

Dear Parents/Guardians, Teachers, Students and Community Members:

The Washburn School District provides quality education for ALL students by providing intervention and enrichment opportunities within each child's school day.

This Handbook is designed to help parent/guardians, educators, and administrators provide Gifted and Talented students with opportunities to be both challenged and successful in their education.

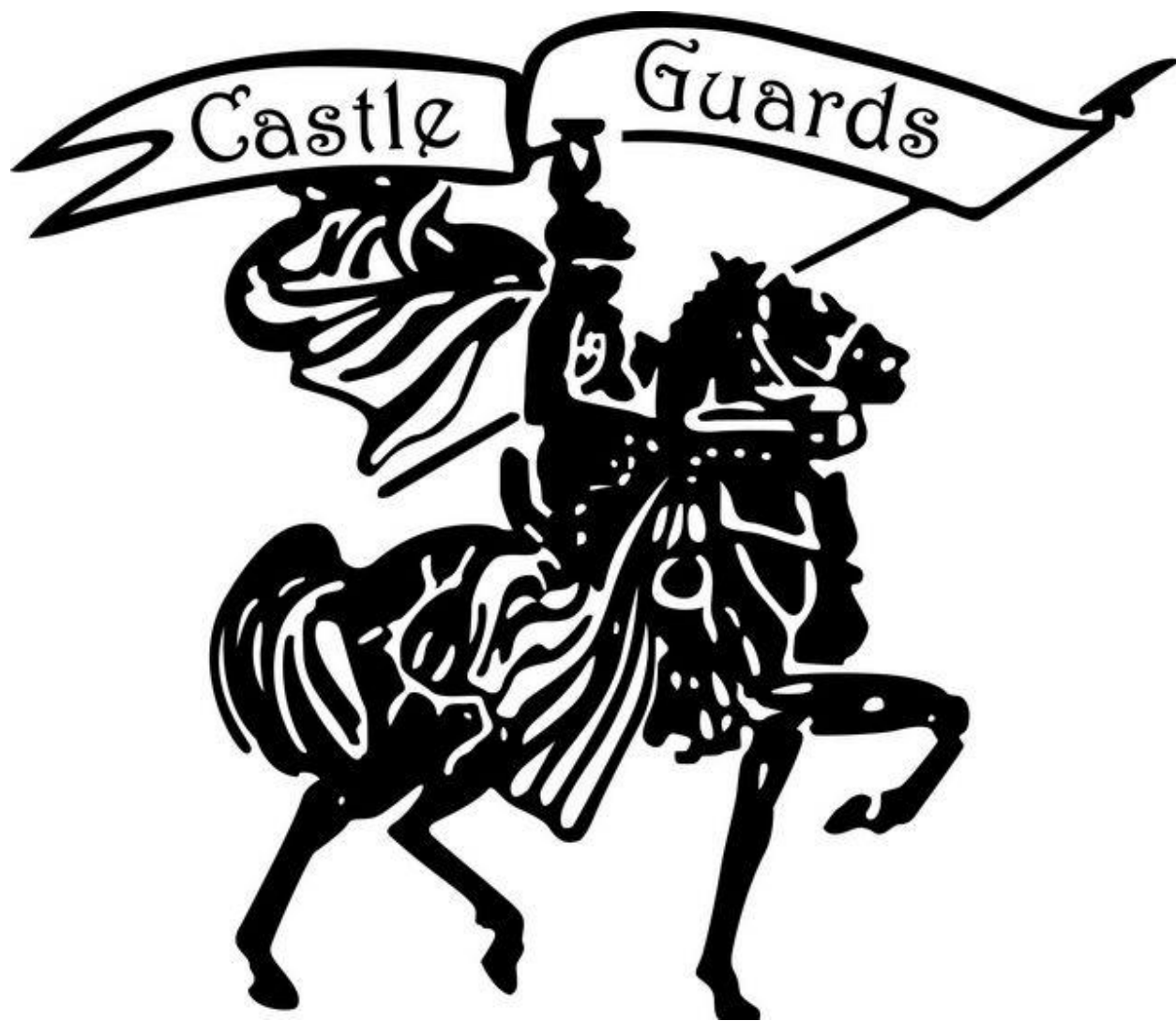
The Gifted and Talented education program offers multiple levels of advanced enrichment opportunities for students identified as Gifted and Talented.

For people wondering what options are available for a student who may be Gifted and Talented, the first person to contact is the child's classroom or homeroom teacher.

Other Gifted and Talented education program contacts:

District Administrator .....	Thomas Wiatr	715-373-6188 ext. 103
Washburn EL/MS G/T Site Coordinator .....	Al Krause	715-373-6189 ext. 201
Washburn HS G/T Site Coordinator .....	Heidi King	715-373-6188 ext. 133
Washburn High School Counselor.....	Sue Schreiner	715 373 6188 ext. 137
Washburn MS/El Site Counselor .....	Rachel Pufall	715 373 6189 ext. 246

At the classroom level, the school level, and the district level, your involvement in the Gifted and Talented education program is welcomed. Through the involvement of dedicated teachers, Parents/Guardians, and administrators, the Washburn School District is committed to providing every child with every chance.



Washburn School District

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Gifted and Talented Program Handbook

Developed 2013-14

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# Mission Statement for GT Education

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The Washburn School District recognizes and empowers diverse learners' exceptional abilities by challenging students to maximize their potential. In partnership with the community, and with the guidance of highly qualified teachers, students are offered differentiated and enriched learning opportunities commensurate with their interests and abilities in an environment that is intellectually and academically rigorous, fosters creativity, develops leadership, and provides social/emotional support.

The Washburn School District provides a variety of learning experiences to extend and enrich the development of students who demonstrate high potential and who are therefore in the Gifted and Talented (GT) education program. Support and opportunities are provided based on the principles that:

- all students have the right to an appropriate education
- all students will have the opportunity to:
  - communicate effectively
  - think critically, reflectively, creatively, and adaptively
  - seek, access, and apply information
  - exhibit responsibility and global awareness
  - display ethical behavior
  - commit to continuous learning and self-understanding
  - develop and maintain personal wellness

## Program Goals

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- to ensure that gifted students can develop the skills and knowledge, commensurate with their abilities, which are necessary to be successful in the 21<sup>st</sup> century. Specifically, those skills and knowledge include Digital Age Literacy, Inventive Thinking, Effective Communication, and High Productivity.
- to provide opportunities for academic and intellectual growth.
- to stimulate and develop the intellectual potential of gifted students by encouraging a growth mindset.
- to address the social and emotional concerns of gifted students by providing opportunities for positive relationships and group experiences with intellectual peers.
- to offer a variety of opportunities for expression within a classroom environment that is flexible and encourages risk-taking and divergent thinking.

# Responsibilities

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## **The District Administrator:**

The District Administrator is responsible for oversight of the K-12 GT program: drafting, reviewing, and revising the GT plan in consultation with the GT Advisory Committee, and submitting the plan for approval by the Board of Education annually or as needed, but at least every 5 years; reporting annually to the Board of Education; facilitating the District GT Committee and the GT Advisory Committee; delegating program duties to district staff; managing the GT budget; submitting the appropriate reports to the Wisconsin Department of Public Instruction (DPI) and providing administrative support for developing an appropriate program and activities.

## **GT Site Coordinator(s):**

The GT Site Coordinator provides coordination and expertise to ensure systematic, continuous, K-12 programming for the exceptional needs of GT students; assists classroom teachers in providing GT services such as differentiation, cluster grouping, compacting, project based activities, special event planning, cross-grade offerings, out-of-level offerings, college-level courses, and internships; establishes and promotes open communication with administration, staff and Parents/Guardians; develops, maintains, and implements ongoing staff development options; participates in GT Advisory Board meetings; conducts periodic program evaluations; implements identification procedures for GT students; remains current on research and development in GT education; develops lists of volunteer mentors, coaches, internship providers and tutors; assists with reviewing and revising the GT plan; and develops and coordinates public relations efforts.

## **Counseling Staff:**

The school counselors assist the GT Coordinator with coordinating GT services including the identification and planning process; provides counseling to meet the personal, social, emotional, educational and career needs of GT students; consults with classroom teachers, GT Coordinator, administration and Parents/Guardians concerning the needs of students; participates in the GT program evaluation; and participates in GT-focused programming development.

## **Classroom Teacher:**

The classroom teacher implements the necessary differentiation, grouping, compacting or acceleration necessary for each individual GT student; works with the GT Coordinator to develop appropriate programs for students; helps develop DEPs and implement the necessary curricular modifications as needed; assists in the identification of GT students; keeps Parents/Guardians informed and works with Parents/Guardians to design appropriate educational plans. Educational Support Staff may assist the classroom teacher in carrying out the planned enrichment activities.

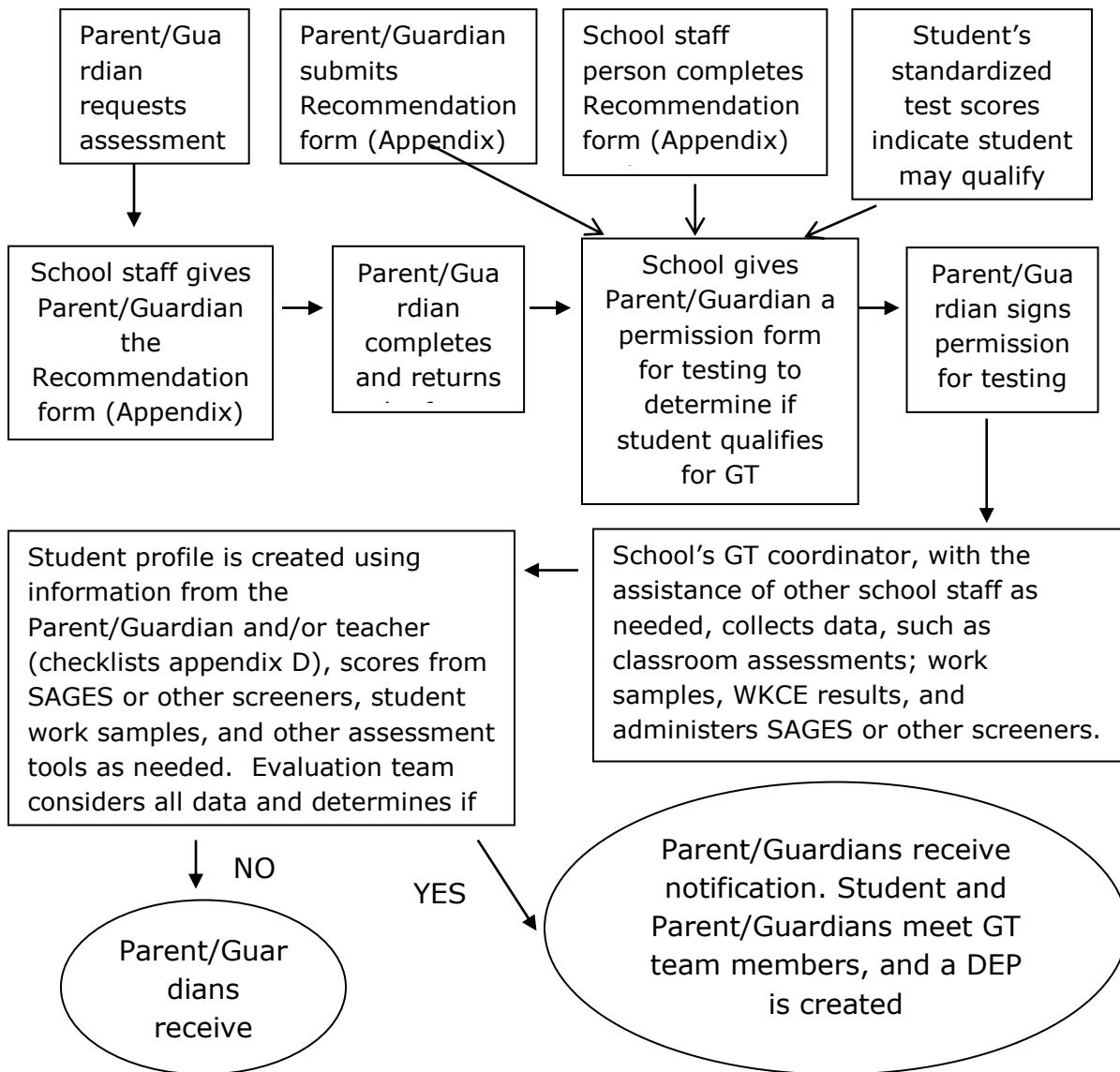
**School Psychologist:**

The school psychologist conducts testing, interprets results and assists in determining methods for meeting the needs of students exhibiting high abilities in one of the five areas of giftedness; participates in staff development and program evaluations.

**GT Advisory Committee:**

Meetings will occur quarterly. The GT Advisory Committee is chaired by the District Administrator, who is also responsible for recruiting enough members so that the committee has parent/guardian and school staff representation. The Advisory Committee will review the most current program evaluation; develop goals, meeting schedules, and agendas; approve GT program forms and GT program plan revisions (which may then be presented to the School Board); and maintains minutes of the meetings and a rotation schedule for selection of new board members.

# GT Identification Process Flow Chart



Parent/Guardian consent for testing is required before the staff will assess the student. Possible testing may include SAGES screener, IQ testing, and ability testing.

Note: One test alone does not provide sufficient data to make the determination of whether or not a student is gifted or talented. It is important to take all of the information, including teacher and parent/guardian checklists, work samples, test results, and screeners/classroom assessments into consideration. For this reason, a team meets to review the data and make the final determination. The team will consist of at least one classroom teacher, and the GT Coordinator.



# GT Identification Tools and Criteria

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## GT Identification Tools and Criteria

**General Intellectual talents** (a minimum of 2 criteria in one tier area required for identification)

### Tier III

- GATES -92<sup>th</sup> percentile
- Acceptable IQ test score of 145 or higher
- Nationally normed standardized test scores at 99<sup>th</sup> national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- 3+ years beyond peers indicated by local assessments other screeners

### Tier II

- GATES-77<sup>th</sup> percentile
- Acceptable IQ test score of 135 through 144
- Nationally normed standardized test scores at 98<sup>th</sup> national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- 2-3 years beyond peers indicated by local assessments or other screeners

### Tier I

- GATES-25<sup>th</sup> percentile
- Acceptable IQ test score of 130 through 134
- Nationally normed standardized test scores at 97<sup>th</sup> national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- 1-2 years beyond peers indicated by local assessments or other screeners.

## **Specific Academic Area talents**

Identification is the same as for the General Intellectual area, except that all analysis of the data should be conducted with the specific academic area in mind. For academic areas for which there are not specific screening tests available, the student will be assessed using local assessments (e.g., end-of-year exams, skill competency), and only one criterion is required. Tier III services will be provided if the student is determined to be in the 99<sup>th</sup> percentile, Tier II services will be provided if student is determined to be in the 98<sup>th</sup> percentile, and Tier I services will be provided if student is determined to be in the 97<sup>th</sup> percentile.

## **Creativity talents**

Two or more of the following tools will be used in the identification process:

- Teacher/Parent/Guardian/Peer/Self nomination
- Projects
- Products
- IQ test scores
- Portfolio

Tier III services will be provided if the student determined to be is in the 99<sup>th</sup> percentile or 3+ years beyond peers, Tier II services will be provided if student is determined to be in the 98<sup>th</sup> percentile or 2-3 years beyond peers, and Tier I services will be provided if student is determined to be in the 97<sup>th</sup> percentile or 1-2 years beyond peers.

### **Leadership talents**

Two or more of the following tools will be used in the identification process:

- Teacher/Parent/Guardian/Peer/Self nomination
- Evidence of outstanding leadership ability in school or community
- General project
- Service projects
- IQ test scores
- Portfolio

Tier III services will be provided if the student determined to be is in the 99<sup>th</sup> percentile. Tier II services will be provided if student is determined to be in the 98<sup>th</sup> percentile. Tier I services will be provided if student is determined to be in the 97<sup>th</sup> percentile.

### **Artistic talents**

Two or more of the following tools will be used in the identification process:

- Teacher/Parent/Guardian/Peer/Self nomination
- Evidence of giftedness in student's performance ability in school or community
- Teacher checklists
- Products
- Projects
- IQ test scores
- Auditions
- Portfolio

Tier III services will be provided if the student determined to be is in the 99<sup>th</sup> percentile or 3+ years beyond peers, Tier II services will be provided if student is determined to be in the 98<sup>th</sup> percentile or 2-3 years beyond peers, and Tier I services will be provided if student is determined to be in the 97<sup>th</sup> percentile or 1-2 years beyond peers.

Tier I Intervention and Support

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COMPONENT	INSTRUCTION
Curriculum	<ul style="list-style-type: none"> <li>• Evidence-Based core curriculum and instructional materials in core subject areas</li> </ul>
Instructional Organization	<ul style="list-style-type: none"> <li>• Student will have a DEP</li> <li>• Large Group Instruction of Skills</li> <li>• Ongoing progress monitoring</li> <li>• Knowledge of the characteristics of GT learners</li> <li>• Small differentiated group instruction for the acquisition and practice of skills (both higher level skills and remedial skills for twice exceptional learners)</li> <li>• Challenge activities as determined by progress monitoring data</li> <li>• Pre-assessments to prevent repetition and re-teaching of content students have already mastered. Students mastering the content move on to an advanced level or difficulty</li> <li>• GT Learners may move through the curriculum at a faster pace. Content can be deeper, more complex and more abstract than the general curriculum. This requires pre-assessment, differentiation and on-going assessment</li> </ul>
Instructor	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Universal screeners (3 times per year)</li> <li>• Progress monitoring assessments monthly or more frequently</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Core instruction provided daily</li> </ul>
Setting	<ul style="list-style-type: none"> <li>• General Education Classroom (with appropriate grouping for differentiation)</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Home practice and support</li> <li>• Attention to affective needs</li> <li>• Encouragement of Parent/Guardian-school partnerships</li> <li>• Professional development for school personnel, especially regarding differentiation</li> </ul>

## Tier II Intervention and Support

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COMPONENT	INSTRUCTION
Curriculum	<ul style="list-style-type: none"> <li>• Evidence-Based core curriculum and instructional materials in core subject areas</li> <li>• Intervention materials and strategies that supplement Tier I</li> </ul>
Instructional Organization	<ul style="list-style-type: none"> <li>• Student will have a DEP</li> <li>• Homogenous groups, see grouping strategies</li> <li>• Ongoing progress monitoring</li> <li>• Compacting</li> <li>• Opportunities for subject acceleration</li> </ul>
Instructor	<ul style="list-style-type: none"> <li>• Classroom Teacher</li> <li>• Educational Support Staff</li> <li>• Consultation from Reading Specialist and GT Coordinator as needed</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Diagnostic and on-going progress monitoring monthly, bi-weekly, or weekly looking for trends which will inform instructional practice</li> <li>• Pre-assessments</li> <li>• Learning plans (contracts)</li> </ul>
Time	<ul style="list-style-type: none"> <li>• 20 to 60 minutes weekly in addition to general classroom Tier I instruction (Academic Enrichment Options)</li> <li>• When students are compacted into different work they are pursuing an alternate assignment, activity or product while the rest of the class works on the regular curriculum work. They may be doing assignments that are more complex, and involve greater depth and/or breadth than the regular work. They may also be involved in a project that requires original research. Generally these assignments will require more time than the regular assignments</li> <li>• Student may be considered for subject-level acceleration</li> </ul>
Setting	<ul style="list-style-type: none"> <li>• General Education Classroom or other appropriate setting</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Home practice and support</li> <li>• Before and After School Programs</li> <li>• Parent/Guardian Training</li> <li>• CRT</li> <li>• Professional development for school personnel</li> </ul>

## Tier III Intervention and Support

COMPONENT	INSTRUCTION
Curriculum	<ul style="list-style-type: none"> <li>• Possible replacement of the core curriculum. Continue Tier I and possibly Tier II instruction when it matches the learning needs of the student (for example a student may need Tier 3 interventions/acceleration in Math, but find core curriculum in reading a good match).</li> </ul>
Instructional Organization	<ul style="list-style-type: none"> <li>• Student will have a DEP</li> <li>• Usually individual interventions, most often some form of acceleration.</li> <li>• The curriculum should differ significantly in pace, level, and complexity from age-level peers.</li> </ul>
Instructor	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Consultation from GT Coordinator, Reading Specialist, others with areas of expertise</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Tier I benchmark screenings, plus Tier II benchmark screenings, plus</li> <li>• IQ testing, behavior scales, out of grade level testing, ceiling-less testing</li> <li>• Diagnostic assessments and on-going progress monitoring weekly or bi-weekly</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Part or all of the core curriculum for age peers may be replaced</li> <li>• Student may be considered for subject-level or full grade acceleration</li> </ul>
Setting	<ul style="list-style-type: none"> <li>• General Education Classroom or other appropriate setting. May be in more than one school or outside the school depending on acceleration or intervention.</li> </ul>
Support	<ul style="list-style-type: none"> <li>• Home practice and support.</li> <li>• Before and After School Programs.</li> <li>• Parent/Guardian Training</li> <li>• CRT</li> <li>• Professional development for school personnel, especially regarding options for acceleration.</li> <li>• School Counselor support for social/emotional concerns</li> <li>• Mentoring</li> </ul>

# Intervention Strategies

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## **The key principles of differentiated instruction are**

- Instruction has clear objectives with focused activities.
- Assessment results are used to shape the future instructional decisions.
- Students have multiple avenues to show mastery of essential content and skills and to demonstrate their learning.
- Instructional pacing, depth, and complexity are varied.
- Student-centered instructional practices and materials are standards-based and grounded in research.

## **Strategies for differentiating instruction**

**Agendas:** A personalized list of tasks that a particular student must complete in a specified time.

**Choice:** Provide opportunities for choices and flexibility. Many GT students love the opportunity for choice and given an opportunity will construct their own differentiated choices.

**Compacting:** This strategy should be done at ALL tiers to prevent repetition and re-teaching of content that students have already mastered. To compact the teacher must pre-test students in the content to be presented. Students mastering, or nearly mastering the content, then move on to an advanced level of difficulty.

**Conceptual Discussions:** High level discussions of themes, concepts, generalizations, issues and problems, rather than a review of facts, terms and details.

**Extensions:** Offer relevant extension options for learners who need additional challenges.

**Grouping:** Offer regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.

**Learning Contracts:** Students negotiate individually with the teacher about what and how much will be learned and when the product will be due. Contracts can connect with an individual or independent project.

**Learning Programs:** To use computer programs or websites to meet learner's needs.

**Mini-lessons:** Provide levels of scaffolding, support, and challenge as needed for students of like ability/need.

**Most difficult first:** Students can demonstrate a mastery of concept by completing the five most difficult problems with 85% accuracy. Students who demonstrate mastery do not need to practice any more.

**Open-ended assignments:** Providing students with tasks and work that do not have a single right answer or outcome. The tasks may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student.

**Orbital study:** Independent investigations, generally of 3-6 six weeks, that orbit or revolve around a facet of the curriculum. Students select their own topics, and they work with guidance and coaching from the teacher to develop more expertise on the topic.

**Pre-Assessment:** Regularly pre-assessing students helps teachers to flexibly group students by ability and readiness levels; also essential for compacting.

**Tiered Assignments:** Varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.

**Vary Levels of Complexity:** Books and instructional materials at different levels of complexity but have the same concepts.

**Vary Pacing:** Students to move through content at a pace appropriate for their learning needs.

## Parent/Guardian Involvement

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Parents/Guardians are invited to participate in and contribute to the district-wide GT programming, planning, and development. Involvement may include, but is not limited to, volunteer opportunities, tutoring, chaperoning, participating in the GT Advisory Committee, project coordination, opportunities to participate in in-service sessions or workshops, and participation in program planning.

The GT Advisory Committee consists of Parents/Guardians and staff including the District Administrator and GT Coordinator. Meetings will occur quarterly at a time convenient for optimal parent/guardian involvement. The District Administrator chairs the Advisory Board. The Advisory Board will review the most current program evaluation; develop goals, meeting schedules, agendas, minutes of the meetings, and a rotation schedule for selection of new board members.

# Program Evaluation

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Evaluation of GT programming services will occur at least every 5 years and will include examination of the following:

1. Effective K-12 screening and identification procedures for each building.
2. Quality and scope of K-12 programming options available at Tier I, II, and III for each building.
3. If staff development needs are being met through various in-service and workshop opportunities for teachers in all schools and for students in all tiers.
4. Parent/Guardian involvement in all aspects of GT Education.
5. Appropriate implementation of GT support services provided at each building.
6. Use of community resources to support GT Education.

Formal program evaluation may include a variety of individuals selected to participate and gather information including, but not limited to:

- GT Coordinator
- GT Advisory Committee members
- Counseling Staff representation
- Teaching Staff representation
- Pupil Services Staff
- Student Representation
- Director of Special Education



# *Appendices*

**The Washburn School District**

**GIFTED AND TALENTED PROGRAMS**

**2464 - PROGRAMS FOR GIFTED AND TALENTED STUDENTS**

In accordance with the philosophy of the Board of Education to develop the special abilities of each student, the Board requires that appropriate instructional programs be conducted to meet the needs of gifted and talented students.

Gifted and talented students are those who give evidence, through valid assessment, of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.

118.35, Wis. Stats.

## Appendix B: Early Entrance Policy

### 5112 - ENTRANCE AGE

The Board of Education shall establish student entrance age requirements which are consistent with Wisconsin Law and sound educational practice and which ensure equitable treatment.

#### A. **Kindergarten**

A child is eligible for entrance into four year old kindergarten if s/he attains the age of four (4) on or before September 1st and a child is eligible for five year old kindergarten when s/he attains the age of five (5) on or before September 1st of the year in which s/he applies for entrance and meets residence requirements. The child may not be placed in an alternative program without permission of the parent/guardian.

#### B. **First Grade**

A child must be six (6) years of age on or before September 1st in the year in which s/he enrolls. A student must have completed a kindergarten program or must receive a waiver of this requirement.

Any student who has not completed a 5-year old kindergarten program, but seeks to enroll into first grade must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a 5-year old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in his or her prior state or country.
2. Any student who has moved to the District from another state or country that does not require the completion of 5-year old kindergarten prior to enrollment in first grade.
3. Any student who, at the discretion of the building principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a 5-year old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides explanation as to the decision.

### **Appeal of Denial of Waiver**

The Parents/Guardians of any student denied a waiver under this section by the building principal may appeal that decision to the District Administrator by submitting a written request to the Administrator within ten (10) days of the decision of the principal.

The Parents/Guardians of any student denied a waiver by the District Administrator may appeal the decision to the Board by submitting a written request to the District Administrator within ten (10) days of the decision by the Administrator. The District Administrator shall notify the Board President and a meeting shall be scheduled with the Parents/Guardians. The decision of the Board is final.

#### **C. Early Admission**

The District shall prescribe procedures, conditions, and standards for early admission to kindergarten and first grade.

#### **D. Older Students**

A person who is a resident of the District and over twenty (20) years of age may enroll providing the District Administrator does not think his/her enrollment will interfere with the education of the other students.

Wis. Stats 118.14, 118.15, 120.12(25)

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Appendix C: Acceleration Process Form  
**Grade Level/Subject Acceleration**

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_ **D.O.B.:** \_\_\_\_\_

**Referred By:** \_\_\_\_\_ **School:** \_\_\_\_\_

**People present:** \_\_\_\_\_ **Parent/guardian**

\_\_\_\_\_ **Teacher**

\_\_\_\_\_ **GT Coordinator**

\_\_\_\_\_ **Principal**

\_\_\_\_\_ **Counselor**

\_\_\_\_\_ **Student (if appropriate)**

\_\_\_\_\_ **Other**

**Specific Issues to Address**

**Skill Levels (Could include benchmark mastery, standardized test scores, etc.)**

**Demonstrate readiness and mastery in:**

**Demonstrate persistence and motivation in:**

**Evidence of a healthy self-concept:**

**E. Evidence of a positive attitude toward acceleration:**

**Acceleration Considerations**

**Long-term effects**

**Trial period**

**Avenues of Support**

**Course Selection**

**Physical Size/Maturity Level  
Expectations for Accelerated Students**

**Intelligence factors (May include high quality of work, pride in work, written work shows high quality in mechanics and content):**

**Emotional factors (May include interpersonal skills, intrapersonal skills, accepts responsibility for behavior, demonstrates healthy coping skills):**

**Social Factors (May include cooperating with others and demonstrating acceptance/tolerance of others):**

**Motivation Factors (May include initiating in-depth projects, selecting challenging activities, solving problems, learning independently):**

**Recommendations (May include long-term goals/plan):**

## Appendix D. Parent/Guardian Checklist

Student Name \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

Form completed by \_\_\_\_\_

Please rate the student on the following characteristics by checking the appropriate box.  
Comments are very helpful.

T: Typical (behavior is very much like student's age peers)

A: Above average (behavior is similar to the top 20% of age peers)

E: Exceptional (behavior is similar to the top 5% of age peers)

### Intellectual Characteristics

T	A	E	
			Possesses large storehouse of knowledge
			Learns new ideas quickly (comprehension)
			Understands complex/abstract ideas (comprehension)
			Applies information to a new situation (application)
			Is a keen observer; perceives similarities, differences (analysis)
			Understands cause and effect relationships (analysis)
			Manipulates abstract ideas skillfully
			Foresees new possibilities (synthesis)
			Is able to constructively evaluate ideas/situations (evaluation)
			Asks high level questions

### Creative Characteristics

T	A	E	
			Curious
			Has many ideas
			Sees situations from different viewpoints; flexible
			Has unique or unusual ideas
			Adds details, making ideas interesting, elaborate
			Imagines, fantasizes, manipulates ideas
			Takes risks, speculates, experiments
			Stands up for beliefs, feels free to express opinion
			Keen sense of humor; finds paradoxes or discrepancies
			Is sensitive to beauty, aesthetics, emotions



### Leadership Characteristics

T	A	E	
			Carries responsibility well; is reliable
			Is confident; is comfortable with adults and peers
			Expresses ideas clearly; is well understood
			Has a strong sense of fairness
			Cooperates; gets along well with others
			Is flexible; adapts to new situations and changes
			Is sociable; enjoys being around others
			Is a problem solver and decision maker
			Is persuasive; can influence or convince others
			Is chosen or regarded as a leader in groups; is asked for ideas

### Reading

T	A	E	
			Demonstrates advanced comprehension
			Uses advanced vocabulary
			Chooses to read material well above that of peers
			Reads widely/intensely for information/enjoyment
			Applies high level reading strategies (analyze, synthesize, evaluate)

### Written Language

T	A	E	
			Uses writing vocabulary above that of peers
			Organizes writing to be clear and concise
			Uses descriptive words and phrases to add color, emotion, beauty
			Uses more complex sentence structure than peers
			Chooses writing to communicate (journals, poetry, stories)

Math

T	A	E	
			Masters content more quickly and earlier than peers
			Capable of abstract problem solving; solves problems in head
			Exceptional mathematical reasoning ability and memory
			Enjoys challenge of mathematical games and puzzles
			Creates own mathematical puzzles

Science

T	A	E	
			Asks questions/investigates why things happen or how things work
			Easily grasps scientific concepts
			Has a wide range of scientific knowledge
			Has an avid interest in one or more science topics
			Has pursued science oriented reading or projects on own time

Social Studies

T	A	E	
			Asks questions/investigates social studies related topics
			Has a wide range of knowledge about an area of social studies
			Is concerned with problems in community or world
			Acts upon social concerns
			Spends extra time reading or working on projects in social studies

Do you feel this student would benefit from academic enrichment? Explain.

## Teacher Checklist

Student Name \_\_\_\_\_ Grade: \_\_\_\_ Date: \_\_\_\_\_

Form completed by \_\_\_\_\_

Please rate the student on the following characteristics by checking the appropriate box.  
Comments are very helpful.

T: Typical (behavior is very much like student's age peers)

A: Above average (behavior is similar to the top 20% of age peers)

E: Exceptional (behavior is similar to the top 5% of age peers)

### Intellectual Characteristics

T	A	E	
			Possesses large storehouse of knowledge
			Learns new ideas quickly (comprehension)
			Understands complex/abstract ideas (comprehension)
			Applies information to a new situation (application)
			Is a keen observer; perceives similarities, differences (analysis)
			Understands cause and effect relationships (analysis)
			Manipulates abstract ideas skillfully
			Foresees new possibilities (synthesis)
			Is able to constructively evaluate ideas/situations (evaluation)
			Asks high level questions

### Creative Characteristics

T	A	E	
			Curious
			Has many ideas
			Sees situations from different viewpoints; flexible
			Has unique or unusual ideas
			Adds details, making ideas interesting, elaborate
			Imagines, fantasizes, manipulates ideas
			Takes risks, speculates, experiments
			Stands up for beliefs, feels free to express opinion
			Keen sense of humor; finds paradoxes or discrepancies
			Is sensitive to beauty, aesthetics, emotions

### Leadership Characteristics

T	A	E	
			Carries responsibility well; is reliable
			Is confident; is comfortable with adults and peers
			Expresses ideas clearly; is well understood
			Has a strong sense of fairness
			Cooperates; gets along well with others
			Is flexible; adapts to new situations and changes
			Is sociable; enjoys being around others
			Is a problem solver and decision maker
			Is persuasive; can influence or convince others
			Is chosen or regarded as a leader in groups; is asked for ideas

### Reading

T	A	E	
			Demonstrates advanced comprehension
			Uses advanced vocabulary
			Chooses to read material well above that of peers
			Reads widely/intensely for information/enjoyment
			Applies high level reading strategies (analyze, synthesize, evaluate)

### Written Language

T	A	E	
			Uses writing vocabulary above that of peers
			Organizes writing to be clear and concise
			Uses descriptive words and phrases to add color, emotion, beauty
			Uses more complex sentence structure than peers
			Chooses writing to communicate (journals, poetry, stories)

Math

T	A	E	
			Masters content more quickly and earlier than peers
			Capable of abstract problem solving; solves problems in head
			Exceptional mathematical reasoning ability and memory
			Enjoys challenge of mathematical games and puzzles
			Creates own mathematical puzzles

Science

T	A	E	
			Asks questions/investigates why things happen or how things work
			Easily grasps scientific concepts
			Has a wide range of scientific knowledge
			Has an avid interest in one or more science topics
			Has pursued science oriented reading or projects on own time

Social Studies

T	A	E	
			Asks questions/investigates social studies related topics
			Has a wide range of knowledge about an area of social studies
			Is concerned with problems in community or world
			Acts upon social concerns
			Spends extra time reading or working on projects in social studies

Do you feel this student would benefit from academic enrichment? Explain.

## Appendix E: Definition of High Achiever versus a Gifted and Talented Student

It can be difficult to determine whether a student is a Gifted and Talented student or a high achiever. In general, the high potential Gifted and Talented student thinks one layer above other students. This kind of student has a mix of high ability, creativity, and motivation that drives him or her to go beyond the ordinary. A sample of questions that demonstrate the difference between a GT learner and a high achiever include:

### **High Achiever**

- Knows the answers
- Is receptive to new ideas
- Is interested in learning
- Copies accurately
- Is attentive in class
- Enjoys school
- Loves the teacher
- Absorbs information
- Has good ideas
- Is a technician of ideas
- Answers the questions
- Good memorizer
- Loves to memorize
- Completes assignments
- Enjoys a straightforward, sequential presentation
- Works hard
- Is alert
- A top group student
- Is pleased with his/her own learning
- Listens with interest
- Likes an authority to be in charge
- Loves rules
- Learns with ease
- Learns easily at the knowledge and comprehension level
- Six to Eight repetitions for mastery
- Wants the "rules" of the assignment spelled out
- "What do I need to do to get an A?"
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Is focused on the end product

### **Gifted and Talented Student**

- \* Asks the questions
- \* Is intense about ideas
- \* Is highly curious
- \* Creates a new design or way
- \* Is mentally & physically involved
- \* Enjoys learning
- \* Loves ideas
- \* Manipulates information
- \* Has wild, silly ideas
- \* Is an inventor of ideas
- \* Discusses in detail, elaborates
- \* Good, informed guesser
- \* Loves to think and ponder
- \* Initiates projects
- \* Thrives on complexity and loves ambiguity
- \* Plays around, yet tests well
- \* Is keenly observant
- \* Is beyond the group
- \* Is highly self-critical
- \* Shows strong feelings & opinions
- \* Has own idea of how it should be done
- \* Wants only basic guidelines
- \* Already knows
- \* Sees relationships and combines ideas; sees the whole picture
- \* One to two repetitions for mastery
- \* "I want to do it my way" or has a better way to do it
- \* "What is the purpose of the assignment?"
- \* Constructs abstractions
- \* Prefers older students or adults
- \* Draws inferences
- \* Is focused on the "journey"

*Adapted from "The Gifted and Talented Child" by Janice Szabos, MD Council for GT, Inc.*

## Appendix F: Recommendation Process

### Gifted & Talented Procedures

For students recommended for gifted & talented programming

#### Before Meeting:

1. Teacher reviews cumulative folder to look for patterns in comments, documentation, and grades.
2. Teacher confers with previous year's teacher(s) in applicable specialty/content area.
3. Teacher quantifies problem with data from file review and/or from current school year.
4. Teacher forwards recommendation form and data to G/T Site Coordinator.
5. G/T Site Coordinator obtains parent/guardian permission to assess student.
6. G/T Site Coordinator and/or school psychologist complete assessments as needed.
7. G/T Site Coordinator completes student profile and meets with evaluation team.
8. G/T Site Coordinator notifies parent/guardian of recommendation by sending home a packet containing Form A (see appendix D.), and copy of recommendation form (appendix G).
9. G/T Site Coordinator schedules a meeting day and time with members of the team, including Parents/Guardians.

#### Meeting Format:

1. G/T Site Coordinator leads the meeting to reach a consensus on target area of enrichment.
2. Team brainstorms potential enrichment activities/programming.
3. Enrichments are ranked from least to most appropriate/timely/specific.
4. Details of the enrichment plan are discussed (specifically what will be done, who will be responsible for what, and how progress will be monitored).
5. G/T Site Coordinator will fill out the Differentiated Education Plan (DEP) and distributes to all faculty working with student, building administration, and Educational Support Staff.

#### Plan Implementation:

1. Plan is put into place.
2. Assigned team members touch base with those responsible for the DEP to address any questions and ensure integrity.
3. Data is collected by the individual assigned in the DEP and forwarded to the G/T Site Coordinator.

#### Follow-Up Meeting:

1. Review the DEP.
2. Specialty/content area teacher discusses effectiveness of the plan, giving data for support.
3. Determine effectiveness of activity:
  - a. If not effective/appropriate, team looks to review the problem and move on the list of brainstormed enrichment activities.
  - b. Determine if outside assistance is needed; continue with enrichment activities.

#### Annual Review:

Students with a learning contract will be reviewed on an annual basis (at some time during the first two months of each new school year) and a new learning contract will be written.

**THE WASHBURN SCHOOL DISTRICT**  
**GIFTED & TALENTED PROGRAM RECOMMENDATION FORM**

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

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Student referred by: \_\_\_\_\_

**GIFTED & TALENTED RECOMMENDATION FOR:**

**General Intellectual** (many)      **Specific Intellectual:** \_\_\_Math\_\_\_Science\_\_\_Language Arts\_\_\_Reading\_\_\_Social Studies

**Creativity**

**Leadership**

**Visual & Performing Arts**

**REASON (S) FOR RECOMMENDATION:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**QUALIFYING INFORMATION:**



**ABOUT THE STUDENT**

\_\_\_ Grades

\_\_\_ Applicable standardized test scores:

\_\_\_ STAR: \_\_\_\_\_

\_\_\_ WKCE:

- Math: \_\_\_\_\_ Testing year: \_\_\_\_\_
- Language Arts: \_\_\_\_\_ Testing year: \_\_\_\_\_
- Science: \_\_\_\_\_ Testing year: \_\_\_\_\_
- Social Studies: \_\_\_\_\_ Testing year: \_\_\_\_\_
- Overall: \_\_\_\_\_ Testing year: \_\_\_\_\_

\_\_\_ Other?

**QUALIFYING OUTCOME:**

\_\_\_ Evaluated but **does not qualify** for Gifted and Talented.

\_\_\_ The Gifted and Talented Committee determined that this student **does qualify** and will receive G/T services, as to be indicated on the Differentiated Educational Plan (D.E.P.)

<b>NAME</b>	<b>TITLE</b>	<b>SIGNATURE</b>	<b>DATE</b>
	<i>Classroom Teacher</i>		
	<i>Counselor</i>		
	<i>Parent/Guardian</i>		
	<i>Student</i>		
	<i>G/T Site Coordinator</i>		

Appendix H: Washburn Area School District Gifted and Talented Differentiated Education Plan (DEP)

Student: \_\_\_\_\_ Date of meeting: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Team Members: \_\_\_\_\_ Type of plan \_\_\_initial \_\_\_review

A. Targeted Area(s) of Gifted and Talented Education TIER _____
B. Baseline Data/Screening results (minimum of 3 points) STAR testing date: _____ Score: _____ WKCE testing date: _____ Score: _____ WASI-II testing date: _____ Score: _____ GATES testing date; : _____ Other test/assessment: _____ Date: _____ Score/results: _____
C. Parent/Guardian Contact Date: _____ Permission to test: Y N Testing results letter: Y N Qualification meeting date: _____
D. Strength(s), in measurable terms
E. Goal(s), in measurable terms
F. Differentiated Curriculum OR other intervention strategies (see below) 1. 2. 3. 4.
G. Who's responsible?
H. Measures of success
I. Outcome _____ Exceeded Goal _____ Met Goal _____ No Change _____ Regression
J. Additional Enrichment Programming Offered - - -
K. Parent/Guardian Action Needed:
L. Student Signature:
M. Parent/Guardian Signature:
N. Staff Signature:

<b>Intervention Strategies</b>	<b>Tier I</b>	<b>Tier II</b>	<b>Tier III</b>
<b>Curriculum</b>			
Evidence-based core curriculum differentiation			
Differentiated instructional materials in core subject area			
Specific intervention materials and strategies as needed			
Possible replacement of the core curriculum (may be subject-specific)			
<b>Instruction</b>			
Large group instruction			
Mini-lessons: Regular differentiated group instruction (clustering) for the acquisition and practice of skills (higher-level or remedial, as needed)			
Grouping: student regularly works individually, as part of a pair, or as in a small group doing differentiated activities for skill practice and mastery			
Ongoing process monitoring (see Assessment section for specifics)			
Challenge activities as determined by pre-assessments/progress monitoring data			
Unit-level pre-assessments to prevent repetition and re-teaching of content students have mastered (mastery=completing 5 most difficult problems with 85% accuracy)			
Compacting/Pacing: Students mastering the content, as determined by progress monitoring data, move on to an advanced level of difficulty or to greater depth			
Extensions/Orbital Study: a student/group is given an extension option for additional challenges			
Curriculum may include AP/college-level/advanced classes			
Curriculum may include AP/college-level/independent study classes			
Agendas: student is given a list of tasks that must be completed in a specified time			
Choice: student selects a teacher-constructed differentiation activity			
Choice: student develops and executes a differentiated instruction activity			
Learning Contract: individually or in a small group, student is given a contract or a choice among contracts that specify learning goals and due date			
Learning Contract: student and teacher negotiate learning goals and due date			
Conceptual discussions: higher level discussions of themes, concepts, generalizations, and issues (rather than a review of facts, terms, and details)			
Learning programs: computer programs, websites, or instructional vehicles outside of the school are used to meet the learner's needs			
Tiered Assignments/Complexity: varied levels of tasks explore the same essential ideas but ensure that advanced students explore ideas in more depth/complexity, and extend skill development.			
Opportunities for subject-specific or full-grade acceleration			
Skill and complexity advancement: the curriculum differs significantly in level, complexity, and pace from age-level peers			
Internships or mentorships may be part of the instructional curriculum			
Other:			
Other:			
<b>Instructor</b>			
Classroom teacher who has training in characteristics of gifted learners and in differentiated instruction for gifted learners			
Gifted education resource teacher and/or reading specialist			
Educational specialists trained to teach programs being taught			
<b>Assessment</b>			

Universal screeners, 3 or more times per year			
Diagnostic and progress monitoring monthly or more frequently; trends inform instructional practice			
Diagnostic and progress monitoring monthly, bi-weekly, or weekly; trends inform instructional practice			
Curriculum-level pre-assessments			
Student-specific Learning Plan			
IQ testing, behavior scales, out-of-grade-level testing, ceiling less testing			
Diagnostic and progress monitoring bi-weekly or weekly; trends inform instructional practice			
Time			
Core instruction provided daily			
When students are compacted into different work, they are pursuing an alternate assignment, activity, or product while the rest of the class works on the regular curriculum work. Because the alternate assignments are more complex and may involve original research or design, those assignment will generally require more time than the regular assignments			
20-60 minutes weekly in additional to general classroom instruction			
Part or all of curriculum for age peers may be replaced (subject-level or full grade acceleration)			
Setting			
General education classroom, with clustering for differentiation			
General education classroom, with clustering for differentiation and with additional settings used as appropriate			
May be more than one school, or instruction may be provided outside the school setting, depending on acceleration or intervention strategies used			
Support			
Home practice and support			
Encouragement of parent/guardian-school partnerships			
Before- and after-school programs			
Attention to affective needs			
Professional development for school personnel, especially in GT differentiation			
Parent/Guardian training			
CRT involvement			
Professional development for school personnel, especially in acceleration			