

**Gifted and Talented  
Program Plan  
For  
Erin School District**

**Created: May 2009**

**Revised: May 2011**

**Reviewed: July 2012**

The purpose of the gifted and talented program of the Erin School District is to recognize, nurture and support the needs of students whose academic, intellectual, creative, emotional, and leadership capabilities transcend the regular curriculum.

**Initial G/T Team**

Tina Baggio	K-8 Librarian
Kristin Casper	K-2 Teacher
Rachel DeRosa	6-8 Teacher/Parent
Pam Eisen	3-5 Teachers
Kieth A. Kriewaldt	District Administrator
Virginia Wolters	Director of Pupil Services
April Truman	Parent

# Appendixes

- Alert and Nomination Forms
- Wisconsin Gifted and Talented Pyramid Model Guidelines for Educational Opportunities
- Wisconsin's Comprehensive Integrated Gifted Programming Model
- Checklist of Characteristics for Areas of Giftedness
- Parent Inventory
- Gifted and Talented Profile
- Criteria Guidelines

## **Philosophy**

The G/T program is intended to complement and enrich the school district's current curriculum, goals, and objectives. The district recognizes that some students can learn more, learn faster and in greater depth than the general student population. They have a right to a program that is appropriate to their developmental needs.

## **Goals**

### **Program directed:**

- To monitor students in grades K-2 who exhibit potential gifted characteristics.
- To identify gifted/talented students in grades 3-8 and maintain a portfolio for each identified student.
- To provide support to teachers, administrators and parents in understanding and providing for the needs of the gifted/talented students.
- To involve all teachers and administrators in the instruction of gifted/talented students.
- To provide opportunities for parental involvement in the development and administration of the gifted/talented program.
- To encourage community interaction in meeting and enhancing the education of gifted/talented students.

## Gifted and Talented Rules and Statutes

### **Standard Gifted and Talented Students Requirements**

#### **S.121.02 (1) (t) Wisconsin Statute**

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

- The school board must designate a person to coordinate the Gifted and 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 the 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 specified in s.118.35(1): intellectual, creative, artistic, specific academic areas, and leadership.
- The school board must establish, without charge of tuition, a systematic and continuous set of instructional activities or learning experiences which expand the development of pupils identified as gifted and talented as required under ss. 118.35(1), 118.35(3) and 121.02(1)(t) in the intellectual, creative, artistic, specific academic areas, and leadership.

Wisconsin Statutes: s.118.35(1), (3)  
s.121.02(1)(t) & s.66.30

Wisconsin Administrative Code: PI 8.01(2)(t); PI 8.001

## **Administrative Rule**

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

Gifted and talented students shall be identified as required in s. 11835(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including intelligence, achievement, leadership, creativity, product evaluations, and nomination. A pupil may be identified as gifted or talented in one or more of the categories under s.118.35(1), Stats. The school district board shall provide access, without charge for tuition, to appropriate programs for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the planning of the proposed program.

## **Related Wisconsin Statute**

**S. 118.35, Wis. Stats.** Programs for gifted and talented pupils.

(1) In this section, the “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.

## **Gifted and Talented: Related Standards**

**Standard (b).** Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies to deal with those children and youth in the classroom.

**Standard (e).** Provide guidance and counseling services to gifted and talented students-critically important to overall program success.

**Standard (k).** District curriculum plans should include objectives, content, and resources, which challenge the most able and most talented children in any classroom.

**Standard (n).** Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

**Standard (p).** Pupils identified as gifted and talented may require special accommodation in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

**Standard (s).** Data derived from a testing program may be used as part of multiple-criteria identification process.

## **Gifted and Talented: Definition of Terms**

**Access:** An opportunity to study through the school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and post-secondary education institutions (from PI 8.001, Wis. Admin. Code).

**Appropriate program:** A systematic and continuous set of instructional activities or learning experiences, which expand the development of the pupils identified as gifted and talented (from PI 8.01(2)(t), Wis. Admin. Code).

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

**Intellectually Gifted:** Children who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. Intellectually gifted children often have a high I.Q., demonstrate high achievement, and are capable of being very good at most anything they choose to do.

**Academically Gifted:** Children 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. Included in this definition are children who appear to have 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.

**Creatively Gifted:** Creativity may cross all areas (academic, arts, leadership, and intellect). High creatives 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 possess strong visualization. Frequently these individuals are strongly independent and often resist conformity.

**Artistically Gifted:** Students can demonstrate unusual adeptness or skill in the field of drama, music, dance, and/or visual arts.

**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, express themselves well and frequently are charming and charismatic.

**Twice exceptional:** These children have a gift or talent as well as a disabling trait that affects learning due to cognitive processes, social-emotional behavior, and/or other health impairment. They are often able to conceptualize rapidly, reason abstractly, and solve novel problems as autonomously as high ability, non-disabled students do. In many cases, the exceptionality disguises the giftedness and conversely, some gifted students are able to mask their disability.

## Program Structure: Programming Components

	<b>Elementary</b>	<b>Middle</b>
<b>Regular Classroom (60%)</b>	<ol style="list-style-type: none"> <li>1. Differentiated, compacted curriculum</li> <li>2. Exposure/enrichment (speakers, field trips, Great Books, special units)</li> <li>3. Flexible grouping</li> <li>4. Individual projects utilizing problem solving approach (in all 5 areas)</li> <li>5. Small group projects utilizing problem solving approach (in all 5 areas)</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiated, compacted curriculum</li> <li>2. Exposure/enrichment (speakers, field trips, Great Books, special units)</li> <li>3. Flexible grouping</li> <li>4. Individual projects utilizing problem solving (in all 5 areas)</li> <li>5. Small group projects utilizing problem solving approach (in all 5 areas)</li> </ol>
<b>Special Programs (30%)</b>	<ol style="list-style-type: none"> <li>1. Competitions which utilize creative processes, problem solving and/or performance in art.</li> <li>2. Summer school enrichment program</li> <li>3. Counseling services</li> </ol>	<ol style="list-style-type: none"> <li>1. Competitions which utilize creative processes, problem solving/and or performance in the arts.</li> <li>2. Homeroom cluster program</li> <li>3. Summer school enrichment program</li> <li>4. Counseling services</li> <li>5. Appropriate accelerated courses</li> </ol>
<b>Individual Programs (10%)</b>	<ol style="list-style-type: none"> <li>1. Independent study</li> <li>2. Individual instruction</li> <li>3. Mentorships</li> <li>4. Acceleration (subject and/or grade level skipping)</li> <li>5. Early admission</li> </ol>	<ol style="list-style-type: none"> <li>1. Independent study</li> <li>2. Individual instruction</li> <li>3. Mentorships</li> <li>4. Acceleration (subject and/or grade level skipping)</li> </ol>

## Explanation of Services Available in Erin School District

The intent of these special programs is to enrich, compact, and differentiate the regular classroom curriculum with challenging activities that will continue to promote the gifted students' interests and develop their individual talents beyond the regular classroom.

- **Academic Competitions:** may include but are not limited to, Spelling Bee, Science Fair, Battle of the Books, and Geography Bee.
- **Counseling Services:** are available as needs arise
- **Curriculum Compacting:** modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills
- **Differentiation of Curriculum:** a method of changing the content, process, or product of the regular classroom curriculum to meet the need(s) of the gifted child
- **Early admission:** a child who is four years old and whose birthday does not meet the date requirement
- **Flexible Grouping:** students are regrouped for each unit of instruction based on the achievement level of the students on the goals of that unit. Examples of flexible grouping may include, but are not limited to, groupings formed on the basis of interest in particular topics, selections made by students and groups formed for the purpose of producing a particular project.
- **Grade/Subject Promotion:** a method of moving a gifted and talented student to an appropriate grade level after an evaluation has been completed.
- **Honors (Accelerated) Classes:** advanced classes offered in any discipline at the middle school level. (transition math, pre-algebra, algebra)
- **Individualized Modification Program:** a strategy which plans and manages the testing, placement, and instruction of the individual mainstreamed gifted and talented student.
- **Independent Study:** a programming option which allows a student or small group of students to pursue an area of interest related to a specific curriculum area or area of interest.
- **Mentorships:** a program which provides an opportunity for students to be paired with a teacher, parent, or community volunteer in an area of expertise or interest on a one to one basis in order to develop a student's knowledge in the area and to develop a product from the experience.
- **Performance-Oriented Competitions:** competitions that would include the performing and visual arts areas (art, music, forensics)

## Examples of Special Programs

### Elementary – Artistic/Creative

- Curriculum
  - ✓ Art classes
  - ✓ Music classes
  - ✓ Band
  - ✓ Powerpoint presentations
  - ✓ “Bag” oral book reports
  - ✓ Commercials
  - ✓ Inventors Museum
  - ✓ Holiday Program
  - ✓ Grandparents Day Program
  - ✓ Creative Problem Solving
  - ✓ Field Trips
  - ✓ Learning Centers (Reading)
  - ✓ Poetry Units (Language Arts)
  
- Co-curricular
  - ✓ Battle of the Books
  - ✓ Chess Club
  - ✓ Art Fair
  - ✓ Talent Show
  - ✓ Geography Bee
  - ✓ Spelling Bee
  
- Community
  - ✓ Church Activities
  - ✓ Community Theater
  - ✓ Dance Schools
  - ✓ Recreation Department
  - ✓ Art Classes
  - ✓ Drama Classes
  - ✓ Scouting
  - ✓ 4-H
  - ✓ Gymnastics

## **Elementary – Intellectual/Academic**

### ➤ Curriculum

- ✓ Ability Groups (Math & Reading)
- ✓ Flexible Grouping
- ✓ Leveled Readers
- ✓ Discussion Techniques (circle, brainstorming, debate)
- ✓ Field Trips (zoo, museum, art center)
- ✓ Special Units and Programs (biographies, research projects)
- ✓ Power Point presentations
- ✓ Thematic Mini Days (100's Day)
- ✓ Read Across America
- ✓ Literature Circles
- ✓ Response Journals
- ✓ Vocabulary Groups

### ➤ Co-curricular

- ✓ Art Show
- ✓ Chess Club
- ✓ Contests
- ✓ Camp Invention
- ✓ Jr. FLL

### ➤ Community

- ✓ Scouting
- ✓ College for Kids
- ✓ Camp Invention
- ✓ Mad Science
- ✓ 4-H

## **Elementary – Leadership**

### ➤ Curriculum

- ✓ Discussion Techniques (circle, brainstorming, debate)
- ✓ Learning Centers
- ✓ Captains/Co-captains
- ✓ Classroom Jobs
- ✓ Peer Group Leader

### ➤ Co-curricular

- ✓ Holiday Cards for Soldiers
- ✓ Jr. FLL
- ✓ Student Helpers for kindergarten

- Community
  - ✓ Athletic teams
  - ✓ Church Activities
  - ✓ Community Theater Groups
  - ✓ Dance Groups
  - ✓ Scouting

### **Middle School – Artistic/Creative**

- Curriculum
  - ✓ Art classes
  - ✓ Band Classes
  - ✓ Music classes
  - ✓ Creative Writing
  - ✓ Field Trips (Washington, DC, South Carolina, Chicago)
  - ✓ Art Show
  - ✓ Poetry Units
  - ✓ Solo Ensemble
  - ✓ Special Units and Programs
  - ✓ Morning Announcements
  - ✓ International Restaurant
- Co-curricular
  - ✓ Chess Club
  - ✓ Contests
  - ✓ Drama/Musical
  - ✓ FLL
  - ✓ Forensics
  - ✓ Jazz Band
  - ✓ Recognition Night
  - ✓ Solo Ensemble
  - ✓ Student Awards
  - ✓ Talent Show
  - ✓ Yearbook
- Community
  - ✓ Camps
  - ✓ Church Activities
  - ✓ Community Theater
  - ✓ Dance Schools
  - ✓ Scouting
  - ✓ College for Kids

## **Middle School – Intellectual/Academic**

- Curriculum
  - ✓ Ability Groups/Accelerated Classes
  - ✓ Career Day
  - ✓ Cooperative Learning
  - ✓ Discussion Techniques
  - ✓ Field trips
  - ✓ Science Fair
  - ✓ Homeroom Cluster
  - ✓ Mentorships
  - ✓ Peer Tutors
  - ✓ Geography Bee
  - ✓ Spelling Bee
  - ✓ Battle of the Books
  - ✓ Community Service program
  - ✓ Special Units and Programs
  
- Co-curricular
  - ✓ Clubs
  - ✓ Contests
  - ✓ FLL
  - ✓ Forensics
  - ✓ Recognition Night
  - ✓ Student Awards
  
- Community
  - ✓ College for Kids
  - ✓ Camps
  - ✓ Scouting
  - ✓ Camp Invention
  - ✓ Mad Science

## **Middle School – Leadership**

- Curriculum
  - ✓ Band/Music program
  - ✓ Cooperative Learning
  - ✓ Discussion Techniques
  - ✓ Field Trips (Green Bay)
  - ✓ International Restaurant
  - ✓ Hat, mitten, coat drive
  - ✓ Fundraisers

➤ Co-curricular

- ✓ Athletic Teams
- ✓ Drama
- ✓ FLL
- ✓ Forensics
- ✓ Student Awards
- ✓ Student Council
- ✓ Yearbook

➤ Community

- ✓ Church Activities
- ✓ Community Theater Groups
- ✓ YMCA Teen Leader group
- ✓ Scouting

## **Identification Process**

The identification process is a key component for educating the gifted and talented. The formal identification process begins in the fall of third grade. This process will also include students in grades 3-8 who are new to the district.

The formal identification process includes:

### **Step 1: Nomination**

A student is nominated by a staff member, parent, or is self-nominated. Nominations of students for consideration of gifted and talented identification are due March 1<sup>st</sup> in order for nomination to take place before the end of the school year. Nomination forms are available in the gifted and talented forms binder in the school office, or from the gifted and talented coordinator.

### **Step 2: Nominee profile is created**

Information is gathered by the G/T coordinator. This includes, but is not limited to:

- WKCE tests
- District assessments
- Classroom performance
- Wechsler Intelligence Scale
- Grade level benchmarks
- Parent inventory
- Letters of recommendation
- Nomination form
- Checklist of Characteristics for Areas of Giftedness
- SAGES
- TAGGS

The information is recorded on a student profile sheet and held in the G/T coordinator's office until a determination is made. The sheet is included in the appendix.

### **Step 3: Determination of status**

The criteria from the Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools, which is included in the appendix, is used to determine whether a nominee qualifies as gifted in any of the areas, and at which level. Students found to be gifted will be classified under the following categories to help teachers meet their specific needs:

- Areas of Giftedness:
- Academically able
- Intellectually gifted

- Creativity
- Leadership
- Artistic

Level of Giftedness:

**Level 1** – Needs can generally be met in the classroom

**Level 2** – Some programming beyond the classroom is needed

**Level 3** – Differentiated educational plan is needed

Students can be placed on a watch if they are close to meeting criteria. They will be reevaluated the following year. Nominations will be declined if the student does not meet the criteria.

Once all the data has been collected, there will be a meeting to determine future direction of the student's academic career. When a determination has been made, parents will be notified by mail of the decision.

### **Monitoring of Identified Students:**

An updated list of G/T identified students will be sent to teachers in the fall. Teachers can add students' names to the list using the identification process throughout the year. Parents have the option to exclude their child from G/T programming at any time.

A portfolio will be maintained for every identified G/T student. Teachers will record information throughout the year identifying the types of curricular modifications made, program differentiation, special programs, and individual provisions. The portfolio will be reviewed semi-annually by the teacher and the G/T coordinator, a copy of the portfolio will then be forwarded to the coordinator at the end of the school year.

### **K-2 G/T Alert**

Children in grades K-2 are identified informally, based on kindergarten screening information, classroom observations, and teacher nominations. Students who exhibit early signs of giftedness will be put on alert and will be assessed for formal identification when they reach third grade. A G/T Alert Form should be filled out by the K-2 teacher. The original will be placed in the student's cumulative file, and a copy will be forwarded to the G/T coordinator.

### **Evaluation**

Annually the district coordinator collects information relating to the activities designed and implemented for gifted students. This information, in summary fashion, is combined with the coordinator's regular monitoring of information to develop an annual report and also to generate reports at the state level.

It is anticipated that as our programming for gifted students develops, so will the formative and summative aspects of the evaluation component expand and become more useful sources of information.

## Roles of Key Personnel

**Parents:** provide enrichment, stimulating experiences, understanding, and support.

**Classroom Teachers:** are the child's primary educational providers. The primary responsibility of classroom teachers in educating gifted students is to provide appropriate and systematic learning based on their individual needs. Their role is to provide one or more of the following: classroom acceleration, enrichment, differentiation, compacting, advanced content and/or creative and critical thinking. Teachers continue to maintain records of what has been done in the portfolio.

**Building Principal:** is the school's instructional leader. The principal is responsible for implementing district policy for gifted students.

**District Coordinator:** is the designated overall link for teachers and serves as a guide to parents and staff. He/she organizes enrichment programs and special events with classroom teachers, and provides in-service and resources for the teachers and parents.

**Music/Art/PE Teachers:** are area specialists and responsible for educating G/T students and maintaining accurate records in their area of expertise.

**Reading Specialist:** is a curriculum expert and support teacher for reading. The reading specialist has suggestions and ideas about reading and literature.

**Librarian:** is the media and library specialist. As such, she/he provides the support in locating materials/resources for gifted students and teachers and for advanced subject information.

**Special Education Teachers:** are support staff children with exceptional needs. Gifted students may sometimes have exceptional learning needs. They are responsible for maintaining and updating portfolios.

**School Psychologist:** is a testing specialist. If a discrepancy exists between the parents and/or the school perspective of abilities or with the school's, they may be called for consultation.

**Special Education Director:** oversees district testing and services for special needs students.

**Superintendent and Board of Education:** are district policy makers. They answer general policy questions on gifted education such as level of support, staffing, and funding.

## G/T Alert Form grades K-2

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

Check the classroom assessments used to determine student progress:

Grades	Checklists	Other (specify)
Tests	Parent Interview	_____
Daily Work	Anecdotal Records	_____
Teacher Tests	Written Tasks/Tests	_____
Portfolios	Observations	

Student Name	Area of G/T	Comments/List support given
	General intellectual ability Specific Academic ability Creative Thinking Artistic Leadership	
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## Gifted and Talented Nomination Form

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

Person Nominating Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Date \_\_\_\_\_

What indicators of giftedness do you see in this student?

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What products, activities or behaviors suggest to you that this student is gifted?

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What other information do you wish to add?

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Please include copies of any examples of student work you feel are pertinent.

## Evaluation

Annually the district coordinator collects information relating to the activities designed and implemented for gifted students. This information, in a summary fashion, is combined with the coordinator's regular monitoring of information to develop an annual report and also to generate reports at the state level.

It is anticipated that as our programming for gifted students develops, so will the formative and summative aspects of the evaluation component expand and become more useful sources of information.