

WONEWOC-CENTER
GIFTED AND TALENTED
PROGRAMS AND PROCEDURES



The Wonewoc-Center School District is committed to providing excellence in education for all students. The district acknowledges that some 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 Areas, Creativity, Leadership and Visual or Performing Arts.

The Wonewoc-Center Gifted and Talented Program philosophy is that 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.

Rates 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.

Gifted and Talented Rules and Statutes

Standard Gifted and Talented Students Requirements S. 121.02 (1)(t) Wisconsin Statute.

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

- The School Board must designate a person to coordinate the Gifted and Talent Program. PI 8.01 (2)(t)
- The district must have a board approved plan for the education of gifted and talented students. PI 8.01 (2)(t)
 - This plan usually includes the local philosophy for educating gifted and talented students, the definition of gifted and talented students, the procedures and timeline for identifying the students, the programming options available, the student records system, the evaluation system for showing the viability of the identification and programming procedures and offerings and explanation of how parents participate in the program planning.
- The school board provides an opportunity for parental participation in the planning of the program.
- The school board must implement a process, based on multiple criteria for identifying gifted and talented pupils in each of the categories specified in s. 118.35(1): intellectual, creative, artistic, specific academic areas, and leadership.
- The school board must establish without charge of tuition, a systematic and continuous set of instructional activities or learning experiences which expand the development of pupils identified as gifted and talented as required under ss. 118.35 (1), 118.35 (3) and 121.02 (1)(t) in the intellectual, creative, artistic, specific academic areas, and leadership.

Wisconsin Statutes: s. 118.35 (1), (3)

s. 121.02 (1)(t) & s. 66.30

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

Administrative Rule

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

Gifted and talented students shall be identified as required in s. 118et (1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including

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

Related Wisconsin Statute
 S 118.35, Wis. Stats. Programs for gifted and talented pupils.

- 1) In this section, the “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
- 2) The state superintendent shall by rules establish guidelines for the identification of gifted and talented pupils.
- 3) Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

Gifted and Talented: Related Standards

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

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

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

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

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

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

Bright vs. Gifted

All gifted children are considered bright, but not the other way around. A child may get straight A’s, but not qualify for a Gifted and Talented Program. Sometimes gifted children are such perfectionists, they won’t turn in a project for fear of evaluation that accompanies it. Therefore they may get poor grades or appear as an underachiever.

Not every child achieving above his/her grade level is a genius, some are just exceptionally hard workers.

Some behavior markers which may help a parent identify if their child is bright or gifted are:

A Bright Child:	A Gifted Child:
Knows the answer	Asks the questions
Is interested	Is curious
Pays attention	Gets involved mentally and physically
Works hard	Can be inattentive and still get good grades and test scores
Answers the questions	Questions the answer
Enjoys same-age peers	Prefers adults or older children
Learns easily	Often already knows the answer

Is self-satisfied (when gets right answer)	Is highly self-critical (perfectionists)
Is a good at memorizing	Is good at guessing

If you believe your child maybe gifted use the following checklist to help you identify if you should pursue a gifted program for your child. The questions reveal the abilities of many gifted children.

Did your child walk or talk earlier than most other children of his age and gender?	Yes	No
Did he/she show a comparatively early interest in words?		
Does he/she have an exceptionally large vocabulary for his/her age?		
Did he/she show an early interest in clocks, calendars, jigsaw puzzles?		
Did he/she show an early interest in numbers?		
Did he/she show an early interest in reading?		
Does he/she express curiosity about many things?		
Does he/she have more stamina and strength than other children of his/her age and gender?		
Does he/she tend to associate with children older than himself/herself?		
Does he/she act as a leader among children of his/her own age?		
Does he/she have a good memory?		
Does he/she unusual reasoning power?		
Does he/she have an unusual capacity for planning and organizing?		
Does he/she relate information gained in the past to new knowledge he/she acquires?		
Does he/she show more interest in creative effort and new activities than in routine and repetitive tasks?		
Does he/she try to excel in almost everything he/she does?		
Does he/she concentrate on a single activity for a prolonged period of time without getting bored?		
Does he/she usually have a number of interests that keep him/her busy?		
Does he/she persist in his/her efforts in the face of unexpected difficulties?		
Does he/she figure out his/her own solutions to problems and show uncommon "common sense"?		
Does he/she have a sense of humor that is advanced for his/her age?		
Does he/she show sensitivity to the feelings of others?		
Does he/she show a comparatively early interest in questions of right and wrong, religion, God and/or justice?		
Does he/she make collections that are more advanced or unusual than those of others in his/her age group?		
Does he/she show an interest in some artistic activity, such as drawing, singing, dancing, writing, or playing a musical instrument?		
Does he/she make up stories that are vivid and dramatic, or relate his/her experiences with a great deal of exact detail?		
Does he/she like puzzles and various kinds of "problem" games?		
Does he/she have exceptional abilities in mathematics?		
Does he/she show an unusual interest in science or mathematics?		
Does he/she show awareness of things that are new or novel?		

Gifted and Talent: Definition of Terms

Access: An opportunity to study through the school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and post-secondary education institutions (from PI8.001, Wis. Admin. Code)

Appropriate Program: A systematic and continuous set of instructional activities or learning experiences, which expand the development of the pupils identified as gifted and talented (from PI8.01 (2)(t), Wis. Admin. Code)

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

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

Academically Gifted: Children who do extremely well in a subject area and may excel in some specialties. Their vocabulary is extensive. They are enthusiastic and possess high energy on school tasks. They have excellent memory and recall. Included in this definition are children who appear to have single dimension ability and excel in one area or subject. Their performance in this subject is far above the work they do in other classes.

Creatively Gifted: Creativity may cross all areas (academic, arts, leadership, and intellect). High creative tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking tending to reject one-answer solutions. These children possess strong visualization. Frequently these individuals are strongly independent and often resist conformity.

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

Leadership: Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers, express themselves well and frequently are charming and charismatic.

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

Roles and Responsibilities of Individuals Involved in the Gifted and Talented Process

Gifted and Talented Coordinator -The Gifted and Talented Coordinator should act as an advocate for the needs of the gifted and talented students. They should provide vision and direction for the district

gifted program. The coordinator will oversee the nomination process, and direct the DEP team. The director will monitor programs for identified students. The coordinator should provide professional development for the staff about the gifted and talented program as well as information about the students. The coordinator will provide resources/materials/ideas for gifted programming. The coordinator will participate in the development of Differentiated Education Plan (DEP) for students. The coordinator should attend professional development opportunities that are provided throughout the state to keep the district current on latest laws and procedures. The coordinator will oversee the Gifted and Talented Advisory Committee.

Building Principal -The Building Principal will act as an advocate of the needs of the gifted and talented students and will work with the coordinator to develop professional development for the staff. The principal will communicate and ensure appropriate programming options are offered for identified students. The principal will participate in the development and implementation of Differentiated Education Plans (DEPs) and monitor continuous progress and programming for identified students. With principal should consult with the coordinator and teachers to ensure resources/materials/ideas for gifted and talented programming as required by DEPs are provided. The principal will also guarantee differentiation strategies are employed by teaching staff through the evaluation process. The principal will participate in professional development.

School Psychologist - The school psychologist will act as an advocate for the needs of the gifted and talented students. The psychologist will administer standardized intelligence and achievement tests. They will share assessment results with parents and DEP team. The psychologist will be part of the DEP TEAM. The psychologist will participate in professional development.

Counselor - The counselor will act as an advocate for the needs of the gifted and talented students. The counselor shall provide the emotional support needed to gifted and talented students. The counselor should play a major role in subject and grade acceleration, on-line course selection, etc. The counselor will participate in professional development.

Director of Instruction - The Director of Instruction will be an advocate for the needs of the gifted and talented student. The Director of Instruction will distribute lists of designated gifted and talented students to all staff who have gifted and talented students. The Director of Instruction will assist with the writing of the DEPs and ensure all teachers receive copies of the DEPs. They will provide support for classroom teachers implementing DEPs, participate on DEP team and participate in professional Development.

Classroom Teacher - The classroom teacher will be an advocate for the needs of the gifted and talented student. They will participate on the DEP team. They will work with Gifted and Talented Coordinator to provide enrichment activities for students and classroom differentiation. The classroom teacher shall use acceleration, individualized instruction, and small group instruction as needed to provide quality education for the gifted student. The teacher shall participate in professional development. The teacher will work with the Director of Instruction/Gifted and Talented Coordinator, School Psychologist, Building Principal, and Counselor to identify the underachievers (students who have gifted potential and are not utilizing it).

Parent -The parent will act as an advocate for the needs of the gifted and talented student. The parent will participate on the DEP team.

Student -The student will act as an advocate for the needs of self. The student will participate on the DEP team.

NOMINATION TIMELINE

1. Nominations from teachers, administrators, and parents will be accepted at any time but will be strongly encouraged in September.
2. The district committee will meet to determine identification and placement in October/November.
3. A second round of nominations will be accepted in January. The committee will meet in January/February for identification and placement.
4. Additionally, teachers and administrators will be encouraged to nominate students in April or May toward the end of the school year (when teachers know their students best). The committee will meet during the summer for identification and placement.
5. When teachers and administrators nominate students, supporting evidence must be included.
6. When scores are returned during the summer and students are eligible for identification, either the current year's teacher or the previous year's teacher will need to complete tabled nominations submitted in the previous April or May.
7. Teachers may submit any of the following pieces of evidence, as they apply to each area of giftedness: parent nomination, self-nomination, continuous progress data, jot down notes (see appendices), and evidence from student portfolios (or work samples) demonstrating giftedness. These items may serve as alternative or supplemental pieces of evidence beyond information requested on nomination forms.

Wonewoc-Center Gifted and Talented Identification Process

- Step 1 Nomination - A student may be considered for the Gifted and Talented Program for any of the reasons listed below:
- a) Student scores in the 95th percentile or above on any subsection on the most recent Badger Exam.
 - b) Student scores at or above the 93% on the MAP (Measure of Academic Progress).
 - c) Student is nominated by staff member.
 - d) Student is nominated by parent.
 - e) Student is nominated by community member.
- Step 2 Nominee profile is created. Information is gathered by the Gifted and Talented Coordinator. The Gifted and Talented Coordinator will create full profile report for team to review. This includes but is not limited to:
- a) Badger Exam
 - b) WKCE (Wisconsin Knowledge and Concept Exam)
 - c) MAP Assessment
 - d) Grade Level Benchmarks or Assessments
 - e) Intelligence Tests
 - f) Achievement Tests
 - g) Student work samples or portfolios
 - h) Letters of Recommendation
 - i) Nomination Form
 - j) Checklist of Characteristics for Areas of Giftedness
 - k) Test scores derived from specific tests for areas of giftedness.
- Step 3 Profile Review by Team (Team members will consist of 1 administrator, school psychologist, GT Coordinator, 1 grade level teacher, 1 above grade level teacher.) Team will determine placement within the programming continuum after reviewing the complete student profile. Students found to be gifted will be classified under the following categories to help teachers meet their specific needs.

- a) Academic Area(s)
- b) Intellectually Gifted
- c) Creativity
- d) Leadership
- e) Artistic

Step 4 Team Recommendations-Once the student profile has been reviewed the following recommendations may be made for service.

- a) Universal Differentiation Service
- b) Extended Service
- c) Targeted Service

Possible Assessment Data

Assessment	Grade Level	Area Assessed
WKCE (Wisconsin Knowledge and Concept Exam)	4-8-10	Science and Social Studies
Badger Exam	3-8	Reading/Language Arts/Math
MAP (Measure of Academic Progress)	K-11	Reading, Language Arts, Math, Science
Grade Level Assessments	K-12	Academic, Creative, Visual and Performing Arts, Leadership
PALS (Phonological Awareness Literacy Screener)	K-2	Reading
Aspire	9-10	
ACT	11-12	
Intelligence Tests	K-12	Measure child intelligence and child potential
Achievement tests	K-12	Measure how much knowledge you have in an academic area or your aptitude in area (capacity for knowledge)
Gifted Evaluation Scale 3rd Edition Gifted and Talented Evaluation Scale (GATES)	K-12	Measure aptitude and ability in GT areas.
GT Inventories/Checklists	K-12	Measure aptitude and ability in GT areas.
Nomination forms Teacher Observations Student portfolios Letters of Recommendation	K-12	Identification of gifted area.

Data Collection, Evaluation and Discussion

It will be the responsibility of the GT Coordinator to disseminate appropriate data collection forms to the appropriate people. It will also be the responsibility of the GT Coordinator to retrieve data, compile data, and draw together the Gifted and Talented Team to review data and make appropriate recommendations for the referred student.

Data will be reviewed by the Review Committee. The committee shall consist of the Gifted and Talented Coordinator, Principal, Guidance Counselor, School Psychologist, Classroom Teacher, and Director of Instruction.

Gifted and Talented Programing

The Wonewoc-Center Gifted and Talented Program uses a 3 tier programming approach for students identified as gifted and talented. Students may be placed in one of the following tiers.

Tier 1

Tier 1 of the Gifted and Talented Program focuses on the training and support of all teachers in the practice of differentiated instruction. This impacts all students, especially those achieving at high levels, as it offers different learning opportunities that extend beyond the general classroom expectation.

Tier 2

Tier 2 of the Gifted and Talented Program focuses on the practice of Clustering. Clustering is a "common gifted education practice that places a group of high achieving, gifted, or high ability students in a classroom with other students and with a teacher that has received training or is willing to differentiate curriculum and instruction for these target students.

Tier 3

Tier 3 of the Gifted and Talented Program focuses on the implementation of curriculum extension projects. These projects serve as curricular extensions that allow students to grow in order to develop their academic and social skills through problem solving, higher level thinking skills and creativity. In order to offer students appropriate academic challenges, flexible grouping within and across grade levels is supported and encouraged.

Gifted and Talented Eligibility Criteria

The following criteria will be used as a guideline to identify Gifted and Talented and their tier of service requirements.

Academically Gifted and Talented

(2 or more criteria from one tier are required for identification)

Tier I

- MAP – 93% (national norm) in any subject area.
- MAP- (See RIT Chart attached to this document)
- WKCE-97% in any subject area (See cut score chart)
- Badger Exam
- Achievement Tests 97% in one or more academic areas (nationally normed)
- Parent Inventory 60-64
- Aspire
- ACT
- CCAG-5-6 items from Specific Academic Ability section of Checklist of Characteristics of Giftedness
- GATES 108-112
- 2 Letters of Recommendation

Tier II

- MAP - 95% (nationally normed) in any subject area
- MAP (See RIT Chart attached to this document)
- WKCE 98% in any subject area (See cut score chart)

- Badger Exam
- Achievement Tests-98% in one or more academic areas (nationally normed)
- Parent Inventory 65-69
- CCAG 6-7 items from Specific Academic Ability section of Checklist of Characteristics of Giftedness
- GATES 113-124
- Aspire
- ACT
- 3 Letters of Recommendation

Tier III

- 98% (national) normed in any subject area
- MAP (See RIT Chart attached to this document)
- Badger Exam
- WKCE 99% in any subject area (See cut score chart)
- Parent Inventory 70-75
- CCAG-7-8 items from Specific Academic Ability section of Checklist of Characteristics of Giftedness
- Achievement Tests-99% in one or more academic areas (nationally normed)
- GATES 125-130
- 3 Letters of Recommendation

Intellectually Gifted and Talented

(2 or more criteria from one tier are required for identification)

Tier I

- IQ 130-134
- MAP-2 years beyond peers per placement guidelines indicated by normative data.
- WKCE 97% in all subject areas or a composite score.
- Parent Inventory total 48-52
- CCAG score-6-7 items from intellectual section of Checklist of Characteristics of Areas of Giftedness.
- GES score-14-15 from Intellectual subscale of the Gifted Evaluation Scale or
- GATES-108-112 from the Intellectual subscale of the Gifted and Talented Evaluation Scale.

Tier II

- IQ 135-144
- MAP-2 years beyond peers per placement guidelines indicated by normative data.
- WKCE 98% in all subject areas or a composite score.
- Parent Inventory total 53-58
- CCAG score-8-9 items from intellectual section of Checklist of Characteristics of Areas of Giftedness.
- GES score-16-18 from Intellectual subscale of the Gifted Evaluation Scale or
- GATES-113-124 from the Intellectual subscale of the Gifted and Talented Evaluation Scale.

Tier III

- IQ 145 or higher
- MAP-2 + years beyond peers per placement guidelines indicated by normative data.
- WKCE 99% in all subject areas or a composite score.
- Parent Inventory total 59-64
- CCAG score-10-11 items from intellectual section of Checklist of Characteristics of Areas of Giftedness.

- GES score-19-20 from Intellectual subscale of the Gifted Evaluation Scale or
- GATES-125-130 from the Intellectual subscale of the Gifted and Talented Evaluation Scale.

Artistic Ability

(2 or more criteria from one tier are required for identification)

Tier I

- Parent Inventory-15-16
- CCAG 5-6 items from Artistic session of Checklist of Characteristics of Giftedness
- Student work samples reviewed by Art Department, Music Department, or Performing Arts Department.
- GES-14-15 from the Artistic subscale of the Gifted Evaluation Scale or
- GATES-108-112 from the Artistic talents subscale of the Gifted and Talented Evaluation Scales
- Letters of Recommendation.

Tier II

- Parent Inventory-17-18
- CCAG 6-7 items from Artistic session of Checklist of Characteristics of Giftedness
- Student work samples reviewed by Art Department, Music Department, or Performing Arts Department.
- GES-16-18 from the Artistic subscale of the Gifted Evaluation Scale or
- GATES-113-124 from the Artistic talents subscale of the Gifted and Talented Evaluation Scales
- Letters of Recommendation.

Tier III

- Parent Inventory-19-20
- CCAG 8-9 items from Artistic session of Checklist of Characteristics of Giftedness
- Student work samples reviewed by Art Department, Music Department, or Performing Arts Department.
- GES-19-20 from the Artistic subscale of the Gifted Evaluation Scale or
- GATES-125-130 from the Artistic talents subscale of the Gifted and Talented Evaluation Scales
- Letters of Recommendation.

Leadership Activity

(2 or more criteria from one tier are required for identification)

Tier I

- Parent Inventory-30-33
- CCAG-5-6 from Leadership section of Checklist of Characteristics of Areas of Giftedness
- Student evidence/participation in leadership activities
- GES-14-15 from Leadership subscale of the Gifted Evaluation Scale or
- GATES-108-112 from Leadership subscale of the Gifted and Talented Evaluation Scale.
- Letters of Recommendation

Tier II

- Parent Inventory-34-37
- CCAG-6-7 from Leadership section of Checklist of Characteristics of Areas of Giftedness

- Student evidence/participation in leadership activities
- GES-16-18 from Leadership subscale of the Gifted Evaluation Scale or
- GATES-113-125 from Leadership subscale of the Gifted and Talented Evaluation Scale.
- Letters of Recommendation

Tier III

- Parent Inventory-38-40
- CCAG-8-9 from Leadership section of Checklist of Characteristics of Areas of Giftedness
- Student evidence/participation in leadership activities
- GES-19-20 from Leadership subscale of the Gifted Evaluation Scale or
- GATES-125-130 from Leadership subscale of the Gifted and Talented Evaluation Scale.
- Letters of Recommendation

Differentiated Education Plan

If the team concludes that gifted programming is warranted, work will begin on the development of a Differentiated Education Plan (DEP). This plan will identify who is responsible for carrying out the programming. Examples of possible programming for a gifted child at each tier are:

Tier I

- Multi-age instruction (combining two or three grade levels in one classroom and providing instruction that meets child's needs).
- Personal Goal Setting-teaching the student to set personal goals and how to prioritize time and activities in order to reach those goals.
- Alternate assignments-assignments given to a particular student or small group instead of the assignment given to the rest of the class. Designed to be more challenging or to capitalize on a student's special skills or interests. Change in content/process-modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of students.
- Change in content/process-modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of students.
- Compacting—Allowing students to spend less time learning a topic, chapter, or unit by either pretesting for mastery, creating a study guide or procedure to allow students to learn material at a faster pace or in less time than the rest of the class. The purpose of compacting is to be introduced to new material or to create class time for more challenging enrichment or accelerated activities.
- Competitions-competitions to encourage students to perform at a high level of skill or thinking to solve challenging problems, and/or to create new products such as inventions or creative writing. Competitions may occur outside of the regular school day through talent groups.
- Creative thinking skills-specific instruction in techniques that encourage the development of fluency, flexibility, elaboration, originality, complexity, curiosity, imagination, and risk taking.
- Flexible grouping-grouping of students based on instruction and activities relevant to students' abilities.
- Higher level thinking-Activities or assignments which require the students to operate at the levels of analysis, synthesis, and evaluation. May be enhanced by teaching students the differences between the levels of thinking and by discussing the thinking levels/skills used in various activities.
- Invention activities-activities or units in which students learn the process of invention and work through portions of or the entire process.
- Leadership skills-direct teaching of concepts and skills related to leadership, including concepts of leader and leadership; characteristics of leaders, communications skills needed for

leadership, understanding of group processes and dynamics, decision making skills, planning skills, problem solving skills, conflict resolution, the study of leaders, and the taking of leadership roles.

- Open-ended projects—projects which allow students to create their own options and encourage problem-solving, higher level and/or creative thinking.
- Pretesting for mastery-Assessment in which students demonstrate mastery of basic skills planned for instruction with the regular class, in order to eliminate some lessons and allow students to proceed with new material.
- Research projects- activities in which some students may identify a topic or subject for study, narrow the focus of study, gather resources, locate information through reading or other means (surveys, interviews, audiovisual material, etc.) and/or create a product or presentation. May be used to pursue an area of interest either related or unrelated to the grade level curriculum.
- Elective courses (middle school/high school)
- Participation in extra-curricular or co-curricular.
- Advanced Placement courses.
- Youth Options
- Course Options

Tier II

- Multi-age instruction (combining two or three grade levels in one classroom and providing instruction that meets child's needs).
- Personal Goal Setting-teaching the student to set personal goals and how to prioritize time and activities in order to reach those goals.
- Alternate assignments-assignments given to a particular student or small group instead of the assignment given to the rest of the class. Designed to be more challenging or to capitalize on a student's special skills or interests. Change in content/process-modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of students.
- Change in content/process-modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of students.
- Compacting—Allowing students to spend less time learning a topic, chapter, or unit by either pretesting for mastery, creating a study guide or procedure to allow students to learn material at a faster pace or in less time than the rest of the class. The purpose of compacting is to be introduced to new material or to create class time for more challenging enrichment or accelerated activities.
- Competitions-competitions to encourage students to perform at a high level of skill or thinking to solve challenging problems, and/or to create new products such as inventions or creative writing. Competitions may occur outside of the regular school day through talent groups.
- Creative thinking skills-specific instruction in techniques that encourage the development of fluency, flexibility, elaboration, originality, complexity, curiosity, imagination, and risk taking.
- Flexible grouping-grouping of students based on instruction and activities relevant to students' abilities.
- Higher level thinking-Activities or assignments which require the students to operate at the levels of analysis, synthesis, and evaluation. May be enhanced by teaching students the differences between the levels of thinking and by discussing the thinking levels/skills used in various activities.
- Invention activities-activities or units in which students learn the process of invention and work through portions of or the entire process.

- Leadership skills-direct teaching of concepts and skills related to leadership, including concepts of leader and leadership; characteristics of leaders, communications skills needed for leadership, understanding of group processes and dynamics, decision making skills, planning skills, problem solving skills, conflict resolution, the study of leaders, and the taking of leadership roles.
- Open-ended projects—projects which allow students to create their own options and encourage problem-solving, higher level and/or creative thinking.
- Pretesting for mastery-Assessment in which students demonstrate mastery of basic skills planned for instruction with the regular class, in order to eliminate some lessons and allow students to proceed with new material.
- Research projects- activities in which some students may identify a topic or subject for study, narrow the focus of study, gather resources, locate information through reading or other means (surveys, interviews, audiovisual material, etc.) and/or create a product or presentation. May be used to pursue an area of interest either related or unrelated to the grade level curriculum.
- Elective courses (middle school/high school)
- Participation in extra-curricular or co-curricular.
- Advanced Placement courses.
- Youth Options
- Course Options
- Group Counseling-counseling program which provides small groups of students the opportunity to interact and discuss issues related socio-emotional development of gifted and talented students.
- Peer mediation-students receive specific instruction and skill development in mediating conflicts between other students.
- Pull-outs overtime-programming in which students meet once or twice a week over several weeks to a year to participate in specific enrichment activities
- Honors or accelerated courses.

Level III

- Multi-age instruction (combining two or three grade levels in one classroom and providing instruction that meets child's needs).
- Personal Goal Setting-teaching the student to set personal goals and how to prioritize time and activities in order to reach those goals.
- Alternate assignments-assignments given to a particular student or small group instead of the assignment given to the rest of the class. Designed to be more challenging or to capitalize on a student's special skills or interests. Change in content/process-modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of students.
- Change in content/process-modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of students.
- Compacting—Allowing students to spend less time learning a topic, chapter, or unit by either pretesting for mastery, creating a study guide or procedure to allow students to learn material at a faster pace or in less time than the rest of the class. The purpose of compacting is to be introduced to new material or to create class time for more challenging enrichment or accelerated activities.
- Competitions-competitions to encourage students to perform at a high level of skill or thinking to solve challenging problems, and/or to create new products such as inventions or creative writing. Competitions may occur outside of the regular school day through talent groups.
- Creative thinking skills-specific instruction in techniques that encourage the development of fluency, flexibility, elaboration, originality, complexity, curiosity, imagination, and risk taking.

- Flexible grouping-grouping of students based on instruction and activities relevant to students' abilities.
- Higher level thinking-Activities or assignments which require the students to operate at the levels of analysis, synthesis, and evaluation. May be enhanced by teaching students the differences between the levels of thinking and by discussing the thinking levels/skills used in various activities.
- Invention activities-activities or units in which students learn the process of invention and work through portions of or the entire process.
- Leadership skills-direct teaching of concepts and skills related to leadership, including concepts of leader and leadership; characteristics of leaders, communications skills needed for leadership, understanding of group processes and dynamics, decision making skills, planning skills, problem solving skills, conflict resolution, the study of leaders, and the taking of leadership roles.
- Open-ended projects—projects which allow students to create their own options and encourage problem-solving, higher level and/or creative thinking.
- Pretesting for mastery-Assessment in which students demonstrate mastery of basic skills planned for instruction with the regular class, in order to eliminate some lessons and allow students to proceed with new material.
- Research projects- activities in which some students may identify a topic or subject for study, narrow the focus of study, gather resources, locate information through reading or other means (surveys, interviews, audiovisual material, etc.) and/or create a product or presentation. May be used to pursue an area of interest either related or unrelated to the grade level curriculum.
- Elective courses (middle school/high school)
- Participation in extra-curricular or co-curricular.
- Advanced Placement courses.
- Youth Options
- Acceleration Grade-students are moved ahead one or more grade levels for their total program.
- Course Options
- Subject acceleration-Students are moved ahead one or more grade levels in a subject area, but remain at the regular grade level for most of their educational program.
- Early entrance-student transitions to next school level earlier than prescribed (elementary, middle, high, or college)
- Counseling-to pursue a specific interest area, to complete independent courses, to discuss underachievement, to discuss post-secondary planning, to discuss socio-emotional issues.
- Mentorship-student is paired with teacher, parent, or community member in area of interest in order to develop extensive knowledge in area of interest.

Alternative Identification Process

Transfer Students

1. If a student transfers into Wonewoc-Center School District and has been identified as gifted the GT Coordinator will look at the criteria under which the student was identified.
2. If the criteria matches with the Wonewoc-Center School District's criteria the student will be identified for either Extended or Targeted Services as determined by criteria and the parent will be notified.
3. If the criteria the student was nominated under does not match Kiel Area School District's the students will be screened using Kiel Area's School District's criteria. If the student does not qualify under these criteria the parent will be notified of the student's placement in the Universal Differentiation Services.

Kindergarten Students

1. A student who performs consistently exceptional level may be considered for early identification. If a Kindergarten student is referred to the Gifted and Talented Program because his/her needs are not being met in a traditional differentiated classroom a committee will be formed to screen and evaluate the student's placement in Gifted and Talented program prior to 1st grade.
2. Students recommended for Gifted and Talented Screening prior to 1st grade will be evaluated using an IQ test administered by a school psychologist.

High School Students

1. The Aspire, ACT, or Work Keys can be used to determine eligibility for Gifted and Talented Program.
2. The MAP can be used to determine eligibility for Gifted and Talented Program.

Students with Above Average IQs and Low Test Scores

1. The standardized tests that are used are achievement tests; that is, they reflect what the student has already learned and can apply. In rare cases, an IQ test may be administered by a school psychologist. An IQ test is an aptitude test which can identify student potential in several areas.
2. After a determination has been made, parents will be invited to meet to discuss how best to meet needs of their children.

Twice Exceptional Students

- Will receive classroom accommodations in addition to gifted and talented services.

Annual Monitoring of Students Needs-Extended

- GT Coordinator will complete the GT Monitoring Form yearly and send a copy to the parents and teachers of the GT student.
- A copy of the Monitoring Form will be archived electronically in the Student Information System.

Annual Monitoring of Student Needs-Targeted

- GT Coordinator will complete the GT Monitoring Form yearly and send a copy to the parents and teachers of the GT students.
- GT Coordinator, Parents, and Teachers will review the student's DEP yearly and send a copy to the student's parents, and teachers.
- A copy of the Monitoring Form and DEP will be archived electronically in the Student Information System.

APPEALS POLICY

Parents/Guardians and teachers/administrators of students in grades 4-12 may petition on behalf of a student not selected by the Gifted/Talented Selection Committee in the following manner:

1. The appealing party shall submit in writing to the Gifted Education Coordinator/Teacher(s) with specific reasons why he/she thinks the screening results are not accurate or why an exception should be made.
2. The Gifted Education Coordinator/Teacher(s) shall complete a student profile and present that, along with the petition or appeal, to the District G/T Selection Appeals subcommittee. The profile shall include a recommendation from the appealing party with substantiating evidence from the child's present and/or previous teacher(s).

3. The District G/T Selection Appeals Subcommittee shall hear appeals in November and February. Appeals need to be made to this committee within two weeks of the semester's Selection Committee's identification meeting.
4. If the G/T Selection Committee's Appeals Subcommittee determines that the student qualifies for the Gifted Education program, he/she may begin participating as soon as the parent/guardian is notified and any appropriate forms are signed.
5. If the student does not qualify for the program, a written appeal may be made to the Superintendent/designee, who must respond in writing within two (2) weeks of the appeal.
6. If the Superintendent/designee upholds the decision of the Appeals Committee, the appealing party may petition with an additional appeal to the Board of Education.

Appendix A

1. Teacher Nomination Form
2. Parent Nomination Form
3. Self-Evaluation Form

Wonewoc-Center School District
Gifted and Talented Program
Teacher Nomination Form and Rating Scale

Student Name: _____ Grade: _____

Teacher Nominating: _____ Date: _____

General Intellectual Ability

Checklist: Please rate 4–almost always, 3–frequently, 2–occasionally, 1–seldom

- _____ Benefits from rapid rate of presentation.
- _____ Exhibits large, advanced and/or rich vocabulary
- _____ Asks endless questions and demonstrates inquisitive nature
- _____ Reads avidly; may choose to read rather than do assigned work or reads for recreation
- _____ Comprehends directions, instructions, and information easily
- _____ Maintains a variety of interests or an interest in a single area
- _____ Seems to know many things that have not been taught
- _____ Possesses excellent long and short term memory – recalls detailed information
- _____ Thinks abstractly and understands advanced concepts
- _____ Perceives connections and relationships that may not be obvious to others

Please describe behaviors or performance that leads you to believe this student is gifted in General Intellectual Ability. Feel free to reference the checklist criteria on the front of this form. How is this student different from his or her grade peers? Indicate which of the following topics will be included in your narrative: (Minimum: 2)

- Rate of Learning
- Broad Knowledge Base
- Reasoning
- Inquisitiveness
- Complex Thought
- Current Modifications
- Other

Student Description:

Creativity

Creativity Checklist:

Please rate: 4—almost always, 3—frequently, 2—occasionally, 1—seldom

- _____ Doesn't mind being different or having unusual ideas
- _____ Makes unusual connections between seemingly unrelated (remote) ideas
- _____ Entertains self through imagination: reads, writes, draws, daydreams, etc.
- _____ Sees humor in situations that others may not see
- _____ Viewed by others as unique
- _____ Retains own ideas during group work or in group discussion
- _____ Produces impressive work when given creative product choice or assignment in interest area
- _____ Displays energy, mind constantly moving
- _____ Generates many ideas and/or expands on ideas with great detail
- _____ Enjoys spontaneity more than routine/drill
- _____ Other (Explain)
- _____ TOTAL

Please describe behaviors or performance that leads you to believe this student is gifted in Creativity. Feel free to reference the checklist criteria on the front of this form. How is this student different from his or her peers? Indicate which of the following topics will be included in your narrative: (Minimum: 2

- | | |
|---------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Idea Generation (fluency) | <input type="checkbox"/> Imagination Inquisitive Nature |
| <input type="checkbox"/> Creative Products | <input type="checkbox"/> "Out of the box" Thinking (originality) |
| <input type="checkbox"/> Humor | <input type="checkbox"/> Uniqueness of Personality |
| <input type="checkbox"/> Idea Development (elaboration) | <input type="checkbox"/> Other |

Student Description:

Leadership

Please rate 4–almost always, 3–frequently, 2–occasionally, 1–seldom

- _____ Influences others to work towards goals
- _____ Brings structure to & organizes activities
- _____ Interacts easily with peers & adults
- _____ Often self-assertive & persistent in beliefs
- _____ Communicates effectively
- _____ Shows sensitivity to others & situations
- _____ Establishes the mood of a group
- _____ Recognizes others' skills & abilities
- _____ Initiates activities with peers
- _____ Displays self-confidence
- _____ TOTAL

Please describe observed behaviors or performance that leads you to believe this student is gifted in Leadership. Feel free to reference the checklist criteria on the front of this form. How does this student interact differently with his/her peers than other students? Leadership NOT demonstrated in classroom

Which of the following topics will be discussed in the three events?

- Peer Relations
- Leadership in Group Experiences
- Attitudes/Character Traits
- Communication Skills
- Peer Recognition of Leadership
- Negative Leadership
- Other

Event1

Event 2

Event 3

Leadership Portfolio for Nominees

Student Name: _____

Date: _____ Grade: _____

List extracurricular activities starting with the most current and moving backwards.

Extracurricular Activity	Dates	Leadership Role (Please describe)

Visual Arts

Visual Arts Checklist Please rate 4-almost always, 3-frequently, 2- occasionally, 1-seldom

- _____ Grasps basic art skills quickly & easily
- _____ Incorporates many elements into artwork; including use of line, color, and texture
- _____ Concentrates on art for long periods of time
- _____ Enjoys talking about, looking at works of art
- _____ Produces outstanding original art products
- _____ Enjoys trying out new art materials
- _____ Sets high standards of quality for own artwork
- _____ Recognized by others as artistically talented
- _____ Demonstrates elaboration in own work
- _____ Manipulates visual arts tools with skill
- _____ Total

Please describe observed behaviors or performance that leads you to believe this student is gifted in Visual Arts. Feel free to reference the checklist criteria on the front of this form. How is this student different from his/her age peers in regards to artistic ability? Be specific. Indicate which of the following topics will be included in your narrative: (Minimum: 2)

Use of Art Elements

Resourcefulness

Perception of Mood, Form, Contrast

Awards/Honors

Work Characteristics

Other

Originality

Please submit 3 pieces of art as evidence of giftedness. Explain each work of art.

Sample 1: (Please describe)

Sample 2 (Please describe)

Sample 3

Student Description (done by teacher)

Performing Arts Dance and Drama

Performing Arts Checklist:

Please rate 4-almost always, 3-frequently, 2- occasionally, 1-seldom

- _____ Handles body with ease/poise for age
- _____ Commands and holds the attention of others when performing
- _____ Imitates gestures or movements easily– (for drama –imitates gestures, walks, speaking patterns, etc.)
- _____ Uses facial expressions and/or body to communicate feelings effectively
- _____ Sets high standards of quality for self
- _____ Picks up skills with minimal instruction
- _____ Shows a sustained & intense interest in drama and/or dance
- _____ Recognized by others as talented in drama or dance
- _____ Demonstrates originality (ex: performs spontaneously with own invented material, gives new ideas to others, etc.)
- _____ Evokes emotion from audience when performing
- _____ Total

Please describe observed behaviors or performance that leads you to believe this student is gifted in Performing Arts: Dance or Drama. Feel free to reference the checklist criteria on the front of this form. How is this student different from his/her age peers in regards to artistic ability? Be specific. Indicate which of the following topics will be included in your narrative: (Minimum: 2)

Performance Characteristics

Application of Instruction

Self-Instruction Original

Composition Sensitivity

Student Description:

Performing Arts Resume for Nominees

Student Name _____

Date: _____ Grade _____

Drama

Dance

List performing arts activities in which you have participated, starting with the most current.

Activity	Dates	Role/Position

List any awards or honors student may have received.

Performing Arts Vocal and Instrumental

Performing Arts Checklist

Please rate 4-almost always, 3-frequently, 2- occasionally, 1-seldom

- _____ Sing/plays on pitch
- _____ Remembers melodies easily & accurately
- _____ Hears mistakes or inaccuracies in self and performances of others
- _____ Learns musical compositions at a faster pace than peers
- _____ Sets high standards of quality for self
- _____ Expresses feeling or emotion through music
- _____ Shows a sustained & intense interest in music
- _____ Recognized by others as musically talented
- _____ Demonstrates originality (i.e. composes tunes, either informally or formally)
- _____ Performs consistently at a high level

Please describe observed behaviors or performance that leads you to believe this student is gifted in Performing Arts: Instrumental or Vocal. Feel free to reference the checklist criteria on the front of this

form. How is this student different from his/her age peers in regards to musical ability? Be specific. Indicate which of the following topics will be included in your narrative: (Minimum: 2)

Sound Quality

Self-Instruction

Sensitivity Application of Instruction

Awards/Honors

Performance Characteristics

Other

Original Composition

Student Description:

Wonewoc-Center School District
 Gifted and Talented Program
 Parent Nomination Form and Rating Scale

Student Name: _____ Grade: _____

Date of Birth: _____ Gender: _____

Parent/Guardian Name: _____ Date: _____

- Has the student received GT services before? If Yes, Where? _____ When? _____
- Please provide any supportive documentation (certificates, awards, etc.)

Please complete the following checklist to the best of your ability.

	0	1	2	3
When have you observed this characteristic	Seldom or Never	Occasionally	Most of the time	Virtually all of the time
Imagines things to be different than the way they actually are. "Wonders what if?" or "What would happen if?"				
Has self-stimulated curiosity; shows independence in trying to learn more about something.				
Chooses difficult problems over simple ones.				
Is selected by peers for positions of academic leadership.				
Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.				
Organizes and brings structure to things, people and situations.				
Uses unique and unusual ways to solve problems.				
Displays a great deal of curiosity about many things, often going beyond known or conventional limits.				
Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
Reasons things out, thinks clearly, and comprehends meetings.				
Expresses interest in understanding self and others.				
Possesses the interest of an older child or adult in games and reading.				

Is alert and keenly observant and responds quickly.				
Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.				
Makes generalizations and draws conclusions that summarized complex information.				
Can perform more difficult mental tasks than peers.				
Seems to sense what others want and helps accomplish it.				
Tends to direct others in activities.				
Is able to work through frustration and maintain focus.				
Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.				
Has many different ways of solving problems.				
Challenges authority when sense of justice is offended, structures alternative approaches.				
Display a mature sense of humor.				
Has unusually advanced vocabulary for age level, uses terms in a meaningful way.				

Please check below which area(s) may apply to your child, and give specific examples of behaviors that support this area of nomination. Attach student work that illustrates the ability being considered.

- General Intellectual Ability *Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.*

- Specific Academic Ability *Shows unusual/advanced ability in _____ Reading _____ Math
Thinks logically and symbolically about quantitative and spatial relationships, can articulate a thorough and detailed response, sees multiple pathways to solve problems, or thinks abstractly and shows insight into novel situations.*

- Creative Ability *Has a vivid imagination, a keen aesthetic sense, unique ideas in problem solving situations, may be a risk-taker, adventurous, non-conforming, often asks “why” or sees the unusual.*

○ Leadership Ability Organizes *and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.*

Briefly describe your child's major interests, hobbies and other creative endeavors.

What are the main reasons for referring your child to the Wonewoc-Center School District Gifted Program? Share your insights about his/her talents, abilities, and learning needs. (Please Note: Teachers are expected to challenge every student according to his/her abilities. Therefore, a desire to have your child challenged is NOT a reason for a Gifted Program referral.)

Please attach any other information which you believe is relevant and would assist us in getting to know your child's interests and abilities. (e.g. exceptional work samples, academic accolades, outside testing results, evidence of participation in outside educational programs).

_____ I understand that tests of ability, aptitude, or achievement may be administered to my child as part of the identification process. Results of all tests will be shared with parents.

Date: _____

Parent or Guardian's Name: _____

Parent/Guardian Signature _____

Phone Number _____

Address: _____

Email address: _____

Please return to: Gifted and Talented Coordinator, Wonewoc Center Public School, 101 School Road, Wonewoc, WI., 53968 Phone 608 464-3165 Fax: 608 464-3325

Wonewoc-Center School District
Gifted and Talented Services
Self-Nomination Form

Name _____ Date _____

School _____ Grade _____

Teacher _____

Check the areas in which you feel you have special abilities or talents.

_____ General Intellectual Ability "I usually answer questions quickly." "Schoolwork is easy for me."

_____ Written Expression "I write poems, plays, and/or stories in my free time."

_____ Reading "The books in reading group are too easy for me."
"I read newspapers and other adult things easily."

_____ Math "I solve challenging math problems quickly." "I enjoy working with numbers."

_____ Science "I make up science experiments to do on my own at home."

_____ Social Studies "I read about history, geography, and/or world cultures on my own time." "I enjoy reading or watching the news."

_____ Art "I have a passion for art and am constantly doing projects at home."

_____ Music "I greatly enjoy listening to music and creating music."

_____ Leadership "I enjoy organizing events, and taking charge of planning things."

In the space provided below, and on the back if you want, explain why you think you have special abilities or talents in the areas checked above. Include details of projects, activities, or reading to support your explanation.

Student Signature

Date