

Monona Grove School District

Promoting Excellence for Global Opportunities

Advanced Learning Resource Guide

Developing Gifts & Talents



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Monona Grove School District

“Promoting Excellence for Global Opportunities”

The Vision:

MGSD is a student-focused culture that empowers continuous learning to embrace global opportunities and excellence.

The Mission:

The mission of the MGSD is to increase learning for all students while cultivating social responsibility and a desire for learning.

We will achieve this by...

- Building positive relationships among students, staff, parents, and community.
- Working together to inspire and engage students in meaningful learning opportunities by using research-based practices to address individual learning needs.
- Providing a safe and healthy environment that fosters respect and culturally responsive practices.
- Using resources efficiently and effectively.

Advanced Learning Resource and Support Belief Statements

- All children deserve to develop their potential by being challenged and supported in ways that meet their needs
- A high quality curriculum with high expectations for all students, delivered by highly qualified faculty, are foundational to our school system
- While all students have personal strengths, some have abilities and talents that go beyond the core curriculum
- Using multiple resources and assessments, systematic identification of students for gifted and talented services occurs in the five areas of giftedness

Wisconsin Gifted and Talented Law

Wisconsin School Law, Chapter 118.35: 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.

Standard (t) Gifted and Talented Students Requirements S.121.02(1)(t) Wisconsin Statute

Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program.

Gifted and talented pupils shall be identified as required in s. 118.35 (1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35 (1), Stats.

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. Identification tools shall be appropriate for the specific purpose for which they are being employed. 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, Stats.

The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35 (3) and 121.02 (1) (t), Stats.

The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

Checklist of Characteristics for Areas of Giftedness

*adapted from the National Association for Gifted Children

TALENT AREA	CHARACTERISTICS
General Intellectual Ability	<ul style="list-style-type: none"> ● Understands complex concepts ● Draws inferences between content areas ● Sees beyond the obvious ● Thrives on new or complex ideas ● Enjoys hypothesizing ● Intuitively knows before taught ● Uses an extensive vocabulary ● Does in-depth investigations ● Learns rapidly in comparison to peers (1-2 repetitions for mastery) ● Manipulates information
Specific Academic Ability	<ul style="list-style-type: none"> ● Strong memorization ability ● Advanced comprehension (1-2 repetitions for mastery) ● Intense interest or passion in specific academic area ● High academic capacity in special-interest area ● Pursues special interests with enthusiasm ● Operates at a higher level of abstraction than peers ● Asks poignant questions ● Discusses and elaborates in detail
Creative Thinking	<ul style="list-style-type: none"> ● Independent and/or flexible thinker ● Exhibits original thinking in oral and/or written expression ● Generates many ideas to solve a given problem ● Possesses a keen sense of humor ● Creates and invents ● Intrigued by creative tasks ● Improvises and sees unique possibilities ● Demonstrates divergent and unconventional thinking ● Resists external controls, tests and challenges limits

<p style="text-align: center;">Artistic (Visual/Performing Arts)</p> <p style="text-align: center;">Art Dance Music Drama</p>	<ul style="list-style-type: none"> ● Communicates their vision in visual/performing arts ● Unusual ability for aesthetic expression ● Compelled to perform/produce ● Can evoke feelings through artistic medium ● Desire for creating original product ● Keenly observant ● Continues experimentation with preferred medium ● Excels in demonstrating the visual/performing arts
<p style="text-align: center;">Leadership</p>	<ul style="list-style-type: none"> ● Takes an active role in decision making ● High expectations for self and others ● Expresses self with confidence ● Foresees consequences and implications of decisions ● Shows an ability to motivate others ● Listens to and respects the opinions of others ● Ideas expressed accepted by others ● Sought out by others to accomplish a task

Differences between “Bright” and “Gifted”

*adapted from Szabos(1989) and Kingore (2004)

BRIGHT	GIFTED
Enjoys school	Enjoys learning
Is pleased with own learning	Is self-critical
Answers the questions	Questions the answers
Is interested and attentive	Is curious and can be selectively attentive
Generates advanced ideas	Generates complex, abstract ideas
Absorbs information	Manipulates information
Memorizes well	Guesses and infers well
Learns with ease	Already knows
Performs at the top of the group	Is beyond the group

Excellence for Every Student

Our district educators recognize that all students learn at different rates and in different ways. Regardless of identification, our district commitment is to serving all students in ways that provide appropriate challenge and ensure growth. Our commitment is to see that all students are growing and learning each year. For some advanced learning, growth may require special services, tailored curriculum, and appropriate placements. Additional resources and supports may be necessary to ensure a year's growth in a year's time. Multi-tiered Systems of Support (MTSS) is the foundational model that allows for our faculty to plan for and implement programming that meets or exceeds those needs. We recognize that advanced learning is present at all levels, 4K through 12th grade.

Advanced Learning Identification

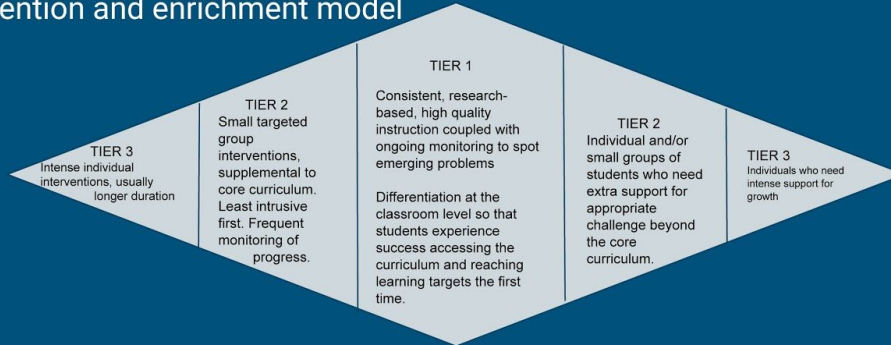
The search for students with advanced learning needs is an ongoing process. Our purpose with identification is to ensure that the faculty responsible for a student's learning are aware of a student's capabilities so that an effective match can be made between capabilities and programming. District personnel use multiple criteria, in accordance with the Wisconsin Department of Public Instruction, to identify advanced learners in the five areas of giftedness. Multiple criteria may include standardized test scores, individualized testing, teacher nominations, parent/guardian nominations, and district assessments. The decision to refer a student for identification may be based on data such as scores from state assessments (Forward, Aspire, ACT), and/or scores from district assessments (DIBELS, MAP), and classroom based assessments.

Additional assessment data could come from administration of the GATES (Gifted and Talented Evaluation Scales), the Scales for Rating the Behavioral Characteristics of Superior Students, the CogAT (Cognitive Abilities Test), TOMAGS (Test of Mathematical Abilities of Gifted Students), and/or other appropriate measures. Performance, aptitude, and achievement are all considered during the identification process.

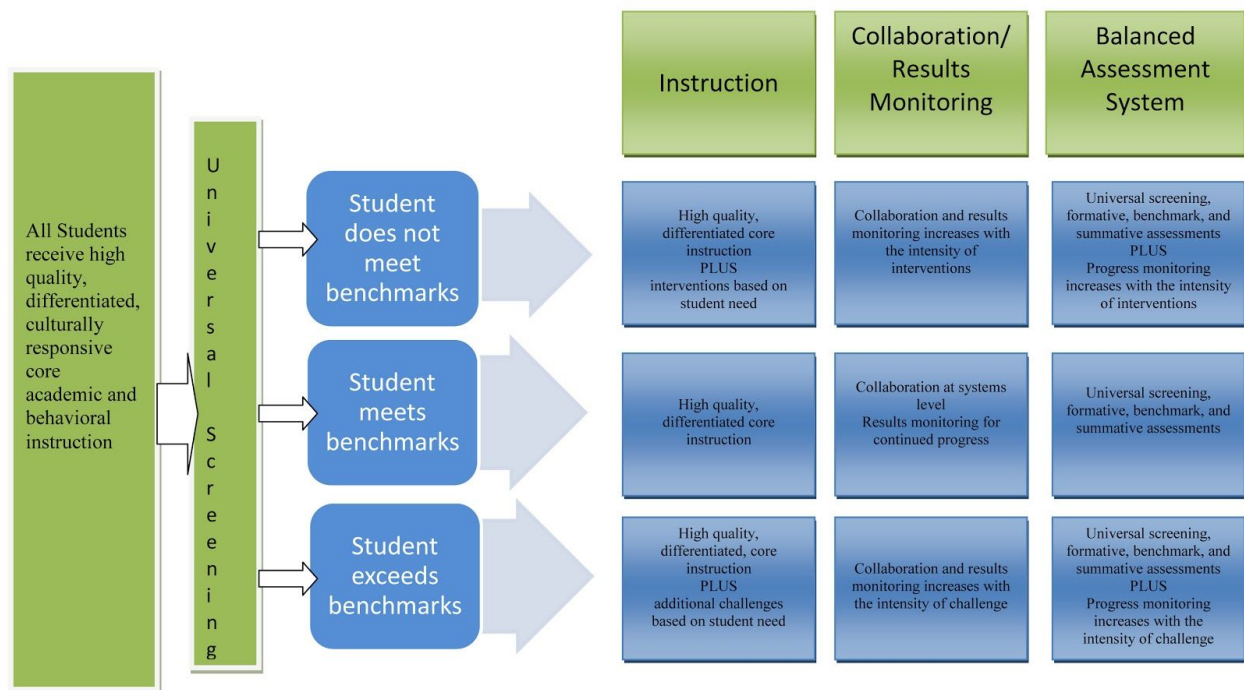
Multi-Tiered Systems of Support (MTSS) models use a three-tiered instructional process to meet the needs of all learners. Similar to Wisconsin's Response to Intervention Roadmap for Academic Success, universal screening occurs for all students and effective programming is results-based response to instruction. In addition, the Wisconsin RtI Center has a College and Career Readiness visual that helps illustrate the same concept of tiered support for students.

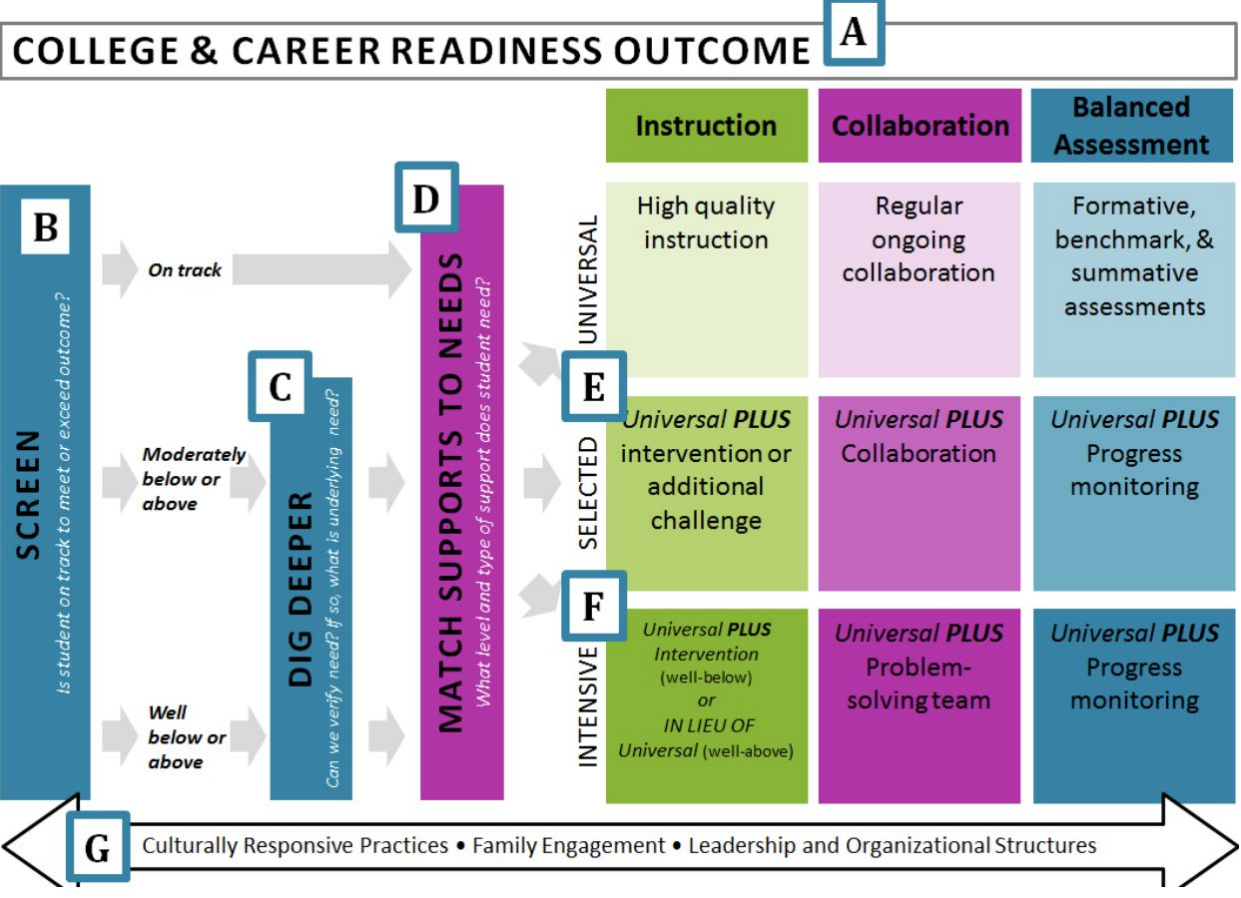
Continuum of Service

Intervention and enrichment model



Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices





Meeting the Needs of ALL Learners

Our district commitment is to provide all students with appropriate levels of challenge in their learning to ensure that growth is occurring. Our teachers receive ongoing professional development focused on effective instructional strategies and on using assessment data to guide instruction. In addition, our teachers understand and embrace a philosophy rooted in equity that allows for personalization in the curriculum and in the classroom. Classroom teachers and students are supported by our trained Gifted and Talented Support Teachers..

Standards and learning targets provide consistency, but student choice and voice impact how standards and targets are met. Student needs are primarily met through differentiation of product, process, and/or content by the classroom teacher in collaboration with support staff. In addition, there may be small group programming beyond the regular classroom and/or individualized services that are appropriate for advanced learners. At times, full grade acceleration may be considered.

Universal screening for advanced learner/gifted and talented happens each spring using our district MAP assessments for subject specific giftedness in Reading and Math. MAP results are reviewed for students who might benefit from a formal identification of giftedness. In addition, the CogAT screener is used with students during 2nd grade as a measure of aptitude and cognitive abilities in three areas. Identification for giftedness in leadership, creativity, and visual/performing arts most often occurs through referral by teacher or family, with some additional screening available after a referral has been made. For any area of giftedness, teacher and/or family nominations can initiate a formal identification process at any time. Data is used to determine Tier placement and appropriate support.

It is important to note that regardless of formal identification, the district is committed to seeing that each student receives appropriate challenge while learning. All students have gifts and talents and deserve to be nurtured accordingly.

Further, professional judgment and some flexibility remain important parts of the formal identification protocol. The guidelines for Tier placement and for support are in place to ensure our vigilance in seeking out advanced learners in all five areas of giftedness and in providing effective instruction that facilitates growth. However, we acknowledge that circumstances may arise in which some flexibility or professional judgment may be necessary to make decisions that serve students and the system well.

*Formal Identification requires **a minimum of two criteria** in a Tier in order to determine appropriate services.

Formal Identification Protocol

General Intellectual Ability

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

Tier III

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 99th percentile, consistently over time
- State-mandated standardized test scores (WKCE, Badger, Forward, Aspire, ACT) at the 99th percentile, consistently over time
- Additional nationally normed standardized test scores at the 99th percentile (WJ-III, PSAT, SAT, Pre-ACT), consistently over time

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 125-130 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier II

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores between the 96th-98th percentile
- State-mandated standardized test scores (see above) at the 98th-96th percentile
- Additional nationally normed standardized test scores at the 98th-96th percentile

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 113-124 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier I

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 95th percentile
- State-mandated standardized test scores at the 95th percentile
- Additional nationally normed standardized test scores at the 95th percentile

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 100-112 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Formal Identification Protocol

Specific Academic Ability

Academically able students are capable of making outstanding progress in one or more of the disciplines. Differentiation of instruction of academically able students should allow them to progress through content area(s) at a pace and/or at the depth and breadth that reflects their considerable abilities. At times, additional curricular strategies such as advanced coursework or cluster grouping may be needed to facilitate growth. Occasionally, subject acceleration, grade level acceleration, or dual enrollment may be explored.

Tier III

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 99th percentile, consistently over time
- State-mandated standardized test scores (WKCE, Badger, Forward, Aspire, ACT) at the 99th percentile, consistently over time
- Additional nationally normed standardized test scores at the 99th percentile (WJ-III, PSAT, SAT, Pre-ACT), consistently over time

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 125-130 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier II

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores between the 96th-98th percentile
- State-mandated standardized test scores (see above) at the 96th-98th percentile
- Additional nationally normed standardized test scores at the 96th-98th percentile

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 113-124 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier I

Performance Evidence

- Student products, portfolios, performance

Assessment Data

- MAP scores at the 95th percentile
- State-mandated standardized test scores at the 95th percentile
- Additional nationally normed standardized test scores at the 95th percentile

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 100-112 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Formal Identification Protocol

Creativity/Creative Thinking

Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. Often, highly creative students have strong visualization, are very independent, and resist conformity. Creativity is characterized by originality of thought, human behavior, and product.

Tier III

Performance Evidence

- Student products, portfolios, performance
- Student-generated evidence (creative thinking activity or project)

Assessment Data

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

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 125-130 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tier II

Performance Evidence

- Student products, portfolios, performance
- Student-generated evidence (creative thinking activity or project)

Assessment Data

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

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 113-124 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tier I

Performance Evidence

- Student products, portfolios, performance
- Student-generated evidence (creative thinking activity or project)

Assessment Data

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

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 100-112 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Formal Identification Protocol

Artistic (Visual/Performing Arts)

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

Tier III

Performance Evidence

- For Art: portfolio of work collected within one year of the student's current grade level to be reviewed by two or more educators
- For Music: audio sample of student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators
- For Drama: visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 125-130 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from specialist(s) in the area of nomination

Tier II

Performance Evidence

- For Art: portfolio of work collected within one year of the student's current grade level to be reviewed by two or more educators
- For Music: audio sample of student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators
- For Drama: visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 113-124 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from specialist(s) in the area of nomination

Tier I

Performance Evidence

- For Art: portfolio of work collected within one year of the student's current grade level to be reviewed by two or more educators
- For Music: audio sample of student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators
- For Drama: visual or audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- A score of 100-112 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from specialist(s) in the area of nomination

Formal Identification Protocol

Leadership

Individuals who are gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and can be charismatic. Leadership traits manifest into different leadership styles, depending on variables associated with environment and personality of the person. Observable characteristics include influencing peers, being sought out to accomplish tasks, addressing a need, holding high expectations of self and others, demonstrating responsibility, and delegating. Leadership can be both positive and negative.

Tier III

Performance Evidence

- Student products, portfolios, performance

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Student-generated evidence of leadership activity
- A score of 125-130 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tier II

Performance Evidence

- Student products, portfolios, performance

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Student-generated evidence of leadership activity
- A score of 113-124 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tier I

Performance Evidence

- Student products, portfolios, performance

Supporting Data

- Appropriate rating scale score on the Scales for Rating the Behavioral Characteristics of Superior Students
- Student-generated evidence of leadership activity
- A score of 100-112 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tiers of Service

Overview

Ideally, students' needs are met in the place where they spend most of their time. For most students, this is in their classroom with their classmates and their general education teachers. Our teachers work diligently in a co-planning, co-serving instructional delivery model so that they can provide appropriate challenge for students in their classroom. A cornerstone of our instructional delivery model is proactively pre-planning for student success with the core curriculum, including anticipating the needs of advanced learners and providing options that stretch their learning.

The tiers of service identified previously align with options for support and service. Student movement through the tiers can be fluid, based on ongoing student performance and assessment. Our goal is to provide a match between student need and their curriculum and experiences. In general, the tiers can be described as follows:

Classroom Differentiation - Tier 1

- Most advanced learners will be represented in this tier.
- Students' needs for appropriate challenge can be met through effective differentiation in the classroom setting.
- Strategies may include flexible grouping, modified assignments, extension and enrichment options, and independent projects

Targeted Instruction - Tier 2

- Some students' needs will require additional support beyond differentiation in the classroom.
- In addition to Tier 1 services, our site-based Gifted and Talented Support teachers will provide student-specific collaboration in co-planning sessions with teachers and provide additional specialized programming for students.

Individualized Services - Tier III

- Students in this tier represent a very small percentage of our student population.
- Students' needs go well beyond grade-level curriculum and appropriate challenge cannot be provided through effective differentiation.
- An individualized plan is written for students in this tier. The plan is co-constructed with a Gifted and Talented Support Teacher, the classroom teacher, a school administrator, a school student services person, and the parent/guardian.

Roles and Responsibilities

The Monona Grove School District supports the important work of serving all student well through the hiring of Gifted and Talented Support Teachers to share their expertise with faculty, families, and students throughout our district. Each school has a designated person providing support for advanced learners. The **Gifted and Talented Resource Support Teacher** provides learning extension to advanced learners throughout the district.

Responsibilities:

1. Implement the district's gifted and talented plan and formal identification protocols for all five areas of giftedness at the building level. Maintain building-level individualized plans for students identified at Tier III.
2. Provide a continuum of services related to instructional programming to meet the needs of all students, identified or otherwise, who show potential as advanced learners and gifted students following the instructional service delivery model of the district.
3. Support differentiation by collaborating with classroom teachers, student services personnel, and administrators in a co-planning, co-serving system of support. This may include addressing social/emotional and behavioral supports for high potential and achieving students.
4. Be a resource for colleagues by modeling instructional strategies, identifying and developing instructional resources, and providing professional development related to the needs of advanced learners.
5. Coordinate and communicate enrichment opportunities with students and families and provide outreach to the school community related to services.
6. Conduct regular reviews of data, seeking students who show high potential and/or high achievement.

Monona Grove School District
Advanced Learning Nomination Form

***Advanced Learning resources and support are allocated as part of a needs-based educational program.** Submission of this form will initiate a screening process to determine if a student has advanced learning potential and a corresponding learning need that is currently unmet by the curriculum and instruction, thus requiring a level of support beyond the core curriculum.

Student Name _____ School _____

Birth Date _____ Age _____ Grade _____

Parent(s)/Guardian(s) _____

Mailing Address _____

Home Phone _____ Cell Phone _____

+++++

Nomination made by _____

Relationship to student _____ Date of nomination _____

Area of Advanced Learning potential to be assessed: _____ General Intellectual Ability;
_____ Subject-specific Math; _____ Subject-specific Reading; _____ Leadership;
_____ Creativity (creative thinking); _____ Visual/Performing Arts

Please share a brief description of student's current level of performance in the above area(s) to be evaluated:

Please describe current unmet learning need in the above area(s) that may require advanced academics:

*Please submit this completed form to the Director of Instruction at 5301 Monona Drive, Monona, WI 53716 or to the Advanced Learning Resource Support Teacher at school.