



Talented and Gifted Handbook

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Talented and Gifted Program Overview

Principles and Beliefs:

Through the [Vision of the Graduate](#), the School District of New Berlin supports each student by providing developmentally appropriate opportunities to learn and demonstrate required and desired knowledge, skills, and dispositions. The school district believes all students deserve an education commensurate with their individualized, particular needs. While the needs of each child are usually able to be met with the core curriculum through differentiation, some students require access to advanced programming, curriculum or grade level acceleration to reach their fullest potential.

Gifted programming supports students in five areas:

- General Intellectual Ability
- Specific Academic Areas
- Creativity
- Leadership
- Visual or Performing Arts

Wisconsin State Statute regarding Gifted and Talented Education:

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

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

School District of New Berlin Board Policy:

[Policy 5122.1](#)

Gifted and Talented Services:

Gifted and talented students shall be identified as required in § 118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including General Intellectual Ability, Specific Academic Ability, Creativity, Leadership, and Visual and Performing Arts.

A pupil may be identified as gifted or talented in one or more of the categories under § 118.35(1), Stats. The

school district shall provide, without charge for tuition, appropriate programs as determined by the district for pupils identified as gifted or talented as required under § 118.35(3) and 121.02(1)(t), Stats.

TAG Belief Statements:

We are committed to delivering a rigorous, relevant, responsive curriculum to all students by highly qualified staff. All students deserve an educational environment that best suits their unique and varied intellectual capabilities, learning styles, social, and emotional needs for learning and successful achievement. **Therefore we believe:**

- Students identified with Talented and Gifted needs have highly exceptional abilities that require supportive services. Therefore, a responsive educational experience is one that ensures a range of opportunities primarily within, though at times outside, of the classroom.
- Identification of students' capabilities and learning needs is ongoing and continuous and is based on multiple criteria.
- Ongoing support and professional development for staff is an important aspect of the continued academic, social and emotional growth of students.
- Developing and sustaining strong and engaged partnerships between schools, families, and the New Berlin community is our priority. Therefore, effective communication between families, students, teachers, school staff, administration and Board of Education is essential to students' success.

Traits associated with areas of giftedness:

No gifted individual is exactly the same, each with his own unique patterns and traits. There are many traits that gifted individuals have in common, but no gifted learner exhibits traits in every area.

Identification:

Conceptions and definitions of “giftedness” have varied over time. Historically, the term “gifted” has been a label assigned to a student, based on performance two standard deviations above the mean on nationally standardized tests. With the evolution of research and literature related to advanced learners, a much different conception of gifts and talents has emerged, leading to the concept of identifying unmet needs. In Wisconsin, five areas of identification are endorsed: general intellectual, specific academic, creativity, leadership, and the visual and performing arts. (Wisconsin DPI: Overview of Foundations for Gifted Education in Wisconsin <https://dpi.wi.gov/gifted/overview>)

The shift in approach to identification of needs, rather than identifying and labeling students, emphasizes identifying and meeting programming needs. Identification-driven approaches inclusion or exclusion where the primary emphasis is placed on answering question, “Is the student in or out?” In contrast, programming-driven approaches link identification to specific domains, while providing opportunities for students to nurture emerging talents, and view identification as flexible, ongoing, and diagnostic (Hillman, 2008).

Principles of Identification:

- The purpose of identification is to enhance learning by identifying and meeting needs.
- Identification of student needs is systemic and ongoing. Identification is not a destination, it is a continuous process.
 - Students' interests and abilities are constantly changing, so teachers need to be alert to emerging abilities and talents
- Effective identification draws upon data from a variety of sources.
- Identification ought to reflect the demographic of the district or school population.
- Identification is a means to an end, not an end in itself.

Statutory requirements:

WI Statutes 121.02(1)(t), s.118.35 and Administrative Rule 8.01(2)(t)2 mandate a process for identifying advanced learning needs when a student:

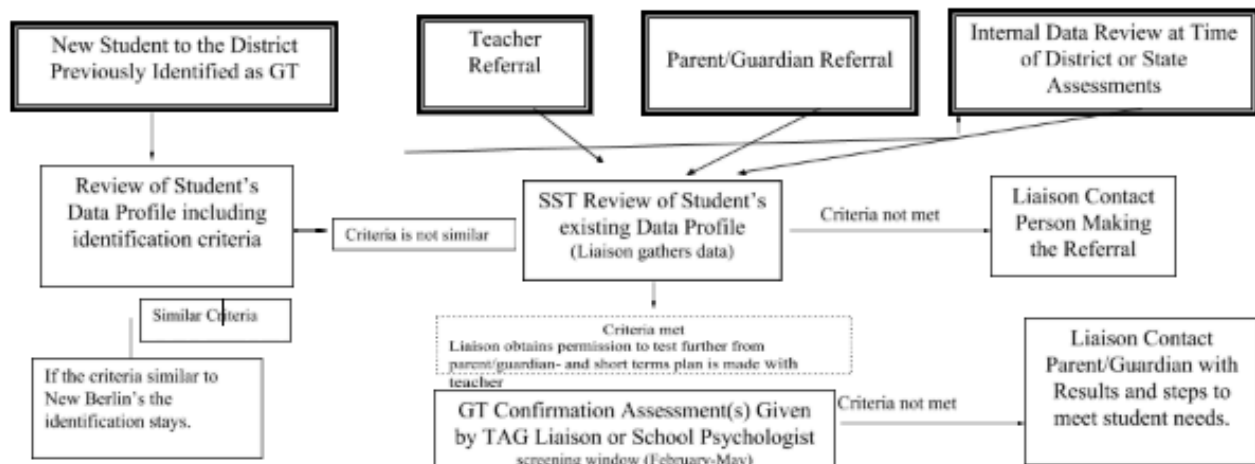
- demonstrates high performance capability in intellectual, creative, artistic, leadership or specific academic areas
- and*
- requires services or activities not ordinarily provided within regular educational programming in order to develop that capability.

Identification of advanced learning needs is achieved using multiple criteria in order to provide the most complete picture of the student and to allow many ways for a student to exhibit talent and provide alternative pathways to identification.

Basic Process for TAG Identification:

This chart represents a basic flowchart for TAG identification. This chart is meant to provide an overall representation of the process, in its broadest sense.

Talented and Gifted Screening and Identification Flow Chart (Grades K-12)



A district letter outlining student assessment results will be sent out to the parent/guardian by the designated building person.

- TAG Liaison and appropriate specialist (if in the area of Math, Reading, Language Arts) will meet with the classroom teacher and determine best instructional practices to support the student's development. Parent/Guardian input will be requested at this time.
- Instructional practices may include:
 - Differentiation of classroom content, level of materials, products, and/or learning processes.
 - Classroom opportunities for independent study within content areas to deepen understanding of concepts.
 - Classroom opportunities to interact with peers on multiple levels which may include interests, learning style, and/or readiness
 - Course selection opportunities at the secondary level are also available for rigorous instruction (e.g., AP, Honors, Youth Options).
- Classroom teacher with assistance of TAG Liaison develops and writes IGP. IGP must be shared with parent and updates are provided for parent each semester after identification. If the student is identified (February- May) a plan outlining programming opportunities is developed and the IGP is written in the fall (by end October) Existing IGPs are re-written at this time as well. Enter plan into Infinite Campus.
- The classroom teacher along with the TAG Liaison and/or appropriate specialist will monitor the student's progress on an ongoing basis (e.g., anecdotal records, formative assessment, work habits, standardized tests). Discussion will occur if additional or more extensive programming is indicated at a later date.

Documentation:

- Before any assessment can begin, a parent permission form will be sent home for consent of testing. Following the testing, a notification letter will be sent home informing you that your child has (or has not) met the criteria for participation in the TAG Program. A copy of this letter and form is placed in the student's cumulative folder.
- TAG Goal Plans are developed by classroom teachers in grades K-6 and the TAG liaison to give an overview of the areas of identification and include learning goals with objectives, strategies for meeting goals, timelines and resources needed for success. Goal Plans are updated each fall as students begin a new grade level. Copies of Goal Plans are provided for parents after any changes or updates are made. Parents will receive an updated Goal Plan at least annually.
 - o At the secondary level, students work with their TAG liaison and counselor to make adjustments based on their Academic and Career Plans and personal goals.
- Progress Updates- Quarterly reports will be filled out by the classroom teacher and shared with the TAG Liaison and families in grades K-6.

Programming:

The opportunity for excellence can be accommodated through a variety of instructional methods and structures. Most often, student needs are met through differentiation, enrichment, compacting curriculum, and acceleration. These processes for student achievement are outlined in a TAG goal plan created by the teaching staff and TAG liaison. If there are additional and specific needs which are not able to be addressed through these methods, the plan will address how those needs will be met for a particular student.

At the middle and high school levels, needs are met through differentiation, as well as student placement and scheduling based upon specific student needs. Students should work with their TAG Liaison and/or school counselor to ensure a sequence of courses that are most aligned to the student's interests, needs and credit requirements.

The School District of New Berlin considers TAG programming to be part of its *Multi-Level System of Support (MLSS)* framework. This model mirrors the best practice framework that the Wisconsin Department of Public Instruction has adopted.

What is Differentiation:

Differentiation is a teaching method which varies products (what students produce), content (what students learn), or process (how students learn material) of instruction. Integration of differentiation strategies throughout the curriculum engages all children in continuous growth as learners. Additionally, infusing differentiation in classroom practices opens pathways for students who may not traditionally be identified as gifted, but who may have gifted or talented potential (Tomlinson, 1999).

Differentiation takes many forms and includes any methods or materials that change the educational

experience from what is planned for the majority of students. The form that differentiation takes depends on the grade level, the subject area, the knowledge, skills and readiness of the students, and the resources available. Some examples of differentiation are:

- A small group of students who read more advanced material during literacy block or while participating in a specific science unit.
- A student may complete the most difficult problems in a math assignment first, and if they are correct then move on to more advanced or involved process work.
- A student may work on an extension project in place of part of a unit that is already mastered with outcomes tied to the overall targets of the unit.
- Student planned decision making
- Cluster or flexible grouping
- Problem based learning
- Tiered assignments

What is Enrichment:

The word enrichment refers to activities that serve to enhance students' experiences in a specific subject area. Often, this process involves varying the breadth and depth of the content, extending the regular curriculum into related areas not generally covered by class lessons. Teachers employ higher order thinking strategies when providing enrichment opportunities for students. Therefore, enrichment is higher-level "work"; it is not more of the same.

Examples of classroom enrichment activities might be choosing a culminating unit project from several options, a trip to a museum or play that relates to a unit of study, cultural performances brought into the school for all students, participation in a seminar or workshop related to a specific course of study (writing, science, math, leadership, etc) and integrating technology and online curriculum to enhance and broaden a student's understanding of a concept or theory.

Resources regarding Enrichment:

- Davidson Institute for Talent Development: <http://www.davidsongifted.org/>

What is Acceleration:

Acceleration is the practice of presenting students with material and assignments generally reserved for students who are older or in higher grades. It involves the use of existing school curriculum, although it may also include supplemental materials. The concept of acceleration implies that academically advanced students will progress faster through the curriculum than other students. Thus, the curriculum is adapted for the student's level of mastery (assessed through learning targets), and implies that students who are proficient in their understanding of more advanced subjects may be promoted to successive levels based on their personal level of learning, not "seat time". For example, acceleration may involve assigning a sixth-grade to a high school geometry class, or a fourth grade student to a middle school science class.

Acceleration is different from enrichment on several levels. While enrichment offers materials or activities that deepen and broaden a student's understanding of concepts, it does not necessarily allow faster progress through the established curriculum. Further, acceleration is a decision that cannot be made lightly. Many factors including social and emotional maturity and readiness, scheduling conflicts (such as in the case of an elementary student traveling to the high school for coursework) as well as subject progression as students move through grade levels need to be taken into consideration when looking into the option of acceleration.

Acceleration can take the form of "telescoping" curriculum (shortening the amount of time needed to complete a course), specific subject acceleration, grade skipping or participation in college level coursework while still considered a high school student.

Resources regarding Acceleration:

- Davidson Institute for Talent Development:
http://www.davidsongifted.org/db/browse_resources_164.aspx
- Hoagies' Gifted: Iowa Acceleration Scale
http://www.hoagiesgifted.org/iowa_accel_scale.htm

Social/Emotional Topics and Issues

Students identified as talented and gifted deal with a variety of social-emotional issues just as other students their age do. Some concerns may be typical of students their age, while others may be specifically related to their advanced talents. Some students may be able to work through some of these issues or concerns on their own, but others may need some adult guidance and discussion.

For issues that continue to remain unresolved over a period of time, counseling or specific intervention may be needed. Students are not always able to verbalize what they are feeling and experiencing. As parents and teachers, we 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. Thus, it is important to establish a relationship with your school's

psychologist, counselor, classroom teacher and/or TAG liaison so that concerns can be addressed in a timely manner.

Resources regarding Social-Emotional Concerns:

- SENG: Supporting the Emotional Needs of the Gifted: <http://www.sengifted.org/index.shtml>
- Hoagies' Gifted: http://www.hoagiesgifted.org/social_emotional.htm

TAG Communication Structure

Who do I contact if I have questions or concerns?

Parents, students and community members having questions regarding Gifted and Talented Programming are encouraged to speak to the classroom teacher first. Issues and concerns that cannot be resolved should then be referred to the building TAG Liaison and then on to the Building Principal, Gifted and Talented Coordinator as needed. Building level programming concerns should be shared with the Building Principal. District level programming concerns should be shared with the Gifted and Talented Coordinator.

Building TAG Liaisons and School Psychologists

Elementary Schools	
Elmwood	262-789-6580 Jessica Albert (TAG Liaison) jessica.albert@nbexcellence.org Emma Milek (Psychologist) emma.milek@nbexcellence.org
Orchard Lane	262-789-6500 Susan Marschman (TAG Liaison) susan.marschman@nbexcellence.org Todd Hrenak (Psychologist) todd.hrenak@nbexcellence.org
Poplar Creek	262-789-6590 Nancy Baumann (TAG Liaison) nancy.baumann@nbexcellence.org Jenna Tuomenoksa (Psychologist) jenna.tuomenoksa@nbexcellence.org
Ronald Reagan	262-789-6550 Jill Osmanski (TAG Liaison) jill.osmanski@nbexcellence.org Ashley Baker (Psychologist) ashley.baker@nbexcellence.org

Middle/High Schools	
Eisenhower	262-789-6300 Jillian Kostuch-Rzepka (TAG Liaison) jillian.kostuchrzepka@nbexcellence.org
West	262-789-6400 (TAG Liaison) @nbexcellence.org
District Contacts	
Directors Elementary and Secondary Schools	Elementary: Matt.Stempniewski matt.stempniewski@nbexcellence.org 262.789.6207 Secondary: Kelli Kwiatkowski kelli.kwiatkowski@nbexcellence.org 262.789.6204
Coordinator of Teaching and Learning	Caroline Haebig caroline.haebig@nbexcellence.org 262.789.6255

Frequently Asked Questions

How is a student identified? Will there be a lot of assessments?

To be identified as gifted in specific academic areas or in general intellectual ability, students must meet specific criteria outlined by the district. The assessments that students receive as part of the identification process vary and depend on the age of the student, the area that we are looking at, and any past assessment history. Integral to the process are also work samples and discussions with the current and previous classroom teachers and anyone else who may have knowledge of the student's performance levels.

In the areas of leadership, creativity and the visual and performing arts, specialized assessments and inventories and well as demonstrated potential (performance samples, leadership work, etc) are a part of the process of identification. Again, the measures utilized depend on the qualification area and past assessment history, as well as input from current and past teachers.

You will be informed of the specific assessments that your child will be asked to complete as you must sign written permission for any assessment related to TAG prior to the assessment being performed.

Will my student be expected to do more work?

No. Students that are identified in the TAG program will be given *different* work that meets their needs. This is differentiation - making modifications in the curriculum, either in content or pacing, to meet the needs of individual learners.

Will my student need reassessment?

No. Once your child is identified no further testing is required, however their progress will be regularly monitored to assist in goal setting needs as applicable.

Occasionally, there is a question of whether an additional area of talent or giftedness can be identified for a particular student. If this is the case, we would secure parental permission before proceeding with any assessments, and would communicate any results with you as soon as the testing is completed.

The only other "reassessment" that may occur would be informal reassessment related to the writing of the TAG Goal plan, which occurs annually. The reassessment in that case would relate to goal attainment and focus for the coming academic year.

Will my student receive services in the classroom or pull out services?

The focus of instruction in the School District of New Berlin is to meet every student's needs in their classroom setting with their peers. Talented and Gifted services will typically be received in the classroom through differentiation. This may be done through pre-testing units of study, tiered assignments, compacting curriculum, and independent study.

In certain cases, student's needs may not be able to be met in the classroom setting. These students may qualify

for more intensive TAG services that may include specific subject or grade level acceleration. A school team consisting of the principal, TAG liaison, classroom teachers, and parents of the child will meet to determine if the student meets the criteria of the Iowa Acceleration Scale. This scale will be used for all students who will be considered for acceleration.

How will I know what my student's programming looks like?

Each year, you will receive a copy of the TAG Goal Plan that was developed by your child's classroom teacher(s) and the TAG liaison to give an overview of the learning goals with objectives, strategies for meeting goals, timelines and resources needed for success. You will also receive a quarterly progress update, a record of the differentiated instruction utilized within the classroom setting.

Can I refuse TAG services?

If a student is not comfortable with a particular programming option offered, the student does not have to access it. A letter stating the student's preference, signed by the parent/guardian must be submitted. In addition, a meeting to discuss alternative options will be held between the student, the parent/guardian, and appropriate staff.

Can I withdraw my student from TAG Services?

If at any time a student desires to opt out of the gifted and talented program, a letter of withdrawal from the parent/guardian will be required following a meeting between the student, the parent/guardian, and appropriate staff.

Resources

- **Parent Advocates for Gifted Education (PAGE)** is sponsored by a consortium of ten school districts in southwestern Milwaukee Metropolitan area. PAGE presents three to four programs a year highlighting issues of interest to parents of gifted students. For more information contact Student Services Office 262-789-6239. <http://sites.google.com/site/cesa1page/>
- **Wisconsin Association for Talented and Gifted (WATG)** is a statewide group which provides excellent educational opportunities for parents, students and teachers. Members receive monthly newsletters, reduced rates for WATG-sponsored conferences, and voting privileges. Competitive scholarships are also available to support student enrichment projects. For more information contact Nancy Woodward at 920-991-9177. <http://www.watg.org/>
- **National Association for Gifted Children (NAGC)** is a national advocacy group. Membership benefits include a subscription to *The Gifted Child Quarterly* and discounts on materials and registration at their annual convention which is generally held in November. Parents may be especially interested in a subscription to *Parenting for High Potential*, a magazine that focuses on developing their child's gifts and talents with games, puzzles, and enrichment activities for the entire family. <http://www.nagc.org/>
- **Wisconsin Center for Gifted Learners (WCGL)** is a parent support council that holds meetings throughout the year. Contact Kathy Powell (262-243-5141) or Laura Weisman (414-352-7817)
- **Davidson Institute for Talent Development** valuable resource library for many topics www.ditd.org
- **SENG (Supporting Emotional Needs of Gifted)** web based resource for parents, teachers and those supporting students of high abilities www.sengifted.org
- **National Research Center on the Gifted and Talented**
<http://www.gifted.uconn.edu/nrcgt.html>
- **Eide Neurolearning Clinic** <http://www.neurolearning.com>
- **Hoagies Gifted Education** <http://www.hoagiesgifted.org/>
- **Wisconsin Department of Public Instruction** <http://dpi.wi.gov/cal/gifted.html>
- **Educational and Psychological Training Center - University of Wisconsin-Madison**
www.wisc.edu
- **Summer Institute for the Gifted** <http://www.giftedstudy.org/>
- **Teachers First** <http://www.teachersfirst.com/gifted.cfm>
- **Seri Web** <http://seriweb.com/gt.htm> Many resources for TAG students
- **National Association of Special Education Teachers**
<http://www.naset.org/giftedandtalented2.0.html>
- **National Education Association** <http://www.achievementgaps.org/tools/12983.htm>
- **Tech and Learning** <http://www.techlearning.com/article/8912>

Glossary of Terms

- **Acceleration** - Students move through material at a pace faster than age-mates and at a rate commensurate with ability. Acceleration can be done in a single subject or a full grade level.
- **Compacting Curriculum** - Reducing the amount of curriculum needed to demonstrate mastery of a skill or concept.
- **Competitions** - Academic contests which allows students the opportunity to compete with representatives from other classrooms, schools or districts.
- **Complex Reasoning Processes** - Processes that help students to extend and refine knowledge (e.g. Comparing, Classifying, Abstracting, Inductive Reasoning, Deductive Reasoning, Constructing Support, Analyzing Errors, and Analyzing Perspectives) and to use knowledge meaningfully (e.g. Decision-making, Problem- solving, Invention, Experimental Inquiry, Investigation, and System Analysis).
- **Curricular Based Measurements (CBM)** - Researched-based assessments which focus on short tests, called probes, to determine student achievement on basic skills in a variety of content areas.
- **Differentiation** - Making modifications in the curriculum, either in content or pacing, to meet the needs of individual learners.
- **TAG Goal Plan**- yearly plan developed to address growth areas in an academic year.
- **Iowa Acceleration Scale** - a tool to help schools make effective decisions regarding grade skipping. Through data analysis and analysis of student readiness, a variety of areas are investigated, which provide valuable information related to accelerative options.
- **Literature Circles** - Students read and discuss a self-selected book on a given theme or by a particular author. Each student in the group is assigned a specific responsibility.
- **Readers Workshop** - Building comprehension strategies through reading children's literary selections.
- **Writers' Workshop** - Developing mastery of the writing process through small group individualized instruction based on need.

SDNB TAG Goal Plan

Student Information		
Name:		Grade:
Classroom Teacher:	Compacted Math Teacher:	TAG Liaison:
Talented and Gifted Area of Identification:		Date of Identification:

Student Data Portfolio (mark those that apply)	
Map Fall Winter Spring	
CogAT (3rd & 5th grade)	
Tomags	
K-BIT	
Forward	
Aspire	
PSAT	
Other	

Parental Input: (this can be a link to the survey)
Student Input:
Strengths: (previous teacher input)

Areas for Improvement: (previous teacher input)
Learning Environment Modifications: (previous teacher input)
Options for Curriculum/Instruction Modification: (previous teacher input)
Behavioral/Affective Focal Area(s): (previous teacher input)
Goal(s):
Progress Monitoring of Goal:
End of Year :
<div style="display: flex; justify-content: space-between;"> Goal Met Goal Not Met </div>