

Fond du Lac School District's Gifted and Talented Handbook

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District MISSION Statement

The mission of the Fond du Lac School District, in partnership with the family and community, is to promote high achievement and foster continuous growth of the whole child, so that each becomes a creative, contributing citizen in a culturally diverse society, by providing personalized learning opportunities in a safe, nurturing environment.

Bridge to Learning and Achievement and Our Beliefs

The Bridge to Learning and Achievement in the Fond du Lac School District provides a clear path for our children to be successful and reach their unlimited potential. The Board of Education, district staff, and community members all play a key role in paving the way for students to have effective and high quality educational experiences.

The Board-approved curriculum ensures consistency across the District, as well as equitable and excellent opportunities for all children. Common formative assessment ensures that we are evaluating the correct type of data to assist us in making the necessary adjustments in classrooms so we continue to empower students to learn.

Weaved throughout this framework is an understanding that creating safe, respectful, and responsible learning environments is essential for learning to take place. Empathy, compassion, positive, open and honest communication and feedback, use of problem-solving techniques, and productive participation are the building blocks for success in our schools and in our communities.

In building the Bridge, we also rely on the following Belief Statements:

- Each person has intrinsic value and worth and is a unique individual with different needs and abilities.
- Parents are a child's first and most important teacher.
- High expectations promote academic achievement.
- Education is a lifelong learning process involving the individual, family, school, and community acknowledging that people need to acquire skills to participate in global relationships.
- Realize that quality of life is affected by sound emotional, mental and physical health and self-esteem, additionally recognizing that individuals are most productive in a safe, caring, and nurturing environment.
- Families, schools, and communities empower people to become responsible and accountable citizens.
- Schools are accountable to the community.
- The school and community should work collaboratively in providing support regarding all avenues of learning realizing that they share the responsibility for educating their students/citizens.
- Schools recognize the need for and the value of arts and diversity within the classroom, the community, and the world.
- People can learn the academic, behavioral, and social skills necessary for personal growth. Creativity and imagination should be recognized, respected and nurtured.
- Integration of technology at all levels of learning allows for further enhancement of creative and organizational skills that nurture the development of technologically literate individuals.

Curriculum, Instruction and Assessment

Vision: All students will learn at high levels through teaching strategies that value meaningful student engagement and use formative assessment practices to provide learners with feedback aligned to the standards.

Values: If we desire to create a system where all students learn at high levels...

- Common curriculum, based on the state standards, will be used in every classroom.
- Teachers will assess student progress and performance on the standards of the course.
- Teachers will provide specific and timely feedback, based on the standards, to students.
- School staff will work together as members of the Professional Learning Communities.
 - SMART Goals: Schools and teams will develop SMART goals linked to the district goals.
 - Collaboration: All teachers and administrators will be active members of collaborative teams and regularly examine the 4 questions of a Professional Learning Community (What do we want students to learn? How will we know they have learned it? What will do if they don't learn it? What will do if they already know it?)
 - Data: All teachers and administrators will examine student data regularly and use it to make decisions about instruction and assessment.

Fond du Lac Board Policy 2464

Gifted Education: The District shall provide access to an appropriate program for students identified as gifted as required in Wisconsin Statutes 121.02(1)(t). Gifted students shall be those who give evidence of high performance capability in intellectual, creative, artistic, and/or leadership areas in specific academic areas and those who need services or activities not ordinarily provided in a regular school program in order to develop fully such capabilities. The administration shall develop a means for identifying gifted students in the defined categories and shall determine the criteria for identification. Gifted programming shall encompass various program strategies and opportunities. The individual needs of the students shall help determine the programming options to be offered.

In its effort to fulfill its mission to promote high achievement and foster continuous growth as well as provide personalized learning opportunities, the District embraces differentiation.

Differentiation is responsive instruction that enhances learning and engages all students in activities that better respond to their particular learning needs, strengths, and preferences.

Differentiation ensures the delivery of a high-level and powerful curriculum by adjusting the content, process, product, and learning environment for all students based on their readiness, interests, learning profile, and affect.

The District recognizes the need for differentiated alternatives for gifted and talented students. Recognizing and meeting the needs of gifted and talented students requires flexible and varied educational experiences in order to fully develop their intellectual, academic, creative, artistic, or leadership abilities.

Statutes and Rules for Gifted Education

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

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

1. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall:
 - a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

Administrative Rule 8.01(2)(t)2. Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in **s. 118.35(1)**, Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under **s. 118.35(1)**, Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. **118.35(3)** and **121.02(1)(t)**, Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

Definitions of Giftedness

State definition: “Pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas **and** who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (from s. 118.35(1), Wis. Stats.).

Federal definition: “The term ‘gifted and talented,’ when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.”

National Association for Gifted Children’s definition: “Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).”

Five areas of giftedness:	
Intellectually Gifted	Children who show early and rapid development of language ability; large vocabulary; strong powers of reasoning, analysis, or synthesis; and advanced ability in critical thinking and problem solving. Intellectually gifted students often have a high I.Q., demonstrate high achievement, and are capable of being very good at most anything they choose to do.
Creatively Gifted	Children whose creative abilities cut across all areas of gifted and talented. Typically, such pupils exhibit creativeness in oral, written, and nonverbal expression because they tend to produce many original ideas. They are flexible and elaborative in their thinking; tend to resist one-answer solutions; possess strong visualization and imagination abilities; and tend to be different from the norm, resisting conformity.
Artistically Gifted	Pupils who have demonstrated their ability or who show high potential for significant contributions in the visual and performing arts (including acting, writing, painting, sculpting, singing, dancing, playing a musical instrument, and composing).
Leadership	There are many definitions of leadership but most seem to fit into three major theories. Trait theory suggests leaders are born not made. Situational theory suggests that the situation dictates emerging leadership. The leadership style theory suggests behavioral patterns that range from power-by-position to creative and self-directed leadership as styles of leadership.
Academically Gifted	These are students who do extremely well in a subject area and may excel in some specialties. Their vocabulary is extensive. They are enthusiastic and possess high energy on school tasks. They have excellent memory and recall, so drill and practice are usually not necessary. Included in this definition are children who appear to have a single dimension ability and excel in one area or subject. Their performance in this subject is far above the work they do in other classes.

Gifted Education Mission Statement

The Fond du Lac School District believes that a student with gifts and talents is one who *demonstrates* high performance or possesses the capability to perform at a high level of competence in intellectual, creative, artistic, leadership, or specific academic areas. Because giftedness is dynamic and fluid, as well as both innate and learned, *the needs of gifted students vary over time and across areas*. All children, including advanced learners, are entitled to an education that provides access to an appropriate level of challenge in order to realize their potential. *Programming for gifted students may look different, at times, from chronological peers*. The individual needs of the students shall help determine the programming options to be offered *that are designed to nurture development and maximize potential*.

Gifted and Talented Program Goals

The central goal for gifted education in FDL is to support the academic, social, and emotional needs of gifted and talented learners, so that they can become resilient, lifelong learners. This goal will be met by:



Identification:

- Identify students who demonstrate or have the potential for demonstrating exceptional talents that would require enrichment, enhancement, or extension of the classroom and district standards



Programming and Instructional Services:

- Empower students to become autonomous learners who can self-regulate and determine what they need most to learn and to know ways to improve their learning (Boaler, p. 149)
- Provide students with learning experiences at an appropriate and respectful level of challenge.
- Provide ongoing professional development and coaching necessary to help teachers:
- Conduct an annual program evaluation at the district level to ensure continuous improvement.



Communication:

- Sustain a collaborative culture in which all stakeholders work together to ensure student needs are met

Gifted and Talented Stakeholder Responsibilities

The Fond du Lac School District values a close partnership between all stakeholders involved in a gifted student's learning experience. Gifted students receive instruction in an educational environment that is differentiated to meet their unique academic, social and emotional needs.

	 Identification (K-12)	 Programming & Instruction	 Communication
GT Coordinator	- Conduct a comprehensive analysis of student information including classroom data, district and state assessment data, interest inventories and narratives from the child, their family, and school staff - Acknowledge that disparities between intellectual and physical abilities (i.e. mental age versus chronological age) may or may not exist. - Recognize that a student identified in one area does not directly indicate identification in another (i.e. a student who is gifted in mathematics may or may not be gifted in other academic areas).	- Collaborate with classroom teacher(s), student and parents to create academic, social and emotional goals that are aligned with and extend the classroom and district standards - Provide ongoing professional development and coaching necessary to help teachers: - Understand the most common intellectual and social/emotional characteristics of gifted children - Plan for and deliver instruction for any student who demonstrates a need for an accelerated pace and/or more rigorous content than the typical academic experience (i.e. unit of instruction, subject, grade level). This includes assisting staff in recognizing how they are currently planning for the diverse learners in their classroom as well as providing additional instructional strategies that are supported by research in gifted education. - Analyze the trends and growth patterns for all students, including the data for gifted and talented students, to determine the impact of instruction and monitor progress. - Assess the efficiency and effectiveness of programming and services to ensure continuous improvement.	Communicate with parents, school staff, and gifted students in regards to general identification procedures, philosophy of the G/T program, and opportunities that match the educational needs of the child
Principal	- Become acquainted with the gifted/talented students in the school and gain knowledge about their specific needs - Provide special scheduling to gifted/talented student if needed - Assign, in conjunction with the Gifted and Talented Coordinator, appropriate staffing to courses/classrooms with gifted/talented students	- Provide and participate in staff development that supports the needs of gifted/talented students - Assist teachers in securing appropriate instructional materials for the gifted/talented;	- Be willing to attend scheduled parent meetings - Review progress reports, profiles, and additional information shared by any stakeholder.

	 Identification (K-12)	 Programming & Instruction	 Communication
Teacher	- Recommend students for a comprehensive analysis to the GT Coordinator, based on classroom performance and district & state assessment data - Acknowledge that disparities between intellectual and physical abilities (i.e. mental age versus chronological age) may or may not exist. - Recognize that a student identified in one area does not directly indicate identification in another (i.e. a student who is gifted in mathematics may or may not be gifted in other academic areas).	- Collaborate with GT coordinator, student and parents to create academic, social and emotional goals that are aligned with and extend the classroom and district standards by using a three-step process: - Clearly communicate to students what they have learned - Help students become aware of where they are in their learning journey and where they need to reach - Give students information on ways to close the gap between where they are now and where they need to be (Boaler, p. 149) - Nurture persistence, effort, intellectual risk taking, and perseverance (Ricci, p. 141) - Flexibly plan learning opportunities that respond to students' individual differences and provides an appropriate and respectful level of challenge	Communicate progress towards the academic, social, and emotional goals with students, parents, school staff, and the GT coordinator.
Parent	- Request a comprehensive analysis by the GT Coordinator, based on their child's achievement and interest in a subject area - Understand that giftedness in one area does not mean giftedness in every area for my child	- Collaborate with GT coordinator, teacher, and student to create academic, social and emotional goals that are aligned with and extend the classroom and district standards - Nurture persistence, effort, intellectual risk taking, and perseverance (Ricci, p. 141)	Communicate to student, school staff and GT Coordinator the struggles and successes they are observing their student experiencing in the home and school environment
Student	- Advocate for a comprehensive analysis to the GT Coordinator, based on their achievement and interest in a subject area. - Understand that one subject area might be a strength and another subject area might be a struggle	- Collaborate with GT coordinator, classroom teacher(s) and parents to create academic, social and emotional goals that are aligned with and extend the classroom and district standards - Be an advocate for their own learning by understanding how to self-regulate and determine what they need most to learn	Communicate to parents, school staff and GT Coordinator the struggles and successes they are experiencing in the home and school environment



Identification: Characteristics of Gifted Learners

As expressed in our Mission Statement, the Fond du Lac School District believes that a student with gifts and talents is one who *demonstrates* high performance or possesses the capability to perform at a high level of competence in intellectual, creative, artistic, leadership, or specific academic areas. Gifted children are found in all communities, including those that are culturally, linguistically, and economically diverse (Heacox & Cash, p. 7).

Children's gifts and talents can be overshadowed by learning or behavior challenges such as attention deficit hyperactivity disorder (ADHD), emotional and behavioral disorders, and Aspergers syndrome. These "twice-exceptional" students may also have gifts and talents that need to be recognized and nurtured.

Below is a table of "usual" characteristics; the traits that are most commonly found in gifted children, identified by Mary Ruth Coleman, Sneha Shah-Coltrane and Ann Harrison. These observable characteristics can help recognize children with outstanding potential who may be gifted through the use of the *Teacher's Observation of Potential in Students (TOPS)*.

Learns Easily	- Is eager to learn - Has lots of information. - Retains and retrieves information easily. - Carries out complex instructions with ease. - Completes assignments ahead of others (gets A's without effort). - Shows strong memory, quick recall.	- Uses complex language, math, and/or musical symbol systems. - Prefers work with more complexity. - Refuses and becomes impatient with tedious and repetitious work. - Appears bored with or rushes through "easy" work. - Corrects the teacher and students in class. - Does not show work, only answers.
Has Strong Interests	- Is able to lose self in something of interest. - Demonstrates unusual or advanced interests. - Keeps extensive collections. - Is considered an "expert" in a particular topic (may seem domineering). - Checks out books, websites, and materials on particular topics.	- Chooses to become involved when area of interest is addressed. - Has interest in areas outside typical school curriculum. - Leads discussions back to one topic of interest. - Resists transitions and moving onto new topics of study.
Shows Motivation	- Is a self-starter (requires little direction). - Is persistent in pursuing and completing self-selected tasks. - Is independent (requires little feedback). - Prefers to do things on own ("the quiet child"). - Enjoys challenge of new and different.	- Prefers interacting with older people. - Converses about mature topics. - Does not follow typical path (moves to the beat of a different drummer). - Questions authority (is considered a "trouble-maker" or instigator).
Shows Advanced Skills	- Reads and comprehends on an advanced level (this may be seen in <u>listening</u> comprehension). - Tells or reproduces stories and events with detail. - Has a large vocabulary. - Speaks more than one language. - Uses descriptive language, similes, puns. - Makes up songs, stories, and rhymes. - Communicates well with symbols (art, design, music, or dance). - Carries on conversations related to academic topics and within a discipline. - Challenges teacher to go further in depth and complexity.	- Spends free time absorbed in books (may read when supposed to do other things). - Seeks non-fiction as well as fiction. - Generates many writing ideas and products. - Understands advanced mathematical concepts. - Understands the meaning and use of maps, diagrams, and graphs. - Connects and uses mathematical language and skills in meaningful real-world ways. - Masters and shows high level thinking in a specific content area. - Manipulates situations for specific purposes.

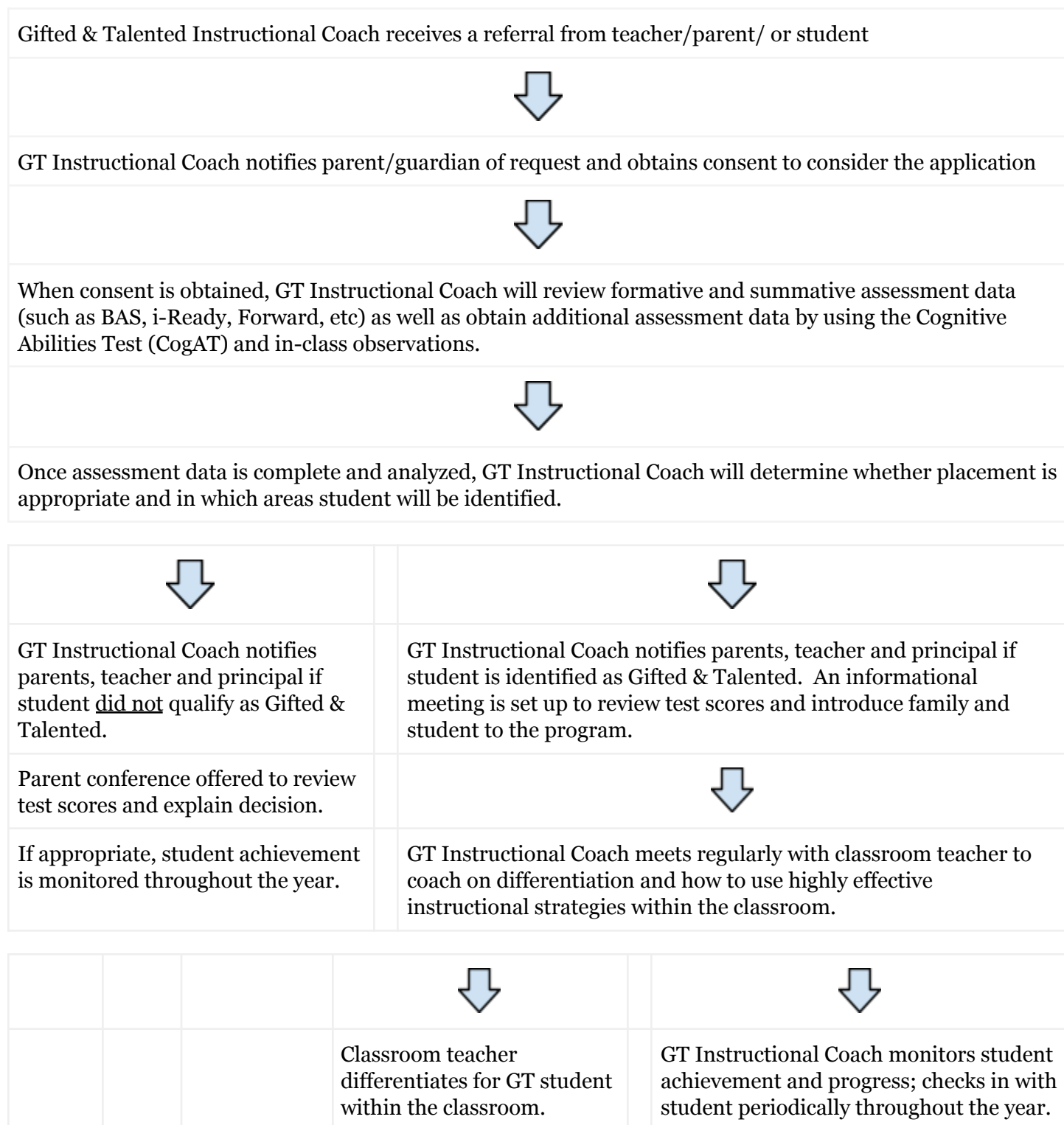
Shows Advanced Reasoning & Problem Solving	- Is a keen observer (spots details others miss). - Recognizes and can recreate patterns (may be in numeric, linguistic, musical or physical form). - Draws accurate and advanced conclusions based on information. - Designs experiments to test hypotheses (develops logical ways to collect and analyze data). - Makes mental connections (transfers learning into other subjects or real life situations)	- Expresses relationships between past and present - Is aware of problems others do not see. - Devises or adapts strategies to solve problems. - Questions "rote" approaches to problem solving. - Has "out of the box" ways of solving problems and seeing situations. - Doesn't do well on tests with limited answer choices. - Is argumentative. - Sees cause and effect relationships. Asks, "why?"
Shows Social Perceptiveness	- Displays sense of humor (may be "class clown"). - Responds to needs of others (is able to see another's point of view). - Enjoys working in groups. - Identifies with individuals in books, history, movies, etc. - Uses skills to resolve conflict. - Stands up to bullying and/or protects other students who are being mistreated.	- Reads social situations well and can gain acceptance in most groups. - Displays strong sense of justice (may over-react emotionally). - Is easily distracted by others' needs. Is over-talkative and social. - Uses humor and sarcasm inappropriately.
Displays Curiosity & Creativity	- Questions, explores, experiments. - Asks unusual, provocative questions. - Is curious. Asks how, why, and what if? - Tries to discover the how and why of things. - Enjoys doing things in new ways. - Puts unrelated ideas and materials together in new and different ways. - Offers unique responses. - Develops and tells elaborate "stories."	- Has an active imagination (likes to pretend). - Assumes another persona during activities or conversations. - Has trouble distinguishing fact from fiction. - Does not follow or wait for directions (makes own rules). - Refuses to follow rules unless they see "why." - Is seen as "deviant" or non-conformist.
Displays Spatial Abilities	- Has a good sense of direction. - Figures out why and how things work. - Takes objects apart and reassembles with speed and accuracy. - Creates interesting shapes and patterns. - Shows unusual talent in various art forms (including musical, dance, and performance arts). - Invents games.	- Creates three-dimensional structures. - Has excellent motor planning and coordination. - Needs movement to connect learning to memory. - Prefers hands-on experiences to learn (uses manipulatives/artifacts). - Brings gadgets, toys, etc. to tinker with at school. - Moves around often (keeps hands and body always busy).
Displays Leadership	- Organizes materials and activities. - Accepts and carries out responsibilities. - Supports others who may be vulnerable with advocacy and protection (may serve as translator for others). - Is sought by others (influences others, positively or negatively).	- Adapts readily to new situations and changes. - Is a positive and compassionate guide to others. - Prefers adult company. - Is seen as manipulative and strong-willed. - Is seen as "bossy" (wants to be the center of attention). - Dominates others (may not be a good follower).

Characteristics are taken from *USTARS-Teacher Observation of Potential in Students (TOPS)*, *USTARS~PLUS 2018*, Copyright Council for Exceptional Children.



Identification: Flowchart

Our gifted education program's system of identification values a close partnership between all stakeholders involved in a gifted student's learning experience. A student can be referred at any time, by teachers, parents, or the student. The flow chart below summarizes the process of identification.



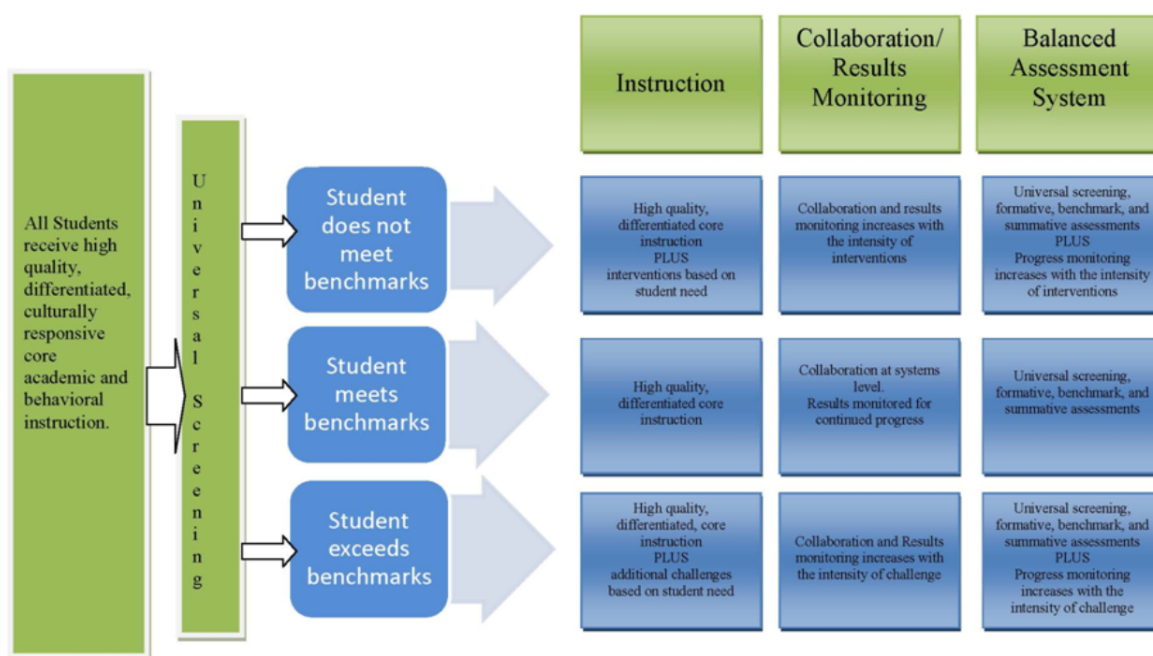


Programming: Multi-Level System of Support/Response to Intervention

The Fond du Lac School District uses the WI RtI framework for providing services to gifted and talented students. RtI is for ALL children and ALL educators. It is a process for achieving higher levels of academic and behavioral success for all students. The three essential elements of high quality instruction, balanced assessment and collaboration interact within a multi-level system of support to provide structures that increase the potential for achievement.

Success for RtI lies within the classroom through collaboration. Implementation of a multi-level system of support includes meaningful family involvement, data-based decision making and effective leadership. Comprehensive RtI implementation will contribute to increased instructional quality, equitable access to high-quality and effective programming and will assist with the identification and support of learners with varied abilities and needs.

Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices



Culturally responsive practices are central to an effective RtI system and are evident within each of the essential elements. In a multi-level system of support, schools employ these elements of RtI at varying levels of intensity, based upon student responsiveness to instruction and intervention⁴.

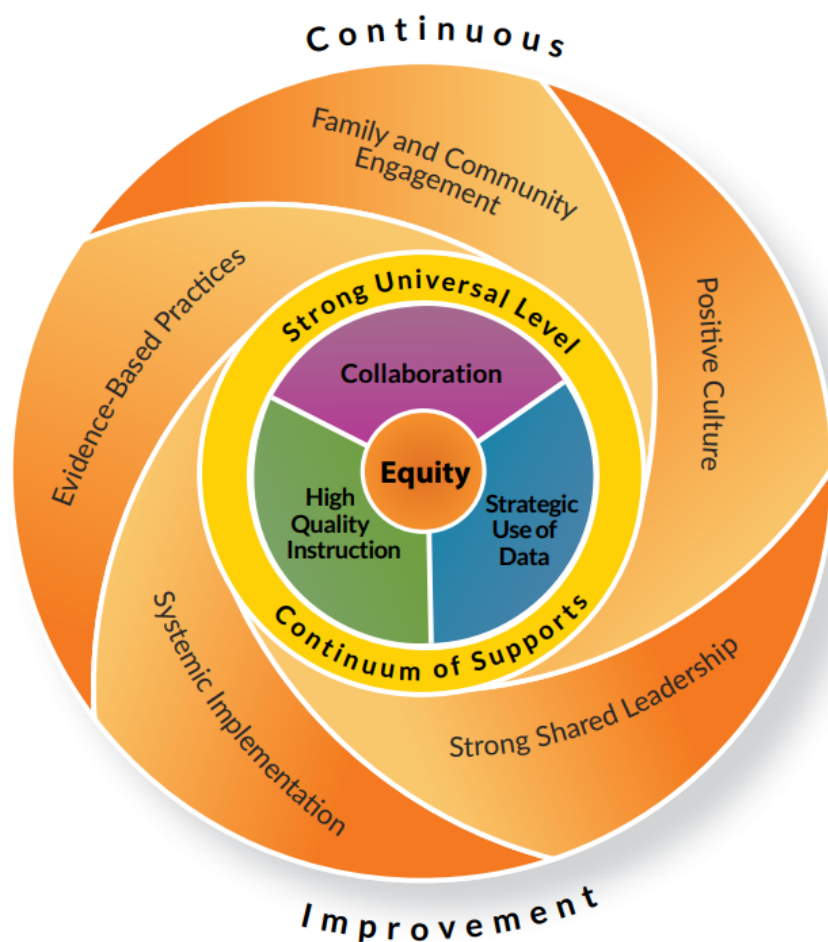
Our Gifted & Talented program is designed to recognize, support and advocate for those students who have been formally identified as Gifted & Talented and also to recognize, support and advocate for those who have the potential for gifts & talents but may not be formally identified. Our program strives to follow Wisconsin's Vision of Equitable Multi-Level Systems of Supports [Refer to graphic for detail.]

⁴[Wisconsin RtI Center](#)

Ideally, the academic needs of students will be met in the place where they spend most of their time, which is typically the general education classroom with same-age peers. With intentional and collaborative planning, teachers provide students with high quality instruction and a variety of opportunities for success that match student educational needs. Some of the ways that gifted children can be similar or different are cognitive and language abilities, learning styles, interests, motivation and energy levels, personalities, mental health and self-concepts, habits and behavior, background and experience, and any other mental, physical, or experiential characteristic. They can also differ in their patterns of educational needs (Davis & Rimm, p.32), *not every gifted child will require the same opportunities or experiences in learning.*

The need for enrichment and/or adjustments to the universal level of instruction are determined through formative and summative classroom assessment data. This data could indicate a student needing enrichment opportunities within or beyond the classroom. At other curricular times, the student may not be in need of enrichment or different opportunities than the general education classroom.

Wisconsin's Vision of Equitable Multi-Level Systems of Supports





Programming: Differentiation

Differentiated instruction is responsive instruction that enhances learning and engages students in activities that better respond to their individual learning needs, strengths, and preferences. Differentiation adjusts the content, process, product and learning environment based on students' readiness, interests, learning profile, and affect.

1. **Pace.** Students with gifts and talents typically need fewer repetitions to learn material.
2. **Depth/Complexity.** Students with gifts and talents are often able to grasp more abstract concepts than their age peers and to make connections between ideas. The following are specific ways in which **depth/complexity** may be increased within the classroom:
 - a. **Content** is knowledge, skills, principles, ideas, and concepts.
 - b. **Process** is how the learner interacts with the material presented.
 - c. **Product** is the result of student interaction with the content, the item used to demonstrate what the student has learned.
3. **Grouping.** Students with gifts and talents need opportunities for a variety of grouping that is flexible and matches the instructional needs of the learner. According to Heacox and Cash, gifted students should be grouped together, "by ability for major academic learning experiences, ... [however], flexible grouping techniques should be used for other classroom experiences, particularly those involving social and personal skill development." (Heacox & Cash, 2014, p. 62)

"The most effective grouping strategy is one that is flexible and balanced, and that allows for a moderate but not extreme range of skill levels." - Hattie, Fisher & Frey, 2017, p. 155



Programming: Acceleration

Acceleration is “progress through an educational program at rates faster or at ages younger than conventional” (Pressey, 1949, p.2). The practice of educational acceleration has long been used to match high level student general ability and specific talent with optimal learning opportunities (NAGC, n.d.).

Acceleration requires a high level of academic ability and curriculum mastery. Along with advanced academic achievement, a child’s motivation, social-emotional maturity and interests must be contemplated. If acceleration is deemed appropriate for the child, a number of acceleration options are available for consideration.

Types of Acceleration

Early Entrance allows students who have reached his/her fifth birthday after September 1 but before December 1 for early admission to kindergarten or a student who has reached his/her sixth birthday after September 1 but before December for early admission. (Board Policy 5112)

Grade-Based Acceleration places a student on a full time basis in a higher grade level than is typical given the student’s age for the purpose of providing consistent access to appropriately challenging learning opportunities.

Content Based Acceleration provides students with advanced content, skills, or understandings before the expected age of grade level (Southern & Jones, 2015)

Single-subject acceleration moves student ahead in one content area.

Curriculum compacting adjusts curriculum by providing replacement instruction or activities which enables a more challenging and productive use of the students’ time.

Concurrent or dual enrollment occurs when an advanced student enrolls in higher level coursework. (Board Policy 2271)

Credit by examination or prior experience allows an advanced student to demonstrate proficiency in a course or year of curriculum in an academic area.

Acceleration: Evaluation Process

Acceleration request: Parents, teachers, and students can all make a request for acceleration.



Acceleration evaluation at the school by the principal.

- The principal and classroom teacher will review test scores, classroom performance, and differentiation strategies that have been put in place to support the student's academic needs.
- Ideally the student's scores will be at or above the 97th percentile



Evaluation determines acceleration should not be pursued .	Evaluation determines acceleration may be pursued . Does not guarantee acceleration in math.
1. <u>Building Principal</u> contacts parents with decision. 2. <u>Building Principal</u> sends the building evaluation to the GT Coach at ISC. 3. <u>Classroom Teacher</u> continues to differentiate for student. He/she is encouraged to contact instructional coaches for support in strategies or for additional ideas.	1. <u>Building Principal</u> contacts parents with decision. 2. <u>Building Principal</u> sends the building evaluation to the GT Coach at ISC. 3. <u>Building Principal</u> contacts GT Instructional Coach by phone or through email. 4. <u>Classroom Teacher</u> continues to differentiate for student, as evaluation process continues. He/she is encouraged to contact instructional coaches for support in strategies or for additional ideas.
PROCESS ENDS	PROCESS CONTINUES

Acceleration evaluation at the district level by the Gifted and Talented Instructional Coach.

- The GT Coach reviews **Building Level Evaluation** and additional data.
- The GT Coach sets up times to gather additional information. This typically includes:
 - Additional testing of student using the Cognitive Abilities Test (CogAT), which measures problem solving skills and the ability to make sense of new concepts, (Minimum of 3 sessions for 30-45 minutes)
 - In-class observations of and interview with student
 - Conversations with teacher about his/her insights about student
- Based on information, GT Coach compiles a profile and recommendations for this student. Information will be shared with parents and staff.

Parent and staff review recommendations.

- Team may include: parents/guardians, the building principal, classroom teacher(s) for current and accelerated class, school counselor, and/or school psychologist, and the GT Instructional Coach.
- Decision about placement is made based on academic and social/emotional factors.

Acceleration is not appropriate	Acceleration is appropriate
• Student continues with current placement. Teacher differentiates within the classroom. • Teacher works with GT coach for Enrichment ideas. • Student progress and achievement should continue to be monitored.	• Details are worked through: • Daily schedule is laid out. • Transportation needs are identified and determined. • <u>Building Principal</u> is responsible to notify school staff affected by changes; specialists, secretaries, etc. • Support for addressing gaps in student understanding is planned. (1-1 instruction, small group work, web-based programs, etc.) <u>Classroom teacher, accelerated math class teacher, and GT Coach</u> will work together on this. • A <u>Differentiated Education Plan (DEP)</u> is developed and includes: strategies for preparing student academically and emotionally for acceleration. • Gaps in student understanding are addressed • Older classmates • Managing time • Asking for help when needed; advocating for self. • Student progress and achievement should continue to be monitored. • Every 6-8 weeks progress will be reviewed. <i>The student is expected to maintain adequate progress within the class.</i>



Communication

Our Gifted & Talented program strives to sustain a collaborative culture in which all stakeholders work together to ensure student needs are met. The chart on pages 8-9 of this handbook, details the specific responsibilities of stakeholders that are put in place in order to maintain a level of contact that keeps all involved in a student's programming updated and informed.

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Additional Resources

Assessment and Student Success in a Differentiated Classroom by Carol Ann Tomlinson.

Best Practices in Gifted Education: An Evidence-Based Guide by Ann Robinson, et. al.

Center for Talent Development (CTD), <https://www.ctd.northwestern.edu/>

Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12. By Diane Heacox.

Differentiation: From Planning to Practice Grades 6-12 by Rick Wormeli

How to Differentiate Instruction in Mixed-Ability Classrooms by Carol Ann Tomlinson.

Making Differentiation a Habit by Diane Heacox.

NAGC Pre-K-Grade 12: Gifted Education Programming Standards: A Guide to Planning and Implementing High Quality Services by Susan K. Johnsen.

Supporting Emotional Needs of the Gifted (SENG), www.sengifted.org

The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson.

The Social and Emotional Development of Gifted Children by Maureen Neihart, etal.

The Wisconsin Center for Academically Talented Youth (WCATY), <https://wcaty.wisc.edu/>

Wisconsin Association for Talented and Gifted (WATG), <http://www.watg.org/>