



## Lake Mills Area School District Talent Development Resource Guide

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## **Lake Mills Area School District Talent Development Resource Guide**

### **Introduction and Overview**

The Lake Mills Area School District believes that all students have unique gifts and talents, the ability to learn and achieve, and should be provided opportunities for optimal development. We believe that talented students possess measurable, qualitatively different characteristics in one or more of five areas: general intellectual ability, creativity, leadership, artistic ability and academic aptitude. The Lake Mills Area School District chooses to adopt the language of Talent Development instead of the more prevalent language of Gifted and Talented. In doing so, we hope to advance a support system that is more inclusive and flexible than traditional gifted education approaches, while at the same time maintaining a commitment to promoting individualized learning experiences for our most talented students.

### **Purpose**

The Talent Development Resource Guide is meant to provide staff and parents with information regarding the school district's goals, beliefs, identification process, and support system for talented students, as well as function as a resources for educators and families.

### **Beliefs**

Several beliefs form the basis of Lake Mills Area School District's Talent Development Approach:

- Identification of talentedness should be early, ongoing and continuous.
- Appropriate supports for talented students is a responsibility shared by classroom teachers, specialists, support staff, administrators, parents and students.
- A support system for talented students must consistently provide challenge to develop student's potential.
- Talented students learn in an environment where their gifts and abilities are valued and nurtured.
- Talented children have unique and varied cognitive and affective abilities and needs which may require unconventional and non-traditional approaches and/or scheduling.
- Talented students may require a differentiated curriculum and/or a variety of supportive options within and outside the classroom to meet their unique intellectual, social, and emotional needs.
- Communication between the parent and school staff regarding the talented child's learning needs is essential.
- Parents and teachers of talented children may benefit from additional education and support.
- A Response to Intervention (RtI) framework provides an optimal identification, service delivery, and decision making processes to promote talent development for students.

### **Response to Intervention**

Response to Intervention (RtI) is a framework of educational decision making and service delivery. This model assumes that each student receives high-quality, research-based, and differentiated instruction from a general educator in a general education setting. At its core, RtI is the practice of:

- Providing high-quality instruction and interventions matched to student need.
- Monitoring progress frequently to make decisions about changes in instruction or goals.
- Applying child response data to important educational decisions.

The Lake Mills Area School District is committed to providing optimal learning conditions that support academic achievement for all students. When implemented with fidelity, an RtI framework has the potential for meeting this commitment through the implementation of a multi-tiered system of support based on sound educational practices. The process also emphasizes the importance of leadership, the use of data to guide instruction, appropriate intervention and practice, parent involvement, and other researched based practices. In the world of Talent Development, this refers to implementing and sustaining efforts which ensure our students have access to differentiated curriculum, flexible pacing, cluster grouping, acceleration, and other universal interventions available to all students in the regular classroom.

There are eight non-negotiable essential components of RtI.

1. Evidence-based curriculum and instruction.
2. Ongoing assessment.
3. Collaborative teaming.
4. Data-based decision-making.
5. Fidelity of implementation.
6. Ongoing training and professional development.
7. Community and family involvement.
8. Strong leadership.

Each element is part of an interrelated process that should be applied to every student. RtI creates an integrated and seamless continuum of service that encompasses all staff through a multi-tiered service delivery model. The Lake Mills Area School District's Talent Development support system adheres to the principles of RtI as the foundation of our practice. Specific aspects related to services, identification, and data analysis will be further explained throughout this resource guide.

## CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS (CCAG)

\*Adapted from the National Association for Gifted Children (202) 785-4268

\*\*CCAG will be used throughout the document.

TALENTED AREA	CHARACTERISTICS
<b>General Intellectual Ability</b>	<ul style="list-style-type: none"> <li>understands complex concepts</li> <li>draws inferences between content areas</li> <li>sees beyond the obvious</li> <li>thrives on new or complex ideas</li> <li>enjoys hypothesizing</li> <li>intuitively knows before taught</li> <li>uses an extensive vocabulary</li> <li>does in-depth investigations</li> <li>learns rapidly in comparison to peers</li> <li>1 - 2 repetitions for mastery</li> <li>manipulates information</li> </ul>
<b>Specific Academic Ability</b>	<ul style="list-style-type: none"> <li>strong memorization ability</li> <li>advanced comprehension - 1-2 repetitions for mastery</li> <li>intense interest in a specific academic area</li> <li>high academic capacity in special-interest area</li> <li>pursues special interests with enthusiasm</li> <li>operates at a higher level of abstraction than peers</li> <li>asks poignant questions</li> <li>discusses and elaborates in detail</li> </ul>
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>independent and/or flexible thinker</li> <li>exhibits original thinking in oral and/or written expression</li> <li>generates many ideas to solve a given problem</li> <li>possesses a keen sense of humor</li> <li>creates and invents</li> <li>intrigued by creative tasks</li> <li>improvises and sees unique possibilities</li> <li>risk taker</li> <li>resists conformity</li> </ul>
<b>Artistic (Visual/Performing Arts)</b> <ul style="list-style-type: none"> <li>• art</li> <li>• dance</li> <li>• drama</li> <li>• music</li> </ul>	<ul style="list-style-type: none"> <li>communicates their vision in visual/performing arts</li> <li>unusual ability for aesthetic expression</li> <li>compelled to perform/produce</li> <li>exhibits creative expression</li> <li>desire for creating original product</li> <li>keenly observant</li> <li>continues experimentation with preferred medium</li> <li>excels in demonstrating the visual/performing arts</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>takes an active role in decision making</li> <li>high expectations for self and others</li> <li>expresses self with confidence</li> <li>foresees consequences and implications of decisions</li> <li>follows through on a plan</li> <li>appears to be well liked by peers</li> <li>ideas expressed accepted by others</li> <li>sought out by others to accomplish a task</li> </ul>

### Bright Child Versus Gifted Child

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

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

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

## **Identification Process**

The purpose of identification is to make those persons responsible for a student's education aware of the student's capabilities so that the best match can be made between a student's needs and their educational experience. Identification is an ongoing and continuous process to develop awareness of student capabilities and needs. All students are considered for identification in Kindergarten through 12th grade as required by the Wisconsin Department of Public Instruction.

It is important to note that while students in early elementary school are considered for identification it is difficult to make accurate determinations on true ability in young children. The Lake Mills Area School District will work to ensure there is a match between a young student's curricular needs and their educational experience, regardless of formal identification. This process is ongoing and imbedded into core instruction and RtI practices at the elementary school. Typically, formal identification processes become valid in late elementary school and are conducted within the framework outlined in this guide.

The Lake Mills Area School District uses multiple criteria, in accordance with the Wisconsin Department of Public Instruction, to identify highly capable students in five areas. Multiple criteria used for identification of talented students may include standardized test scores, individualized testing, parent/guardian nominations, teacher nominations, and district assessments.

As part of the Lake Mills Area School District RtI process, extensive student data is reviewed at least tri-annually in grade level data meetings. This process facilitates a continuous review of student progress, which in turn fosters a talent identification approach that is flexible and responsive to student need.

Initial referrals for Talent Development supports usually come from the tri-annual grade level data meetings or the classroom teacher, who has in-depth knowledge and understanding of a student's abilities. Principals, other educational staff, or parents may refer students for identification using the Talent Development Nomination Form. The decision to refer a student for identification may be based on pre-screensers such as scores from the Forward Exam, Badger Exam, Wisconsin Knowledge and Concepts Examination (WKCE) or the Measures of Academic Progress (MAP) assessment. When a student is referred for an evaluation the Lake Mills Area School District will complete the evaluation and hold a meeting within 60 calendar days of receiving signed evaluation consent.

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 standardized tests (objective, norm-referenced tests of academic or intellectual skill), performance data, certain selected grade-level classroom assessments, and nomination forms (rating scales and narrative information from teachers and parents).

While no test is infallible, cognitive measures are 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 need.

## **Identification Assessment Tools**

The School Counselor, Talent Development Advocates, and/or School Psychologist will facilitate data collection in order to compile a student profile to include referrals, assessments, inventories, checklists, classroom data, in combination with anecdotal information. Using a wide variety of assessments will allow the Differentiated Education Plan (DEP) team to make determinations to best meet the needs of talented students. Results from the combination of data gathered will allow the DEP team to determine for what tier of Talent Development services each student will qualify. Not all identification tools may be used in the identification process. Identification of students will be determined using the following tools:

- State Assessments such as the Wisconsin Knowledge and Concepts Exam (WKCE), Forward Exam or the Badger Exam.
- District Assessments such as the NWEA's Measures of Academic Progress (MAP).
- Grade-level classroom assessments.
- Intelligence tests.
- Achievement tests.
- Talented Evaluation Scale based on national norms of GT students.
- Gifted and Talented inventories and checklists for parents/guardians, students (if applicable), teachers, etc.
- Nomination forms from parents and/or teachers.
- Teacher observation evidence.
- Student work samples or portfolios.
- Letters of recommendation.
- Advanced grade level assessments (if applicable).

### **Eligibility**

Once a referral is made and an evaluation has been conducted, a DEP meeting will be held to determine eligibility for Talent Development services that may include the Director of Learning and Student Services/GT Director (as needed), School Principal, School Psychologist, Counselor, Teachers, Parents, Student. Assessment data results will be shared at the eligibility determination meeting. At this meeting, assessment results will be applied to eligibility criteria at the various Tiers and the evaluation team is responsible for interpreting this information and making the eligibility determination.

Students who meet eligibility criteria in Tier II and Tier III will have a DEP written for them. This plan outlines the nature of supports that will be provided to the student. An example of a DEP can be found at the end of the resource guide.

## Assessment Data Defined

The following is a description of assessments which may be used in the identification process, as well as in determining appropriate supports for talented students.

Assessments	Grade	Responsibility	Area Assessed	Purpose of Assessment
Forward or Badger Exam	3,4,5,6,7,8	Classroom teacher	English Language Arts and Math	Measure student progress toward state standards.
Wisconsin Knowledge and Concepts Exam (WKCE)	4, 8, 10	Classroom teacher	Social Studies and Science	Measure student progress toward state standards.
Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP): norm-based assessment aligned with state standards	2, 3, 4, 5, 6, 7, 8	Classroom teacher, Counselor	Math, Reading and Language Arts	Measure student progress toward state standards on an ongoing basis to inform instruction. Based on national norms.
Grade-level Classroom Assessments, Student Portfolio	ALL	Classroom Teacher	ALL	Identify areas of strengths using classroom based evidence.
Intelligence Tests: Appropriate measures determined by School Psychologist	ALL (Ages 3-18)	School Psychologist	Verbal, perceptual, memory, processing speed, and executive function.	Measure intelligence and child potential.
Achievement tests: Wechsler Individual Achievement Test, Woodcock Johnson III,	ALL (Ages 3-90+)	School Psychologist	Reading, Math, Written Expression, Oral Language, Verbal Expression, Spelling	Measure how much knowledge you have in an academic area or your aptitude in area (capacity for knowledge).
ASPIRE test	Grade 9-10	School Counselors	Pre-ACT math, reading, and science assessment. Career/Interest Inventory included.	Plan course sequence and college readiness predictor.
ACT test & Work Keys	Grade 11	School Counselors	ACT math, reading, science and career assessment.	Plan course sequence and college readiness predictor.
Talented Evaluation Scale-3 <sup>rd</sup> Edition (GES)  Gifted and Talented Evaluation Scale (GATES)	ALL (Ages 3-18)	School Psychologist	Intellectual, Creativity, Specific Academic Aptitude, Leadership Ability, Performing and Visual Arts	Measure aptitude and ability in GT areas.
GT Inventories/Checklists- Talented Rating Scales – (GRS) Norm referenced scales Bright Child vs. Talented Child Checklist (teachers) Gifted Rating Scales (GRS) Torrance Test of Creative Thinking	ALL	Classroom teachers, special subject teachers, parents/guardians, students (if applicable), Counselors (if applicable)	Intellectual, academic ability, motivation, creativity, leadership, and artistic talent.	Measures aptitude and ability in GT areas.
Nomination forms from Parents and/or Teachers  Gifted and Talented	ALL	Parent and/or Teacher	Intellectual Ability, specific academic ability, creative thinking, artistic, and leadership skills	Identify GT areas within classroom or displayed at home. Observation and perspective data.
Advanced Grade Level Assessments	ALL	Classroom teacher and/or next grade level teacher	Achievement of state standards within classroom, academic area	Gain knowledge about how student would achieve in next grade level.

# Identification Protocol General Intellectual Ability (GIA)

The intellectually gifted are those children who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.

## GENERAL INTELLECTUAL-Criteria Guidelines

**\*An acceptable IQ score and a minimum of two criteria in one tier are required for identification\***

### Tier 3-Acceptable IQ score of 145 or higher

#### Performance Evidence

- Student projects

#### Assessment Data

- MAP scores at the 99<sup>th</sup> percentile
- WKCE/Badger/Forward Exam scores at the 99<sup>th</sup> percentile
- Additional nationally normed standardized test scores at 99<sup>th</sup> percentile (i.e., ASPIRE, WJ-III, etc.)

#### Supporting Data

- Appropriate Rating Scale score at the 99<sup>th</sup> percentile
  - A score of 125-130 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- 

### Tier 2-Acceptable IQ score of 135-144

#### Performance Evidence

- Student projects

#### Assessment Data

- MAP scores at the 98<sup>th</sup> percentile
- WKCE/Badger/Forward Exam scores at the 98<sup>th</sup> percentile
- Additional nationally normed standardized test scores at 98<sup>th</sup> percentile (i.e., ASPIRE, WJ-III, etc.)

#### Supporting Data

- Appropriate Rating Scale score at the 98<sup>th</sup> percentile
  - A score of 113-124 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- 

### Tier 1-Acceptable IQ score 134 and below

#### Performance Evidence

- Student projects

#### Assessment Data

- MAP scores at the 97<sup>th</sup> percentile and below
- WKCE/Badger Exam/Forward scores at the 97<sup>th</sup> percentile and below
- Additional nationally normed standardized test scores at 97<sup>th</sup> percentile and below (i.e., ASPIRE, WJ-III, etc.)

#### Supporting Data

- Appropriate Rating Scale score at the 97<sup>th</sup> percentile and below
  - A score of 112 and below on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
-

# Identification Protocol Specific Academic Ability (SAA)

Academically able students are capable of making outstanding progress in one or more of the disciplines. Differentiation of instruction of academically able students should allow them to progress through the content area(s) at a pace and/or at the depth and breadth which reflects their considerable abilities. When compared to their peers, students who are one to two years advanced (Tier 1), can probably have their needs met through the differentiated classroom. Students who are two to three years advanced (Tier 2) could require additional curricular strategies, such as advanced coursework, cluster grouping per subject area, or workshop/ competitions in the identified gifted and talented area in the differentiated classroom. Students who are more than three years advanced (Tier 3) on the pyramid could require an individualized educational supports, such as single subject acceleration, grade level acceleration, or dual enrollment in courses.

## SPECIFIC ACADEMIC ABILITY-Criteria Guidelines

**\*A minimum of two criteria in one tier are required for identification\***

### Tier 3

#### Performance Evidence

- Student projects

#### Assessment Data

- MAP scores at the 99<sup>th</sup> percentile
- WKCE/Badger/Forward Exam scores at the 99<sup>th</sup> percentile
- Additional nationally normed standardized test scores at 99<sup>th</sup> percentile (i.e., ASPIRE, WJ-III etc.)

#### Supporting Data

- Appropriate Rating Scale score at the 99<sup>th</sup> percentile
  - A score of 125-130 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)
- 

### Tier 2

#### Performance Evidence

- Student projects

#### Assessment Data

- MAP scores at the 98<sup>th</sup> percentile
- WKCE/Badger/Forward Exam scores at the 98<sup>th</sup> percentile
- Additional nationally normed standardized test scores at 98<sup>th</sup> percentile (i.e., ASPIRE, WJ-III, etc.)

#### Supporting Data

- Appropriate Rating Scale score at the 98<sup>th</sup> percentile
  - A score of 113-124 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)
- 

### Tier 1

#### Performance Evidence

- Student projects

#### Assessment Data

- MAP scores at the 97<sup>th</sup> percentile and below
- WKCE/Badger/Forward Exam scores at the 97<sup>th</sup> percentile and below
- Additional nationally normed standardized test scores at 97<sup>th</sup> percentile and below (i.e., ASPIRE, WJ-III, etc.)

#### Supporting Data

- Appropriate Rating Scale score at the 97<sup>th</sup> percentile and below
  - A score of 112 and below on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
-

# Identification Protocol Creative Thinking

Creativity may cross all areas (academic, arts, leadership, intellect). Highly creative students 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 tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.

## CREATIVITY-Criteria Guidelines

**\*A minimum of two criteria in one tier are required for identification\***

### Tier 3

#### Performance Evidence

- Student projects
- Student generated evidence (creative thinking activity or project)

#### Assessment Data

- A score of 99 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

#### Supporting Data

- Appropriate Rating Scale score at the 99<sup>th</sup> percentile
  - A score of 125-130 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from a third party
- 

### Tier 2

#### Performance Evidence

- Student projects
- Student generated evidence (creative thinking activity or project)

#### Assessment Data

- A score of 97 or 98 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

#### Supporting Data

- Appropriate Rating Scale score at the 98<sup>th</sup> percentile
  - A score of 113-124 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from a third party
- 

### Tier 1

#### Performance Evidence

- Student projects
- Student generated evidence (creative thinking activity or project)

#### Assessment Data

- A score of 85-96 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

#### Supporting Data

- Appropriate Rating Scale score at the 97<sup>th</sup> percentile and below
  - A score of 112 or below on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from a third party
-

# Identification Protocol Artistic (Visual/Performing Arts)

Students can demonstrate unusual adeptness or skill in the field of drama, music, and visual arts. Since this is a performance-based talent, identification should center around nominations, portfolios and expert assessment.

## ARTISTIC (VISUAL/PERFORMING ARTS)-Criteria Guidelines

**\*A minimum of two criteria in one tier are required for identification\***

### Tier 3

#### Performance Evidence

- For ART—portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
- For MUSIC—audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
- For DRAMA—visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

#### Supporting Data

- Appropriate Rating Scale score at the 99<sup>th</sup> percentile
  - A score of 125-130 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from specialist(s) in the area of nomination
- 

### Tier 2

#### Performance Evidence

- For ART—portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
- For MUSIC—audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
- For DRAMA—visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

#### Supporting Data

- Appropriate Rating Scale score at the 98<sup>th</sup> percentile
  - A score of 113-124 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from specialist(s) in the area of nomination
- 

### Tier 1

#### Performance Evidence

- For ART—portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
  - For MUSIC—audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
  - For DRAMA—visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators
  - Supporting Data
  - Appropriate Rating Scale score at the 97<sup>th</sup> percentile and below
  - A score of 112 or below on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from specialist(s) in the area of nomination
-

# Identification Protocol 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. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.

## LEADERSHIP-Criteria Guidelines

**\*A minimum of two criteria in one tier are required for identification\***

### Tier 3

Performance Evidence

- Student projects

Supporting Data

- Appropriate Rating Scale score at the 99<sup>th</sup> percentile
  - Student generated evidence of leadership activity
  - A score of 125-130 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from a third party
- 

### Tier 2

Performance Evidence

- Student projects

Supporting Data

- Appropriate Rating Scale score at the 98<sup>th</sup> percentile
  - Student generated evidence of leadership activity
  - A score of 113-124 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from a third party
- 

### Tier 1

Performance Evidence

- Student projects

Supporting Data

- Appropriate Rating Scale score at the 97<sup>th</sup> percentile and below
  - Student generated evidence of leadership activity
  - A score of 112 or below on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
  - Letter(s) of recommendation from a third party
-

### Talent Development Supports

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 classmates, subject area, music, art, band, orchestra or drama teachers. Teachers differentiate instruction by providing students with a variety of opportunities and options for success.

Differentiated instruction is not a curriculum or a program. It is a process that enables teachers to improve student learning by matching students’ learning characteristics to district standards and benchmarks. This process requires teachers to anticipate and acknowledge the differences in students’ readiness, interests, and learning style.

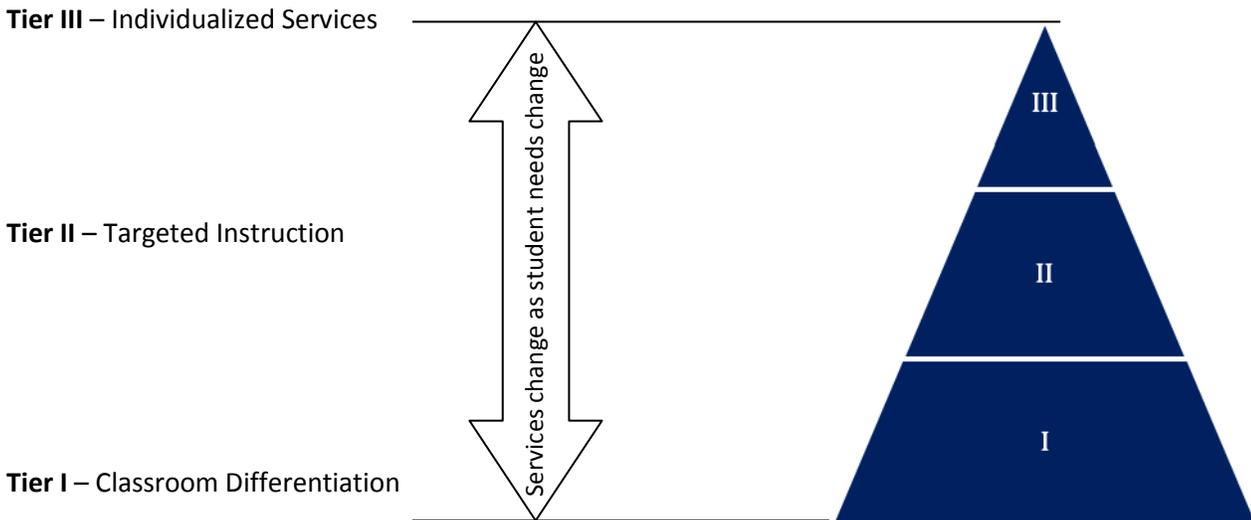
Teachers can then effectively engage students in meaningful and challenging work.

A Differentiated Education Plan is created for identified students in Tier II and Tier III and implemented for these students. The plan is jointly developed by students (when appropriate), parents, classroom teachers and Talent Development staff and reviewed on a yearly basis. The review includes current performance data and recent assessment and observational data. Students identified in Tier I are tracked and supported through the Lake Mills Area School District RtI process.

Through elementary school, exceptional needs are largely met through a variety of classroom differentiation opportunities. In middle and high school, exceptional needs are met through differentiation as well as student placement and scheduling. Students should work with their School Counselor to ensure a sequence of courses that are most aligned to the student’s interests and needs.

Even with effective differentiation, some students require additional opportunity and greater challenge. For these students, the Talent Development Advocate, School Counselor, Content Area Leaders and/or Principal will assist classroom teachers in identifying resources and support options to meet students’ demonstrated needs.

The following model demonstrates the different tiers of intervention which may be used to address individual needs.



### **Classroom Differentiation — Tier I**

The majority of students needing Talent Development services will have their learning needs met through services in the regular classroom by the classroom teacher. The base of the Talent Development model represents these students. Differentiation includes instructional strategies that an educator uses to meet student learning needs. These strategies include but are not limited to the use of flexible grouping (including during intervention time), tiered assignments, pre-assessment, modified assignments, independent projects, extensions, and enrichment. The Lake Mills Area School District RtI model promotes active identification and intervention with students at this tier.

### **Targeted Instruction — Tier II**

Tier II represents a smaller number of students whose needs become more unique and services become more specialized. In addition to Tier I services, the classroom teacher collaborates with the Talent Development Advocate, specialists, and grade level colleagues to plan learning activities to meet the student's demonstrated need. Academic venues/competitions, special supports, guidance, subject level acceleration, or independent projects may be used to meet student learning needs. A Differentiated Education Plan (DEP) will be written for students at this tier.

### **Individualized Services — Tier III**

The top of the pyramid represents a very small number of students. These services are for 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. Instructional strategies and services for students with highly exceptional needs include all services at Tiers I and Tier II plus the possibility of grade level acceleration, radical acceleration, distance learning options, or post secondary options. Grade acceleration is a significant decision that requires the collaborative efforts of teachers, the Talent Development Advocate, the School Counselor, administration, the School Psychologist and parents. A Differentiated Educational Plan (DEP) will be written for students at this tier.

### **Response to Intervention and Talent Development Services: A Few Notes**

- Student movement through the tiers is intended to be a fluid process based on student assessment data and collaborative team decisions about students' response to instruction. Students may be receiving services in a variety of the tiers depending on their needs.
- Tiers of intensity in supports allow for the diversity of individual needs of students who demonstrate strong talents. RtI provides support systems for students with exceptional ability or potential.
- In Talent Development, rather than remediation-based interventions, strength-based interventions and strength-based supports, are used to describe tiered instruction. The problem-solving process which uses data, strengths and interests of students to implement appropriate, rigorous and relevant curriculum and instruction are strengths of RtI.
- Progress monitoring continually contributes new data so that learning is dynamic and adjustments are made for pace, depth and complexity of the evidenced-based practices utilized. Our goal is to promote a match between student need and their curriculum and experiences.
- The LMASD provides intervention time within the K-8 schedules. This time is utilized to support students across the learning spectrum. Students with talents who are in need of learning extensions, clustering with similar ability peers, leadership opportunities, and/or other learning supports may be scheduled into a TD grouping throughout a school year. These groupings are flexible and fluid and are made up of students across the identified tiers.

### Examples of Tiered Services

**\*This chart represents examples of options. Not all options are available to all students at all times. Individual student services are addressed through a collaborative process.**

	Tier I	Tier II	Tier III
Intellectual or Academically Able	<ul style="list-style-type: none"> <li>Classroom Differentiation</li> <li>Classroom Groupings (ex. stations for differentiated instruction)</li> <li>Student Choice with Products (available to all students)</li> <li>Flexible Grouping Between Classrooms (all students move between classrooms fluidly)</li> <li>Learning Contracts</li> <li>Enrichment Programs (opportunities provided for all students to participate)</li> <li>Pre-Testing (all students)</li> <li>Tiered Lessons</li> <li>Differentiated Classes</li> <li>Independent Project</li> <li>Open-ended Assignment</li> <li>Computer Delivered Curriculum</li> <li>WCATY</li> <li>Online Courses</li> <li>Learning Contract</li> <li>Youth Options</li> <li>Moodle Groups</li> <li>AP Classes at HS (open to all students)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Education Plan</li> <li>Classroom Differentiation</li> <li>Cluster Groupings (ex. small group differentiated instruction)</li> <li>Student Choice with Products (available to select students)</li> <li>Flexible Grouping Between Classrooms (service provided for select students)</li> <li>Learning Contracts (option of selected students)</li> <li>Enrichment Programs (opportunity provided to students identified/selected to participate)</li> <li>Small Pull Out Groups for Content Area Instruction</li> <li>Pre-Testing (selected students)</li> <li>Compacting the Curriculum</li> <li>Tiered Lessons</li> <li>Differentiated Classes</li> <li>Independent Project</li> <li>Open-ended Assignment</li> <li>Enrichment Clusters</li> <li>Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Education Plan</li> <li>Accelerated Content Area Cluster Grouping</li> <li>Individualized program</li> <li>Social/Emotional Support Group</li> <li>Formal Mentorship</li> <li>Grade Acceleration</li> <li>Content Area Acceleration</li> <li>Concurrent Courses</li> <li>Pull Out Instruction</li> <li>Independent Art/Music</li> <li>College for Kids</li> </ul>
Artistic	<ul style="list-style-type: none"> <li>Forensics</li> <li>Art Show</li> <li>Musicals</li> <li>Visual Arts Classic</li> <li>Art/Music/Drama Club</li> </ul>	<ul style="list-style-type: none"> <li>Art Show</li> <li>Music Concert</li> <li>Visual Arts Classic</li> <li>Solo Ensemble</li> <li>Honors Classes</li> </ul>	<ul style="list-style-type: none"> <li>Mentorship</li> <li>Apprenticeship with an artist</li> <li>JEDI Classes</li> <li>Independent Art/Music</li> <li>College for Kids</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>Music Concerts</li> <li>Visioneer Design Challenge</li> <li>Solo Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>Student Council</li> <li>Targeted Leadership Training (including interpersonal and communication skills)</li> <li>Peer Mediation</li> <li>Mentoring/Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>UW-Outreach Programs (ie. Moving Minds, Youth and Parent Leadership Forum, Science on Wheels)</li> </ul>
Creativity		<ul style="list-style-type: none"> <li>Rube Goldberg Challenge</li> <li>Creativity Groups (work on open-ended projects)</li> <li>Creativity Units</li> <li>Future Problem-Solving</li> <li>Technology Integration (Prezi, web design, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>College for Kids</li> <li>Mentoring</li> <li>UW-Outreach Programs (ie. Technology in the Arts, Science on Wheels)</li> </ul>

## Talent Development Staff

Parents are encouraged to direct their initial questions regarding Talent Development to their child's teacher, Talent Development Advocates, or School Counselors. Follow up with administration is welcomed and encouraged if parents have continued questions.

School	Talent Development Advocates	Contact Information
LMES 4k-2	Stacy Werner	920-648-2338 <a href="mailto:stacy.werner@lakemills.k12.wi.us">stacy.werner@lakemills.k12.wi.us</a>
LMES 3-4	Leah Wendt	920-648-2338 <a href="mailto:leah.wendt@lakemills.k12.wi.us">leah.wendt@lakemills.k12.wi.us</a>
LMMS	Mary Carncross	920-648-2358 <a href="mailto:mary.carncross@lakemills.k12.wi.us">mary.carncross@lakemills.k12.wi.us</a>

School	Counselor/Psychologist	Contact Information
LMES	Adam Manos, School Psychologist	920-648-2338 <a href="mailto:adam.manos@lakemills.k12.wi.us">adam.manos@lakemills.k12.wi.us</a>
LMES	Theresa Schroeder, School Counselor	920-648-2388 <a href="mailto:theresa.schroeder@lakemills.k12.wi.us">theresa.schroeder@lakemills.k12.wi.us</a>
LMMS/LMHS	Kisten Gillespie, School Psychologist	920-648-2358 <a href="mailto:kisten.gillespie@lakemills.k12.wi.us">kisten.gillespie@lakemills.k12.wi.us</a>
LMMS	Ashley Stewart, School Counselor	920-648-2358 <a href="mailto:ashley.stewart@lakemills.k12.wi.us">ashley.stewart@lakemills.k12.wi.us</a>
LMHS	Diane Sweeney, School Counselor	920-648-2355 <a href="mailto:diane.sweeney@lakemills.k12.wi.us">diane.sweeney@lakemills.k12.wi.us</a>

School	Administrator	Contact Information
Prospect	Amanda Thompson, Principal	920-648-2338 <a href="mailto:amanda.thompson@lakemills.k12.wi.us">amanda.thompson@lakemills.k12.wi.us</a>
LMMS	Jennifer Nicholson, Principal	920-648-2358 <a href="mailto:jennifer.nicholson@lakemills.k12.wi.us">jennifer.nicholson@lakemills.k12.wi.us</a>
LMHS	Cale Vogel, Principal	920-648-2355 <a href="mailto:cale.vogel@lakemills.k12.wi.us">cale.vogel@lakemills.k12.wi.us</a>
District Office	Jamie Syvrud, Director of Learning and Student Services	920-648-2474 <a href="mailto:jamie.syvrud@lakemills.k12.wi.us">jamie.syvrud@lakemills.k12.wi.us</a>

## Roles and Responsibilities

<b>Director of Learning and Student Services / Talent Development Director</b>	Act as an advocate for the needs of talented students. Provide vision and direction for district TD supports. Monitor supports for identified students. Coordinate professional development. Provide resources/materials/ideas for TD. Participate in professional development.
<b>Building Principal</b>	Act as an advocate for the needs of talented students. Coordinate professional development. Communicate and ensure appropriate TD support options are offered for identified students. Participate in the development and implementation of Differentiated Education Plans (DEPs) and monitor continuous progress and supports for identified students. Consult with TD Director and teacher to ensure resources/materials/ideas for TD supports as required by DEPs are provided. Support differentiation strategies employed by teaching staff through the evaluation process. Participate in professional development.
<b>School Psychologist</b>	Act as an advocate for the needs of talented students. Administer standardized intelligence and achievement tests. Share assessment results with parents and DEP team. Participate on DEP team, as necessary. Participate in professional development.
<b>Counselor/Talent Development Advocates</b>	Act as an advocate for the needs of talented students. Distribute lists of designated talented students in each building to all staff who have the talented students. Facilitate the writing of DEPs and ensure all teachers receive copies of DEPs. Provide support for classroom teachers implementing DEPs. Participate on DEP team. Consult with Director of Instruction/ TD Director and School Psychologist when new referrals occur or transfer students arrive. Participate in professional development.
<b>Classroom Teacher</b>	Act as an advocate for the needs of talented students. Participate on DEP team. Coordinate enrichment activities for student. Provide classroom differentiation. Document mastery of goals identified in DEP. Utilize acceleration, when appropriate. Utilize individualized instruction or small group instruction, as needed. Communicate with DEP team about progress. Participate in professional development.
<b>Parent</b>	Act as an advocate for the needs of talented students. Participate on DEP team.
<b>Student</b>	Act as an advocate for the needs of self. Participate on DEP team.

## **Enrichment and Competition Opportunities**

### **Prospect Elementary School**

L-Cat Time  
Battle of the Books  
News Crew  
Math 24  
Newberry Readers  
Caldecott Readers  
Art Contests  
Spirit Squad  
PALS

### **Middle School**

Battle of the Books  
WCATY  
Yahara River Writers  
Math Meets  
Future City  
Solo Ensemble  
Student Council  
Student Ambassador  
School Newspaper  
School Yearbook  
Anti-Bullying Committee  
WEB  
Athletics

### **High School**

Capital Conference Academic Team  
Student Council  
Drama Club  
Equestrian Club  
Forensics  
The Lariat (school newspaper)  
Link Crew  
Solo Ensemble  
National Honor Society  
Visual Arts Classic  
Writing Club  
Yearbook  
Athletics

\*LMHS has an extensive and evolving list of Clubs—please contact LMHS for updated Club information\*

## **Frequently Asked Questions**

Parent input is essential for meeting each student's needs and helping each student reach higher levels of accomplishment. The following set of questions and answers is designed to answer some frequently asked questions about Talent Development.

### ***Who do I talk to if I think my child is talented in any area(s) and has not been identified?***

Parents should initially contact the classroom teacher with questions regarding talent identification, differentiation and next steps. At the elementary level, the teacher will then consult with the Building Teacher Leader and/or Principal when appropriate, and at the middle school level the designated School Counselor will be contacted. If additional assessments are warranted, parents will be contacted for permission. The School Building Leader or School Counselor will assess and identify talented student needs. At all levels, the results of the testing regarding formal identification will be communicated to parents through a meeting, phone call or letter. Differentiation will then be provided within the classroom and should be communicated by the classroom teacher.

### ***When should I talk to the classroom teacher?***

It is never too early or too late to contact your child's teacher about your child's educational needs. While conference time may be convenient, you may also call, e-mail, or ask your child's teacher for a meeting at other times during the year.

***How will I know if my child is identified for Talent Development supports?*** Parents play a central role in the identification process and will be included throughout the evaluation.

### ***How will I know what services my child will receive?***

Students identified as having Tier I needs will be provided a variety of services appropriate to their educational needs. Conversations with teachers and Talent Development consultants at parent-teacher conferences or individual meetings will provide information about each student's services. A Differentiated Education Plan (elementary) is developed for students with Tier II and Tier III needs. The plan is jointly developed by classroom teachers and Talent Development consultants and reviewed on a yearly basis. School staff will meet on an annual basis with families whose child has a DEP.

### ***What does it mean to differentiate instruction?***

Students come to school with varying levels of readiness to learn, different ways in which they learn best, and a wide range of interests. Differentiating instruction means that a teacher recognizes those academic differences and modifies classroom instruction in order to help each child reach his or her academic potential.

### ***How will I know if my child is receiving differentiated opportunities?***

Differentiation is designed to occur in all subjects and at all grade levels throughout the entire school year. In many cases, a child may not be aware that adaptations have been made to meet his or her needs, but parents are encouraged to ask their child and/or their child's teacher about assignments, groupings, projects, and opportunities that occur in his or her classes.

### ***Who do I talk to if I have questions about Talent Development supports? Who is the point of contact for a parent about different issues regarding Talent Development supports?***

At the elementary level, the points of contact (in order) are your child's classroom teacher, the school's Building Teacher Leader, and the Principal. At the middle school and high school, the first point of contact is the classroom teacher. Further points of contact at the middle and high school levels include the Building Teacher Leader, School Counselor, and the Principal. If a parent has further questions, s/he may contact the district's Talent Development Director (Director of Learning and Student Services).

***How will I receive on-going information about my student's progress and support opportunities?***

Communication among parents, students, and teachers is essential for parents to learn about supportive opportunities. Parents should ask the teacher if they are unsure of the differentiated opportunities being provided to their child.

***How can I best prepare for conferences—to make sure I get information on my child's needs—beyond hearing, "S/he's doing fine"?***

When possible, it's always best to have an ongoing relationship with your child's teacher. Feel free to write a brief letter or email that introduces your child and describes his or her perceived needs to the teacher before the school year begins. At your child's conference, share what your child enjoys about school and share your insights about your child. Present yourself as a supportive parent who recognizes the teacher's efforts to meet all students' needs. If possible, remember to offer to help the teacher in some way. The following questions for teachers may help you obtain more in-depth information about your child.

1. What do you see as my child's strengths and weaknesses?
2. If my child already has a solid grasp of the subject matter in a class, what additional opportunities are available? Does s/he take advantage of the opportunities?
3. If my child has a great deal of prior knowledge in a unit/theme, is there a way s/he can be given other options to broaden his/her knowledge base or move ahead into more complex subject matter? (curriculum compacting, contracting, etc.)
4. How can I help my child at home?

***How do I find out what opportunities there are throughout the school year for my child?***

Information sheets listing extracurricular activities and clubs are generally available at schools during registration prior to the start of the school year. The LMASD also supports a wide range of activities for all students such as spelling bees, academic competitions (reading, writing, math, etc.), Forensics, clubs, and other competitions. Students are encouraged to explore and develop their interests. These activities come to students through many avenues including parents, teachers, schools, or the district. Families are also encouraged to explore activities offered by outside organizations such as the Wisconsin Center for Academically Talented Youth.

**Talent Development Alignment to the National Association of Talented Children (NAGC) Standards and**

**Wisconsin Standards:** The National Association of Talented Children (NAGC) has developed program standards in addition to the Wisconsin Standards for Talented and Talented Students.

**Standard 1: Curriculum and Instruction (WI Standard 3)** – *Talent Development services include curricular and instructional opportunities directed to the unique needs of the talented child.*

- The Lake Mills Area School District will offer high quality, challenging learning opportunities.
- The Lake Mills Area School District offers differentiated instruction for students with varied ability levels.
- The Lake Mills Area School District is committed to continuous teacher development within curriculum development and instructional pedagogy.

**Standard 2: Program Administration and Management (WI Standard 5)** – *Appropriate Talent Development services include the establishment of a systematic means of developing, implementing, and managing services.*

- A Talented Development Director will be appointed at the district level.
- Implementation of TD services occurs with the collaboration of the Principal, Counselor, School Psychologist, Classroom Teacher, Building Teacher Leader, and Talent Development Director (as needed).
- The Talent Development Director will ascertain curriculum development and curriculum purchases reflect the needs of our GT students.

**Standard 3: Program Design (WI Standard 6)** – *The development of appropriate Talent Development services requires comprehensive services based on sound philosophical, theoretical, and empirical support.*

- The Lake Mills Area School District has designed the TD service model around the Wisconsin Gifted Programming Model found on the Wisconsin Department of Public Instruction website.

**Standard 4: Program Evaluation (WI Standard 6)** – *Program evaluation is the systematic study of the value and impact of services provided.*

- The Lake Mills Area School District will keep a profile folder for each student identified for Talent Development services. This profile folder will include identification data, as well as data from continued state and district assessments.
- The Talent Development Director will periodically survey students and parents involved in the Talent Development program for information regarding services and achievement.
- The Talent Development Program will be added to the Lake Mills Area School District curriculum adoption cycle to ensure a continuous review of Talent Development programming.

**Standard 5: Socio-Emotional Guidance and Counseling (WI Standard 2, 4)** – *Talent Development programming must establish a plan to recognize and nurture the unique socio-emotional development of talented learners.*

- Counselors are available to meet with talented students and/or parents using the Comprehensive School Counseling Model to guide and nurture socio-emotional development.

**Standard 6: Professional Development (WI Standard 1)**– *Talented learners are entitled to be served by professional who have specialized preparation in talented education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.*

- The Talent Development Director will be responsible for coordinating learning opportunities to ensure maintenance of highly qualified teachers who are able to meet the unique needs of talented students, as well as provide differentiated instruction.
- Classroom teachers and other certified staff will use differentiation to meet the needs of students and will keep abreast of professional development opportunities.

**Standard 7: Student Identification (WI Standard 4, 5, 6)** – *Talented learners must be assessed to determine appropriate educational services.*

- The RtI process of data analysis will flag students for identification based on balanced assessment system data.
- The classroom teachers will be provided information on the identification of talented students, as well as be provided with referral information.

**LAKE MILLS AREA SCHOOL DISTRICT  
PARENT TALENT DEVELOPMENT NOMINATION FORM**

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

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

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

Person Nominating the Student: \_\_\_\_\_

**Parent/Guardian Inventory Checklist**

Please check the frequency descriptor for each of the following statements.

<b>When have you observed this characteristic?</b>	<b>Seldom or never</b>	<b>Occas- sionally</b>	<b>Most of the time</b>	<b>Virtually all of the time</b>
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas.				
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.				
3. Chooses difficult problems over simple ones.				
4. Is selected by peers for positions of leadership.				
5. Adapts readily to new situations; flexible in thought and action; is not disturbed if the normal routine is changed.				
6. Organizes and brings structure to things, people, and situations.				
7. Uses unique and unusual ways to solve problems.				
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.				
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
10. Reasons things out, thinks clearly, comprehends meaning.				
11. Expresses interest in understanding self and others.				
12. Has interest of older children or of adults in games and reading.				
13. Is alert and keenly observant and responds quickly.				
14. Strives toward perfection, is self critical, is not easily satisfied with own speed or products.				
15. Excels in coordination and agility.				
16. Can perform more difficult mental tasks than peers.				
17. Seems to sense what others want and helps accomplish it.				
18. Tends to direct others in activities.				
19. Sticks to a project or idea once it is started, not easily distracted or discouraged.				
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.				
21. Has many different ways of solving problems.				

22. Challenges authority when sense of justice is offended,				
23. Displays a keen sense of humor and sees humor in situations.				
24. Enjoys and responds to beauty.				
25. Has unusually advanced vocabulary for age level, uses terms.				

**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.

Examples:

**Leadership Ability**

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

Examples:

**Artistic Ability**

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, easily remembers melodies and can produce them accurately, enjoys performing for others.

Examples:

Please attach any additional information that you believe to be relevant and would assist us in getting to know your child's interests and abilities.

Signature:

Date:

**LAKE MILLS AREA SCHOOL DISTRICT  
TD ELIGIBILITY DETERMINATION**

Student Name: \_\_\_\_\_ School/Grade: \_\_\_\_\_

Graduation Year: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

**I. Summary of Talent Development Evaluation Findings**

Summarize and attach any documents or data that suggest the student has an exceptional talent (please include a specific and detailed description and analysis).

**II. Determination of Talent Development Eligibility**

The student meets eligibility criteria in the following area(s) and tier. DEP team must apply eligibility criteria identified in the LMASD Talent Development Resource Guide.

<b>TD Area</b>	<b>Tier</b>
<input type="checkbox"/> Academic Ability	<input type="checkbox"/> Tier 1
<input type="checkbox"/> Intellectual Ability	<input type="checkbox"/> Tier 2
<input type="checkbox"/> Creative Ability	<input type="checkbox"/> Tier 3
<input type="checkbox"/> Artistic Ability	
<input type="checkbox"/> Leadership Ability	

**III. DEP Team Members**

Name (Print)	Signature	Role

**LAKE MILLS AREA SCHOOL DISTRICT  
DIFFERENTIATED EDUCATION PLAN**

<b>Student Name:</b>	<b>Parent/Guardian Name(s):</b>
<b>Year:</b>	<b>School:</b>
<b>Grade:</b>	<b>DOB:</b>
<b>DEP Meeting Date:</b>	

**Student Present Levels of Performance (i.e., grades, testing results, classroom performance, etc.):**

**Short Term and Long Term Goals:**

**Student Educational Programming (i.e., curriculum, accommodations/modifications, programs, etc.):**

### **Additional Gifted Education Resources Across the Nation**

The wide variety of resources listed here are for individual and district use as needed. The following resources were gathered from a variety of Wisconsin gifted and talented coordinators and are commonly used by gifted and talented coordinators across the nation.

#### **Books by Titles:**

A Practical Guide to Counseling the Gifted in a School Setting. Van Tassel-Baska, J. (1990) Reston, VA: The Council for Exceptional Children.

Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled. Bireley, M. (1995) Reston, VA: Council for Exceptional Children.

Diverse Populations of Gifted Children: Meeting Their Needs in the Regular Classroom and Beyond Cline, S. & Schwartz, D. (1999). Upper Saddle River, NJ: Prentice Hall.

Emotional Intelligence. Goleman, D. (1995) Bantam Books.

Get Off My Brain: A Survival Guide for Lazy Students. McCutcheon, R. (1995) Minneapolis, MN; Free Spirit Publishing.

Gifted Children: Myths and Realities. Winner, E. (1996). New York: Basic Books.

Growing Up Gifted. Clark, B. (2001). Englewood Cliffs, NJ; Prentice Hall.

Handbook of Gifted Education. Colangelo, N., & Davis, G. A. (Eds.) (1997). Boston, MA: Allyn and Bacon.

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers. Strip, C. A., & Hirsch, G. (2000). Scottsdale, AZ: Great Potential Press.

How the Gifted Brain Learns. Sousa, D. (2001a). (2nd ed.) Thousand Oaks, CA: Corwin Press.

Iowa Acceleration Scale Manual: A Guide for Whole-Grade Acceleration (K-8) Assouline, S., Colangelo, N., Lupkowski-Shoplik, A., & Lipscomb, J. (1999). Scottsdale, AZ: Great Potential Press.

Questions and Answers for Parents of Young Gifted Children. Glenview, IL: Illinois Association for Gifted Children.

Re-Forming Gifted Education: Matching the Program to the Child Rogers, K. B. (2002). Scottsdale, AZ: Great Potential Press.

Smart Girls 2: A New Psychology of Girls, Women and Giftedness, Kerr., B. Daytona, OH: Ohio Psychology Press.

Successful Intelligence Sternberg, R. J. (1997). New York: Plume.

Teaching Gifted Students in the Regular Classroom. Winebrenner, S.(1992). Minneapolis, MN; Free Spirit Publishing.

Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9 Smutny, J., Walker, S., & Meckstroth, E. (1997). Minneapolis, MN: Free Spirit Publishing.

Differentiated Classroom: Responding to the Needs of All Learners. Tomlinson, C. (1999). Alexandria, VA: Association for Supervision and Curriculum Development.

The Gifted Kids' Survival Guide: A Teen Handbook. Delisle, J. & Espeland, P. (eds). (1996). Minneapolis, MN: Free Spirit Publishing.

The Gifted Kids' Survival Guide for 10 and Under. Espeland, P. & Molnar, A. (1998). Minneapolis, MN: Free Spirit Publishing.

The Parallel Curriculum. Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., and Burns, D. (2002). Thousand Oaks, CA: Corwin Press.

The Survival Guide for Parents of Gifted Kids. Walker, S. & Pernv, C. (2002). Minneapolis, MN: Free Spirit Publishing.

The Survival Guide for Teachers of Gifted Kids. Delisle, J., et al. (Eds). (2003). Minneapolis, MN: Free Spirit Publishing.

Uniquely Gifted: Identifying and Meeting the Needs of the Twice Exceptional Student Kay, K. (Ed.) (2000). Gilsum, NH: Avocus Publishing.

When Gifted Kids Don't Have All of the Answers. Delisle, J., et al. (Eds). (2002). Minneapolis, MN: Free Spirit Publishing

### **Gifted Organizations**

Arkansas for Gifted and Talented Education, Pres. Roger Eveland, phone 501-892-3595.

Center for Excellence in Education (Applications of Technology), Indiana University, 201 North Rose Avenue, Bloomington, IN 47405-1006, (812) 856-8210, <http://cee.indiana.edu>

Council for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201- 5407, (888) 232-7733, [www.cec.sped.org](http://www.cec.sped.org)

Davidson Institute for Talent Development (Resources for Profoundly Gifted Youth), 9665 Gateway Drive, Suite B, Reno, Nevada 89521, (775) 852-3483 [www.davidson-institute.org](http://www.davidson-institute.org)

ERIC Clearinghouse on Disabilities and Gifted Education, 1110 North Glebe Road, Arlington, VA 22201-5704, 1-800-328-0272, [www.ericd.org](http://www.ericd.org)

Georgia Association for Gifted Children, Roswell, GA. Phone 770-645-5757 <http://www.a-plus.net/GAGC>  
Gifted Child Society, Inc., in New Jersey, Executive Dir. Gina Ginsberg Riggs, 201-444-6530; PING G/T hotline: 1-900-773-PING

Gifted Development Center, 1452 Marion Street, Denver, CO 80218, (303) 837-8378  
[www.gifteddevelopment.com](http://www.gifteddevelopment.com)

Illinois Association for Gifted Children, contact: Carol Morreale, 708-559-1052

MA/AIP - Massachusetts Association for the Advancement of Individual Potential, G/T hotline: 617-784-5182

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Maryland Council for Gifted and gifted Children, contact President Betty Stauffer, E-mail = [Amdgtmcgtc@aol.com](mailto:Amdgtmcgtc@aol.com) or phone at (301) 460B775

National Association for Gifted Children, 1707 L St, NW, Suite 550, Washington, D.C. 20036, Tel: 202-785-4268, <http://www.nagc.org>

National Association of State Organizations for the Gifted, 280 Concord Avenue, Oceanside, New York 11572

National Parent Network, 1-800-651-1151

National Research Center on the Gifted and Talented, University of Connecticut, 2131 Hillside Road, Unit 3007, Storrs, CT 06269-3007, (860) 486-8426, [www.gifted.uconn.edu/nrcgt.html](http://www.gifted.uconn.edu/nrcgt.html)

Ohio Assoc. for Gifted Children (OAGC), Pres. John E. Lester, 614-532-4223

Oklahoma Ass. Of Gifted, Creative and Talented, Inc., Pres. Robbie Todd-Duck in Stillwater, 405-743-6400

Parents for Able Learner Students (PALS), Director Terry Wilson, 941-647-3003

Parenting for High Potential, Exec. Dir. Peter Rosenstein, 202-785-4268

South Carolina Consortium for Gifted Education, Pres. Julie Long, 803-787-1910

Supporting Emotional Needs of the Gifted, P. O. Box 6550, Scottsdale, AZ 85261, (206) 498-6744, [www.sengifted.org](http://www.sengifted.org)

The Association for the Gifted, Indiana Academy for Science, Mathematics, and Humanities, Ball State University, Muncie, IN 47306-0580, (765) 285-7455, [www.cectag.org](http://www.cectag.org)

The Colorado Assoc. for the Gifted and Talented, P. O. Box 100845 Denver, CO 80250

The Kansas Assoc. for the Gifted, Talented, and Creative, Pres. Pam Fellingham, 913-381-6507 (h); 913-2941 (w)

Virginia Association for Gifted, Tommie Ellison, Newport News Public Schools, 12465 Warwick Blvd, Newport News, VA 23606.

Wisconsin Association for Gifted and Talented, 1608 W. Cloverdale Drive, Appleton, WI 54914 (920) 991-9177, <http://www.watg.org>

Wisconsin Center for Academically Gifted Youth (WCATY), 2909 Landmark Place, Madison, WI 53713, (608) 271-1617, <http://www.wcaty.org>

Wisconsin Center for Gifted Learners, 217 West Dunwood Road, Milwaukee, WI 53217-3108, (414) 351-4441, [wcgl@acs.stritch.ed](mailto:wcgl@acs.stritch.ed)

World Council for Gifted and Talented Children, Inc., 18401 Hiawatha Street, Northridge, CA 91326, (818) 368-7501, [www.worldgifted.org](http://www.worldgifted.org)

## **Surfing the Net for G/T Websites**

Belin-Blank Center for Gifted Education and Talent Development - University of Iowa [www.uiowa.edu/~belinctr](http://www.uiowa.edu/~belinctr)

Camp Invention [www.Campinvention.org](http://www.Campinvention.org)

Center for the Improvement of Early Reading Achievement (CIERA) [www.ciera.org](http://www.ciera.org)

Center for Talent Development - Northwestern University <http://ctdnet.acns.nwu.edu>

Center for Gifted Youth – Johns Hopkins University [www.cty.jhu.edu](http://www.cty.jhu.edu)

Club Invention [www.clubinvention.org](http://www.clubinvention.org)

Creative Learning Press [www.creativelearningpress.com](http://www.creativelearningpress.com)

Florida PALS Homepage <http://members.gnn.com/ETaylor/flaghome.html>

Future Problem Solving Program [www.fpsp.org](http://www.fpsp.org)

HighIQWorld [www.s-2000.com/hi-iq/intelligence/gifted\\_kids.html](http://www.s-2000.com/hi-iq/intelligence/gifted_kids.html)

Hoagies Gifted Education Page [www.hoagiesgifted.org](http://www.hoagiesgifted.org)

Hollingworth Center for Highly Gifted Children [www.hollingworth.org](http://www.hollingworth.org)

Identification Program – Duke University [www.tip.duke.edu](http://www.tip.duke.edu)

International Baccalaureate Organization [www.ibo.org](http://www.ibo.org)

Iowa Talent Search, Iowa State University [www.public.iastate.edu/~opptag\\_info](http://www.public.iastate.edu/~opptag_info)

Jacob Javits Gifted and Talented Education Program [http://www.ed.gov/prog\\_info/Javits/](http://www.ed.gov/prog_info/Javits/) also [www.ecc.uconn.edu/~www.gt/nrcgt.html](http://www.ecc.uconn.edu/~www.gt/nrcgt.html)

Johns Hopkins University (including center for gifted youth (CTY)) <http://www.jhu.edu/~gifted/index.html>

Mensa Foundation for Gifted Children (MFGC) [www.mfgc.org.uk/mfgc/links.html](http://www.mfgc.org.uk/mfgc/links.html)

Mindspring.Com [www.mindspring.com/~mensa/pages](http://www.mindspring.com/~mensa/pages)

NAGC in the United Kingdom <http://www.rmple.co.uk/orgs/nagc/index.html>

National Research Center on the Gifted and Talented [www.nagc.org](http://www.nagc.org)

National Research Center on the Gifted and Talented <http://buerkle.arc.leon.k12.fl.us/ericgifted.html>

Odyssey of the Mind [www.odyssey.org](http://www.odyssey.org)

Prufrock Press (publisher of *Gifted Child Today* and *Journal of Secondary Gifted Education*)  
<http://www.prufrock.com>

Supporting Emotional Needs of Gifted [www.sengifted.org](http://www.sengifted.org)

Tag Family Network <http://www.teleport.com/~rkaltwas/tag>

University of Virginia Gifted Ed Homepage <http://curry.edschool.virginia.edu/curry/dept/edes/gifteded>

Wisconsin Art Association [www.wiarted.org](http://www.wiarted.org)

Wisconsin Association Gifted and Gifted [www.watg.org](http://www.watg.org)

Wisconsin Center for Academically Talented Youth [www.wcaty.org](http://www.wcaty.org)

Wisconsin Department of Public Instruction <http://www.dpi.state.wi.gov>

ACT's Plan Program <http://www.actstudent.org/plan/score/measureup.html>

### **Resources**

Clasen, D. and Clasen, R. (1987). Gifted and Talented Students: A Step by Step Approach to Programming. Wisconsin Department of Public Instruction.

Landrum, M. Callahan, C., and Shaklee, B. (2001). Aiming for Excellence: Gifted Program Standards. Waco, Texas: Prufrock Press Inc.

Renzulli, J. and Reis, S. (1997). Schoolwide Enrichment Model: A Comprehensive Plan for Educational Excellence, 2nd Edition. Creative Learning Press.

Stone, S., Himebauch, R., Mursky, C., Ginter, G., Kohn, Y., and Kueht, J. (2005). Wisconsin Department of Public Instruction: Gifted and Talented Resource Guide For Educators, Coordinators, and Administrators in Wisconsin Public Schools retrieved on November 15, 2009, from <http://www.dpi.wi.gov/cal/gift-rsrc.html>.

Szabos, J. (1989) The Bright Child, The Gifted Learner. *Challenge Magazine*,(4).

Tomlinson, C. (1999). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

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