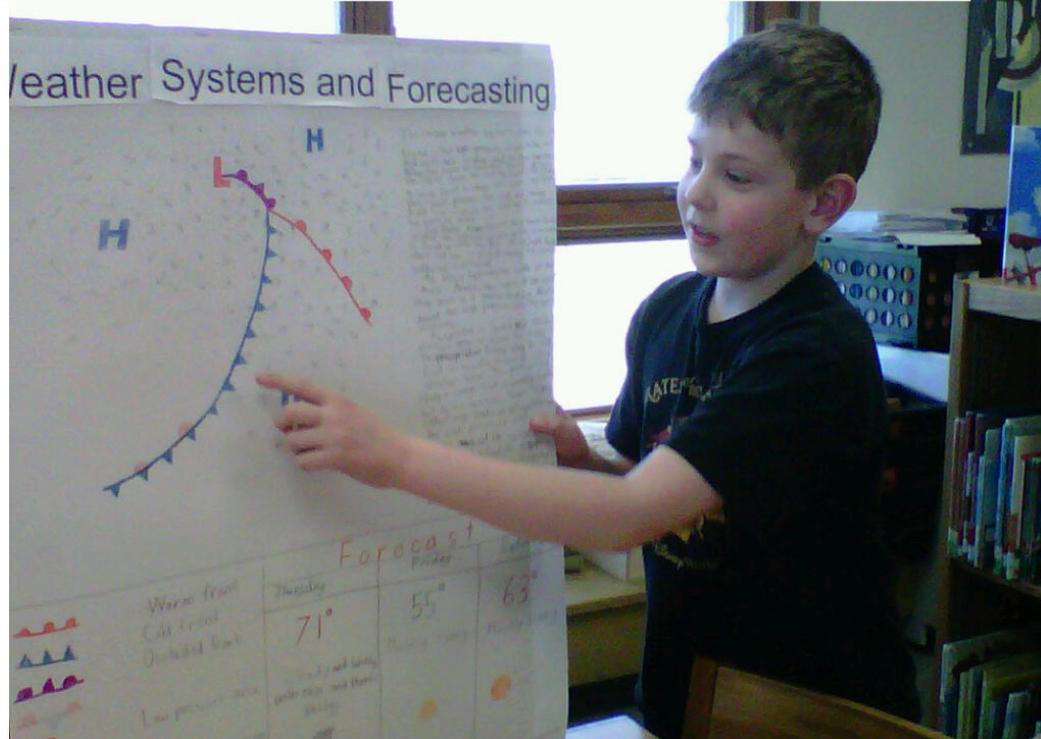


# WRPS

## Gifted and Talented Educational Services Plan

RtI Aligned

*“All educators  
for all students”*



Wisconsin Rapids  
Board of Education  
Approved 4/15/2013

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## Gifted and Talented Educational Services Advisory Committee

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**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.*

## MISSION & VISION

### 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.”*

Our mission to provide the best education for every student includes the goal to meet the unique educational needs of gifted and talented (GT) students. The Wisconsin Rapids Public School District accepts the complex challenge of meeting these needs by providing continuous and systematic educational and support services that motivate, challenge, and support our gifted and talented students.

### 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 and needs, resulting in the realization of their full potential, and maximum contributions to self and society.”*



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

## Gifted and Talented Educational Services (GATES) Philosophy

Gifted children have unique academic and social and emotional needs. When their needs are not met, there is a loss to the individual, to the school, and to society.

Three of those most basic needs are:

- 1) an advanced level of challenge and/or pace
- 2) socio-emotional fulfillment through interaction with other students of similar ability
- 3) support in dealing with issues such as perfectionism, sensitivity, loneliness, underachievement and depression

These needs are best met on an ongoing daily basis, within the general education environment, by an appropriately trained school staff with access to adequate resources. This is not the responsibility of one person. All school district staff including administrators, teachers, interventionists, related support staff, GATES Coordinator, 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. The students themselves have the responsibility to take advantage of the opportunities and services provided for them.

The School District of Wisconsin Rapids Public Schools utilizes the Wisconsin Response to Intervention (RtI) three-tiered model and the Wisconsin Comprehensive School Counseling Model as a systemic approach to serving intellectually and academically gifted students.

The RtI process begins at Tier 1. Tier 1 instruction consists of high quality core curriculum which is differentiated to meet various student needs. Students with advanced learning needs in any academic subject are identified through use of a balanced series of assessments. If the assessment data shows that a student's learning needs are beyond the level that can be met through classroom differentiation, gifted interventions will be implemented to provide more challenge and/or a faster pace of learning. This is Tier 2 of the RtI model. Student progress will be monitored on an ongoing basis to ensure that students are continually learning at an appropriate level and pace. A small number of highly gifted students may need more than what can be provided at Tier 2. These students will be provided with Tier 3 interventions which are more intensive and individualized. Tier 3 intervention may include acceleration. See the WRPS RtI Guide for more information about Response to Intervention.

Paired with appropriate instruction and intervention is the availability of student support services. School guidance counselors provide social/emotional support as well as course and career planning services.

The key to making this model work for GT students is ongoing staff development, school-wide collaboration, and family involvement.

Students gifted in areas other than intellectual/academics must also be identified and served. Opportunities to develop leadership, creativity, and artistic gifts should be available across the curriculum and through student involvement in extracurricular and community activities.

## 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 measureable.

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

## 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 A 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>	<b>CREATIVE</b>
Enjoys school	Enjoys learning	Enjoys possibilities
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Answers the questions	Questions the answers	Sees exceptions
Is interested	Is curious	Wonders: What if...
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed
Absorbs information	Manipulates information	Improvises
Memorizes well	Guesses and infers well	Creates and brainstorms well
Learns with ease	Already knows	Plays with ideas and concepts
Needs 5 or 6 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need for mastery
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects that will ever be completed
Performs at the top of the group	Is beyond the group	Is in own group
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Gets As	May not be motivated by grades	May not be motivated by grades
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers, but often works alone
Understands complex abstract humor	Creates complex abstract humor	Relishes wild, off the wall humor
Smart	Intellectual	Idiosyncratic

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

## Characteristics of Students with Gifts and Talents

During a child's first five or six years some of the most commonly exhibited characteristics are:

- extraordinary vocabulary at an early age; varying sleep patterns and needs
- exceptional understanding of complex or abstract ideas
- precocity in math and language tasks - knowledge and behaviors that are not taught or coached, but surface on their own
- advanced sense of humor and understanding of jokes and puns
- heightened sensitivity to feelings and ideas
- amazing curiosity - questioning and touching almost everything

### **General Intelligence**

- Recalls facts easily
- Is very well informed about one or more topics
- Shows keen insight into cause-effect relationships
- Has exceptional ability to solve problems
- Has phenomenal memory

### **Intelligence in a Specific Academic Area**

- Exhibits extended attention span in a particular content area
- Displays a passion for a topic of interest
- Makes independent contact with or carries on correspondence with experts in the field
- Puts extensive efforts into a project - time is of no consequence
- Manages to change a topic under discussion to the discipline of his/her interest (e.g., a discussion on today's weather soon becomes focused on meteorology or global warming)

### **Creativity**

- Possesses strong visual thinking or imaginative skills
- Transfers ideas and solutions to unique situations
- Prefers variety and novelty and an individual way of solving problems
- Asks many and unusual questions
- Often has several projects going at once
- Resists external controls, tests and challenges limits

### **Leadership**

- Relates to and motivates other people
- Organizes others for activities
- 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 listens to and debates the opinions of others)

### **Visual/Performing Arts**

- Shows very high ability in the visual arts, i.e., painting, sculpting, and/or arranging media in a unique way
- Possesses unusual ability to create, perform, or describe music
- Possesses unusual talent in drama or dance
- Uses artistic ability to express or evoke feelings
- Persists with an artistic vision

## Nomination & Identification of Students with Gifted and Talented Needs

The Wisconsin Rapids 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 nominations. A pupil may be identified as gifted or talented in one or more of the categories under s.118.35 (1), Stats.

The District utilizes data from a series of balanced assessments to identify students with gifted and talented needs. These assessments may include screeners, pre-assessments, reading benchmarks, standardized tests, rating scales, classroom assessments/products, portfolios, nominations, and teacher observations.

### Nominating 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 Board of Education Rule 421 (Appendix B).

#### K-12 students

1. Intellectually/academically gifted students will often nominate themselves for gifted and talented educational services via their classroom performance. When students demonstrate mastery of topics prior to instruction and/or exceed grade level expectations, they are providing evidence of their need for gifted services. The classroom teacher will differentiate instruction at Tier 1 and notify and collaborate with the GATES Coordinator anytime a student requires Tier 2 intervention. The GATES Coordinator will convene a Student Intervention Team (SIT) meeting for any student requiring Tier 3 gifted intervention. The GATES Coordinator will create a Differentiated Educational Plan (DEP) and maintain records of students who require Tier 2 or Tier 3 interventions.
2. Additionally, 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 groups. The GATES Coordinator will also periodically conduct a classroom search for students who show signs of giftedness in the areas of leadership, creativity and the arts.
3. Besides automatic nomination through the classroom RtI process, anyone (school staff, parent, self) may nominate/refer a student for gifted and talented educational services in one or more of the areas of giftedness:
  - General intellect
  - Academic
  - Creativity
  - Leadership
  - Visual/performing arts

## Nomination/Evaluation process

1. Request referral form (Appendix C) from school staff or GATES coordinator.
2. Submit completed form to GATES coordinator.
3. The GATES Coordinator will review evidence of student giftedness based on the area of giftedness being evaluated. A minimum of three pieces of evidence must be present to indicate a need for gifted and talented educational services. If three pieces are not available, the GATES Coordinator will seek parent/guardian permission for additional testing (Appendix D).
  - a. Intellectual
    - Full Scale IQ test score at or above 130
    - Aptitude test score at or above the 97<sup>th</sup> percentile
    - Documentation of student performance 1 or more years beyond peers
    - Other evidence of intellectual giftedness
  - b. Academic area
    - Achievement test scores above the 97<sup>th</sup> percentile
    - Documentation of student performance 1 or more years beyond peers
    - Teacher recommendation
    - Other evidence of content area giftedness
  - c. Creativity
    - Torrance Test of Creative Thinking (TTCT) score at or above 85
    - Student generated evidence (creative thinking activity or project)
    - Letters of recommendation from a third party
    - Other assessment results for creativity
  - d. Leadership
    - Leadership checklist score above 22
    - Student-generated evidence of leadership activity
    - Letters of recommendation from a third party
    - Other leadership assessments
  - e. Visual and performing arts
    - Artistic checklist score above 60
    - Student-generated evidence (portfolio, awards, recognition, etc.)
    - Letters of recommendation from a third party
    - Other assessments for the visual or performing arts
4. The GATES Coordinator will notify parents, teachers, administrators, and school counselor of assessment/evaluation results.
  - a. If a student is determined to be gifted intellectually or academically, and he/she 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 classroom teacher(s), GATES Coordinator, parent(s), administrator, counselor, and others. This team will review data and collaborate to create an intervention plan to meet student needs. Subsequent meetings will be scheduled to review student progress and make adjustments to the plan as needed.



## Rtl and the Gifted

Originally introduced as a way to help struggling students before they were referred for special education services, Rtl is increasingly being recognized as an effective way to respond to the learning needs of all students. Wisconsin has explicitly defined Rtl as a process for ALL students, including those with gifts and talents. Because of its initial and widespread use with the struggling student, however, fewer resources are available regarding Rtl and the gifted. 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. To ensure that the needs of the gifted are not lost in our efforts to help students in need of remediation, there are some things that must be kept in mind throughout the Rtl process.

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/challenge, the District needs to address the core curriculum.

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

### 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 E). Techniques may include, but are not limited to:

- Anchor activities
- Choice menus
- Learning centers
- Tiered assignments
- Adjusting questions
- Hardest problem first
- Enrichment activities
- Alternate assignments/assessments
- Leveled texts/learning materials

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.

If Tier 1 differentiated instruction is not enough to keep a student learning at an appropriate level and pace, the teacher will contact the GATES Coordinator to collaborate on the provision of Tier 2 gifted interventions. 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.

Tier 2 gifted interventions may include, but are not limited to:

- Grouping strategies which allow for advanced work with others of similar ability
- Curriculum compacting

- Alternate assignments/activities/projects offering greater complexity and requiring higher level thinking skills
- Alternate Assessments based on higher level thinking
- Academic competitions
- Enrichment options
- Online programs
- Specialized curriculum

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, the GATES Coordinator will convene a SIT meeting.

### **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 may include, but are not limited to:

- Curriculum compacting
- Online or Advanced level coursework
- Independent projects
- Working with a mentor
- Dual enrollment
- Subject or grade level acceleration (See Appendix F)
- Youth Options

Extensive counseling support is provided for course and career planning as well as for addressing the social/emotional concerns of the gifted student.

### **STUDENT MOVEMENT THROUGH THE TIERS**

Student movement through these Rtl 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.

## CREATIVITY, LEADERSHIP AND THE ARTS

Students who are identified as gifted/talented in the areas of creativity, leadership and/or the arts will be provided with opportunities to develop those talents, as well.

The GATES Coordinator will work with teachers/counselors to identify students gifted in these areas, and provide the students with opportunities to further develop their gifts whenever possible during classroom and school activities. Students will be notified of extracurricular and community opportunities that fall within their area of giftedness.

## COUNSELING SUPPORT

The need for counseling support for gifted students is well documented. Besides the counseling needs present in all students, gifted students often have social and emotional concerns that are directly associated with their giftedness. School counselors play a vital role in meeting the needs of gifted students in their buildings. Working together with other school personnel, within the context of the Wisconsin Comprehensive School Counseling Model, school counselors will help meet the needs of gifted students in the academic, career, and personal/social domains. The role of the professional school counselor in the area of gifted and talented educational services includes, but is not limited to (ASCA, 2007):

1. Assisting in the identification of gifted and talented students.
2. Advocating for the inclusion of and the participation in activities effectively addressing the personal/social, career development, and academic needs of GT students.
3. Assisting in promoting understanding and awareness of the special issues that may affect gifted and talented students including:
  - a. Underachievement
  - b. Perfectionism
  - c. Depression
  - d. Stress management
  - e. Dropping out
  - f. Delinquency
  - g. Difficulty in peer relationships
  - h. Career development
  - i. Meeting expectations
  - j. Goal setting
4. Providing individual and group counseling for GT students as needed.
5. Recommending materials/resources for meeting the personal/social needs of GT students/
6. Engaging in professional development activities to upgrade knowledge and skills in the area of serving the needs of the gifted and talented.
7. Collaborating with other school personnel to maximize opportunities for GT students.

## UNDERACHIEVEMENT

Underachievement describes a discrepancy between a student's performance and his/her actual ability, with no underlying learning disability to account for the discrepancy. Gifted underachievers typically earn high scores on ability measurements, but their classroom achievement falls far short of expectations. These students may be overlooked for gifted services because they have poor grades.

To help prevent underachievement, it is important that school staff recognize gifted learners early and provide appropriate services. It is also important to recognize underachievement when it does occur, and take steps to help gifted learners achieve their full potential. There are many complex reasons why students become underachievers, and an individual approach is necessary to identify and overcome those patterns of underachievement. Parents, classroom teachers, school data teams, and the District GATES Coordinator will review information with this in mind, and include underachievement as a reason for SIT referral.

*"A pupil from whom nothing is ever demanded which he cannot do, never does all he can."* -John Stuart Mill

*"It must be as socially acceptable to support genius that is intellectual as it is to support genius that is athletic."*  
- Michael Clay Thompson

*"Excellence in education is when we do everything that we can to make sure they become everything that they can"*  
- Carol Tomlinson

## 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 intellectual 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 seem to reveal *contradictions* in abilities. Possible examples are:

- above grade extensive vocabulary/struggle with spelling basic words
- strong verbal expression/poor illegible handwriting
- good listening comprehension skills/low self-concept
- 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

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 which nurture the student's potential in their area of strength.
- Provide opportunities for the student to exercise their areas of high ability.
- 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 with resources and technology tools to compensate for weaknesses.
- Provide course options that ease course load and accelerate strength areas such as summer school and Internet courses.
- Teach and encourage students to use compensation strategies such as talking to teachers, using other student's notes to supplement their own, taking fewer classes, taking advantage of extended time for testing, listening to books on tape, and utilizing technology to compensate for weaknesses.
- Pay particular attention to transitions from one school level to another, creating a comprehensive transition plan.
- Provide social and emotional support through counseling services that develop self-esteem and self-efficacy.

## **STAFF DEVELOPMENT**

Recognizing and understanding the needs of gifted learners and then providing challenging and enriching opportunities to meet those needs requires specialized knowledge and skills. Research shows that over 60% of teachers have received little or no training in gifted and talented educational strategies (Farkas & Duffet, 2008). To address this contradiction, the Wisconsin Rapids Public School District will provide professional development in the area of gifted and talented education to ensure that WRPS staff understands the learning needs of gifted students and are equipped with the necessary strategies to successfully meet those needs. Furthermore, training opportunities, collaboration time, and student interventions provided for RtI implementation will include options for gifted education.

## **PARENT INVOLVEMENT**

Collaborative parent involvement is a key component to student educational success. WRPS strives to encourage that involvement in our efforts to provide the best education possible. In regard to gifted educational services, parents are invited to participate in several ways.

- Parents are encouraged to educate themselves about giftedness and best practices in gifted education. Resources may be obtained from the District GATES Coordinator and/or from the GATES webpage on the District website.
- Parents will be notified of any Tier 2/3 student educational needs and will be invited to attend the SIT meetings to provide input and help plan interventions.
- Parents may refer students for GATES outside of the RtI process.
- WRPS offers occasional parent information meetings to discuss issues regarding gifted educational services.
- Parents will be included as part of the District GATES Advisory Committee.
- Parents are encouraged to form an advocacy group to advocate for gifted educational services for their children, as well as across our District, state, and country. Advocacy resources will be provided on the GATES webpage on the District website.

## **MONITORING & ACCOUNTABILITY**

This Plan of Service will be monitored through the WRPS GATES Advisory Committee. This Committee consists of parents, teachers, counselors, administrators, gifted and talented coordinator, and other interested parties. The Committee will meet periodically to monitor services and make recommendations. The NAGC standards (Appendix G) will be used as an evaluation and goal-setting tool.

## 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:

### Teachers (all content areas)

- 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
- Notify and collaborate with GATES Coordinator for students requiring Tier 2/3 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

### School Counselors

- Assist in the identification of students in need of advanced learning opportunities and related counseling needs
- 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

### Interventionists

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed

### School Psychologists

- 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

## GATES Coordinator

- 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 the areas of leadership, creativity, and the arts
- 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 GATES plan is effectively implemented throughout the District
- Manage resources for Gifted and Talented Educational Services

## Administration

- 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
- Participate in SIT meetings for students requiring Tier 3 interventions
- Work with GATES Coordinator and other school personnel to ensure GATES plan is effectively implemented throughout the District

## Parents

- 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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## APPENDICES

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## Definitions of Students with Gifted and Talented Needs

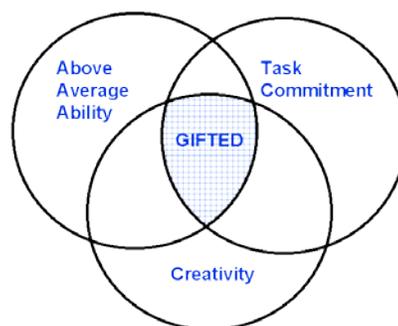
**Wisconsin Definition:** “Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high performance capability in **intellectual, creative, artistic, leadership or specific academic areas** and who need services or activities not ordinarily provided in a regular school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



## GATES 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

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

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



## Parent/Guardian Permission

WISCONSIN  
RAPIDS  
PUBLIC  
SCHOOLS

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

The following assessments may be used:

- SAGES-2 (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 the completed form to WRPS GATES Coordinator in one of the following ways:

1. Return form to school office  
(School personnel, please route form to GATES Coordinator at EJH)
2. Scan and email to [mary.freeh@wrps.net](mailto:mary.freeh@wrps.net)
3. Mail form to: Mary Beth Freeh  
East Junior High School  
311 Lincoln Street  
Wisconsin Rapids, WI 54494

# Differentiation of Instruction

is a teacher's response to learner's needs



guided by general principles of differentiation, such as

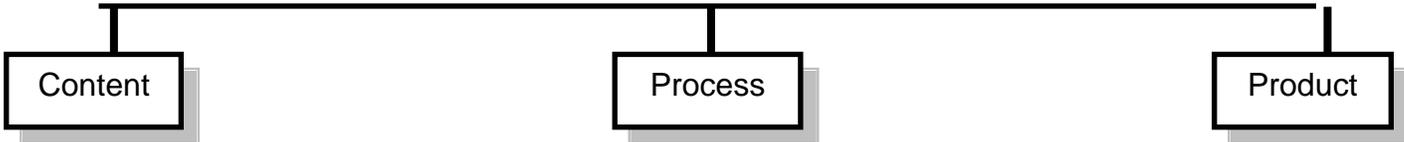


respectful tasks

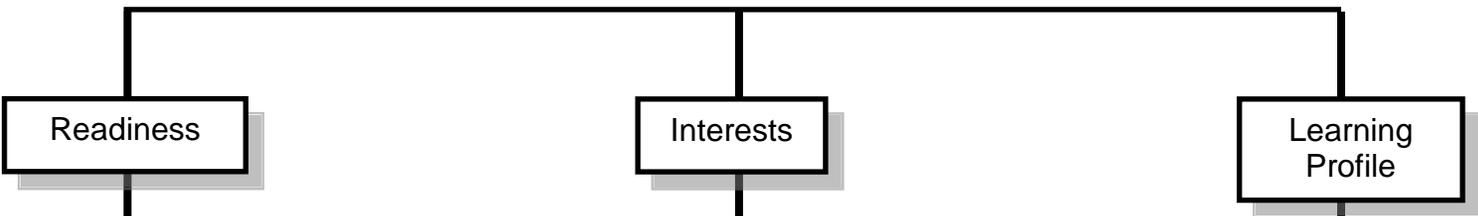
flexible grouping

ongoing assessment and adjustment

Teachers can differentiate



according to student's



through a range of instructional and management strategies such as

multiple intelligences jigsaw taped material anchor activities varying organizers varied texts varied supplementary materials literature circles	tiered lessons tiered centers tiered products learning contracts small-group instruction group investigation orbitals independent study	4MAT varied questioning strategies interest centers interest groups varied homework compacting varied journal prompts complex instruction
---	--	--

(Tomlinson, 1999)

## 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 or by November 1<sup>st</sup> to be considered for acceleration for the 2<sup>nd</sup> semester. 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, WKCE/Smarter Balanced Assessment, SAGES, 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>• The Iowa Acceleration Scale will be used as a decision making tool. This tool uses weighted scales to objectively score students in multiple areas including ability, aptitude, and achievement.</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>• The Iowa Acceleration scale will be used as a decision making tool. This tool uses weighted scales 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

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

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 or accelerated placement		

Other observations/comments by the evaluation team:

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

*Evaluation committee members please sign on reverse side.*

**Acceleration Evaluation Committee Members**

Name

Title

Signature

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

Administrator approval for Acceleration as described:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Building

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Building

Original to cumulative file / Copies to: GATES Coordinator, parent/guardian, person initiating referral (if not parent/guardian)



# IOWA ACCELERATION EVALUATION RESULTS

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

Are any critical items checked:

- Yes      Whole grade acceleration is not recommended
- No        Continue

Is the AAA subtotal score <10?

- Yes      Whole grade acceleration is not recommended
- No        Continue

### IOWA ACCELERATION SCALE GRAND TOTAL:

Academic Ability, Aptitude and Achievement subtotal \_\_\_\_\_ of a possible 22 points

School and Academic Factors subtotal \_\_\_\_\_ of a possible 22 points

Developmental Factors subtotal \_\_\_\_\_ of a possible 9 points

Interpersonal Skills subtotal \_\_\_\_\_ of a possible 16 points

Attitude and Support subtotal \_\_\_\_\_ of a possible 11 points

Add the five subtotals for a GRANT TOTAL of  of a possible 80 points

INTERPRETING THE IOWA ACCELERATION SCALE GRAND TOTAL	
60-80 points	<b>Excellent</b> candidate for whole-grade acceleration Acceleration is recommended
46-59 points	<b>Good</b> candidate for whole-grade acceleration Acceleration is recommended
35-45 points	<b>Marginal</b> candidate for whole-grade acceleration There is no clear recommendation. Carefully consider options
34 or fewer points	Whole-grade acceleration is <b>NOT recommended.</b>

Decision regarding whole-grade acceleration:

Acceleration request is approved

Partial acceleration is approved

Acceleration request is denied

Other \_\_\_\_\_

Plan:

Team Members:

NAME (PRINT)	TITLE	SIGNATURE

**Administrator Approval:**

Name \_\_\_\_\_ Signature \_\_\_\_\_

Original to student cumulative file/Copies to parent, GATES Coordinator

## 2010 Pre-K-Grade 12 Gifted Programming Standards

### Gifted Education Programming Standard 1: Learning and Development

#### Introduction

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.



#### Standard 1: Learning and Development

**Description:** 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.

Student Outcomes	Evidence-Based Practices
<u>1.1. Self-Understanding.</u> Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts. 1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.
1.2. <u>Self-Understanding.</u> Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
<u>1.3. Self-Understanding.</u> Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths. 1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.
<u>1.4. Awareness of Needs.</u> Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests. 1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.
<u>1.5. Awareness of Needs.</u> Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.	1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.
<u>1.6. Cognitive and Affective Growth.</u> Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices. 1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.
<u>1.7. Cognitive and Affective Growth.</u> Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.	1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.
<u>1.8. Cognitive and Affective Growth.</u> Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths. 1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

## Gifted Education Programming Standard 2: Assessment

### Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.



### Standard 2: Assessment

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

Student Outcomes	Evidence-Based Practices
<p>2.1. <i>Identification.</i> All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.</p>	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
<p>2.2. <i>Identification.</i> Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.</p>	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
	2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.
	2.2.3. Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.
	2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.
	2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.
	2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
<p>2.3. <i>Identification.</i> Students with identified needs represent diverse backgrounds and reflect the total student population of the district.</p>	2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
	2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.
	2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
<p>2.4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p>	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.
	2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.
	2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.

	2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.
	2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
2.5. <i>Evaluation of Programming.</i> Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.
	2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.
	2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.
2.6. <i>Evaluation of Programming.</i> Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.	2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.
	2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.
	2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

## Gifted Education Programming Standard 3: Curriculum Planning and Instruction

### Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.



### Standard 3: Curriculum Planning and Instruction

**Description:** 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.

Student Outcomes	Evidence-Based Practices
3.1. <i>Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.
	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.
	3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
	3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.
	3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.
	3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.
3.2. <i>Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.
	3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
3.3. <i>Talent Development.</i> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.
	3.3.2. Educators use school and community resources that support differentiation.
	3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
3.4. <i>Instructional Strategies.</i> Students with gifts and talents become independent investigators.	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
	3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
	3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

	3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
3.5. <i>Culturally Relevant Curriculum</i> . Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
	3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.
	3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.
3.6. <i>Resources</i> . Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

## Gifted Education Programming Standard 4: Learning Environments

### Introduction

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptional ability, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.



### Standard 4: Learning Environments

**Description:** 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 student outcomes.

Student Outcomes	Evidence-Based Practices
<p>4.1. <i>Personal Competence.</i> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p>	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
	4.1.3. Educators create environments that support trust among diverse learners.
	4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
<p>4.2. <i>Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
<p>4.3. <i>Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p>	4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
<p>4.4. <i>Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups.<sup>1</sup> They use positive strategies to address social issues, including discrimination and stereotyping.</p>	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
<p>4.5. <i>Communication Competence.</i> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication</p>	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).
	4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.
	4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

<sup>1</sup> Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

## Gifted Education Programming Standard 5: Programming

### Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.



### Standard 5: Programming

**Description:** 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 systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<b>5.1. <i>Variety of Programming.</i></b> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.
	5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
	5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.
	5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.
	5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.
<b>5.2. <i>Coordinated Services.</i></b> Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.
<b>5.3. <i>Collaboration.</i></b> Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.
<b>5.4. <i>Resources.</i></b> Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.
<b>5.5. <i>Comprehensiveness.</i></b> Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.
<b>5.6. <i>Policies and Procedures.</i></b> Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.
	5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.
<b>5.7. <i>Career Pathways.</i></b> Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.	5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

## Gifted Education Programming Standard 6: Professional Development

### Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.



### Standard 6: Professional Development

**Description:** All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Student Outcomes	Evidence-Based Practices
6.1. <i>Talent Development.</i> Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.
	6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.
	6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).
	6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.
6.2. <i>Socio-emotional Development.</i> Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
6.3. <i>Lifelong Learners.</i> Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.
	6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.
	6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.
	6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
6.4. <i>Ethics.</i> Students develop their gifts and talents as a result of educators who are ethical in their practices.	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.
	6.4.2. Educators comply with rules, policies, and standards of ethical practice.