



# Gifted and Talented Educational Services Plan (GATES)

*“All educators  
for all students”*

*Wisconsin  
Rapids Board of  
Education  
Approved:  
June 2021*

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## MISSION, VISION AND PHILOSOPHY

### **Wisconsin Rapids Public School District Mission:**

*“Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.”*

***Myth:*** *Gifted students don’t need help; they’ll do fine on their own*

***Truth:*** *Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.*

## **Gifted and Talented Educational Services Mission:**

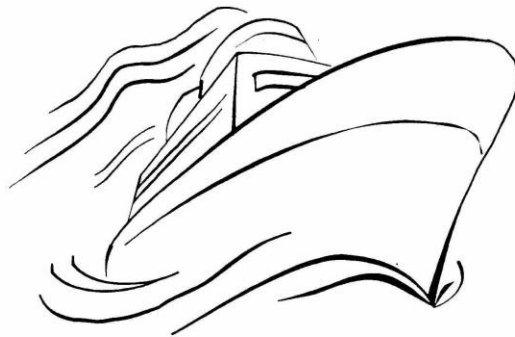
*“Our mission is to provide the best education for every student which includes meeting the unique educational needs of gifted and talented (GT) students. The Wisconsin Rapids Public School District is committed to meeting these needs by providing continuous and systematic educational and support services. These services will motivate, challenge, and support our gifted and talented students academically, socially, and emotionally by developing their talents in order to achieve purposeful outcomes.”*

## **Gifted and Talented Educational Services Vision:**

*“Students in the Wisconsin Rapids Public School District who are gifted and talented in any of the five areas: intellectual, academic, artistic, creative, or leadership will receive education and support commensurate with their abilities, needs, and potential throughout their K-12 education.”*

## **Gifted and Talented Educational Services (GATES) Philosophy**

Gifted students have unique academic, social, and emotional needs. While all students have personal strengths, some have abilities and talents that go beyond the core curriculum. Such students often require access to differentiated or advanced curriculum in order to realize their full potential. School district staff including administrators, teachers, interventionists, related support staff, GATES coordinators, psychologists, and counselors, as well as parents, must be involved with planning, implementing, supporting, and evaluating the Gifted and Talented Educational Services provided to our students.



**"A rising tide lifts all ships"**

## Key Characteristics of Gifted Education Plans

Engaging in conversations is an important part of developing a district GT plan. Through shared vision and collaborative discussion, local school district teams can make decisions that respond to the needs of their students and maximize the resources in their communities. The notion that “one size does not fit all” applies to gifted and talented plans as well as to classroom instruction. This means that gifted education may look different from school district to school district. With this in mind, however, there are nine key characteristics that should frame the planning. According to those descriptions, a district GT plan should be: **Systemic, Collaborative, Sustainable, Responsive, Fluid, Appropriate, Comprehensive, Aligned, and Measurable.**

*Adapted from the Wisconsin Department of Public Instruction Website*

In conjunction with the above key characteristics, the WRPS district has chosen the following commitments to embrace as the foundational components of our district GATES plan.

### We Are Committed To:

- Providing programming K -12 including identifying students early and providing continuous monitoring
- Aligning with state and NAGC standards
- Serving all areas of Giftedness
- Providing on-going professional development for teachers, staff and administration
- Meeting individual intellectual, social and emotional needs
- Serving diverse populations
- Creating a nurturing environment
- Partnering with parents/guardians and community members
- Differentiating classroom instruction
- Conducting annual GT program reviews

*\*For additional information on State Statutory Requirements and/or State and National Standards for GATES students, see Appendices A-C.*

## Definitions of Students with Gifted and Talented Needs

There are many definitions for what it means to be “Gifted and Talented.”

The Wisconsin Rapids Public School District will use the following definition from Wisconsin School Law, Chapter 118.35:

“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.

See Appendix D for additional definitions.

### Bright or Gifted?

Bright children who work hard and are high achievers may appear to be gifted. How do you tell the difference? What about students who are creatively gifted?

<b>BRIGHT</b>	<b>GIFTED</b>
Enjoys school	Enjoys learning
Is pleased with own learning	Is self-critical
Answers the questions	Questions the answers
Is interested	Is curious
Is attentive	Is selectively mentally engaged
Generates advanced ideas	Generates complex, abstract ideas
Absorbs information	Manipulates information
Memorizes well	Guesses and infers well
Learns with ease	Already knows
Needs 5 or 6 repetitions to master	Needs 1 to 3 repetitions to master
Completes assignments on time	Initiates projects and extensions of assignments
Performs at the top of the group	Is beyond the group
Grasps the meaning	Infers and connects concepts
Gets As	May not be motivated by grades
Enjoys the company of age peers	Prefers the company of intellectual peers
Understands complex abstract humor	Creates complex abstract humor
Smart	Intellectual

*Adapted from (Szabos,1989) & (Kingore,2004)*

## Characteristics of Students with Gifts and Talents

Some common characteristics associated with giftedness are listed below. Some of these may be noted as early as age 5. See Appendix E for guidelines for early administration.

### **General Intellectual**

- Shows keen insight into cause-effect relationships
- Has exceptional ability to solve problems
- Has phenomenal memory
- Has an extraordinary vocabulary at an early age
- Has an exceptional understanding of complex or abstract ideas
- Displays knowledge or behavior that is not taught/coached, but surface on their own
- Asks many and unusual questions

### **Specific Academic Area**

- Displays a passion for a topic of interest or particular content area
- Precocity in math and language tasks
- Displays amazing curiosity and questioning
- Makes independent contact with or carries on correspondence with experts in a field
- Puts extensive efforts into a project- time is of no consequence

### **Creativity**

- Possesses strong visual, thinking, imaginative, oral or written skills and demonstrates the ability to explore, invent or design artifacts that show these particular skills
- Can adapt, improve, transfer or modify their original idea/artifact or presentation
- Prefers variety and novelty
- Individual way of solving problems by testing and/or challenging limits
- May not be aware of norms
- Advanced sense of humor and understanding of jokes and puns

### **Leadership**

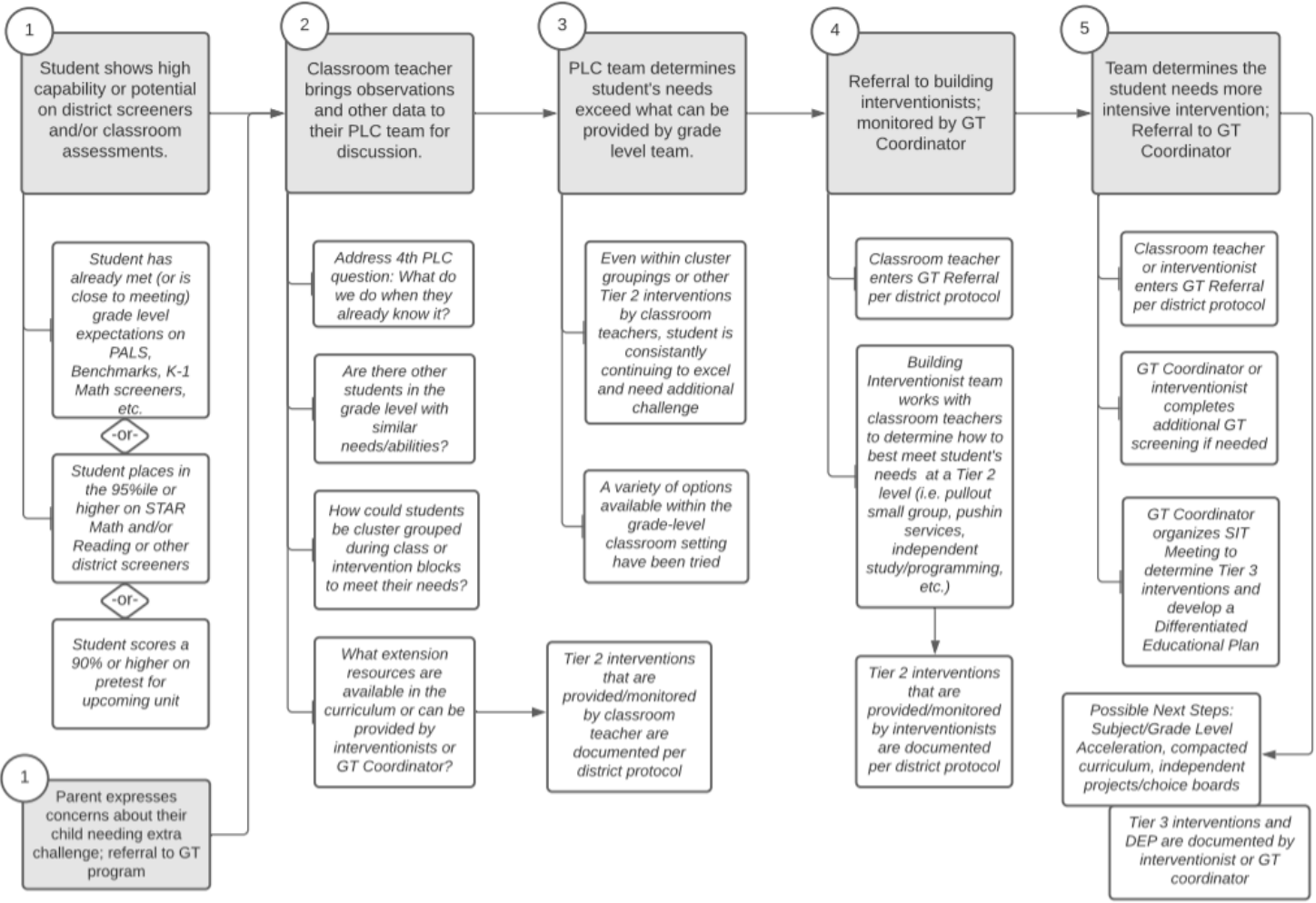
- Relates to and motivates other people
- Initiates and organizes others for activities with little effort
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Listens to and respects the opinions of others (or debates the opinions of others)
- Displays ethical behavior and strong communication skills

### **Visual/ Performing Arts**

- Shows very high ability in visual arts i.e. paintings, sculpting, and/or arranging media
- Ability to problem solve independently with new techniques, equipment, media
- Possesses unusual ability to create, perform, or describe music
- Possesses unusual talent in drama or dance
- Interested in or uses artistic ability to express or evoke feelings without prompting
- Persists with an artistic vision



# WRPS GATES Rtl Process



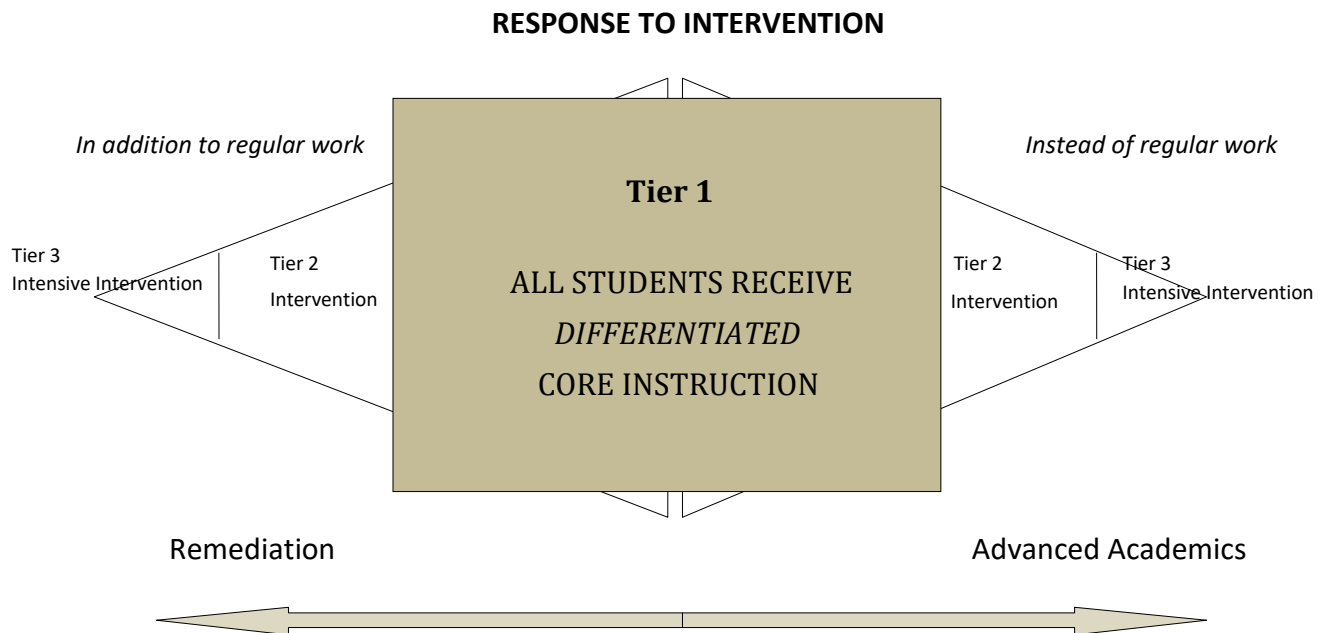
## Continuum of Services

The Wisconsin Rapids Public School District uses the Response to Intervention (RtI) three-tiered model to provide appropriate services for all students including those with intellectual and academic gifts and talents. Since RtI is a District-wide initiative it is an effective way to provide systematic and continuous services beyond the core curriculum. The RtI process provides students with:

- high quality differentiated core instruction
- ongoing assessments to identify learning needs
- a tiered system of evidence-based interventions to meet learning needs
- progress monitoring to ensure that interventions are appropriate and are resulting in adequate student growth

RtI creates an integrated and seamless continuum of service for students. It must be implemented using culturally-responsive and evidence-based practices. It requires effective building leadership and ongoing collaboration among educators with a motto of “all educators for all students”.

Services for students with intellectual/academic gifts and talents are depicted on the right side of the following diagram:



For additional information on the Wisconsin Response to Intervention model please refer to the following website: <http://dpi.wi.gov/rti/>

For additional information on RtI within the Wisconsin Rapids Public Schools please see the WRPS RtI Guide: <http://www.wrps.org/curriculum/rti.cfm>

## Rtl and the Gifted

Wisconsin has defined Rtl as a process for ALL students, including those with gifts and talents. While the general framework for Rtl is the same for students with advanced learning needs as it is for students in need of additional help, there are some differences.

The eight essential components of Rtl are:

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. Rtl creates an integrated and seamless continuum of services that encompasses all staff through a multi-tiered service delivery model. The WRPS District's Gifted and Talented Services adheres to the principles of Rtl as the foundation of our practice.

Key points to remember when implementing Rtl for the gifted are:

1. The learning needs of students gifted in any curricular area, not just reading and/or math, will be met using the components of the Rtl process.
2. Differentiation of the core curriculum must include advanced level content, creativity, novelty, metacognition and critical thinking skills to address advanced learning needs.
3. Pre-assessment is essential to identify those students who already know the material prior to instruction. For students scoring at the test ceiling, above grade-level testing may be necessary.
4. Students will not be required to receive instruction on material for which they have already demonstrated mastery. Challenge interventions will be offered in place of the core curriculum when classroom expectations have been exceeded. Subject or grade level acceleration may sometimes be necessary.
5. Successful intervention challenges may result in the need for even more intensive interventions moving forward.
6. Professional development, collaboration time, and intervention resources provided for Rtl implementation must include options for gifted students.
7. Building level teams should review data to identify students with advanced learning needs including potentially gifted underachievers and those from underrepresented demographic groups.
8. If screening data indicates that more than 20% of students at a grade level in a content area are in need of enrichment, the District needs to address the core curriculum.

# **Gifted and Talented Educational Services at each Tier of the RtI model**

## **STUDENT MOVEMENT THROUGH THE TIERS**

Student movement through these RtI tiers is a fluid process based on student needs. Needs are determined through an ongoing, balanced system of assessments. A student may need intervention at some times and not others; in some subjects or all subjects. Needs are continually assessed, and instruction/intervention is adjusted as needed.

### **TIER 1**

Students receive high quality, culturally responsive, research-based, core instruction aligned with State Standards and differentiated to match their advanced learning needs. Differentiation is NOT additional work; it is different work (Appendix F).

Teachers and other professional staff members continually review data from a balanced system of formal and informal assessments including screeners, pre-assessments, reading benchmark data, standardized test results, classroom assessments and teacher observations. This data is used to identify student learning needs, monitor and document progress and adjust instruction as needed. Counseling support is provided to students as needed. For additional information on enrichment types or differentiation ideas, please see Appendix F or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

If Tier 1 differentiated instruction is not enough to keep a student learning at an appropriate level and pace, the teacher will bring observations and other data to their PLC team for discussion to determine if the student's needs exceed what can be provided by the grade level team. If a student requires a Tier 2 Intervention, it must be documented in the current Student Information System/Data Warehouse Program. Signs that a student has learning needs beyond Tier 1 may include:

- Continued demonstration of proficiency, even when provided with more depth, breadth, complexity, and higher level challenges.
- Lack of appropriate progress from where the student started. Gifted students learn at a much faster pace relative to their age peers. They should not be expected to slow down or wait for others to catch up.

### **TIER 2**

Small groups of students receive strategically targeted instruction based on deepened learning goals. Creative scheduling and staffing may be required to create flexible grouping opportunities which allow gifted students to work with others of similar ability. These groupings or accommodations can be implemented by teachers, interventionists or other staff members.

Tier 2 gifted intervention plans will be shared with parents/guardians. Counseling support will be provided to students as needed. A small number of students may require more advanced instruction than what can be provided through Tier 2 interventions. When this situation arises, a GT referral must be entered into the Student Information System/Data Warehouse Program and additional assessments and data collection will take place. If needed, the GATES Coordinator will convene a SIT meeting.

For additional information on enrichment types or differentiation ideas, see Appendix F or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

### **TIER 3**

At the SIT meeting, parents and school staff will review the data and collaborate to create an intervention plan to meet student needs. Intervention at Tier 3 is individualized and intensive. It typically replaces most or all of the grade-level core instruction in one or more content areas.

Tier 3 Interventions and Differentiated Educational Plans (DEP) must be documented in the Student Information System/Data Warehouse Program. Please see Appendix K for the DEP Form. Additionally, a modified report card may need to be requested.

Extensive counseling support is provided for course and career planning as well as for addressing the social/emotional concerns of the gifted student. For additional information on enrichment types or differentiation ideas, please see appendix F or additional information on the variety of honors, AP and advanced placement courses offered, please see the Lincoln High School Program of Studies which can be found at: [http://www.wrps.org/schools/lincoln/lhs\\_program\\_of\\_studies.cfm](http://www.wrps.org/schools/lincoln/lhs_program_of_studies.cfm) or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

For information on Twice Exceptional Learners, please see Appendix G.

For information on subject or grade level acceleration, see Appendices H, I & J.

## **Referral, Evaluation and Identification of Students with Gifted & Talented Needs**

The Wisconsin Rapids Public School District adheres to the Wisconsin Standard (T) requirement stating gifted and talented students shall be identified as required in s.118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of giftedness including intelligence, achievement, leadership, creativity, product evaluations, and referrals. A pupil may be identified as gifted or talented in one or more of the categories under s.118.35(1), Stats.

WRPS utilizes data from a series or balanced assessments to identify students with gifted and talented needs. These assessments may include screeners, pre-assessments, reading or math benchmarks, standardized tests, rating scales, classroom assessments/products, portfolios, referrals, and teacher or community member observations.

### **Referring Students for Gifted and Talented Educational Services**

Pre-Kindergarten or Kindergarten students who display characteristics of intellectual giftedness may be evaluated for early admission to kindergarten or first grade as described in the Board of Education Rule 421 (Appendix E).

#### **K - 12 Students**

1. **Teacher Referral**  
When it has been determined by teachers/interventionists/PLC teams that a Tier 2 intervention is no longer sufficient, the teacher or interventionist will submit a referral in the Student Information System/Data Warehouse Program to the Gifted-Talented coordinator and communicate the needs of the student. The GATES Coordinator will conduct additional assessments and collect data as needed. If necessary, the GATES Coordinator will convene a Student Intervention Team (SIT) meeting for any student requiring a Tier 3 gifted intervention.
2. **GATES Coordinator Referral**  
The GATES Coordinator will review standardized test scores to alert staff of the potential need to evaluate students for gifted and talented services. Test score review can help in the identification of gifted underachievers and gifted students in traditionally underrepresented populations.
3. **Student/Parent/Guardian Referral**  
Any student or parent/guardian has the ability to refer a student for gifted and talented educational services in one or more of the areas of giftedness. The Gifted and Talented Referral Form may be obtained from the classroom teacher, counselor or the GATES Coordinator. See Appendices L & M.

## **Evaluating Students for Gifted and Talented Educational Service**

Once a referral is received by the GATES Coordinator, the GATES Coordinator will gather and review evidence based on the area of giftedness. A minimum of three pieces of evidence must be present to indicate a need for gifted and talented educational services. If three pieces of evidence are not available or the evidence presented is not sufficient, the GATES Coordinator will contact the parent/guardian for permission for additional testing. See Appendix M for Permission to Test Form. WRPS uses the following documentation and tests for the 5 areas of giftedness:

### **General Intellectual**

- Full scale IQ test score at or above 130
- Aptitude test score at or above the 96th percentile
- Documentation of student performance 1 or more years beyond peers
- Other evidence of intellectual giftedness

### **Specific Academic Area**

- Standardized Screeners or achievement test scores
- Benchmark Exams and/or Common Assessments
- Previous and current course grades
- Teacher Recommendation
- Demonstration of student performance 1 or more years beyond peers
- Other evidence of content area giftedness
- Interviews with GATES Coordinator or District Content Area Coordinator

### **Creativity**

- Torrance Test of Creative Thinking (TTCT) 85 or above
- Student generated evidence
- Third party recommendation
- Other assessment results for creativity

### **Leadership**

- Leadership Checklist (See Appendix N)
- Teacher referral or recommendation
- Third party recommendation
- Other leadership assessments
- Student-generated evidence (awards or recognitions)

### **Visual and Performing Arts**

- Artistic Checklist (See Appendix O or P)
- Student-generated evidence (portfolio, awards, recognition, etc)
- Third party recommendation
- Other assessments for the visual or performing arts

## Identifying and Serving Gifted & Talented Students

- a. The GATES Coordinator will notify parents, teachers, administrators, and school counselors of the assessment and evaluation results.
  
- b. If a student is determined to be gifted intellectually or academically, and s/he is not receiving interventions, or if the interventions are not adequately meeting student needs, a Student Intervention Team (SIT) meeting will be scheduled. The team may consist of the GATES Coordinator, classroom teacher(s), parents, counselor, administrator, student and others. This team will review data and collaborate to create an intervention plan to meet the student needs. Subsequent meetings will be scheduled to review student progress and make adjustments to the plan as needed.
  
- c. If a student is determined to be gifted in the areas of creativity, leadership or visual/performing arts, the GATES Coordinator will communicate with classroom teacher(s), parents, counselor, administrator, student and others on how to best meet the student needs, and if necessary, hold a SIT meeting. The GATES Coordinator will also provide opportunities of growth and learning for these areas of giftedness beyond the classroom as requested.

For a list of clubs, organizations, course offerings, competitions, conferences, and other opportunities for the 5 areas of giftedness, please see our district's GATES webpage at:

<https://sites.google.com/a/wrps.net/gates2/home>

For a complete list of honors, AP and advanced placement course that Lincoln High School offers, please see our Program of Studies at:

[http://www.wrps.org/schools/lincoln/lhs\\_program\\_of\\_studies.cfm](http://www.wrps.org/schools/lincoln/lhs_program_of_studies.cfm)



## **ROLES/RESPONSIBILITIES**

The primary responsibilities of the various stakeholders involved in the delivery of Gifted and Talented Educational Services include, but are not limited to, those listed below:

### **GATES Coordinator(s)**

**Major Role:** Monitor GT Programming in the K - 12 buildings and provide resources and support

**Responsibilities:**

- Review data to help identify students with advanced learning needs
- Collaborate with teachers and other school personnel for students in need of Tier 2/3 gifted interventions
- Convene SIT meeting for students in need of Tier 3 gifted interventions
- Collaborate with counselors for students in need of support/guidance
- Conduct classroom searches for students with talents in all areas of giftedness
- Maintain records on students with gifts and talents
- Communicate and collaborate with parents and other school personnel to meet the learning needs of students with gifts and talents
- Work with administrators to ensure the GATES plan is effectively implemented throughout the Wisconsin Rapids Public Schools
- Manage resources for Gifted and Talented Educational Services
- Provide resources and expertise to support staff, students and parents.
- Provide new teachers with background and information about the GT program.
- Work with classroom teachers and administrators to provide staff development including: providing resources, planning assistance, modeling, and providing assistance with differentiation strategies to meet the needs of GT students.

## **Teachers (all content areas)**

### **Major Role: Referral and Delivery Agent of Programming**

#### **Responsibilities:**

- Screen/pre-assess and review data to identify students in need of challenge/enrichment, including those who may be underachievers or twice exceptional
- Ensure differentiated lessons include options for advanced students and provide in-classroom Tier 2 interventions when possible
- Submit a referral for and collaborate with GATES Coordinator for students requiring Tier 3 gifted interventions
- Guide and support students in learning how to self-advocate
- Communicate and collaborate with parents and other school personnel to meet the learning needs of students with gifts and talents
- Engage in professional development activities related to gifted education
- Provide feedback in the identification process and attend SIT meetings

## **Administration**

### **Major Role: Monitor and manage GT Programming in their building**

#### **Responsibilities:**

- Provide Professional Development opportunities in the area of gifted education
- Ensure that “intervention time” includes opportunities for those in need of gifted interventions/enrichment
- Allow for flexible/creative scheduling so that gifted students have opportunities to work with similar ability peers.
- Ensure adequate resources are available for meeting gifted education needs
- Monitor and ensure implementation and continuous delivery of GT programming in their buildings by collaborating with the GT Coordinator
- Include information about the GT Program in building handbooks for teachers and newsletters for parents

## **School Counselors**

**Major Role:** Support

### **Responsibilities:**

- Assist in the referral and/or identification of students in need of advanced learning opportunities and related counseling need
- Provide students with individual and group counseling
- Collaborate with parents and other school personnel to maximize opportunities for students with gifts and talents
- Engage in professional development activities related to gifted education
- Provide assistance with course scheduling, Youth/Course Options, Independent Study Options, and college planning
- Attend SIT meetings, as requested, for students needing Tier 3 interventions

## **Interventionists**

**Major Role:** Support

### **Responsibilities:**

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed
- Assist in the referral and/or identification of students in need of advanced learning opportunities
- Assist teachers in providing programming options for gifted-talented students
- Engage in professional development activities related to gifted education

## **School Psychologists**

**Major Role:** Support

### **Responsibilities:**

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed
- Participate in SIT meetings, as requested, for students requiring Tier 3 interventions

## **Support Staff**

**Major Role:** Support

### **Responsibilities:**

- Work with classroom teachers to provide resources, strategies, and ideas for gifted students
- Work with gifted-talented students whose programming needs require direct contact when appropriate

## **Parents**

**Major Role:** Provide support and advocacy

### **Responsibilities:**

- Provide opportunities and encouragement for your child to explore a wide variety of activities, books, movies, art, music, cultures, and other experiences
- Communicate and collaborate with school personnel in efforts to identify and meet student learning needs
- Guide and support your child in learning how to cope with both failure and success
- Guide and support your child in learning how to advocate for himself/herself

## GLOSSARY OF TERMS

**Acceleration:** Interventions that move a student through an educational program at a faster than normal rate.

**Achievement test:** A test that measures what students have learned in a specific content area relative to the expected achievement of average students.

**Aptitude test:** A standardized test designed to predict an individual's ability to learn certain skills.

**Cluster Grouping:** A grouping method that places the top five to eight high ability students in the same grade level in one classroom.

**Compacted Curriculum/Compacting:** Streamlining the regular curriculum to “buy time” for enrichment, accelerated content, and independent study. Usually involves “testing out” of classroom content and using that time for challenge or enrichment activities.

**Concurrent Enrollment:** Allowing students to attend classes in more than one building level during the same school year.

**Contracting:** Allows students to contract for grades and/or choose from a variety of available project/product options. This strategy allows students an option to eliminate repetition of material already mastered, moving at their own pace, while insuring mastery of content, through enrichment and/or acceleration.

**Differentiated Instruction:** A matching of instruction to meet the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

**Early Entrance to School:** Allowing selected gifted children showing readiness to perform schoolwork to enter kindergarten or first grade one to two years earlier than the usual beginning age.

**Evidence-Based Instruction (EBI):** Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

**Flexible grouping:** Grouping students based on readiness, interests, and abilities on an assignment-by-assignment basis.

**Grade-Skipping/Grade Acceleration:** Double promoting a student such that he/she bypasses one or more grade levels.

**Higher-Order Thinking Skills:** Questioning in discussions or providing activities based on processing that require analysis, synthesis, valuation, or other critical thinking skills.

**Independent Study Projects:** Structured projects agreed upon by student and supervising teacher that allows a student to individually investigate areas of high interest or to advance knowledge.

**Intelligence Quotient (IQ):** A measure of cognitive ability as determined by a standardized test.

**Differentiated Educational Plan (DEP):** A formal written plan for managing and delivering instruction for a child with extraordinary differences in ability or educational needs.

**Intervention:** Provided by school staff, these are learning activities designed to help a student improve performance relative to a specific, realistic, and measurable goal. Interventions are based upon valid information about present levels of performance relative to grade-level expectations, realistic implementation with fidelity, and may include modifications and accommodations. Interventions are multi-tiered, research-based, target-specific skills, time limited and parent inclusive.

**Learning Contracts:** Student and teacher jointly develop a contract for accomplishment of learning outcomes(s); often involves a streamlining of regular class work.

**Mentoring:** Establishment of a one-to-one relationship between a student and an outside-of-school expert in a specific topic area or career.

**Problem-Based Learning:** Providing students with unstructured problems or situations for which they must discover the answers, solutions, concepts, or draw conclusions and generalizations.

**Progress Monitoring:** The ongoing process of collecting and analyzing assessment data to determine student progress toward specific skill goals or general outcomes. At Tier 2 and Tier 3, progress monitoring data is used to make instructional decisions about the effectiveness of intervention to accelerate student learning that increases the learning rate and enables the student to meet a specific goal designed to meet at least minimum proficiency levels.

**Response to Intervention (RtI):** A process for achieving higher levels of academic and behavioral success for all students through high quality research-based instruction and interventions, regular monitoring of student progress using multiple measures, and collaborative, data-based educational decision making.

**Single-Subject Acceleration:** Allowing students to move more quickly through the progression of skills and content mastery in one subject where great advancement or proficiency has been observed; other subjects may be at grade level.

**Student Intervention Team (SIT):** A group of people who meet regularly to review data, and discuss, plan and monitor interventions for students whose learning needs are not being met by differentiated classroom instruction. The team for a gifted student may consist of the classroom teacher, GATES Coordinator, parent(s), administrator, guidance counselor, and others.

**Systematic Instruction:** A carefully planned sequence for targeted instruction.

**Talent/Ability Grouping:** Grouping students of like ability or like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area.

**Targeted Intervention:** Focused instruction on an identified skill.

**Tier 1 Intervention:** Evidence-based core curriculum and differentiated instructional practices provided to all students in a classroom.

**Tier 2 Intervention:** Tier 2 intervention is strategic and targeted intervention that is implemented as a result of assessment that indicates a student is not making adequate gains from Tier 1 instruction/programs. Tier 2 intervention is typically delivered in small groups of students with similar skill concerns.

**Tier 3 Intervention:** Tier 3 interventions are for students who require highly individualized, systematic, and explicit instruction to accelerate learning rate and/or to support learning. Intervention is considered to be intensive and is typically delivered one-on-one or in very small groups of students (2-3) with similar skill needs.

**Within-Class Ability/Performance Grouping:** Grouping of students, so that those of similar ability work together on a short- or long-term basis.

**Youth Options:** College courses offered to students for both college and high school credit.

## ADDITIONAL RESOURCES

### General information:

[www.nagc.org](http://www.nagc.org) The National Association for Gifted Children

[www.watg.org](http://www.watg.org) The Wisconsin Association for Talented & Gifted

[www.world-gifted.org](http://www.world-gifted.org) The World Council for Gifted and Talented Children

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

[www.tagfam.org](http://www.tagfam.org) Families of the Talented and Gifted

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

[www.uniquelygifted.org](http://www.uniquelygifted.org) Resources for gifted children with special needs

### Programs:

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

[www.ctd.northwestern.edu/ctd/](http://www.ctd.northwestern.edu/ctd/) The Center for Talent Development at Northwestern University

<http://epgy.stanford.edu/> The Education Program for Gifted Youth (EPGY) at Stanford University

[www.gifted.uconn.edu](http://www.gifted.uconn.edu) Neag Center for Gifted Education and Talent Development

[www.davidsongifted.org](http://www.davidsongifted.org) The Davidson Institute for Talent Development

Join the WISGIFT Listserv to receive announcements and participate in discussions about GT topics with other concerned people throughout the state.

#### To SUBSCRIBE:

1. Send an e-mail message to [lyris@listmanager.uww.edu](mailto:lyris@listmanager.uww.edu)
2. In the message area type SUBSCRIBE WISGIFT-L
3. Leave the subject line blank and don't include your e-mail signature

See the GATES link on the District website: [www.wrps.net](http://www.wrps.net) for a listing of current interventions, activities, and resources available to students, teachers and parents.

Please contact the WRPS GATES Coordinator for a current list of print resources available to gifted students, parents, and teachers. There are books and articles on a variety of topics which can be borrowed upon request.



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## Gifted and Talented Statutory Requirements

**Wisconsin Statute 121.02(1)(t):** Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

**Wisconsin Statute: s. 118.35, Wis. Stats.** Programs for gifted and talented pupils.

1. In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high-performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

### **Wisconsin Administrative Code (Section PI 8.01(2)(t)2) Requirements**

1. Establish a plan and designate a person to coordinate the gifted and talented program
2. Identify gifted and talented pupils as defined in sec. 118.35 (1).
  - a. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts.
  - b. A pupil may be identified as gifted or talented in one or more of the categories under sec 118.35 (1).
  - c. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance.
  - d. Identification tools shall be appropriate for the specific purpose for which they are being employed.
  - e. The identification process and tools shall be responsive to factors such as, but not limited to, pupils’ economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115.

## **Gifted and Talented - Related State Standards**

Referenced from: <http://www.dpi.wi.gov/cal/gift-rel-stnd.html>

### **Standard (b).**

Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies for use with gifted and talented children and youth in the classroom.

### **Standard (e).**

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

### **Standard (k).**

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

### **Standard (n).**

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

### **Standard (p).**

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

### **Standard (s).**

Data derived from a testing program may be used as part of multiple-criteria identification processes.

## **WRPS BOARD OF EDUCATION POLICY 342.4**

The School District of Wisconsin Rapids recognizes that all students are unique and valuable individuals and all students possess gifts and talents. Some students, however, are gifted and talented to an extraordinary degree. Such students need specially planned educational services where pace, level of instruction and support are matched with each student's unique capabilities and social and emotional needs. The School District of Wisconsin Rapids accepts the complex challenge of identifying and meeting such needs through implementation of a Gifted and Talented Educational Services plan aligned with the District Response to Intervention process. This plan will incorporate the key characteristics of effective gifted and talented plans as set forth by the Wisconsin Department of Public Instruction: systemic, collaborative, sustainable, responsive, fluid, appropriate, comprehensive, aligned, and measurable.

Reports on Gifted and Talented Educational Services will be provided to the Board of Education on a periodic basis.



NATIONAL ASSOCIATION FOR  
**Gifted Children**



## Alignment to National Association of Talented Children (NAGC) Standards

The National Association of Talented Children (NAGC) has developed and outlined program standards, student outcomes, and evidence-based practices to guide our district's actions to best meet the needs of gifted and talented students.

**Standard 1: Learning and Development-** Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

- Staff will receive professional development to foster the use of gifted and talented differentiation and culturally responsive instructional strategies with students.
- The educators will collaborate with families in accessing resources to develop the gifts and talents of students.
- The pupil services staff will work to provide social-emotional supports and academic career planning ensuring individual success for our gifted and talented students.

**Standard 2: Assessment-** Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

- The staff will utilize the Response to Intervention Process and Professional Learning Communities to establish comprehensive, cohesive, and on-going procedures for identifying and serving students with gifts and talents.
- The Gifted and Talented Educational Services (GATES) Coordinators will keep an electronic profile folder for each student identified for gifted and talented services. It will include referral, evaluation and identification data.
- The Director of Curriculum and Instruction will periodically survey students and parents in the gifted and talented program for information regarding services and achievement.

**Standard 3: Curriculum Planning and Instruction-** Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

- The WRPS District will offer high quality, challenging learning opportunities.
- The staff offers differentiated instruction and a continuum of services for students with varied ability levels.
- The WRPS District is committed to continuous teacher development within curriculum development and instructional pedagogy.



**Standard 4: Learning Environments-** Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21<sup>st</sup> century to ensure specific outcomes.

- The WRPS district will create learning environments that support high expectations, leadership, trust among diverse learners, and offer specific feedback that focuses on developing student potential.
- The WRPS District will work to develop social and communication skills needed for 21<sup>st</sup> century citizens.
- Staff members will model culturally responsive practices.

**Standard 5: Programming-** Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systemically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

- The WRPS Director of Curriculum and Instruction provides oversight to the K-12 GATES Coordinator(s).
- The WRPS District will implement a service delivery model to serve the needs of gifted and talented students that consists of a continuum of services ranging from differentiation in the classroom to acceleration.
- The WRPS GATES Advisory Council will engage families and community stakeholders in the monitoring and evaluation of the district's gifted and talented services.

**Standard 6: Professional Development-** All educators build their knowledge and skills using the NAGCCEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards.

- The Director of Curriculum and Instruction 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 be offered professional development opportunities.

## Definitions of Students with Gifted and Talented Needs

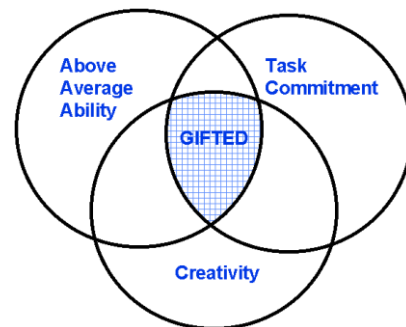
**Wisconsin Definition:** “Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high-performance capability in **intellectual, creative, artistic, leadership or specific academic areas** and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

**The Federal Definition of Gifted and Talented in NCLB (US):** The term “gifted and talented”, when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (Title IX, Part A, Section 9101(22), p. 544)

*Note: States and districts are not required to use the federal definition, although many states, including Wisconsin, base their definitions on the federal definition.*

**National Association for Gifted Children (NAGC) definition:** Gifted individuals are those who demonstrate outstanding levels of aptitude (*defined as an exceptional ability to reason and learn*) or competence (*documented performance or achievement in top 10% or rarer*) in one or more domains. Domains include any structured area of activity with its own symbol system (*e.g., mathematics, music, language*) and/or set of sensorimotor skills (*e.g., painting, dance, sports*).

**Joseph Renzulli’s model:** In this model, gifted behavior results from the interaction of above average abilities, creativity, and task commitment. (Renzulli, 1978)



### **The Pentagonal Implicit Theory of Giftedness**

There are five “necessary and sufficient conditions that gifted persons have in common “:

1. *Excellence* - A gifted person must be extremely good at something.
  2. *Rarity* - (S)he must possess a high level of an attribute that is uncommon relative to peers.
  3. *Productivity* - The superior trait must (potentially) lead to productivity.
  4. *Demonstrability* - The trait also must be demonstrable through one or more valid tests.
  5. *Value* - The superior performance must be in an area that is valued by society.
- (Sternberg & Zhang, 1995)

**421 – Rule Guidelines for Early Admission to Kindergarten or First Grade**

Requests for early admission to kindergarten or first grade shall be submitted and evaluated as follows:

1. Parent(s)/guardian(s) who wish early admission for their students in kindergarten or first grade must make written application to the Director of Pupil Services, stating the reasons for the request, prior to May 1.
2. An evaluation of the child's potential for long-term advanced performance shall be conducted and shall:
  - a. Consider the child's emotional stability, and social and mental maturity.
  - b. Be conducted by a certified school district psychologist in conjunction with other Pupil Services Department staff.
  - c. Be conducted at no cost to the parent(s)/guardian(s).
3. After the evaluation has been completed, a conference shall be held with the parent(s)/guardian(s) to consider the appropriateness of early admission.
4. Admission or exemption from the Wisconsin mandatory kindergarten completion requirement will be based on the following conditions:
  - a. Kindergarten
    1. The child demonstrates the social, emotional, physical, and mental maturity normally expected for advanced performance in kindergarten and beyond.
  - b. First Grade
    1. The child was admitted to and successfully completed kindergarten under (a) above; or
    2. The child successfully completed a program for five-year-old children which the school district deems equivalent to kindergarten; or
    3. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country, or territory in which completion of 5-year-old kindergarten is not a prerequisite to entering first grade; or
    4. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country, or territory in which completion of 5-year-old kindergarten is a prerequisite to entering first grade and the child was exempted from the requirement to complete 5-year-old kindergarten in the state, country, or territory from which the child moved.

5. The decision to grant early admission to kindergarten or first grade before the legal entrance age, and/or without completion of 5-year-old kindergarten, shall be made by the building principal.

If admission is denied under this policy, the child's parent(s)/guardian(s) may appeal to the Superintendent of Schools. The Superintendent shall meet with the child's parent(s)/guardian(s) to discuss the admission request, review relevant student data related to the request, and make a decision. The Superintendent's decision shall be final.

6. A child who is of compulsory attendance age (six years old), who has not completed five-year-old kindergarten, and who has not been granted an exemption to the mandatory kindergarten completion requirement, shall be placed in 5-year-old kindergarten in the District, or be expected to meet compulsory attendance requirements through other means authorized by state law.
7. The Wisconsin Rapids Public Schools does not discriminate in the methods, practices, and materials used for evaluating students on the basis of gender, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental, sexual orientation or physical, mental, emotional or learning disability or handicap in its educational programs or activities.

LEGAL REF: Section 118.33(6)(cm) Wis. Statutes  
Wisconsin Act 41, 2009

APPROVED: April 9, 1979

REVISED: October 12, 1981  
November 11, 1991  
August 13, 2001  
December 10, 2001  
February 11, 2008  
August 8, 2011

# Differentiation of Instruction

is a teacher's response to learner's needs



guided by general principles of differentiation, such as



respectful tasks

flexible grouping

ongoing assessment and adjustment

Teachers can differentiate



Content

Process

Product

according to student's



Readiness

Interests

Learning Profile

through a range of instructional and management strategies such as

multiple intelligences jigsaw/grouping strategies tiered lessons/questions anchor activities varying organizers varied texts varied supplementary materials literature circles enrichment activities	alternate assignments tiered centers tiered products learning contracts small-group instruction group investigation orbitals independent study choice menus	varied questioning strategies learning centers/interest groups varied homework curriculum compacting varied journal prompts complex/specialized instruction alternate assessments academic competitions
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Pull-out interventions  
 Working with a mentor  
 Subject or grade level acceleration



Curriculum compacting  
 Dual enrollment  
 Independent projects

## TWICE EXCEPTIONAL LEARNERS

Students with disabilities may also be gifted and talented. Identification of these students is problematic. Their disability often masks their gift, and conversely, they may use their gifts to compensate for their disability. This may cause both exceptionalities to appear less extreme. In addition, the frustrations associated with unidentified strengths and disabilities may result in behavioral and social/emotional issues. In order for these children to reach their potential, it is essential that their strengths be recognized and nurtured, at the same time as their disability is appropriately accommodated. WRPS school personnel will work together to identify gifts and disabilities and provide services for both, so that students may reach their full potential.

### Appropriate Identification

School personnel need to be sensitive to clues that may reveal *contradictions* in abilities. Possible examples are:

- above grade extensive vocabulary/struggle with spelling basic words
- strong verbal expression/poor or illegible handwriting
- sophisticated sense of humor/difficulty engaging in social aspects of the classroom
- difficulty sitting still/can become deeply immersed in special interests or creative activities
- shows aptitude in creativity, leadership, visual/performing arts / performs poorly in academic areas

These types of contradictions may be indicators of possible twice exceptionality worth further investigation. Educators who suspect a student may be twice exceptional should contact a school psychologist to conduct a comprehensive evaluation in order to make an accurate diagnosis.

### Helpful strategies

- Use interventions and provide opportunities which nurture the student's potential in their area of strength.
- Identify learning gaps and provide explicit instruction in those areas.
- Identify a case manager who is responsible for facilitating communication and collaboration between and among counselors, special educators, gifted educators, and general educators. The GATES Coordinator should be part of the IEP team.
- Connect students to resources or technology tools to accommodate areas of disability
- Provide course options that ease course load and accelerate strength areas such as summer school and online/blended courses.
- When transitioning from one school/grade to another, provide information on student progress in areas of exceptionalities.
- Provide social and emotional support through counseling services

For additional information on Twice Exceptional Learners, please visit the WRPS GATES Webpage at: <https://sites.google.com/a/wrps.net/gates2/home>



## Student Acceleration Procedures

The Wisconsin Rapids Public School District recognizes the need for educational alternatives when a student exhibits evidence of unusually high academic proficiency in one or more areas of the curriculum. In some cases, acceleration may be necessary to meet a student's needs.

- Subject Acceleration - when outstanding achievement is evident in one or more subject areas, but not all areas.
- Whole Grade Acceleration - when outstanding achievement is evident across all subject areas.

### Referral

- A student may be referred for acceleration through the Student Intervention Team (SIT) process or by a parent/guardian or professional staff member outside of the RtI process.
- Referrals are initiated by submitting a "student acceleration referral form." Forms may be obtained from any school office or from the District web site.
- Completed forms must be submitted to the Gifted and Talented Educational Services (GATES) Coordinator by March 1<sup>st</sup> to be considered for acceleration beginning the following school year, by October 15<sup>th</sup> to be considered for the 2<sup>nd</sup> trimester or by February 1<sup>st</sup> for the 3<sup>rd</sup> trimester. Referrals received outside of this timeframe will be evaluated at the discretion of school staff.

### Evaluation

- The GATES Coordinator will review the student records for evidence of outstanding ability and/or achievement:
  - ✓ unusually high or above grade level performance in at least two assessments such as: EXPLORE, PLAN, MAPS, ACT, CogAT, TOMAGS, SRI Lexile, STAR, etc.
  - ✓ evidence that classroom work is consistently above grade level.
- If such evidence is not present, the person initiating the referral will be notified by letter within 30 days of submitting their request.
- If appropriate evidence exists, the coordinator will assemble an acceleration evaluation team to conduct an evaluation. The team will be comprised of:
  - A Parent or Guardian
  - Current teacher(s) and teacher at the grade level of proposed acceleration
  - Counselor
  - Administrator (or designee)
  - GATES Coordinator
  - Others as needed (school psychologist, curriculum coordinator, Department Chairperson)
  - The student must be available for evaluation

- Examination of evidence of student readiness for acceleration:

	<b>Subject acceleration</b>	<b>Grade acceleration</b>
<b>Academic</b>	<ul style="list-style-type: none"> <li>• The student must score <math>\geq 85\%</math> on an objective assessment which covers the learning outcomes of the course being skipped.</li> <li>• Student work samples, awards, and other special recognition may be used for assessing readiness in the visual and performing arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized cognitive, ability, aptitude and achievement tests will be used as decision making tools. These tools allow staff members to objectively score students in multiple areas including social/emotional factors.</li> </ul>
<b>Social/ Emotional</b>	<ul style="list-style-type: none"> <li>• Based on informal evaluation by educators, counselor, psychologist (optional) and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized cognitive, ability, aptitude and achievement tests will be used as decision making tools. These tools allow staff members to objectively score students in multiple areas including social/emotional factors.</li> </ul>
<b>Student Attitude</b>	<ul style="list-style-type: none"> <li>• The student must express a desire for acceleration.</li> </ul>	<ul style="list-style-type: none"> <li>• The student must express a desire for acceleration.</li> </ul>

### Acceleration Decision

- After reviewing the evidence, the evaluation committee will reach a decision by consensus.
- If consensus cannot be reached, the administrator will make the final decision.
- A parent/guardian shall be notified, in writing, of the outcome of the evaluation within 60 days of initiation of the referral process. This notification shall include instructions for appealing the outcome of the evaluation process.

*A parent/legal guardian of the referred student may appeal, in writing, the decision of the student acceleration evaluation committee to the District Superintendent (or designee) within five days of being notified of the committee's decision. The Superintendent (or designee) shall review the appeal and notify the parent/legal guardian who filed the appeal of his or her final decision within fifteen days of receiving the appeal. The Superintendent's decision shall be final.*



## Acceleration

- If the decision is made to move forward with acceleration, a six-week trial shall begin at the beginning of the next semester. During this trial period:
  - ✓ Counseling and support will be available through the student's guidance counselor.
  - ✓ The student may be withdrawn from accelerated placement, with no repercussions, upon written request of the parent/guardian.
  - ✓ There will be a six-week review of progress.
    - If progress is acceptable at this time, the accelerated placement shall become permanent and further progress will be reported during regular reporting periods (report cards, progress reports, conferences, etc.).
    - If progress is not acceptable at this time, the evaluation committee, with the addition of the new teacher(s), will re-convene to discuss options such as additional support, more time, or termination of accelerated placement.
- If acceleration requires travel between buildings, transportation arrangements will be made by the District Transportation Coordinator. If parents provide transportation, a stipend (not to exceed the cost if the District were to transport) will be provided at the current mileage rate in the District.
- Standardized tests will be taken at the accelerated grade level for those students who have been whole grade accelerated. They will be taken at the base grade level for students who are subject accelerated.
- Elementary report cards for subject accelerated students will be completed by both the grade level teacher and the teacher in the area of subject acceleration. Each will complete the appropriate section of the report card for their respective grade level and subject(s).
- Extracurricular eligibility will be based on the accelerated grade level for those students who are whole grade accelerated and at the base grade level for those students who are subject accelerated.
- High school courses taken prior to grade 9 will not result in credit toward graduation. All credits for graduation will be earned while the student is in grades 9-12.
- Grades from high school courses taken prior to grade 9 will not be calculated in the student's GPA. High school GPA will be calculated from classes taken while the student is in grades 9-12.
- High school transcripts will note high school courses completed prior to high school.



# Student Acceleration Referral Form

WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Specific grade, subject or course acceleration requested by this referral:

\_\_\_\_\_

Reason for acceleration referral:

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

*Use back of form, if more space is needed*

Documents supporting your referral may be attached to this form. Number of attachments \_\_\_\_\_

Is this a SIT referral:  Yes  
 No (if no, please fill in information below)

\_\_\_\_\_  
Name of person initiating referral      Relationship to student      Phone or Email

\_\_\_\_\_  
Signature      Date

If parent/guardian is initiating referral, please also sign below to give permission for a student evaluation.  
If school staff is initiating referral, please forward to parent for signature prior to submitting form:

*I give my permission to school personnel to conduct an evaluation to determine if an accelerated placement would be appropriate for my child. I understand that I will be part of the evaluation team and will be informed of the results of the evaluation.*

Yes  
 No

\_\_\_\_\_  
Signature of Parent/Guardian

**Please return completed form to school office**  
*Office personnel, please route form to GATES Coordinator*



## Student Acceleration Evaluation Form

WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Phone/Email \_\_\_\_\_

Type of acceleration requested \_\_\_\_\_

### Academic Readiness:

Test	Score	% Tile	Comments
Further evaluation required:			

### Social, emotional, and motivational readiness:

Based on interview with the student and information from parents/guardians, teacher, counselor, school psychologist, and other school personnel, this student:	Yes	No
1. Understands and desires acceleration		
2. Has adequate social-emotional development for accelerated placement		

Other observations/comments by the evaluation team:

Requested Acceleration is recommended for approval:  Yes  No Date: \_\_\_\_\_

**Acceleration Evaluation Committee Members**

Name

Title

Signature

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Administrator approval for Acceleration as described:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Building

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Building

***Please return completed form to school.***  
School personnel, please route form to GATES Coordinator



## Differentiated Educational Plan (DEP)

**WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS**

Student: \_\_\_\_\_ Facilitator: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

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

Members Present: \_\_\_\_\_

Type of Differentiation: (Could include all areas)

	Curriculum Compacting
	Counseling/Support Groups
	Flexible Grouping
	Enrichment based on student interests and strengths
	Mentorship
	Independent Projects
	Academic Competitions
	Subject Acceleration
	Grade Acceleration
	Other:

Describe the plan including faculty to be involved, expectations, timelines, resources needed and evaluation plans:

Implications for the future (contingent upon continued success... maintaining levels of proficiency... in advanced classes)



# GATES PARENT REFERRAL FORM

WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

This student is being referred for possible identification as gifted in the following area(s):

*Please check all that apply:*

*Reason:*

General intellectual ability

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

Specific academic area(s)

\_\_\_\_\_

Mathematics

\_\_\_\_\_

Science

\_\_\_\_\_

Reading

\_\_\_\_\_

Writing

\_\_\_\_\_

Social Studies

\_\_\_\_\_

Creative thinking

\_\_\_\_\_

Visual or performing arts

\_\_\_\_\_

Leadership

\_\_\_\_\_

***Use back of form if more space is needed.***

Document supporting your referral may be attached to this form. Number of attachments \_\_\_\_\_

\_\_\_\_\_  
Name of person initiating referral

\_\_\_\_\_  
Relationship to student

\_\_\_\_\_  
Phone or Email

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Referral received by \_\_\_\_\_ Date \_\_\_\_\_

***Please return completed form to school.***

School personnel, please route form to GATES Coordinator



**Parent/Guardian  
Permission to Test Form**

**WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS**

I authorize permission for a Gifted & Talented evaluation for my child \_\_\_\_\_

The following assessments may be used:

- CogAt (Screening Assessment for Gifted Elementary and Middle School Students)
- TOMAGS (Test of Mathematical Ability for Gifted Students)
- TTCT (Torrance Test of Creative Thinking)
- Leadership checklist
- Portfolio evaluation
- Other \_\_\_\_\_

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

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Please return completed form to school office**

*Office personnel, please route form to GATES Coordinator*



## Leadership Characteristics Checklist

**WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Teacher completing form \_\_\_\_\_ Date \_\_\_\_\_

- Instructions: Check (3) if the characteristic or behavior is noted frequently  
 Check (2) if the characteristic or behavior is noted occasionally  
 Check (1) if the characteristic or behavior is seldom noted  
 Check (0) if the characteristic or behavior has not been observed

Characteristic/Behavior	0	1	2	3
1. Seems to enjoy people. Is sociable and interacts easily with others of all ages.				
2. Is well liked and respected by others. Is often asked for ideas and suggestions. Is looked to by others when something must be decided.				
3. Can stimulate, motivate and influence others. (May have the ability to manipulate)				
4. Can express himself/herself well. Clearly articulates ideas. Gives directions clearly and effectively.				
5. Carries responsibility well. Reliable. Does a good job making sure the task gets done and done well.				
6. Tends to direct activities in which he/she is involved.				
7. Is accepted by others as their leader. Is someone people are willing to follow.				
8. Can perceive the mood of a group and adjust accordingly. Will adopt a non-leadership or shared leadership role when needed.				
9. Can coordinate/organize the work of multiple individuals				
10. Adapts readily to new situations. Is flexible. Does not seem disturbed by change.				

Please list an example(s) of demonstrated leadership:

Other comments: *(use the back of this sheet if more space is needed)*

***Please return completed form to school.***  
 School personnel, please route form to GATES Coordinator





## Visual/Performing Arts Checklist

WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS

Student name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of person completing checklist: \_\_\_\_\_

Relationship to student: \_\_\_\_\_ Email and/or phone #: \_\_\_\_\_

**INSTRUCTIONS:** Check (3) if the characteristic or behavior is noted frequently  
Check (2) if the characteristic or behavior is noted occasionally  
Check (1) if the characteristic or behavior is seldom noted  
Check (0) if the characteristic or behavior has not been observed

Characteristic/behavior	0	1	2	3
1. <i>Communicates their vision in visual/performing arts.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Unusual ability for aesthetic expression.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Compelled to perform/produce.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Exhibits creative expression.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Desire for creating original product.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Keenly observant of surroundings.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>Continues experimentation with preferred medium.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>Excels in demonstrating the visual/performing arts.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>Vivid imagination.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list or attach an example(s) of demonstrated artistry:

Other comments:

**Please return completed form to school.**  
School personnel, please route form to GATES Coordinator



## Music Teacher Referral/Evaluation Checklist

Indicators of Potential Talent in Music  
Observation Rating Scale for Music Teachers

**WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS**

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Type of Class: \_\_\_\_\_

Person Completing the Form: \_\_\_\_\_ Title: \_\_\_\_\_

You have known student \_\_\_\_\_ years \_\_\_\_\_ months Date: \_\_\_\_\_

Please indicate how often the student listed above has shown the following behaviors by checking the appropriate number.

0 seldom or never      1 occasionally      2 frequently      3 almost always

<b>Musical Awareness and Discrimination</b>	<b>Evidence(Please Comment)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Awareness of Sound</b>					
Is keenly aware of sounds and listens with focused concentration					
Senses small differences in melodies, rhythms, sounds					
<b>Rhythmic Sense</b>					
Discriminates rhythmic difference and physically responds to rhythm in a fluid manner					
<b>Sense of Pitch</b>					
Discriminates difference in pitch and demonstrates a high level of tonal memory/audiation					
<b>Creative Interpretation</b>	<b>Evidence (Please Comment)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Extends, manipulates, and experiments with sound					
Spontaneously and creatively responds to the aesthetic qualities of music					
Is eager and imaginative in expressing, shaping, and refining musical ideas					
Works thoughtfully and perceptively in revising musical ideas					

Please give a specific example for each statement that you rated a 3 in the above chart:

<b><i>Musical Behavior and Performance</i></b>	<b><i>Evidence(Please Comment)</i></b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Performs with natural, fluid sense of rhythmic pulse and/or a keen awareness of pitch, tone, melody, and harmony					
Works to improve performance capabilities through focused attention, cognitive and physical preparation, and skill practice					
Projects advanced musical expression beyond age or grade level (i.e. musicality)					
Applies knowledge and skills to create musical compositions					
<b><i>Intensity</i></b>	<b><i>Evidence(Please Comment)</i></b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Shows focused concentration when engaged in musical tasks					
Is self-motivated and works independently on musical activities					
Critiques and refines musical performances and/or compositions; seeks feedback on own musical activities					
Shows persistence and perseverance in musical tasks					

Please give a specific example for each statement that you rated a 3 in the above chart:

Please add any additional comments describing specific strengths or weaknesses of this student that would be helpful in determining the potential talent of this student in music:

***Please return completed form to school.***  
School personnel, please route form to GATES Coordinator

*Adapted from WMEA Music Identification Handbook*