students in each building to all staff. Facilitate the writing of DEPs and ensure all teachers receive copies of DEPs. Provide support for classroom teachers implementing DEPs. Consult with Director of Curriculum and Instruction and School Psychologist when new nominations occur or transfer students arrive. Participate in professional development.
Classroom Teacher	Act as an advocate for the needs of gifted and talented students. Participate on DEP team. Coordinate enrichment activities for student. Provide classroom differentiation. Document mastery of goals identified in DEP. Utilize acceleration, when appropriate. Utilize individualized instruction or small group instruction, as needed. Communicate with DEP team about progress. Participate in professional development.
School Guidance Counselor	Provide support for socio-emotional needs of students as necessary. Participate in problem-solving meetings with teachers, parents, and students.
Parent	Act as an advocate for the needs of gifted and talented students. Participate on DEP team.
Student	Act as an advocate for the needs of gifted and talented self. Participate on DEP team.
Board of Education Member	Develop policy to support the needs of gifted and talented students. Collaborate with administration to provide adequate resources to support a high quality gifted and talented service delivery model.

Parent Communication

Gifted and Talented Coaches Communication with Parents

Gifted and Talented Coaches will contact parents of identified students to facilitate needed problem-solving or DEP meetings. Gifted and Talented Coaches will also communicate to student and families about upcoming enrichment opportunities provided through the school or district.

Teacher Communication with Parents

Teachers are encouraged to contact parents of students on a regular basis to communicate individual student progress and notify parents of any potential concerns.

Parent Communication with Teachers

The district highly encourages parents of students to contact teachers at any time if they have specific concerns or if they just want some information about their child's educational activities or performance. They may call the teacher, set up an appointment for a meeting, or communicate by e-mail. Parents are encouraged to attend parent-teacher conferences.

Frequently Asked Questions

Parent input is essential for meeting each student's needs and helping each student reach higher levels of accomplishment. The following set of questions and answers is designed to answer some frequently asked questions about gifted and talented services.

Who do I talk to if I think my child is talented in any area(s) and has not been identified?

Parents should initially contact the classroom teacher or building-level Gifted and Talented Coach with questions regarding gifted and talented identification, differentiation and next steps. The Gifted and Talented Coach will then consult with the intervention team. If additional assessments are warranted, parents will be contacted for permission. The intervention team will analyze assessment data and identify needed gifted and talented services. At all levels, the results of assessment and intervention team process regarding formal identification will be communicated to parents through a meeting, phone call or letter.

When should I talk to the classroom teacher?

It is never too early or too late to contact your child's teacher about your child's educational needs. While conference times may be convenient, you may also call, e-mail, or ask your child's teacher for a meeting at other times during the year.

How will I know if my child is identified for gifted and talented services?

Parents play a central role in the identification process and will be included throughout the evaluation.

How will I know what services my child will receive?

Students identified as having Tier I and Tier II needs will be provided a variety of services appropriate to their educational needs. Conversations with teachers and Gifted and Talented Coaches at parent-teacher conferences or individual meetings will provide information about each student's services. A Differentiated Education Plan is developed for students with Tier III needs. The plan is jointly developed by classroom teachers and Gifted and Talented Coaches and reviewed on a yearly basis. School staff will meet on an annual basis with families whose child has a DEP.

What does it mean to differentiate instruction?

Students come to school with varying levels of readiness to learn, different ways in which they learn best, and a wide range of interests. Differentiating instruction means that a teacher recognizes those academic differences and modifies classroom instruction in order to help each child reach his or her academic potential.

How will I know if my child is receiving differentiated opportunities?

Differentiation is designed to occur in all subjects and at all grade levels throughout the entire school year. In many cases, a child may not be aware that adaptations have been made to meet his or her needs, but parents are encouraged to ask their child and/or their child's teacher about assignments, groupings, projects, and opportunities that occur in his or her classes.

Who do I talk to if I have questions about gifted and talented services? Who is the point of contact for a parent about different issues regarding gifted and talented services?

The points of contact (in order) are your child's classroom teacher, the school's Gifted and Talented Coach, and the Principal. If a parent has further questions, s/he may contact the district's Director of Curriculum and Instruction.

How will I receive on-going information about my student's progress and opportunities for services?

Communication among parents, students, and teachers is essential for parents to learn about opportunities for services. Parents should ask the teacher if they are unsure of the differentiated opportunities being provided to their child.

How can I best prepare for conferences—to make sure I get information on my child's needs—beyond hearing, "S/he's doing fine"?

When possible, it's always best to have an on-going relationship with your child's teacher. Feel free to write a brief letter or e-mail that introduces your child and describes his or her perceived needs to the teacher before the school year begins. At your child's conference, share what your child enjoys about school and share your insights about your child. Present yourself as a supportive parent who recognizes the teacher's efforts to meet all students' needs. If possible, remember to offer to help the teacher in some way. The following questions for teachers may help you obtain more in-depth information about your child.

1. What do you see as my child's strengths and weaknesses?
2. If my child already has a solid grasp of the subject matter in a class, what additional opportunities are available? Does s/he take advantage of the opportunities?
3. If my child has a great deal of prior knowledge in a unit/theme, is there a way s/he can be given other options to broaden his/her knowledge base or move ahead into more complex subject matter? (curriculum compacting, contracting, etc.)
4. How can I help my child at home?

How do I find out what opportunities there are throughout the school year for my child?

Information sheets listing extracurricular activities and clubs will generally be available at schools during registration prior to the start of the school year. The Baraboo School District also supports a wide range of activities for all students such as spelling bees, academic competitions (reading, writing, math, etc.), Forensics, clubs, and other competitions. Students are encouraged to explore and develop their interests. These activities come to students through many avenues including parents, teachers, schools, or the district. Families are also encouraged to explore activities offered by outside organizations such as the Wisconsin Center for Academically Talented Youth.

Pupil Services Support

Gifted and Talented Students Need Guidance

Academically talented students deal with a variety of social-emotional issues. Some of these are typical of many students their age, while others may be specifically related to their advanced talents. Students may be able to work through some of these issues on their own, but they may also need some adult guidance and discussion. For issues that continue unresolved over a period of time, counseling or intervention may be needed. Students are not always able to verbalize what they are feeling and experiencing. As parents and teachers, we do need to be sensitive and alert to a student's social-emotional needs, and to communicate with each other when we see a student may need some guidance. Gifted and Talented Coaches partner with parents, teachers, and counselors as needed in addressing guidance issues.

Signs of Positive Adjustment

These are some signs of positive adjustment:

- Willing to tackle challenging work.
- Able to listen closely and work hard.
- Able to put forth more effort when work is challenging.
- Able to work through frustrations caused by challenging work.
- Able to ask for help without reduction in self-esteem.
- Gains confidence through mastering challenges.
- Is socially comfortable in a variety of academic settings.
- Recognizes personal strengths and abilities, but without excessive comparison to others.

Signs of Adjustment Difficulties

These are some signs of possible social-emotional difficulties:

- Is unwilling to go to school.
- Frequently complains of headaches or upset stomach.
- Often cries about school-related issues.
- Refuses to talk about school.
- Experiences frequent anxiety.
- Is frequently unable to complete work.
- Refers to self in negative ways.
- Want to sleep more than usual.
- Teases or bullies other students.
- Has difficulty establishing and maintaining friendships.

Underlying Issues

There can be a wide variety of reasons for a student to need some help and guidance. These are just some possibilities.

Issues related to *confidence and competence*

- Worry about ability to master challenging work
- Anxieties about new routines or situations
- Feel that they are expected to be good at everything
- Attitude that they are better than others, or tendency to put others down
- Trouble negotiating fine line between legitimate pride in abilities and "bragging" that sets them above others; not sure what to say to peers about their advanced work

- Reluctant to ask for help; afraid that needing help reflects on ability, or afraid to approach teachers
- If in an accelerated placement, uncomfortable with older students
- Difficulty handling an unusual schedule if needed for services

Issues related to the *challenge level of the work*

- Avoiding difficult work (may mask worry about the ability to master it)
- Finding that advanced work is still too easy and requires little effort
- Complaining about work even if the level is appropriate – there could be many reasons, including amount of homework, rapport with teacher, pace of instruction, interest in the subject matter, etc.
- Overemphasis on grades rather than the challenge of the work

Issues related to the *pressure to perform*

- High anxiety and stress from feeling they must always excel
- Trouble accepting less than perfection in themselves
- Difficulty handling mistakes or low grades
- Spending excessive amounts of time on work beyond what is warranted
- Not wanting to complete or turn in work that is less than perfect
- Avoiding activities at which they cannot excel; loss of self-esteem when they do not excel
- Wide variety of interests and abilities leads to involvement with too many activities; stress from being overextended

Issues related to *underachievement*

- Lack of motivation to stretch themselves, reluctance to perform to potential
- Not able to gauge the amount of effort needed to perform at a certain level
- Performance affected by negative relationships with particular teachers
- Wanting to hide abilities in order to fit in socially
- Not motivated by future benefits of high performance
- Lack of motivation to complete assignments that are too easy
- Intense interests outside of school that interfere with school performance
- Possible undiagnosed learning difficulties that affect performance
- Disorganization that affects work completion and performance

Issues related to *social relationships*

- Lack of peers with similar interests
- Difficulty fitting in with age mates due to intellectual differences
- Difficulty handling teasing related to advanced skills
- Experiencing jealousy from peers, especially from friends
- Lack of patience with less able students; difficulty working in a group

Actions to Take

It is a good idea for staff or parents to consult with others if any of these issues continue over a period of time without being resolved. School guidance counselors, school psychologists, and/or Gifted and Talented Coaches are all potential resources. Through collaboration, we may be able to identify some steps that can be taken to help students deal with significant issues. At times, guidance groups may be formed to address specific issues. When warranted, referrals to outside counseling agencies can be made. While some parents may be reluctant to seek outside help, there are times when this is very much needed.

The Issue of Boredom

Boredom is a frequent complaint of many students. A recent research study concluded that nearly all students are bored in school part of the time, and that there are many reasons for a student to feel “bored.” Some of these are a legitimate indication of a need for more advanced services, while others are not.

Possible causes of boredom when services are appropriate or is in fact challenging

- The class is not as exciting as a video game.
- The student would rather be socializing with friends.
- The student does not know or does not like some of the others in a work group.
- The work is too difficult.
- The student does not feel comfortable with the teacher.
- The student does not yet know enough about the subject to have an interest in it.

Possible causes of boredom when services are not appropriate

- The work is review material that the student has not forgotten.
- The student is able to learn the material much more quickly than the pace of the class is going.
- The student has already mastered the skills that are practiced.
- The instructional materials and activities are too easy.
- A large portion of the class time is focused on struggling learners.
- Students are asked to help others rather than to learn new material themselves.

Gifted and Talented Advisory Council

The district will convene a Gifted and Talented Advisory Council comprised of various stakeholders: students, parents, teachers, Gifted and Talented Coaches, school psychologists, school guidance counselors, community members, Board of Education members, and administrators. The district’s Gifted and Talented Advisory Council will meet annually to review and suggest recommendations or revisions to the district’s gifted and talented service delivery model to ensure exemplary practices for our students. Members of this council will be selected through volunteerism and invitation to guarantee representation from all groups and levels.

Gifted and Talented Staff

Parents are encouraged to direct their initial questions regarding gifted and talented services to their child's teacher, building-level Gifted and Talented Coach or School Counselors. Follow up with administration is welcomed and encouraged if parents have continued questions.

School	Building GT Coach	Contact Information
Al Behrman Elementary	Tessa Karls	608-355-3910 tkarls@barabooschools.net
East Elementary	Cassie Kramer	608-355-3920 ckramer@barabooschools.net
Gordon L Willson Elementary	Bryan Ashbeck	608-355-3925 bashbeck@barabooschools.net
North Freedom Elementary	Angie Solverson	608-522-4946 asolverson@barabooschools.net
West Elementary	Kristin Osterhaus	608-355-3905 kosterhaus@barabooschools.net
Jack Young Middle School	Jane McMahon	608-355-3930 jmcmahon@barabooschools.net
Baraboo High School	Amanda Jamae	608-355-3940 ajamae@barabooschools.net

School	Counselor/Psychologist	Contact Information
Al Behrman Elementary	Marica Everts, School Psychologist Nicole Bilzing, School Counselor	608-355-3910 meverts@barabooschools.net nbilzing@barabooschools.net
East Elementary	Melanie Meister, School Psychologist Laurie Kowalke, School Counselor	608-355-3920 mmeister@barabooschools.net lkowalke@barabooschools.net
Gordon L Willson Elementary	Marcia Everts, School Psychologist John Davies, School Counselor	608-355-3925 meverts@barabooschools.net jdavies@barabooschools.net
North Freedom Elementary	Megan Galdes, School Psychologist John Davies, School Counselor	608-522-4946 mgaldes@barabooschools.net jdavies@barabooschools.net
West Elementary	Leah Tegen, School Psychologist Laurie Kowalke, School Counselor	608-355-3905 ltegen@barabooschools.net lkowalke@barabooschools.net
Jack Young Middle School	Leah Tegen, School Psychologist Christina Olson, School Counselor Paul Anderson, School Counselor	608-355-3930 ltegen@barabooschools.net colson@barabooschools.net panderson@barabooschools.net
Baraboo High School	Megan Galdes, School Psychologist Ann Renn, School Counselor Kathy Thornburgh, School Counselor Andy Waldvogel, School Counselor	608-355-3940 mgaldes@barabooschools.net alrenn@barabooschools.net kthornburgh@barabooschools.net awaldvogel@barabooschools.net

School	Administrator	Contact Information
Al Behrman Elementary	John Blosenski, Principal	608-355-3910 jblosenski@barabooschools.net
East Elementary	Molly Fitzgerald, Principal	608-355-3920 mfitzgerald@barabooschools.net
Gordon L Willson Elementary	Nick Karls, Principal	608-355-3925 nkarls@barabooschools.net
North Freedom Elementary	Kathy Andreasen, Principal	608-522-4946 kandreasen@barabooschools.net
West Elementary & BELC	Chris Olson, Principal	608-355-3905 cdolson@barabooschools.net
Jack Young Middle School	John Gunnell, Principal	608-355-3930 jgunnell@barabooschools.net
Baraboo High School	Glenn Bildsten, Principal	608-355-3940 gbildsten@barabooschools.net
District Office	Lori Mueller, Director of Curriculum and Instruction/K-12 Gifted and Talented Coordinator	608-355-3950, x1540 lmueller@barabooschools.net

DPI Statutes and Rules

Addendum 1: Standard (T)

WISCONSIN GIFTED AND TALENTED LAW

Wisconsin School Law, Chapter 118.35:

Programs for gifted and talented pupils.

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

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

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

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

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

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

PI 34 LICENSE RULES FOR GIFTED AND TALENTED

PI 34.33 Supplementary Categories. Except as specified under sub. (1) (c) in order to receive a license issued under a supplementary category under this subchapter, an individual shall hold or be

eligible to hold a teaching license issued by the department under subchapter. VII. Licenses under this subchapter may be issued in the following categories:

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

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

SUBCHAPTER IX – ADMINISTRATION CATEGORIES

PI 34.32 Administration Categories.

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

Baraboo School District

Student Name _____ School _____

Birth Date _____ Age _____ Grade _____

Parent(s)/Guardian _____

Mailing Address _____

Home Phone _____ Zip Code _____

Nomination made by _____

Relationship to student _____ Date of nomination _____

Please share why you feel this student is gifted.

Please submit this completed form to the Director of Curriculum and Instruction at 101 2nd Avenue, Baraboo, WI 53913

Reviewed: _____
Dir. Of Curriculum & Instruction Date

Baraboo School District

DIFFERENTIATED EDUCATION PLAN (DEP) 2012-2013

Elementary School

Middle School

High School

Student Last:	Student First:
Student ID Number:	Grade:
Date of Birth:	Graduation Year:
Parent(s)/Guardian(s):	
Address:	
Telephone:	Email:

DEP Meeting Date:

DEP Review Date:

Student Profile:

Educational Plan:
(Include Parent input)

Assessment/Follow Up:

Participants (signatures indicate approval of plan):