

Stockbridge School District Gifted and Talented Program

What *"Perfect"* *"Talented"*
"High Achiever" **does** *"Possessing a special talent"*
gifted *"Highly intelligent"*
"Prodigy" **actually** *"Having exceptional intelligence"*
"Capable" *"Clever"* **mean?**
"Adept" *"An example to others"*
"Endowed with natural ability" *"Skilled"*

Stockbridge School District

Gifted and Talented Plan

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The Stockbridge School District Philosophy and Mission

The Stockbridge School District recognizes exceptionalism in aptitude or achievement that requires appropriately differentiated services in order for the student(s) to develop to their potential. It is important that youth with gifts and talents in academics, creativity, leadership, and the visual and performing arts are recognized, valued and developed.

The philosophy of the Stockbridge Area School District is to provide challenge to our gifted and talented students through differentiation of the curriculum within the regular education classroom. What is differentiated instruction? In differentiated classrooms, teachers provide different avenues to acquire content, to process or make sense of ideas, and to develop products. Teachers select appropriate teaching methods to match an individual child's learning strategies within a group situation. Differentiated instruction is beneficial for all students. Facilitators and teachers will work together to ensure the educational needs of "Gifted and Talented" students are met.

The goal of the district is to meet students' identified educational needs through differentiated instruction within existing classrooms, and acceleration within departmental structures. The school's focus will be primarily on 3rd-8th grade, with additional opportunities for high school students. Our coordinator will work with teachers and parents to help identify students' learning needs and make decisions about how to best meet those needs with the resources available to us.

Definition of the Gifted

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.

Wisconsin Statute: s. 118.35, Wis. Stats.

"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.

Program Goals and Objectives:

Identify gifted students in according to state standards



Maximize gifted students' learning in their respective areas of giftedness.



Develop creative and critical thinking skills.



Develop self-awareness, personal/social skills, learning motivation, and decision-making skills.







Provide G/T students with a variety of social, cultural, and academic opportunities



Descriptions of Gifted and Talented Identification Areas

Students may be capable of superior performance in one or more of the following areas:

	<p>General Intellectual Ability (GIA) Demonstrated excellence in most academic areas Intellectually gifted children exhibit early and rapid development of language ability, strong powers of reasoning and advanced critical thinking and problem solving in multiple areas. They may manipulate information in divergent ways when challenged by complex issues. Typically, these children are noted for being several years beyond their peers in cognitive ability</p>
	<p>Specific Academic Area (SAA) Exceptional ability and performance in a single academic area Academically able students have unusual / advanced ability or capacity in reading or math. These students make connection within a discipline that transcends the obvious. They quickly grasp relationships among facts and see facts as part of a complex whole</p>
	<p>Creativity Exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems Creativity may cross all areas or be focused in one area. Highly creative students tend to develop original ideas and products. They may express this in oral, written or non verbal expressions. They are flexible and original tending to reject one-answer solutions. Tend toward strong visualization. Frequently these individuals are strongly independent and resist conformity. Creativity is characterized by original thought, human behavior and product</p>
	<p>Artistic (Visual/Music) Ability to create or perform in music in a way that suggests exceptional talent or an ability to paint, sculpt, photograph or arrange media in a way that suggest exceptional talent. Students can demonstrate unusual adeptness or skill in the fields of music or visual arts. Since this is a performance-based talent, identification centers around nominations, portfolios and expert assessment</p>
	<p>Leadership Exceptional ability to relate to and motivate others Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince others to act or not act in specific ways. Leaders are often confident with their peers. They express themselves well and frequently are charming and charismatic. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for themselves and others, demonstrating or delegating responsibility and internalizing concepts of right and wrong.</p>

Bright Child versus Gifted Child

Some of the research by Janice Szabos helps distinguish between children who are bright versus children who are gifted. Bright children have educational strengths to be admired. Their strengths can be supported and educational opportunities can be enhanced within the classroom. It is important for teachers to be able to differentiate instruction. Gifted students' needs can often be met within the regular classroom as well. Janice Szabos shared the following information in the "Gifted Child Quarterly", as well as "Gifted Magazine." It is important to note not all descriptors must be present to determine brightness or giftedness. Rather, these descriptors provide insights for thoughtful consideration during the identification process.

These distinctions can be used as a teacher checklist to identify gifted and talented

A Bright Child . . .	A Gifted Child . . .
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physical involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail and elaborates
Is in the top group	Is beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
Needs 6-8 repetitions for mastery	Needs 1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates new designs
Enjoys school	Enjoys learning
Is a technician	Is an inventor
Absorbs information	Manipulates information
Good memorizer	Good guesser
Prefers straightforward tasks	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Identification of Student Needs

Achievement Testing Identification:

Students must consistently score at or above the 97th percentile on the Badger Exam and WKCE tests in order to be classified as gifted in that specific academic area

Starting in third grade, students will take the Badger Exam and WKCE statewide assessment. These data points will also be used to determine eligibility.

Teachers may also use: ACT Aspire, ACT, STAR Reading test, STAR Math test, and Accelerated Reading program as additional data points.

All of these data points will be utilized to look for trends that will determine eligibility.

Non-achievement identification:

Referral form completed by teacher(s), parent(s), classmates, and/or the student himself/herself based on grades and/or checklists of personal characteristics

- Checklist of Characteristics for Areas of Giftedness (CCAG)
- Torrance Test of Creative Thinking (TTCT) score of 85 – 96 on either figural or verbal sections

Multiple data points will be utilized for the identification process from among those assessment options listed in the district's Gifted/Talented Program Plan that may include but are not limited to:

Interest inventories

Performance data (classroom based evidence such as digital portfolios, projects, written work, etc.)

Subject or course specific assessments

No single measure will be used to exclude students from G/T opportunities

Stockbridge Public School District criteria for Gifted / Talented evaluation:

To qualify for the Gifted and Talented services, a nominated student must meet the criteria in one or more of the following:

Intellectual:

- Scores at the 97th national percentile in two or more tested areas on two consecutive exams
- Score an average of 48 or above on the parent and teacher inventories OR score a 6 or better on the Checklist of Characteristics for Areas of Giftedness (CCAG)

Specific Academic:

- Score at the 97th national percentile in one academic area on two consecutive exams
- Score an average of 24 or above on parent and teacher inventories OR score 5 or above on CCAG

Creativity:

- Torrance Test of Creative Thinking (TTCT) score of 85 – 96 on either figural or verbal sections
- Score a 30 or above on parent and teacher inventories OR score 5 or above on the creativity section of the CCAG OR student generated evidence (activity or project demonstrating advanced creative thinking)

Artistic:

- Score 5 or above on the artistic section of the CCAG
- Portfolio of work created by the student to be evaluated in consultation with teacher of the arts

Leadership:

- Score 5 or above on the leadership section of the CCAG
- Score 30 or above on parent and teacher inventories
- Student generated evidence of leadership activities

Identification Process

Identification can occur at any time during the school year, but will most likely be done in the spring to prepare for the upcoming school year. Servicing decisions are made based on the learning needs of the individual through such means as:

- *Standardized test scores
- *Teacher/ Parent inventories
- *Checklist for Characteristics for areas of giftedness (CCAG)
- *Performance Data (classroom based evidence: discussion, projects, written work)
- *Subject or core specific assessments

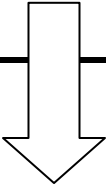
Students may be referred for services by teachers or parents. At the high school level, students may also refer themselves by contacting either their school counselor or the G/T coordinator?

Step 1 : Upon receiving a referral/inventory form from a teacher, the G/T coordinator will notify the student's parent/guardian of the referral and request that the parent/guardian share any additional information for inclusion on the parent inventory form. If the referral request is initiated by the parent, G/T personal will request that the student's classroom teacher (and/or other staff) add school related information to the inventory form.

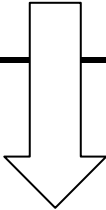
Step 2: In addition to referral forms, G/T personal will collect other evidence of high performance capability. This evidence may include, but is not limited to: district or state wide testing scores, classroom observation, class work and portfolios, and /or audio or video evidence of performance in the arts. Multiple measures will be used to identify students. No single measure will be used to exclude students from G/T opportunities

Step 3: After evidence is collected, G/T personnel may interview perspective students. This interview will be used to further understand the student's interests, learning style, and willingness to be challenged. Student may be selected to receive enrichment opportunities within the regular classroom, and at times the option of pullout or accelerated opportunities. Using the RtI model the G/T coordinator and the G/T committee (Committee consists of G/T coordinator, principal, school counselor, classroom teacher) in cooperation with the parents and student will determine which level of intervention is best suited for each student's learning needs.

Referral Process



Referral Process

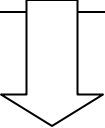


Step One
Parent or Teacher
Referral

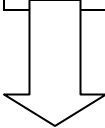


Parent Referral
and inventory

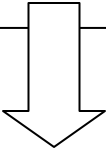
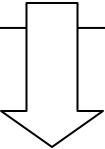
Teacher Referral
and inventory



Step Two



Multiple Evidence is Gathered

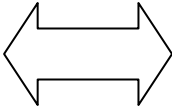


Step Three

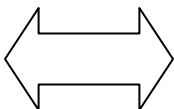
Interview and/or
Committee



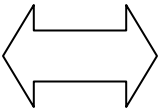
Classroom
Differentiation



Additional
Options



Accelerated
in subject
area



Possible grade
acceleration and
other opportunities

Gifted & Talented Program Model

The Stockbridge School District uses Response to Intervention 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 RtI Model specifies three levels of programming options:

- The Basic Level (Tier I) 90-93 percentile

Includes programming options for students whose primary needs can be met through regular classroom differentiation. These students would be classified as "mildly gifted" and will most likely include approximately 80% of our identified students.

- The Intermediate Level (Tier II) 94-96 percentile

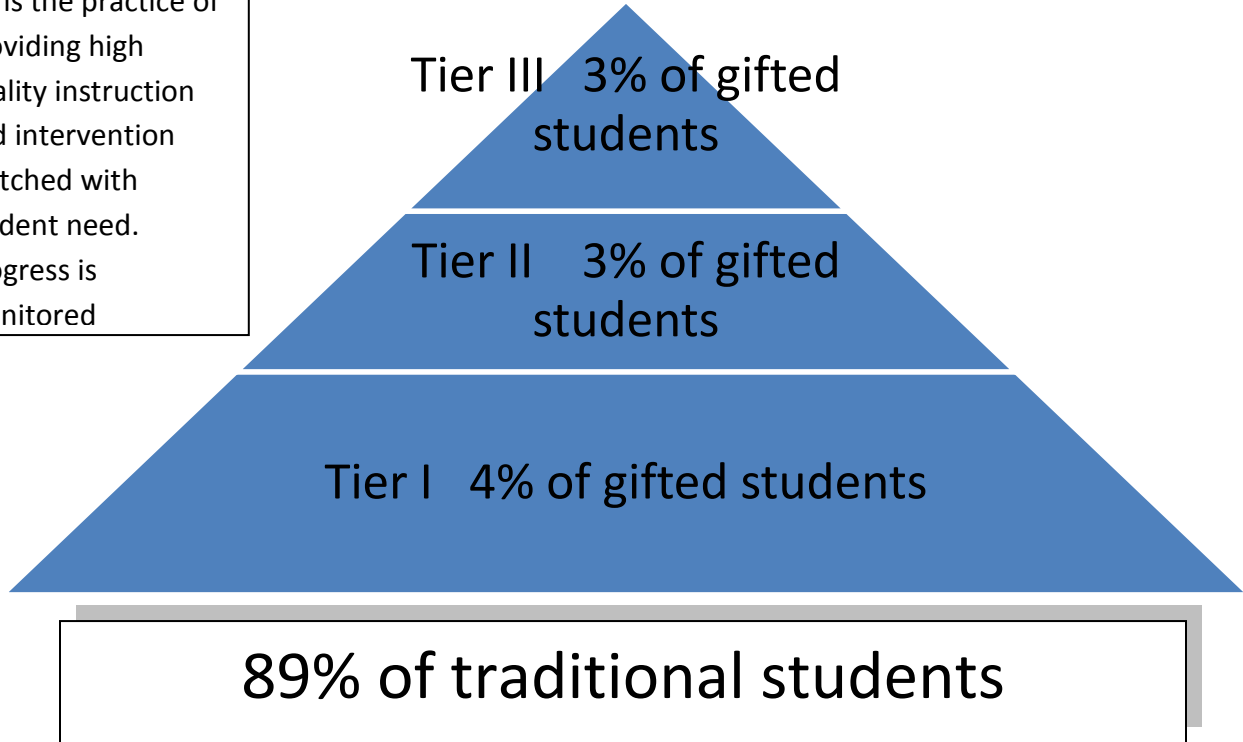
Includes programming options for students whose primary needs require special group programming within the regular classroom. These students would be classified as "moderately gifted" and will include about 15% of our identified students.

- The Advanced Level (Tier III) 97th percentile and above

Includes programming options for students who need individualized services beyond regular classroom differentiation or special group programming. These students would be classified as "highly or extremely gifted" and will include approximately 5% of our identified students. In addition to the programming options, the Pyramid Model also identifies support functions that are necessary for successful program implementation:

Response to Intervention Model

RtI is the practice of providing high quality instruction and intervention matched with student need. Progress is monitored



<p>Level I: Classroom Differentiation The majority of students have needs met by the classroom teacher and or G/T resource teacher at this level. Level I includes strategies that an educator uses to meet all student learning needs. Differentiation strategies include, but are not limited to, the use of flexible grouping, tier assignments, pre-assessment, modified assignments, and independent projects</p>	<p>Level II: Targeted Instruction A smaller number of students may require targeted instruction to meet their learning needs. In addition to classroom differentiation grade level teacher collaborate with the G/T resource teacher to plan learning activities to meet student needs. These needs may be met through, academic competitions, subject level acceleration and other appropriate programming</p>	<p>Level III Individualized Services A very small percentage of students will require academic and intellectual challenges that are unlikely to be met by differentiation of grade level curriculum. For these students services include those listed in Levels I and II plus the possibility of subject and grade acceleration, distance or online learning opportunities or post secondary opportunities</p>
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Service Delivery Model

Students may receive services in a variety of different ways in order to best address student learning needs. Services may include compacting, differentiation, acceleration, mentoring, shadowing and enrichment seminars. The district Response to Intervention (RtI) model is used as the foundation on which service delivery plans are based. These service delivery options will vary in duration, frequency and intensity based on the student(s) for whom the service is being designed

Generally considered RtI Tier I

What is differentiation?

Differentiating instruction means creating multiple paths so that students with different ability levels, learning styles, and interests can all be successful in learning and in demonstrating what they have learned. Differentiation means providing students with different learning options, generally in the classroom. There are 5 elements of differentiation: (Winebrenner, 2001)
What will be done in Tier 1 (Universal) to recognize and nurture potential?

- **Content** – *What* you teach and expect the students to learn (e.g., how to complete a long division problem) During your pre-assessment to gather information about your learners, you discover that some of your students already have a solid foundation of the content to be taught. To maintain interest for these students, enrichment activities related to the application or extension to more advanced content should be developed. In addition, the original content you had in mind should be taught to the other students who do not yet have a good grasp on the content. Flexible grouping strategies or learning stations could allow these different learning opportunities to occur simultaneously.
- **Process** – *How* you teach and expect the students to learn (e.g., through explicit instruction, modeling, manipulatives, use of multi-media, and classroom practice) By assessing your students, you also find out how they learn and what engages them. You then offer multiple ways for the students to interact with the content – e.g., digital texts, books on CD, PowerPoint presentations, films, individual work, small group work, etc. – all chosen because they will help the students in the particular class you're teaching.
- **Product** – *How* you expect the students to demonstrate what they have learned (e.g., by passing a written test on long division, using long division to complete an authentic task, teaching another student, etc.)

Again, by assessing your students, you discover how they can best express what they have learned in both their in-class and homework assignments. Then, give students a menu of options for demonstrating their learning, some of which may be required while others may be student-choice. Examples could include writing a letter or song; creating artwork; making a video; creating a performance; working alone; and working in a team. Guidelines, expectations, and/or a rubric for each type of product must be available to the learners so they know how the product will be evaluated before beginning the task/activity.

- **Environment**-This describes the actual physical setting where learning takes place and the conditions under which students work. Gifted students typically spend more time in independent study than their classmates and often work outside the classroom or school. Learning environment may be differentiated by changing the actual place where students work. It is the setting that best suits the students' learning styles
- **Assessment**-This describes the methods used to document mastery of the curriculum. Assessment also includes **pre-assessment**. Gifted learners should have consistent opportunities to demonstrate previous mastery of before a unit is taught. Gifted learners should be encouraged to develop their own rubrics and other methods to assess their products

Generally considered RtI Tier II

What is enrichment?

Enrichment refers to learning experiences either in the classroom or out of the classroom where the curriculum content is extended by varying the breadth and depth of the content or extending the regular curriculum into related areas not covered by classroom lessons. Enrichment is higher level work-it is not more of the same

What is compacting?

Compacting begins with a student being pretested either for the unit of study or the course. The pretest identifies the specific knowledge the student may have already mastered. This may allow for the course work to be completed in a shorter period of time with the focus shifted to the material that needs further development. Compacting can be done with individuals or groups

Generally considered RtI Tier III

What is acceleration?

Acceleration may be for a subject area or for an entire grade level. The more common application of acceleration is to have a student attend an upper level course. For example, a 4th grader doing 5th grade math or a junior high student attending an upper level course. In this way acceleration is course or subject specific and offers students the opportunity for learning options while also enabling the students to participate in activities with classmates.

What Gifted and Talented is **NOT!**

GT is **NOT**: extra work to fill extra time. Gifted education should provide opportunities that are *in place of-not in addition to*, regular classroom instruction and activities

GT is **NOT**: a program for kids with exceptional grades. Rather, it is a program for kids with *exceptional abilities and potential...* who may or may not have exceptional grades to show for it.

GT is **NOT**: fun for fun's sake. Rather, it IS often fun for the sake of challenge and learning. “Fun” to these kids is reading the dictionary, debating stem cell research, a chess tournament, taking a challenging class, solving a difficult problem or puzzle, and spending ten solid hours on their own intellectual pursuits

GT is **NOT**: a reward for kids who behave well in class and turn in perfect work. Rather it IS an academic necessity for children who *learn differently*. Their learning and abilities are significantly different from the norm. Some gifted learners are good, well-behaved kids and some of them aren't.

GT is **NOT**: for kids who are "better" or "more special" than other kids. Rather, it is a program for kids who think and learn dramatically different from the norm.

GT does **NOT**: address only academic needs. Rather, it also addresses social and emotional needs and validates gifts and talents. We do these kids a disservice if we provide them with an opportunity to accelerate their learning (skip a grade in Math, for example), if we haven't previously and also provided them with opportunities to learn the social and emotional skills that will enable them to successfully tackle and *conquer* that challenge. Additionally, some of these kids can be crippled by perfectionism, procrastination, and high expectations. Pursuing and fulfilling their talents and potential will mean needing to learn how to overcome, or at least manage, those kinds of issues.

Stockbridge School District

G/T Development Staff

Staff Development grades 3-8
High School Opportunities/Extensions

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