



## School District of Whitefish Bay Beyond Program Overview

### Program Mission

The mission defines the purpose of the program, areas of focus, and those whom the program will serve.

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

### Program Goals

The goals define the broad areas of emphasis for the Beyond program; identification, differentiation, supportive environment, staff development and communication.

- Use multiple criteria to identify students whose academic, intellectual, creative, emotional and leadership capabilities transcend the regular curriculum.
- Support the implementation of differentiated instruction to challenge students in a manner that optimizes their potential.
- Sustain a nurturing environment that supports the social and emotional growth and unique needs of students whose capabilities transcend the regular curriculum.
- Provide staff development opportunities that foster increased ability to recognize, nurture and support the needs of students whose capabilities transcend the regular curriculum.
- Communicate effectively with staff, students and parents regarding all aspects of student participation in the Beyond program.

### Beliefs

The beliefs clarify the underlying premises for the need for gifted education in Whitefish Bay Schools and how those learners can be best served.

- Students who derive the greatest benefit from gifted education are those whose need for challenge transcends that which can be provided through the regular curriculum.
- Each learner is unique, and therefore, all learning experiences must be examined in ways that take into account the abilities, interests, and learning styles of the individual.
- Learning is more effective when students enjoy what they are doing, and therefore, learning experiences should be constructed and assessed with as much concern for engagement as for other goals.
- Learning is more meaningful and enjoyable when content (knowledge) and process (skills, methods of inquiry) are learned within the context of an authentic problem. Therefore, attention should be given to opportunities to personalize student choice in problem selection, the relevance of the problem for individual students at the time the problem is being addressed, and authentic strategies for addressing the problem.
- Some formal instruction may be used in enrichment learning and teaching, but a major goal of this approach to learning is to enhance knowledge and thinking skill acquisition that is gained through formal instruction with applications of knowledge and skills that result from students' own construction of meaning.
- Learning experiences built on inquiry, rigor, variety, novelty, flexibility and choice are central components of curricular design, differentiated instruction and meeting the needs of gifted learners.

- Acknowledge that giftedness manifests itself in many ways in an academic setting. As with all students, socio-emotional issues, developmental issues and motivational issues are challenges faced by gifted learners.

(Adapted from Renzulli, *Schools for Talent Development* 1994)

### **Building Capacity to Better Serve All Students**

Even students not formally identified for gifted services benefit from all-school enrichment programs and events, extracurricular opportunities, and occasional whole class lessons from the gifted resource teacher.

The goals of the Beyond program emphasizes the need for classroom differentiation that benefits *all* students. Differentiation is a process whereby teachers identify the varying needs of learners and then alter the scope of the curriculum, or the delivery of instruction, to meet those needs. As stated in the Gifted and Talented Review Committee's beliefs, we believe that each learner is unique, and therefore, all learning experiences must be examined in ways that take into account the abilities, interests, and learning styles of the individual. Regardless of whether or not students are identified as being in need of gifted services, all students spend the majority of their instructional time in their grade-level classroom working with their grade-level classroom teacher. Therefore, it is important that as much as possible, each child experiences an appropriate level of challenge and support through their day to day classroom activities. Differentiation helps ensure that this objective is addressed.

### **Current Research**

In the U.S. Department of Education's Office of Educational Research and Improvement study on gifted education titled ***National Excellence: A Case for Developing America's Talent***, the study makes a number of recommendations for improving education opportunities for America's top students...and for ALL of America's students. Some of their key recommendations include:

1. Broaden the definition of gifted.
2. Set challenging curriculum standards.
3. Provide more opportunities to learn.
4. Emphasize teacher development.
5. Provide a supportive, responsive learning environment.

### **Definitions of Giftedness**

The federal definition of giftedness (the Javits Definition), adopted in 1993, is the definition accepted and used by the Wisconsin Department of Public Instruction and defines the parameter of services offered in Whitefish Bay Schools. It defines gifted students as those "who exhibit evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and require services or activities not ordinarily provided by the school in order to fully develop such capabilities." In addition, it states that "children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment... Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor."

### **Wisconsin Department of Public Instruction**

The Wisconsin Department of Public Instruction uses the Javits definition as the basis for its definition of giftedness in stating that "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."

## Characteristics of Gifted Students

Gifted children typically have a number of the following traits:

- Superior reasoning powers and marked ability to handle ideas; can generalize readily from specific facts and can see subtle relationships, has outstanding problem-solving ability.
- Shows persistent intellectual curiosity; asks searching questions; shows exceptional interest in the nature of humankind and the universe.
- Has a wide range of interests, often of an intellectual kind; develops one or more interests to considerable depth.
- Is markedly superior in quality and quantity of written and/or spoken vocabulary; is interested in the subtleties of words and their uses.
- Reads avidly and absorbs books well beyond his or her years.
- Learns quickly and easily and retains what is learned, recalls important details, concepts and principles; comprehends readily.
- Shows insight into mathematical problems that require careful reasoning and grasps mathematical concepts readily.
- Show creative ability of imaginative expression in such things as music, art, dance, drama; shows sensitivity and finesse in rhythm, movement, and bodily control.
- Sets realistically high standards for self; is self-critical in evaluating and correcting his or her own efforts.
- Shows initiative and originality in intellectual work; shows flexibility in thinking and considers problems from a number of viewpoints.
- Observes keenly and is responsive to new ideas.
- Shows social poise and an ability to communicate with adults in a mature way.
- Gets excitement and pleasure from intellectual challenge; shows an alert and subtle sense of humor.

Delisle and Galbraith, *When Gifted Kids Don't Have All the Answers* 2002

## Needs of Gifted Students

In her book, *Teaching Gifted Kids in the Regular Classroom*, Susan Winebrenner states that what is taught in the classroom is often what gifted students already know. Just because students get A's on their report cards doesn't mean they are actually making progress in class. In fact, many gifted students get A's with little or no effort and would continue to do so even if the curriculum were far more difficult. Moreover, it's possible that a gifted student who gets A's could be severely underachieving. (This is not to say that all gifted students get high grades, or that all "A" students are gifted. Giftedness is not solely measured in terms of classroom grades.) Some gifted students grow so bored with being asked to show what they already know that they begin to disengage from school.

All students need to be challenged in order to demonstrate growth. The level of challenge required for this growth can vary dramatically from student to student. The challenge required by gifted students to demonstrate adequate growth can be as different as the support required of developmentally delayed students to demonstrate growth. To ensure gifted students achieve their full potential, teachers must employ a variety of strategies in the classroom such as pre-testing, curriculum compacting, differentiation of instruction, and independent study projects. Sometimes, the needs of gifted students are so great that these needs cannot be met in the regular classroom. Some gifted learners have far-reaching needs that require a different level of awareness and service from educators. If these needs are not met, gifted students can disengage from school. In fact, numerous studies demonstrate that gifted students may be more at risk for disengaging from school than any other group of students. (Belin and Blank International Center for Gifted Education and Talent Development, 2004)

The needs of gifted students include:

- Acknowledgement of their gifts and abilities

- Affirmation and approval
- Encouragement in their pursuit of truth and knowledge
- Tolerance of their behavior, affect and ideas, which might be considered “different” or odd
- Association and alliance with other students who have similar abilities, interests and intensities
- A sense of purpose; including venues to display their work or share their ideas
- Opportunities to work independently with little direction
- Opportunities to receive developmental feedback
- Support for self-directed activities
- Opportunities to explore passionate personal interests
- Intelligent discussion with others who share common interests
- Psychological nourishment, stimulation and challenge
- Opportunities to learn beyond the normal curriculum
- Opportunities to use higher-level thinking skills
- Sensitivity and respect for their feelings

While all students benefit from these opportunities, gifted children require *more* to have these needs fulfilled – more frequency, more intensity, more complexity.

## Program Overview and Identification

### Overview of Services

The name of the gifted and talented program in Whitefish Bay is the Beyond program. This title describes the needs of students (beyond the grade level curriculum, beyond the norm, etc.) and the types of services we seek to provide (beyond the grade level curriculum, beyond the norm, etc.). Key to the design of the program is the idea of “beyond the local curriculum.” Beyond the local curriculum requires an understanding of local context. The School District of Whitefish Bay offers a broad range of challenging courses throughout the curriculum. Students have the opportunity to take a variety of courses that nurture student’s academic and artistic development. Whitefish Bay Schools routinely test in the 97th percentile or higher on nationally normed assessments. Our ACT composite score is routinely among the top three scores in public schools in the state of Wisconsin. Our students’ level of participation in the Advanced Placement program is among the highest in the entire nation. A school district’s local context defines the level of rigor that is built into its core curriculum. Given this strong profile, our grade-level curriculum is designed to challenge and address the needs of high performing students.

### Services designed to meet the needs of all learners:

All students in Whitefish Bay enjoy the opportunity to participate in a rich, broad curriculum. Starting in first grade, opportunities in core disciplines, world languages, performing arts and applied arts, are a part of every child’s schedule. There are dozens of extra-curricular activities, events, clubs or teams available to students at every grade level. These opportunities are in place to benefit and challenge a broad range of learners with unique interests and needs. Examples of these opportunities include:

|                                   |  |                              |
|-----------------------------------|--|------------------------------|
| Classroom Differentiation         | Choice Projects                                | Choice Books                 |
| Challenging Curriculum            | Peer tutoring                                  | Student Interest Day         |
| Variety Show                      | Forensics                                      | Library book club            |
| Assemblies                        | Band and Orchestra                             | Extra-curricular choirs      |
| Student council                   | Artist/Author in residence                     | Art for Youth                |
| Exhibition of student art work    | Art Docent Program                             | Classroom literature circles |
| Intramurals                       | Grade level service projects                   | Presidents academic awards   |
| Fitness Gram/Presidential Fitness | Whitefish Bay Recreation<br>Department Classes | Geography/Spelling Bee       |
| Science/Learning Fair             | Wisconsin Math League Contest                  | Junior Great Books           |
| Student of the Week               | Reading Buddies                                | Field Trips                  |
| Chess Club                        | French/Spanish Instruction                     | School Newspaper             |

A variety of elective courses, clubs, teams, and student government organizations across the K-12 sequence

Whitefish Bay Schools provide a broad range of opportunities and services for students to address student needs in the areas of academic, intellectual, leadership, creativity, and the performing arts. The programs and opportunities that support each of these domains are described in detail in the overview tables at the end of this document. Because the majority of a student's day is designed to address academic and intellectual needs, this area requires the greatest attention to ensure that students with needs in these two areas are consistently challenged.

Whitefish Bay Schools identifies students in need of gifted services on an on-going basis. Comprehensive student profiles are kept for students to monitor their achievement and intellectual skills to ensure curricular programming is closely aligned to students' needs for challenge and support.

In considering programming opportunities for students, the Beyond program seeks to meet the needs of students who would benefit from rigor or challenge beyond the existing curriculum. Students' need for services extend across a broad continuum. Therefore, the level and type of service appropriate to best meet student needs varies from student to student. These services range from additional support of a child's classroom teacher by the Elementary or Secondary Instructional Resource Coordinator, to small groups pull-out sessions of students working with beyond grade-level content, to facilitation of independent study topics for students by the Elementary or Secondary Instructional Resource Coordinator. Additional information on the types of services offered to students is referenced in the program overview tables at the end of this document.

## **Identification**

### **Performance vs. Ability**

Most widely-accepted definitions of giftedness focus on "capability of high performance." But capability is not always apparent, nor can it be easily measured, especially in young children. It is important to stress that performance alone is not necessarily an indication of giftedness. The Edina School District in Edina, Minnesota explains the distinction between performance and ability as follows. "A student who is not gifted but highly motivated could easily outperform a child who is gifted but lacking in motivation. A child who comes from an enriched home environment could also show more advanced performance. And sometimes gifted children have disabilities that hinder their performance and make them appear to be less capable than they really are."

When identifying students in need of gifted services in Whitefish Bay, we look at measures of ability and measures of performance. A student who demonstrates either superior ability or superior performance (but not necessarily both) may be identified as having needs beyond the regular curriculum.

### **Looking at a Broad Range of Student Performance**

We look at measures of performance, aptitude, and achievement. When gathering information to inform decisions about students' need for challenge beyond the regular curriculum we consider:

- Nomination Forms – Narrative information from teachers, parents or peers
- Standardized Tests – Objective, norm-referenced tests of academic or intellectual skill
- Certain grade-level classroom assessments
- Inventories from teachers or parents – Subjective ratings on student performance
- Inventories from students – Interest inventories
- Out-of-Grade Level Testing – For students who obtain the highest possible score on some assessments, out of grade level testing may be administered to determine the child's actual score.

Whitefish Bay Schools administer a number of common assessments across grade levels to monitor programs outcomes as well as individual student performance and growth. The following assessments are administered to all students. While all of these assessments are used to monitor program outcomes, they also help us respond to the needs of individual students.

| <b>Assessment</b>                            | <b>Grade</b>                  | <b>Area Assessed</b>   | <b>Purpose of Assessment</b>   |
|--|-------------------------------|--|--|
| Reading Assessments (various)                | K5                            | Letter recognition, concepts of print, phonemic awareness                                      | Identify students in need of additional challenge or support   |
| Number Knowledge Test                        | K4, K5                        | Conceptual understanding of numbers and quantity   | Identify students in need of additional challenge or support   |
| DRA, Running Records                         | 1                             | Reading level, phonemic awareness, fluency   | Identify students in need of additional challenge or support   |
| Portfolio Writing Assessment                 | 1,2,3,4,5                     | Writing  | Measure individual student writing progress  |
| Gates-McGinnity Reading Test                 | 6                             | Vocabulary and Reading Comprehension   | Measure student progress. Identify students in need of additional challenge or support   |
| Measure of Academic Progress (MAP)           | 2, 6 (2011-12)<br>2-9 (2012+) | Achievement of state/national standards in reading, language arts and math                     | Measure student progress and achievement. Identify students in need of additional challenge or support                           |
| Iowa Test of Basic Skills (ITBS)             | 3,5,7                         | Academic achievement in reading, language and math   | Measure student progress. Identify students in need of additional challenge or support, evaluate instructional programs.         |
| Cognitive Abilities Test (CogAT)             | 3,5,7                         | Aptitude in areas of verbal, non-verbal, and quantitative reasoning.                           | Measure student progress as related to a measure of current academic aptitude, Identify students with exceptional learning needs |
| Wisconsin Knowledge and Concepts Examination | 3,5,6,7                       | Achievement of state standards in reading and mathematics                                      | Measure student progress toward state standards in math and reading  |
| Wisconsin Knowledge and Concepts Examination | 4,8,10                        | Achievement of state standards in reading, language, math, science, social studies and writing | Measure student progress toward state standards in all academic areas.   |
| PLAN   | 9                             | Pre-ACT college admissions test in reading, math and science                                   | Help students plan course sequence as they prepare for college   |
| Explore                                      | 10                            | Pre-ACT college admissions test in reading, math and science                                   | Help students plan course sequence as they prepare for college   |
| PSAT   | 11                            | Pre-SAT college admissions test in reading and mathematics                                     | Help students plan course sequence as they prepare for college   |

While no test is infallible, the Cognitive Abilities Test is widely accepted as a strong predictor of a child's academic ability. Combined with other test scores, day to day performance, and anecdotal information from teachers and parents, this broad range of information can provide specific insight into a child's academic and intellectual needs.

In addition to a standardized testing data profile for each student, additional information may come from various classroom assessments in addition to anecdotal information from peers, parents or guardians, and teachers. One way of gathering anecdotal information from parents is through a Gifted and Talented services nomination form. Gifted and Talented nomination forms can be completed and submitted for any student at any time to the school's Instructional Resource Coordinator.

### **National Norms, Local Norms and Proficiency Scores**

When interpreting scores from the assessments listed above, it is important to consider the meaning of those scores in both a national and local context. Some tests report norm referenced

scores others report criterion referenced scores. Norm referenced scores rank students relative to a specific population. The Iowa Test of Basic Skills, for example, gives a national percentile rank (NPR) score for students. A NPR of 50 means that student scored at the 50th%ile of all students in a national sample. Overall, Whitefish Bay students typically score much higher on norm referenced assessments than students from a national sample. In fact, a Whitefish Bay student who obtains a NPR score of 84 (or the 84th%ile of national norms) would score at about the 50th%ile using local norms for Whitefish Bay. Criterion referenced scores rate students relative to a specific criterion. The Wisconsin Knowledge and Concepts Examination (WKCE) reports four criterion scores; minimal, basic, proficient, or advanced. Typically, 60% - 70% of Whitefish Bay students score at the “advanced” level on the WKCE.

**Data Analysis and Interpretation**

Tests administered at the start of the school year are analyzed each November to see if the data warrant the need for academic or intellectual Beyond services. Tests administered after November of the school year are analyzed in the spring to see if the data warrant the need for Beyond services. If a student has obtained a maximum score on a Cognitive Abilities measure or a maximum scale score on a test such as the WKCE or the ITBS, the Instructional Resource Coordinators will refer students to the school psychologist for additional assessment that could include out of grade level testing or tests that have been nationally-normed to gifted and talented populations. Whitefish Bay’s grade-level curricula are designed with the needs of our local population firmly in mind.

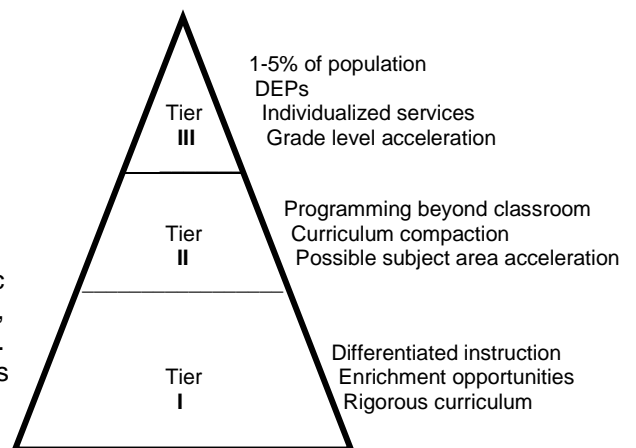
**Academic and Intellectual Services**

Ideally, student’s academic needs are met in the place where they spend most of their time. For most students, this is in the classroom with their classroom teacher. Classroom teachers will work to differentiate classroom curriculum as much as possible by providing students with a variety of opportunities and options for success. Even with effective differentiation, some students require additional opportunity through even greater challenge. For these students, the Instructional Resource Coordinator will assist classroom teachers in finding appropriate instructional resources and planning lessons. For some students, the Instructional Resource Coordinator will come into classrooms and work with groups of students, or may pull small groups of students out of the classroom for additional opportunities.

These services can be thought of along three general levels of student need.

**Tier I services** in specific academic programs – These are students who require additional challenge in a specific subject area. These students may demonstrate exceptional interest or strength in a specific subject area such as science or in a specific skill such as reading.

These services are designed to meet the needs of students who have particular areas of interest and strength in specific areas. These may include areas of performing or visual arts, creativity, leadership, or specific academic areas and topics. Criteria for these services typically include Cognitive Abilities Test scores of 130 or higher, and 95%ile rank or higher in categories (see tables that follow)



**Tier II services** include multiple academic programs – These are students who require additional challenge across multiple subject areas and demonstrate exceptional need for intellectual challenge such as critical thinking skills, making cross-curricular connections, synthesizing content across multiple domains (e.g. writing about mathematics, aesthetic responses to a literary work or historical event),

These services are designed to meet the needs of those whose academic/intellectual profile are typically in the 98th percentile on the Cognitive Abilities Test (135+) and 97th percentile in multiple categories on the Iowa Test of Basic Skills or the Wisconsin Knowledge and Concepts Exam. (see Tier II services table that follows).

**Tier III services** - These are students whose needs for academic and intellectual challenge transcend the grade level curriculum by so much that it is unlikely that even with effective differentiation at that grade level they will be adequately challenged. These students are considered for grade level acceleration. Grade acceleration is a significant decision that requires the collaborative efforts of teachers, administration, the school psychologist and parents. Only about 1-3% of students at a particular grade level are considered for grade acceleration.

These services are designed to meet the needs of those whose academic/intellectual profile are among the highest in the nation and the school district. These students may routinely score in the top range of students who score in the 99th percentile on the Cognitive Abilities Test composite score (145+) and the 99th percentile in multiple categories on the Iowa Test of Basic Skills or the Wisconsin Knowledge and Concepts Exam. These students should be considered for grade-level acceleration or other exceptional measures to meet their unique needs. They may require specific services to be challenged in school and/or have other unique needs met. (see Tier III services table that follows).

### **Delivery and Duration of Service**

Beyond Program services officially begin in Grade 3, when data exists from multiple standardized tests. Prior to that time, classroom teachers use a variety of different strategies to provide adequate challenge for students whose needs transcend the regular curriculum. If a student demonstrates an obvious need for gifted service before Grade 3, that child should be referred to the Elementary Instructional Resource Coordinator to facilitate the identification process (see How We Identify). Once a student is identified, their progress will be monitored to align their level of need with an appropriate level of service. Specific opportunities vary by course and by grade level.

Depending on the student's grade level and needs, the service offered includes some or all of the following:

- School-wide enrichment programs
- Curriculum differentiation by the classroom teacher in identified areas of the curriculum
- Service from the Elementary or Secondary Instructional Resource Coordinator, including classroom visits by that teacher and pull-out sessions related to the classroom curriculum

It is important to note that for most students their level of interest and type of needs vary throughout their schooling. This is particularly true of gifted students as school is just one of many places where they are actively involved – they may be practicing, competing, developing, writing, performing, etc. in other venues as well. Parents and teachers should work together to ensure that students are not involved in so many curricular and extra-curricular activities and events that they are undue pressure and unhealthy stress.

Through 8<sup>th</sup> grade, exceptional needs are met through a variety of classroom differentiation opportunities. These will include in-class and pull-out programs by the Elementary and Secondary Instructional Resource Coordinators. In high school, exceptional needs are met primarily through differentiation as well as student placement and scheduling, with the Secondary Instructional Resource Coordinator serving as a resource to teachers and a support to students as needed. Students should work with their guidance counselor to ensure a sequence of courses – including AP courses and independent studies - that are most aligned to the student's interests and needs.

Teacher and parent input are important in helping identify student need that transcends the

regular curriculum. The identification decision-making process is outlined in detail in our Identification Flow Chart.

### **Decisions/Notification**

Because it is our policy to evaluate student needs on an ongoing basis, we do not necessarily notify parents when a review process is underway. If a student is identified for Tier II or III Service, the parent/guardian will receive an annual letter from the Instructional Resource Coordinator confirming and explaining the range of options that will be available to the student throughout the course of the school year. Parents of students participating in specific pull-out programs will be notified via a student – teacher contract prior to the start of any Tier I program. Parents will always be directly involved in the process if grade-level acceleration is considered for a student.

### **Students Transferring from Other School Districts**

Participation in a gifted program in another school district does not necessarily qualify a student for gifted service in Whitefish Bay. New student's needs will be evaluated based on student records and any local testing. The identification process used in another district could give us enough information to make a placement decision, but that information would need to be reviewed on an individual basis.

For more detailed information on our identification process see the program overview templates and identification flow chart.

### **Advocating for Students**

The School District of Whitefish Bay recognizes the uniqueness of each student and attempts to meet individual educational needs. We believe that parental involvement is a significant factor in a student's success. We encourage parental participation in supporting each child's education. Parents should feel free to talk with their child's classroom teacher or the Elementary Instructional Resource Coordinator or the Secondary Instructional Resource Coordinator, complete a student nomination form, consider enrichment opportunities for their children, and provide continued support for their child's academic efforts. Most importantly, parents are encouraged to help their child find a healthy balance in his or her social, emotional, physical, and intellectual development. For students with many interests and parents eager to nurture their child's development the challenge of over-programming students lives and unintentionally causing undue pressure and unhealthy stress is very real.

### **Staffing**

Because many enrichment services occur through differentiation in the regular classroom, all faculty members serve as teachers of gifted and talented students. Additionally, the school district employs two Instructional Resource Coordinators. The Elementary Instructional Resource Coordinator works between Richards and Cumberland Elementary Schools. The Secondary Instructional Resource Coordinator works between the Middle School and High School. These are the lead teachers in the area of Gifted and Talented Education and work closely with all staff and administration to meet the needs of gifted and talented students within our four schools. Questions about Beyond services should be directed to one of these Instructional Resource Coordinators.

# Principles of Differentiation

- 1) Pre-assess student learning to gain a better understanding of the skills and knowledge already possessed by students.
- 2) Present content that is related to broad-based issues, problems, or themes.
- 3) Integrate multiple disciplines into an area of study.
- 4) Present comprehensive, reinforcing, mutually related experiences within an area of study.
- 5) Allow for the in depth learning of a self-selected topic.
- 6) Develop independent or self-directed study skills.
- 7) Develop research skills and methods.
- 8) Focus on open ended tasks.
- 9) Develop productive, complex, abstract, and/or higher-level thinking skills.
- 10) Integrate basic and higher-level thinking skills within the curriculum.
- 11) Encourage the development of self-understanding, i.e. recognizing and using one's abilities, becoming self directed, appreciating likeness and differences between oneself and others.
- 12) Encourage the development of products that challenge existing ideas and produce new ones.
- 13) Encourage the development of products that use new techniques, materials, and forms.
- 14) Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion references and/or standardized instruments.

## **Differentiation is Not**

- A wide range of activities loosely organized around a theme/topic
- An individualized learning plan for every student
- More of the same work for highly capable kids, and less work for students who struggle
- Rigid ability grouping

# Creative, Visual and/or Performing Arts Talent

## Characteristics associated with Visual and Performing Arts talent:

- selects art media for free time or classroom projects
- shows originality and creativity in the use of art media
- keenly observes his/her environment
- sees the unusual
- shows a heightened interest in:
  - \_\_\_music \_\_\_drama \_\_\_dance \_\_\_art
- has an exceptional sense of:
  - \_\_\_rhythm \_\_\_pitch \_\_\_creativity
- easily remembers melodies and can produce them accurately
- enjoys performing for others
- has a vivid imagination
- has a keen aesthetic sense
- has unique ideas in problem-solving situations
- may be risk-taker, adventurous, non-conforming
- often asks "why?" and does not accept simple or counterintuitive answers

## Programming for identified students:

- classroom differentiation (K-12)
- curriculum compacting (K-8)
- band, orchestra, choir (4 – 12)
- school art exhibitions (K-12)
- school assemblies and programs (K-12)
- special activities in regular and special area classes (K-12)
- contests (K-12)
- pull-out programs:
  - art docent (4-5)
  - art workshop (3-5)
  - individual / small group music lessons (4-8) (*earlier participation based on audition*)
  - forensics (6-12)
- special projects (K-12)
- 9-12 course offerings

## Guidelines for identification:

- evidence of talent noted on parent / teacher nomination forms
- recommendation by classroom and/or special area teacher
- seeks information and/or art/performing opportunities beyond classroom offerings
- relates to and interprets works of the visual and performing arts
- demonstrates keen interest in and knowledge of visual and performing arts concepts
- possesses ability to play with ideas
- openness to new ideas
- demonstrates unique ideas

## Leadership Talent

### Characteristics associated with Leadership talent:

- organizes and leads groups
- high expectations for self and others
- carries responsibility for self and others
- sees opportunity where others see only challenge
- tolerant and flexible with peers
- expresses her/himself well
- possesses good self-confidence
- may be overbearing / non-conforming

### Programming for identified students:

- student council (4-12)
- school assemblies and programs (K-12)
- special activities (K-12)
- classroom small group activities (K-12)
- Teen Leadership Elective Course (8<sup>th</sup>)

### Guidelines for identification:

- evidence of talent noted on parent and/or teacher nomination forms
- recommendation by classroom and/or special area teacher
- seeks and/or holds positions of leadership
- peer recommendation

# Gifted & Talented Tier I

## Academic Talent

### Characteristics Associated with Identified Students (one or more of the following):

- Shows unusual/advanced ability in:
  - reading
  - language arts
  - math
  - science
  - social studies
- Gets the right answer, and then analyzes its merits and questions why it is right
- Makes connections within discipline that transcend the obvious
- Understands relationships among facts, sees facts as parts of a more complex whole

### Programming for Identified Students:

- classroom differentiation
- curriculum compacting
- curricular extensions
- school assemblies and programs

### Guidelines for identification in Academic talent

- high interest in one or more areas
- CogAT score of 130 or above
- ITBS or WKCE percentile scores of 95% or above in identified area
- evidence of talent noted on parent and/or teacher nomination forms

## Gifted & Talented Tier II Intellectual Talent

### Characteristics Associated with Identified Students:

- demonstrates significant strength in grade-level curriculum
- may demonstrate significant strength well beyond grade level in multiple areas
- processes new information quickly
- uses advanced vocabulary
- makes insightful connections, may specialize in one or two areas
- becomes immersed for long periods of time in topics of special interests
- asks challenging questions
- engages adults/older students in dialogue about academic/intellectual/global topic/topics of interests.
- may be overbearing
- may be non-conforming
- may not function well in school

### Programming Available for Identified Students:

- classroom differentiation
- curriculum compacting
- curricular extensions
- school assemblies and programs
- consultation between classroom teacher and Instructional Resource Teacher around mobilizing resources, materials, and/or experiences to better meet student's needs
- clusters of cognitive/academic peers
- possible math acceleration

### Guidelines for identification in Tier II Services:

- high interest in multiple areas
- CogAT composite score of 135 or above
- ITBS or WKCE percentile scores of 97% or above in multiple total categories
- evidence of talent noted on parent and/or teacher nomination forms

# Gifted & Talented Tier III

## Intellectual Talent

### Characteristics Associated with Identified Students:

- demonstrates significant strength well beyond the grade level curriculum
- may be considered for grade acceleration
- processes new information quickly
- uses advanced vocabulary
- makes insightful, meaningful connections across concepts and across disciplines
- becomes immersed, for long periods of time, in topics of special interests
- asks challenging questions
- engages adults, older students in dialogue about a broad range of academic/intellectual/global topics
- possesses wisdom/maturity well beyond his or her years
- may be overbearing
- may be non-conforming
- may not function well in school

### Programming Available for Identified Students:

- classroom differentiation
- curriculum compacting
- curricular extensions
- school assemblies and programs
- consultation between teachers and Instructional Resource Coordinator around mobilizing resources, materials, and/or experiences to better meet student's needs
- clusters of cognitive/academic peers
- possible subject area acceleration
- differentiated education plan (DEP)
- possible subject area/grade acceleration
- cross grade-level groupings
- consistent opportunities for access to Instructional Resource Coordinator

### Guidelines for identification in Tier III Services

- high interest in multiple areas
- CogAT composite score of 145 or above
- ITBS or WKCE percentile scores of 99% or above in multiple total categories
- evidence of talent noted on parent and/or teacher nomination forms

# Teacher Nomination Form for Beyond Services

Child's Name:

Grade Level:

Teacher:

Date:

Please look carefully at the following descriptions, and assess to what extent they describe this child. Place a check in any box which matches your assessment. Please include a brief narrative of any pertinent information as needed to support your recommendation.

| Intellectual Talent  | Leadership Talent  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="radio"/> processes new information quickly</li> <li><input type="radio"/> uses advanced vocabulary</li> <li><input type="radio"/> sees connections in concepts</li> <li><input type="radio"/> focuses for long periods of time on special interests</li> <li><input type="radio"/> enjoys solving puzzles and problems</li> </ul>  | <ul style="list-style-type: none"> <li><input type="radio"/> organizes and leads groups</li> <li><input type="radio"/> carries responsibility well</li> <li><input type="radio"/> tolerant and flexible with peers</li> <li><input type="radio"/> expresses her/himself well</li> <li><input type="radio"/> possesses good self-confidence</li> <li><input type="radio"/> may be overbearing at times</li> </ul>   |
| Academic Talent  | Visual and Performing Arts Talent  |
| <p>Shows unusual/advanced ability in:</p> <ul style="list-style-type: none"> <li><input type="radio"/> reading</li> <li><input type="radio"/> language arts</li> <li><input type="radio"/> math</li> <li><input type="radio"/> science</li> <li><input type="radio"/> social studies</li> </ul>  | <ul style="list-style-type: none"> <li><input type="radio"/> selects art media for free time or classroom projects</li> <li><input type="radio"/> shows originality and creativity in the use of art media</li> <li><input type="radio"/> keenly observes his/her environment</li> <li><input type="radio"/> sees the unusual</li> <li><input type="radio"/> shows a heightened interest in:<br/>               ___music ___drama ___dance ___art</li> <li><input type="radio"/> has an exceptional sense of<br/>               ___rhythm ___pitch ___creativity</li> <li><input type="radio"/> easily remembers melodies and can produce them accurately</li> <li><input type="radio"/> enjoys performing for others</li> </ul> |
| Creative Talent  |  |
| <ul style="list-style-type: none"> <li><input type="radio"/> has a vivid imagination</li> <li><input type="radio"/> has a keen aesthetic sense</li> <li><input type="radio"/> has unique ideas in problem solving situations</li> <li><input type="radio"/> may be risk-taker, adventurous, non-conforming</li> <li><input type="radio"/> often asks "why?"</li> <li><input type="radio"/> sees the unusual</li> </ul>   |  |
| <p>Current differentiation strategies include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of achievement data and testing results</li> <li><input type="checkbox"/> Flexible grouping</li> <li><input type="checkbox"/> Pre-assessments used to inform instruction</li> <li><input type="checkbox"/> Open-ended tasks that require higher order thinking</li> <li><input type="checkbox"/> Emphasis on choice of content, activity, and product</li> <li><input type="checkbox"/> Use of various materials (more challenging reading level, supplemental content, etc.)</li> </ul> <p>At this time, I feel that this child's needs could be more effectively met through</p> <ul style="list-style-type: none"> <li><input type="radio"/> monitoring/reviewing progress as needed</li> <li><input type="radio"/> assistance from Instructional Resource Coordinator with classroom differentiation</li> <li><input type="radio"/> assistance from Instructional Resource Coordinator with differentiation and pull-out options</li> <li><input type="radio"/> considerable work with the Instructional Resource Coordinator</li> </ul> |  |

Comments are needed to support your recommendation: Please continue on other side of this document.

# Parent/Guardian Nomination Form – Beyond Program

Child's Name:

Grade Level:

Teacher:

Date:

Parent/Guardian:

Phone Number:

e-mail address:

Please look carefully at the following descriptions, and assess to what extent they describe this child. Place a check in the column which best matches your assessment. Please return this completed form to your child's classroom teacher.

|   | Seldom | Occasionally | Frequently | Consistently |
|---|--------|--------------|------------|--------------|
| 1) Asks open-ended questions about abstract concepts                                |        |              |            |              |
| 2) Produces many ideas or products  |        |              |            |              |
| 3) Expresses opinions freely and openly   |        |              |            |              |
| 4) Expresses disagreement loudly and with spirit                                    |        |              |            |              |
| 5) Is stubborn about opinions   |        |              |            |              |
| 6) Enjoys imagining   |        |              |            |              |
| 7) Discusses possible improvements or changes of institutions, objects, and systems |        |              |            |              |
| 8) Sees humor in situations which may not be humorous to others                     |        |              |            |              |
| 9) Is emotionally sensitive   |        |              |            |              |
| 10) Appreciates beauty  |        |              |            |              |
| 11) Is nonconforming; does not fear being different                                 |        |              |            |              |
| 12) Accepts disorder  |        |              |            |              |
| 13) Seems uninterested in details   |        |              |            |              |
| 14) Is able to criticize constructively   |        |              |            |              |
| 15) Questions authority   |        |              |            |              |
| 16) Easily adapts to change   |        |              |            |              |
| 17) Is adventurous  |        |              |            |              |
| 18) Combines materials and ideas in various or unusual ways                         |        |              |            |              |
| 19) Creates unusual products  |        |              |            |              |
| 20) Enjoys daydreaming  |        |              |            |              |
| 21) Creates products of exceptional quality   |        |              |            |              |
| 22) Plays with words or ideas   |        |              |            |              |
| 23) Reads independently   |        |              |            |              |
| 24) Judges the rightness or wrongness of events, people, and actions                |        |              |            |              |
| 25) Exhibits intense interest in a given area                                       |        |              |            |              |
| 26) Makes up stories, skits, or plays   |        |              |            |              |
| 27) Plans and organizes activities  |        |              |            |              |
| 28) Gets other children to do what she/he wants                                     |        |              |            |              |
| 29) Perceives and observes beyond his/her years                                     |        |              |            |              |

Parent/Guardian Nomination Form (continued)

|   | Seldom | Occasionally | Frequently | Consistently |
|---|--------|--------------|------------|--------------|
| 30) Captures attention of older children or adults in games |        |              |            |              |
| 31) Sees multiple perspectives                              |        |              |            |              |
| 32) Finds unique or alternate ways to solve problems        |        |              |            |              |
| 33) Responds to school tasks with enthusiasm                |        |              |            |              |
| 34) Devises and supports her/his own radical opinions       |        |              |            |              |
| 35) Displays curiosity about the way things work            |        |              |            |              |
| 36) Uses an extensive vocabulary appropriately              |        |              |            |              |

The School district of Whitefish Bay, in accordance with the Wisconsin Department of Public Instruction, supports programming for highly capable students in five areas. These five areas are:

- 1) Intellectual (high level of overall intelligence)
- 2) Specific Academic (excels in one or more academic subjects)
- 3) Creative (has original, varied, and/or unusual ideas and solutions)
- 4) Leadership (demonstrates ability to take charge)
- 5) Artistic (intuitive sense of artistic and musical concepts)

Please check below which area(s) may apply to your child, and give specific examples of behavior which support this area nomination.

Intellectual

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Specific Academic

\_\_\_ Reading \_\_\_ Math \_\_\_ Language \_\_\_ Science \_\_\_ Social Studies

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Creative

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Leadership

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Artistic

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Please give any other information which you believe is relevant and would assist in getting to know your child's interests and abilities.

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Signature \_\_\_\_\_

Date \_\_\_\_\_

# Whitefish Bay Beyond Program – Tier III Differentiated Education Plan

|                      |  |                           |                |             |  |
|----------------------|--|---------------------------|----------------|-------------|--|
| Student:             |  | Grade:                    |                | Date:       |  |
| Current school year: |  | Plan manager:             |                |             |  |
| Grade Accelerated:   |  | Subject area accelerated: |                | Subject(s): |  |
| Parent name:         |  |                           | Primary phone: |             |  |
| Email:               |  |                           |                |             |  |

|  |  |                |  |                 |  |       |  |         |
|--|--|----------------|--|-----------------|--|-------|--|---------|
| <b>Student demonstrates need beyond the curriculum in the following areas:</b> |  | Reading        |  | Writing         |  | Math  |  | Science |
|  |  | Social Studies |  | Performing Arts |  | Other |  |         |

|                                  |   |
|----------------------------------|---|
| <b>Key Goals and Objectives:</b> | <ul style="list-style-type: none"> <li>Clustering of cognitive/academic peers</li> <li>Consistent opportunities for access to Instructional Resource Coordinator</li> </ul> |
|----------------------------------|---|

|   |   |   |
|---|---|---|
| <b>Strategies that may be engaged to meet goals and objectives:</b> | <ul style="list-style-type: none"> <li>Pre-assessment to inform instruction</li> <li>Classroom differentiation</li> <li>Curriculum compacting</li> <li>Curricular extensions</li> <li>Access to most challenging resources at, or above, grade level</li> </ul> | <ul style="list-style-type: none"> <li>Emphasis on higher level thinking skills and incorporating authentic applications.</li> <li>Mentor opportunities</li> <li>Integration of multiple disciplines</li> </ul> |
|---|---|---|

|   |  |
|---|--|
| <b>Other opportunities including, but not limited to:</b> |  |
|---|--|

| Test Scores: |         |            |             |         |             |          |            |           |          |           |
|--------------|---------|------------|-------------|---------|-------------|----------|------------|-----------|----------|-----------|
| Grade        | CogAT V | ITBS Rdg % | ITBS Lang % | CogAT Q | ITBS Math % | CogAT NV | CogAT Comp | ITBS Core | WKCE Rdg | WKCE Math |
| 3            |         |            |             |         |             |          |            |           |          |           |
| 4            |         |            |             |         |             |          |            |           |          |           |
| 5            |         |            |             |         |             |          |            |           |          |           |
| 6            |         |            |             |         |             |          |            |           |          |           |
| 7            |         |            |             |         |             |          |            |           |          |           |
| 8            |         |            |             |         |             |          |            |           |          |           |

| NUMATS  |      |      |      |         |      |         |      |           |      |
|---------|------|------|------|---------|------|---------|------|-----------|------|
| English | %ile | Math | %ile | Reading | %ile | Science | %ile | Composite | %ile |
|         |      |      |      |         |      |         |      |           |      |

|                                      |  |
|--------------------------------------|--|
| <b>Notes/Additional Information:</b> |  |
|--------------------------------------|--|

|  |                                    |       |  |
|--|------------------------------------|-------|--|
|  | Instructional Resource Coordinator | Date: |  |
|  | Parent/Guardian                    | Date: |  |

# Process for Determining Need for Beyond/Gifted & Talented Services – Academic/Intellectual

