SCHOOL
DISTRICT OF
WAUKESHA

Gifted & Talented
Program Guide

September 2019

Table of Contents

Gifted & Talented Program Staff

Assistant Superintendent for Teaching & Learning
Jody Landish
Work Phone: 262.970.1067
Email: jlandish@waukesha.k12.wi.us

Director of Secondary Learning
Daniel Keyser
Work Phone: 262.970.1084
E-mail: dkeyser@waukesha.k12.wi.us

Director of Elementary Learning
Melissa Yow
Work Phone: 262.970.1051
E-mail: myow@waukesha.k12.wi.us

Gifted & Talented Team
Demetri Beekman, Marisa Nathan
Gifted and Talented Office: 262-970-1146
E-mail: giftedandtalented@waukesha.k12.wi.us

Gifted & Talented Program Secretary
Chris Garcia
Phone: 262-970-1082
Email: cgarcia@waukesha.k12.wi.us

Gifted & Talented Assessors
School Site Psychologists

Office/Library
Lindholm Building, Room 221

Wisconsin Department of Public Instruction
Gifted and Talented Rules & Statute

Administrative Rule
 PI 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.

SDW - Gifted and Talented Programming Philosophy

The School District of Waukesha is committed to providing excellence in education for all students. The district acknowledges that students, by virtue of their outstanding abilities, are capable of high performance. The district recognizes the right of these gifted and talented students to receive educational opportunities that will complement the level of their capabilities. Therefore, appropriate programming and services will be provided to develop their particular level of giftedness. Gifted programming supports students in five areas: General Intellectual Ability, Specific Academic Area- Math, Creativity, Leadership and Visual or Performing Arts.

What is the School District of Waukesha's Gifted and Talented Program?
According to the School District of Waukesha's Gifted and Talented Program philosophy, the majority of identified students will have their academic needs met in the regular classroom through a differentiated curriculum. This may involve modifications to the content, process and/or product.

Gifted and talented students will remain in the classroom most of the time, but some may need additional resources and modifications. In special circumstances a few students may require additional educational experiences. The program will provide appropriate options to meet the needs of identified students.

Rate of learning and modifications to meet this difference in rate will be a foundation of Gifted and Talented programming. Consideration will be given to the academic, social and emotional development of the child.

The Early Gifted Learner Program
Wisconsin State law mandates K-12 programming. The K-3 years are important for gifted learners. However, identifying early gifted learners proves to be a challenge. Some children appear gifted in the K-3 years because they are advanced in relation to the other children within their age group. This could be due to an enriched home environment, pre-school experience and/or sibling influence. As the other students' learning and life experiences catch up, those students once in need of differentiation may no longer require special programming. A formal evaluation of gifted and talented abilities will be completed if the student requires continued extraordinary programming needs.

Gifted & Talented Program Model

The School District of Waukesha uses the **Wisconsin Comprehensive Integrated Gifted Programming Model,** sometimes referred to as the Pyramid Model. In this model, options and services become more specialized as the identified population becomes smaller. For example, the small number of Advanced Level students will require more specialized services than Intermediate or Basic Level students. This model is compatible with the District's philosophy of meeting the needs of the majority of students in a regular classroom environment.

The Pyramid Model specifies **three levels of programming options**:

- **The Basic Level** includes programming options for students whose primary needs can be met through regular classroom differentiation. These students will most likely include approximately 60-70% of our identified students.

- **The Intermediate Level** includes programming options for students whose primary needs require special group programming beyond the regular classroom. These students will include about 20-30% of our identified students.

- **The Advanced Level** includes programming options for students who need individualized services beyond regular classroom differentiation or special group programming. These students will include approximately 5-10% of our identified gifted and talented students.

In addition to the programming options, the Pyramid Model also identifies support functions that are necessary for successful program implementation:

- Coordination
- Staff Development
- Talent Assessment
- Parent Involvement
- Flexible Pacing
- Social/emotional support

Pyramid of GT Programming Levels

Advanced Level
(Approx. 5% - 10% of Identified Students)
SERVICES:
Programming may include all services provided at the Basic and Intermediate Levels in addition to acceleration, or independent study options.
PROVIDERS:
Classroom teacher is the provider- classroom teacher may request additional support and differentiated programming through the Student Support Team (SST) process (if applicable) principal, G/T Team, social worker, guidance counselor or school psychologist.

Intermediate Level
(Approx. 20% - 30% of Identified Students)
SERVICES:
Programming may include: flexible grouping-compacting- differentiated pace-variety of media usage-independent study options-cluster grouping-expansion-alternate assignments generated by student or teacher.
PROVIDERS:
Classroom teacher is the provider-classroom teacher may request additional support and differentiated programming through the Student Support Team (SST) Process.

Basic Level
(Approx. 60%-70% of Identified Students)
SERVICES:
Programming may include: Pre/post testing-independent projects- enrichment-flexible grouping-creative problem solving-learning centers.
PROVIDERS:
Classroom teacher is the provider-classroom teacher consults with other classroom teachers-informal collaboration-joint exploration of problems-sharing of ideas for intervention. (i.e. G/T roundtable discussions)

Gifted & Talented Program Overview

Nomination Process

In grades K-2, students who have shown accelerated performance in academics and/or their class products (eg. Writing, art performance, projects), as compared to their same aged peers will be monitored through their first three years in school by tracking their MAP scores and keeping a record of them. They will be served through differentiation in the classroom. If this evidence and scores are consistent throughout the three years, then teachers, parents, or other students can nominate students in the spring of second grade.

Identification Process

Once two nominations have been received, the evaluation process will begin.

During the evaluation process, the classroom teacher will:
- Review the student's cumulative file.
- Talk with teachers, specialists, and support staff who has worked with the child over the previous two years.
- Gather additional information- student work samples, letters, anecdotal observations, etc.
- Multiple measures shall be used to create a student profile, see pages 11 & 12 for various identification tools that are used.
- Review data with the Gifted and Talented Building Representative through the SST process and collectively make a recommendation determining the need for gifted programming and the level of service required and/or need additional assessments.

If gifted programming is recommended, the parents/guardians will be notified of the recommendation. If parents/guardians agree to place their child in the program, a meeting will be scheduled with the classroom teacher to sign the Gifted and Talented Program Placement Form and to review the Elementary Differentiation Record Form. If gifted programming is not recommended, the parents/guardians will be notified of the recommendation.

All GT assessment information and whether they were identified is kept in the blue folder in the student's cumulative records file.

The Programming Process

The Early Gifted Learner Program
Students in K-2 will placed in a talent pool. The students in the talent pool will be served in the classroom through differentiation. When students move on to 3rd grade, they will be assessed and a decision will be made about placement in the Gifted and Talented Program.

3-8 Program
According to the School District of Waukesha's Gifted and Talented philosophy, the majority of identified students will have their academic needs met in the regular classroom through a differentiated curriculum. This may involve modifications to the content process and/or product. Gifted and talented students will remain in the classroom most of the time, but some may need additional resources and modifications. In special circumstances a few students may require additional educational experiences. The program will provide appropriate options to meet the needs of identified students. Rate of learning and modifications to meet their unique needs will be a foundation of Gifted and Talented programming. Consideration will be given to the academic, social, and emotional development of the child.

High School Program
The primary path for meeting the programming needs of high school gifted learners is through the curriculum. Following the Wisconsin Comprehensive Integrated Gifted Programming Model, about 60-70% of identified students can have their needs met within the regular classroom. The majority for students find that classes at the high school level are faster paced and that the content of high school classes is broader and deeper than those they had at the middle school level. According to the model, another 20-30% of gifted learners can have their needs met through honors or advanced placement courses. The final 5-10% of gifted students may need programming beyond what the normal curriculum offerings can accommodate. The goal of all gifted education is to achieve systematic and continuous programming. The High School Gifted and Talented Program seeks to meet the programming needs of its students by challenging them to develop their own potential to the fullest without burning them out. Balance is the key. High school students will have the option to attend individual or group sessions centered on career exploration, flexible scheduling, academic and/or social-emotional support.

The Review Process

Monitoring of GT Programming

Programming will be monitored through Elementary Differentiation Forms that are completed by the teachers who work with the student.

Copies of the **Elementary Differentiation Forms** should be given out at parent-teacher conferences two times per year. (End of second and third trimesters) **The principal should monitor the completion of these forms by their teachers.**

The review procedure allows for reevaluation the student's needs on a regular basis. During the review, the appropriateness of the identification and level of programming will be addressed.

Discontinuation of Gifted Programming

Sometimes discontinuation of gifted programming is recommended. When a student's educational needs have changed (i.e. outside expectation, expanded interests or frustration), or when the G/T designation carries responsibilities and obligations that the student is unable to meet, the exit procedure may be initiated. This is rare and done only after careful investigation, conferences, observation, and discussion.

Gifted & Talented Resource Library

The district provides a Gifted and Talented Resource library at Lindholm for staff, parents and students. Please contact a GT coordinator if you would like access to the materials.

Resources include the following:
- Research Journals
- Periodicals
- Videotapes
- Textbooks
- Parenting Books
- Guidance and Counseling Resources
- Student Resources
- Teacher Resources on General Topics/Instructional Strategies and Content-Specific Topics
- General GT Resources

Check-out Policy
Teacher resources form the backbone of individualizing/differentiating instruction for identified GT students. In order to have resources available to as many staff as possible, please be thoughtful in the selection of your materials and the length you keep them.

Everyone who removes materials from the library must check them out. This way we can keep track of who has which materials. Please try to adhere to a 2-week time frame for check-out. If some materials tend to be in high demand, we should consider ordering additional copies.

Return of Materials
Materials can be returned to the GT Office via inter-school mail or returned to the GT library in person.

Gifted & Talented Program – Identification Instruments

School Psychologists, who are the GT Building Representatives, will determine the appropriate assessment protocol in order to evaluate a student within the context of their school and culture. The following list is not exhaustive but may be deemed as appropriate.

General Intellectual / Specific Academic:
- KBIT2 (Kaufmann Brief Intelligence Test – Verbal and Figural)
- Naglieri Nonverbal Ability Test
- WISC-IV***** (Wechsler Intelligence Scale for Children)
- Woodcock-Johnson III Tests of Cognitive Abilities and Tests of Achievement*****
- GATES (Gifted & Talented Evaluation Scale)
- GES (Gifted Evaluation Scale)
- GRS (Gifted Rating Scales)
- SIGS (Scales for identifying Gifted Students)
- TOMAGS (Test of Mathematical Abilities for Gifted Students)
- Standardized Achievement Tests
- MAPS – Measures of Academic Progress
- EXPLORE

   *** *Must be administered by a licensed psychologist.***

Leadership:
- GATES
- GES
- SIGS
- Letters of Recommendation
- Portfolio
- Teacher Anecdotes/Narrative

Gifted & Talented Program – Identification Instruments (cont.)

Creative Thinking:
- Torrence Test of Creative Thinking – Figural and Verbal (Professionally scored by Scholastic Testing Service)
- GATES
- GES
- GRS
- Portfolio
- Product
- SIGS
- Specialist Recommendations
- Teacher Anecdotes/Narrative

Visual / Performing Arts:
- GATES
- GES
- GRS
- Portfolio
- Product
- Performance
- Specialist Recommendation
- Letters of Recommendation
- Teacher Anecdotes/Narrative

Whole Grade Level Acceleration:
- IAS (Iowa Acceleration Scale)

General Intellectual Criteria Guidelines

Building SSTs, including the School Psychologist, will review observations, data and unique needs to determine what level of support is required for the student. In the past, the following guidelines have been established and may be referenced when making these determinations.

Advanced Level Programming
Two of the following criterion:
- Acceptable IQ composite score* of $\geq$145
- Two or more scores at the 99th national percentile on district standardized test (Forward and/or MAP)
- A score of 125-130 on the intellectual subscale of the GATES, or a score of 19 or 20 on the intellectual subscale of the GES

Intermediate Level Programming
Two of the following criterion:
- Acceptable IQ composite score* of 135-144
- Two or more scores at the 97-98th national percentile on district standardized testing (Forward and/or MAP)
- A score of 113-124 on the intellectual subscale of the GATES, or a score of 16-18 on the intellectual subscale of the GES

Basic Level Programming
Two of the following criterion:
- Acceptable IQ composite score* of 130-134
- Two or more scores at the 91st-96th national percentile on district standardized testing (Forward and/or MAP)
- A score of 108-112 on the intellectual subscale of the GATES, or a score of 14 or 15 on the intellectual subscale of the GES

Specific Math Criteria Guidelines

Advanced Level Programming
Two of the following criterion:
- Scores at the 99th national percentile on district standardized testing (Forward and/or MAP) in math
- A gifted quotient of 137 or above on TOMAGS
- A score of 125-130 on the specific academic subscale of the GATES, or a score of 19 or 20 on the specific academic subscale of the GES

Intermediate Level Programming
Two of the following criterion:
- Scores at the 97 -98th national percentile on district standardized testing (Forward and/or MAP) in math
- A gifted quotient of 124 - 136 on TOMAGS
- A score of 113-124 on the specific academic subscale of the GATES, or a score of 16-18 on the specific academic subscale of the GES

Basic Level Programming
Two of the following criterion:
- Scores at the 91st - 96th national percentile on district standardized testing (Forward and/or MAP) in math
- A gifted quotient of 100-123 on TOMAGS
- A score of 108-112 on the specific academic subscale of the GATES, or a score of 14 or 15 on the specific academic subscale of the GES

Figural and/or Verbal Creative Thinking Criteria Guidelines

Advanced Level Programming

Two of the following criterion:

1. A score at the 99th national percentile on either the figural or verbal sections of the Torrance Tests of Creative Thinking
2. A score of 140+ on the creative thinking subscale of the SIGS, or a score of 19 or 20 on the creative thinking subscale of the GES
3. Student generated evidence of creative thinking – journals, projects, games, humor, imagination, etc.

Intermediate Level Programming

Two of the following criterion:

1. A score at the 97th or 98th national percentile on either the figural or verbal sections of the Torrance Tests of Creative Thinking
2. A score of 130 - 139 on the creative thinking subscale of the SIGS, or a score of 16-18 on the creative thinking subscale of the GES
3. Student generated evidence of creative thinking – journals, projects, games, humor, imagination, etc.

Basic Level Programming

Two of the following criterion:

1. A score at the 85-96th national percentile on either the figural or verbal sections of the Torrance Tests of Creative Thinking
2. A score of 120 -129 on the creative thinking subscale of the SIGS, or a score of 14 or 15 on the creative thinking subscale of the GES
3. Student generated evidence of creative thinking – journals, projects, games, humor, imagination, etc.

Leadership Criteria Guidelines

Advanced Level Programming

A score of 140+ on the leadership subscale of the SIGS, or a score of 19 or 20 on the leadership subscale of the GES

Plus one of the following two criterion:
1. Student generated evidence of leadership
2. Two letters of recommendation from a third party (school or community) and/or student work sample illustrating specific examples of leadership ability

Intermediate Level Programming

A score of 130-139 on the leadership subscale of the SIGS, or a score of 16-18 on the leadership subscale of the GES

Plus one of the following two criterion:
1. Student generated evidence of leadership
2. Two letters of recommendation from a third party (school or community) and/or student work sample illustrating specific examples of leadership ability

Basic Level Programming

A score of 120-129 on the leadership subscale of the SIGS, or a score of 14 or 15 on the leadership subscale of the GES

Plus one of the following two criterion:
1. Student generated evidence of leadership
2. Two letters of recommendation from a third party (school or community) and/or student work sample illustrating specific examples of leadership ability

Visual and Performing Arts Criteria Guidelines

Advanced Level Programming

All three of the following criterion:

1. A score of 125-130 on the artistic subscale of the GATES, or a score of 19 or 20 on the performing and visual arts subscale of the GES
2. Letter(s) of recommendation from specialist on fluency, originality, elaboration, flexibility
3. Portfolio

Intermediate Level Programming

All three of the following criterion:

1. A score of 113-124 on the artistic subscale of the GATES, or a score of 16-18 on the performing and visual arts subscale of the GES
2. Letter(s) of recommendation from specialist on fluency, originality, elaboration, flexibility
3. Portfolio

Basic Level Programming

All three of the following criterion:

1. A score of 108-112 on the artistic subscale of the GATES, or a score of 14 or 15 on the performing and visual arts subscale of the GES
2. Letter(s) of recommendation from specialist on fluency, originality, elaboration, flexibility
3. Portfolio