

School District of Waupaca

Plan for Serving Gifted and Talented Learner

(2014)

SCHOOL DISTRICT OF WAUPACA GIFTED AND TALENTED MISSION, VISION, AND PHILOSOPHY

The School District of Waupaca Gifted and Talented (GT) Program's philosophy is that all children have the capacity to reach higher levels of general intellectual, specific academic, creativity, leadership, and the visual performing arts. The Mission of the program is to tap the potential of our students and provide challenging opportunities.

The concept of giftedness has varied over the course of educational, philosophical, and psychological history. Researchers such as Sternberg, Zhang, Terman, Bloom, Renzulli, Feldman, Gardner, and Gagne have all contributed to our understanding and to the ensuing debate about the notion of gifts and talents. Historically, giftedness has been considered to be performance that is two standard deviations above the norm on a standardized test. This approach resulted in labeling individuals as "gifted" in intellectual and academic areas. Views, however, have changed over time so that we now have a much different conception of gifts and talents that includes multiple components of intelligence. Gardner notes that intelligence is multifaceted, not a single entity. He posits that we think, learn, and create in many different ways. In our state, we translate this idea into five areas of identification: general intellectual, specific academic, creativity, leadership, and the performing arts.

It is our belief that the guidelines for developing gifted education plans are anchored in the broad notion of giftedness and are based on three major ideas: 1) Intelligences are dynamic and fluid; 2) Giftedness is inclusive; and 3) Educational systems should be responsive.

The GT Program will provide appropriate resources and services for the gifted student. The GT Program will assist teachers to discover self-motivated students and develop expanded educational experiences. The GT Program will direct resources and opportunities to these students within or, as needed, outside the regular classroom.

It is the school district's belief that by lighting the path to excellence for the motivated and gifted students, this program will set a higher standard of success for all within the district.

The School District of Waupaca uses multiple measures to create a pupil profile. This comprehensive picture of a student's needs allows us to effectively match programming to meet those needs. Traits to be considered:

1. *Excellence.* A gifted person must be extremely good at something.
2. *Rarity.* He or she 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.
5. *Value Criteria.* The degree in which aptitudes interact and not whether one's ability surpasses the other.

(Sternberg, 1993; Sternberg &

Zhang, 1995)

Identification of Students with Gifted and Talented Needs

The School District of Waupaca adheres to the Wisconsin Standard (T) requirement stating gifted and talented students shall be identified as required in s.119.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted 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 a system of balanced assessment from multiple criteria to provide students with gifted and talented opportunities, which may include pre-assessment/screening data, reading benchmark data, standardized test data, rating scales, classroom assessments/products, portfolios, nominations, and/or teacher observation.

Elementary and Middle School

The following will be reviewed to be considered for gifted and talented services:

- Screening will begin with students scoring with the 95th percentile or higher, with an emphasis on students performing in the top 2%-3% within their grade. (MAP and State Assessments)
- Historical performance data (past GT activities, classroom performance, portfolios)
- Checklists

High School

The following will be reviewed when a student self nominates for compacting or acceleration:

- Standardized test data in subject area
- Historical classroom performance/assessments/products

Gifted and Talented Consortium of Services

Classroom Differentiation		
(Scaffolding, Compacting, Contracts, Tiered Assignments, Cluster Grouping, Product/Process Choices)		
Differentiated or Advanced Courses		
Elementary	Middle School	High School
Program Specific to Student Needs	Program Specific to Student Needs	Youth Options AP Courses and CAPP Courses Independent Study Distance Learning Clustering On-Line Courses
Appropriate Programming		
Elementary	Middle School	High School
Grade Acceleration	Grade Acceleration	Subject Acceleration
Subject Acceleration	Subject Acceleration	Course Compacting
Enriched and Extended Learning Opportunities		
Elementary	Middle School	High School*
	(All are 5-8 unless otherwise noted.)	
Spelling Bee (4/5) Math 24 (4/5) Geography Bee Creative Arts Festival (5) School Store School Choir Students of Character Channel 99 News	Math 24 (6) Spelling Bee Geography Bee College Days for Kids (6) Creative Arts Festival (6) Expanding Your Horizons Student Council Academic Quiz Bowl (8) State & Local Battle of the Books Peer Leaders (8) Musical Honors Band and Choir (7 & 8) Jazz Band (7 & 8) Forensics	Conference Academic Bowl Math Competition Honors Band/Choir Forensics/Debate Annual Play/Musical Teacher Assistantships Student Council FFA Chess Club, Art Club, FBLA, German/Spanish Club National Honor Society Pep Club, Green Team, SADD Yearbook and Gamerz Guild
Services to Teachers		
Professional Development (Building, District), Gifted and Talented Conference, Training/Coaching in Differentiation		
Services to Parent(s)/Guardian(s)		
Attended Extended Opportunities, Mailings Alerting Parents to Opportunities for Their Gifted Child, Website, Parent Open House, Send home calendar of annual events, Orientation		

*For more options see listing on Waupaca High School Website, www.waupaca.k12.wi.us

Characteristics of Gifted and Talented Learner

The School District of Waupaca uses multiple measures to create a pupil profile. This comprehensive picture of a student's needs allows us to effectively match programming to meet those needs.

Academic Characteristics:

- Has unusually advanced vocabulary for age or grade level.
- Possesses a large storehouse of information about a variety of topics and demonstrates quick recall.
- Learns rapidly, easily, and efficiently.
- Shows evidence of independent reading for information and/or pleasure.
- Reasons things out, thinks clearly, and comprehends meaning.
- Is a keen and alert observer. Usually "sees more" or "gets more out of" a story, film, etc., than others.
- Is very good at solving problems and at applying what he or she has learned to everyday situations.
- Put extensive effort into a project.

Creativity Characteristics

- Displays a great deal of curiosity about many things.
- Generates a large number of unique and/or unusual ideas or solutions.
- Is flexible (i.e., able to approach a problem or use materials in more than one way).
- Feels free to disagree; often in a very spirited manner.
- Responds to subtle humor; demonstrates own wittiness and humor.
- Accepts disorder and non-conformity. Does not fear being different.

Leadership Characteristics

- Organizes and carries out responsibility well. Can be counted on to do what he/she has promised and usually does it well.
- Is self-confident with children his/her own age as well as with adults. Seems comfortable when asked to show his/her work to the class.
- Seems to be well-respected by classmates.
- Is cooperative with teacher and classmates. Tends to avoid bickering and is generally easy to get along with.
- Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.
- Relates and motivates other people.
- Sees problems from many perspectives.

Visual Arts Characteristics

- Shows an unusually strong interest in art.
- Produces very unique ideas (originality).
- Demonstrates adaptability to working with different media.

- Demonstrates an advanced art ability of age level.
- Has emotional response that is vivid and shows personal expression.
- Sets high standards and carries a project to a higher level.
- Willing to experiment.
- Demonstrates aesthetic curiosity and independent explorations of cultural and/or environmental influences.

Performing Arts Characteristics

- Shows a sustained interest in music and seeks opportunities to hear and create it.
- Enjoys harmonizing with others, singing in groups, or playing in small ensembles and seeks out opportunities to do so.
- Uses music to express his/her feelings and experiences.
- Performs independently and creatively, both inside and outside the school setting.
- Is interested in playing one or more musical instruments and currently does so.
- Has a sense of high pitch, rhythm, musicality, and understand the structure of music.
- Is aware of and can identify a variety of sounds heard at a given moment-is sensitive to “background” noises, to chords that accompany a melody, and to different sounds of singers or instruments in a performance.

Characteristics of Gifted and Talented Learner

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Academic Characteristics:

Yes No

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References

Gifted and Talented Resource Guide for Educators, Coordinators, and Administrators in Wisconsin Public Schools. (2005) Downloaded from DPI website

<http://dpi.wi.wi.gov/cal/pdf/gtguide.pdf>

Response to Intervention and Gifted and Talented Education, Montana Office of Public Instruction (2009) Download opi.mt.gov

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(2010) <http://www.sdwd.k12.wi.us>

National Association for Gifted Children (2005) Washington DC. www.nagc.org