



Gifted Education Plan

Vision – Eau Claire Area School District

All children in the district are prepared for post-secondary success.

Overview

The Gifted Education Plan for the Eau Claire Area School District is consistent across the district and across grade levels pre-K through 12. Students who have shown mastery at a course level will be evaluated and have the option of appropriate placement at the next course level. Students who show mastery beyond the next level through a variety of data benchmarks have the option of appropriate placement that may include an out of level course.

Preface

Standard (t) of the Wisconsin Department of Public Instruction requires that each school district develop a means for identifying students as gifted and talented in any of the following general intellectual, specific academic, leadership, creativity, and visual and performing arts. These students must be provided access to a set of systematic and continuous instructional activities that are appropriate to their developmental needs.

Update 2014

Statutes and Rules for Gifted Education - Wisconsin

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:
 - a) 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.

Administrative Rule 8.01(2) (t) 2. Each school district 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.

Definitions of Terms

Access. An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001, Wis. Admin. Code).

Appropriate program. A systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted and talented (from PI 8.01(2) (t), Wis. Admin. Code).

Gifted and talented. 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 (from s. 118.35(1), Wis. Stats.).

Response to Intervention and Gifted Education - Wisconsin

Originally conceptualized as an early identification system for struggling students, Response to Intervention (RtI) holds promise for supporting the academic and behavioral success of all students, including those whose needs go beyond the core curriculum. The Wisconsin Department of Public Instruction (DPI) has expanded upon the special education application of RtI to include gifted students. DPI recognizes the potential for achieving higher levels of academic and behavioral success for all students, including those whose needs extend beyond the core curriculum. Teams of educators and parents collaborate using student assessment data to plan and monitor academic and behavioral instruction and intervention. (Rollins, Mursky, Coltrane, Johnsen, 2009)

Further, RtI systems use a multi-level system of support to identify and respond to student needs. Implementation of a multi-level system of support includes meaningful family involvement, data-based decision making, and effective leadership.

Gifted and Talented Educational Programming Policy 416 – ECASD

The Eau Claire Area School District strives to offer each student learning experiences appropriate to his/her individual educational needs, interest and capabilities. The ECASD shall provide a continuum of services to high achieving students including, but not limited to, those identified as gifted and talented based on the guidelines set forth in the Wisconsin Guidelines for Gifted and Talented and shall include students who demonstrate high performance capability in intellectual, creative, artistic, leadership or specific academic areas.

Referenced Acts, Statutes, Instructions: §118.35, §121.02 (1) (t), PI 8.01(2) (t)

Cross Reference:

Adopted: June 2011

Revised:

EAU CLAIRE

Gifted Education Program Practices within RtI Framework – ECASD

Systems Based

- Cluster Grouping – Students of similar ability and/or interest are flexibly clustered
- Pull-out Interventions – Outliers within peer groups receive next level of instruction based on data collected through pre-tests, post-tests and other assessments related to each subject intervention
- Purchased Services – Online courses, independent study materials, AP not offered at high schools
- Mentoring – Academic support provides students access to mentor who provides advance training and experiences in a content area; social emotional support provides students access to a mentor who provides guidance
- Subject and/or Grade Acceleration – Student is placed for part or all of the day with students at more advanced grade levels for one or more subjects
- Compact courses – Two or more courses are compacted into an abbreviated timeframe
- Advanced Placement Courses – AP courses offered at each of the high schools and through virtual schools
- Extra-curricular Programs – Coursework after school or summer programs that provide advanced level of instruction
- Dual Enrollment – Students at any grade level take classes in two school levels. For example, elementary and middle school, middle school and high school, or high school and college or university
- Early Admission/Early Acceleration – The student is admitted with full standing to an advanced level of instruction at least one year early either to kindergarten or first grade
- Extra Load – Student takes more credits per year than required

Classroom Based

- Pre-assessments – Evaluation given before or at the beginning of new unit of instruction
- Questioning – Problem solving and differentiated instruction for discussion groups
- Tiered Lessons/Assignments – Student activities meet needs of students of all ability levels
- Creative/critical Thinking – Thinking beyond the surface of knowledge to analysis and creation of new and different solutions
- Curriculum Compacting – Student is given reduced amounts of introductory activities, drills, review
- Flexible Grouping – Students are placed into groups based on data that may include interests, abilities, skills, talents for discussions, projects, and other coursework
- Continuous progress – Student is given material deemed appropriate for current achievement and level of mastery
- Self-paced instruction – Student is presented with materials that allow completion at a self-selected pace – responsibility for selection of pacing is the student's

Gifted Education Department – ECASD

Department Mission

In collaboration with the community, the mission of the Eau Claire Area School District is to provide gifted education that is comprehensive, continuous, and challenging. The programming and services for students and families of high ability is inclusive, culturally relevant, and responsive to all students for future achievement in post-secondary success.

Identification & Programming

Overall Model

- Response to Intervention framework focuses on problem solving to meet the student needs academically and socially/emotionally at the appropriate time with the appropriate intervention.
- Identification and programming is flexible and consistent across the district.

Monitoring Student Progress

- Continuous data collection for academic and social/emotional
- Out of grade level assessments to measure advanced student growth

Identifying Gifted Students from Diverse Populations

- Student assessment data comes from multiple sources and includes multiple assessment methods
- Programming is provided to all students toward talent development to build background knowledge to gain accurate assessment data
- All parents are notified and may request 5th grade evaluations to aid in appropriate middle school course placements (See letter and brochure in appendix)

Tiered Levels of Service (See Instructional Resource Map in Appendix)

- Data driven decisions to determine appropriate interventions and student programming options
- Services are provided to students for talent development providing background information for more accurate assessment and placement (particularly for underrepresented populations)
- Data provides evidence of mastery to determine appropriate Tier 2 or Tier 3 interventions
- Collaboration between Gifted Education and Special Education is continuous to provide identification and programming Tier 2 and Tier 3 services to twice exceptional students
- Identification criteria includes, but is not limited to, examples included in Instructional Resource Map
- Academic Tier 2 checklist may include:
 - Student absorbs information quickly
 - Student asks provocative questions; challenges parents, teachers, written sources, and other authorities
 - Student uses original problem solving techniques
 - Student completes tasks with little or no instruction
- Academic Tier 3 checklist may include all of the above and:
 - Student exhibits appropriate social/emotional level for suggested placement/s
 - Student demonstrates mastery at current level using multiple data such as, but not limited to, assessments listed in the Instructional Resource Map

Curriculum and Instructional Practices

- Differentiation resources and training are provided to classroom teachers at the Tier 1 level of intervention for use in the general education classrooms
- Data collection provides evidence for Tier 2 interventions or Tier 3 subject or grade accelerations
- Students with Tier 3 interventions receive Differentiated Educational Plans that are updated yearly and included in student cumulative files

Collaboration

- A Gifted Advisory Board reviews programming and updated research information providing input into the identification and programming of gifted and talented students
- Parents collaborate with Gifted Education staff, teachers, and administration using evidence to best serve academic and social/emotional needs of their children
- District cadre and committee members include the following in RtI framework “What do we do with students who already know it?” when doing program reviews, curriculum development, and material and resource selections
- Programming includes, but is not limited to: in class extensions, small group interventions, problem solving and critical thinking, acceleration, cluster grouping, and flexible grouping
- Gifted Education Team within RtI Framework includes, but is not limited to:
 - Parents
 - Administration
 - Classroom teachers
 - Gifted education resource teachers
 - Counselors
 - School psychologists

Visual & Performing Arts

Music

Definition: A gifted and talented music student continually goes above and beyond the grade level curriculum, demonstrates high potential with minimal instruction, and has an innate musical ability that coincides with interest and motivation.

Identification: Monitoring begins in third grade. Teachers complete a master list of students with students to review for identification in late 4th grade or early 5th grade and continue at any time during the student’s school years as evidence arises and may be completed by any staff member. Data may include:

- 3rd grade screening
- Teacher checklist
 - Student music motivation
 - Student performance
- Additional evidence
 - Consistent class work beyond peer level
 - Nationally normed assessment
 - Student ability beyond peer level

Programming: May include but not limited to differentiation within classrooms, district music events, community connections to music opportunities and programs. Middle and high schools include: appropriate band placements, competitions, and other performing events, and community connections to music opportunities and workshops.

Drama

Definition: A gifted and talented drama student consistently demonstrates high potential with minimal instruction, and has an innate dramatic ability that coincides with interest and motivation. Students may exhibit some or all of the following characteristics: focus, imagination, body awareness, presence, character, voice, movement, and/or overall performance. (See appendix for definitions)

Identification: The process begins in 4th grade when students participate in two whole-class drama lessons covering the characteristics listed in the definition above. The process for identification may occur at any time during the student’s school years as evidence arises and may be completed by any staff member.

Programming: May include but not limited to drama experiences at elementary, middle, and high school as well as community opportunities. Students are encouraged to try out for dramatic experiences offered at each of these venues.

Art

Definition:

The Gifted Art Student innately exhibits:

- Aesthetic sense/perception
- A passion and dedication to art
- An emotional connection to art
- A sense of design

The Gifted Art Student innately demonstrates:

- Creative problem solving
- Technical skills

The Gifted Art Student innately produces:

- Expressive products
- High quality products

Identification: The process begins in third grade. Teachers will complete a master list of students who have exhibited evidence in the above definition areas. Students will begin to be identified later 4th grade and 5th grade and exhibit evidence in all areas above. Teachers may use a checklist or portfolio for evidence. The process for identification may occur at any time during the student's school years as evidence arises and may be completed by any staff member.

Programming: May include but not limited to art exhibitions, competitions, Visioneer's Art, and community events and workshops. Students are encouraged to participate in the venues.

Leadership

Definition of Leader: A leader is a motivating, spark-filled collaborator who challenges assumptions and takes risks; all for the greater good.

Definition of Spark is a passion fused with sincere curiosity. This provides the energy to drive decisions and requires at least the perception of 2-3 supportive adults to fuel the spark.

Identification: Leadership Checklist guides identification through the following:

- School counselor and school psychologists
- Teachers, counselors, and gifted education resource teachers
- Resource teachers use the list as a starting point to continue collaboration with school counselors and teachers
- Grade 7 social studies teachers leadership qualities
- Coaches
- Administration

Programming: Students are encouraged to continue their leadership role in the service learning projects, participate in leadership roles through National Honor Society, Student Council, and community coaching and programming. Lessons and activities encourage growth in all areas of the checklist.

Creativity

Definition of Creativity: Willingness to:

- Be born everyday
- Work hard and put in extra time
- Turn out quality product in a certain domain

Includes components of all the following:

Characteristic

- Non-conforming
- Accepts lack of closure
- Persistent
- Risk taker

Novelty

- Divergent product
- Initiation and manipulation of ideas
- Transcends tradition

Outcome

- Solves problems
- Fashions outcomes through adaptation, improvement, and/or modification
- Initiates products that ultimately becomes accepted in a particular cultural setting
- Communicates outcomes

Identification: Creativity Checklist guides identification through the following:

- School counselor and school psychologists
- Teachers, counselors, and gifted education resource teachers
- Resource teachers use the list as a starting point to continue collaboration with school counselors and teachers
- Art, drama, forensics and other activity coaches
- Administration
- Parents

Programming: Students are encouraged to continue to develop their creativity skills through differentiated lessons and activities to encourage growth in all areas of the checklist within the classroom, at home, and in the community.

Social/Emotional Response to Intervention Framework

Positive Behavioral Interventions & Support – District Adopted: Support system may include, but not limited to: students, parents, teachers, administration, counselors, school psychologists, gifted education resource teachers, special education resources teachers, community

Glossary:

Enrichment: Lessons taken out of sequence in academic area determined by assessments to meet student needs. May use resources beyond universal curriculum in classrooms.

Extension: Lessons extending learning from the current in-class work usually using resources from curriculum in sequence.

Tier 1: A term in Response to Intervention for universal curriculum. Lessons and activities are provided by classroom teacher.

Tier 2: A term in Response to Intervention for students who need some more and different experiences in order to reach the assessed level.

Tier 3: A term in Response to Intervention for students who needs more and different for a longer period of time. This may include subject or grade accelerations.

Universal Curriculum: Curriculum provided by classroom teacher as adopted by the school district and aligned to Common Core State Standards.

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Colangelo, Nicholas, Assouline, Susan G., & Gross, Miraca U. M. A Nation Deceived: How Schools Hold Back America's Brightest Students. Volume II. The Templeton National Report on Acceleration. Iowa City: University of Iowa, 2004

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Silverman, Linda Ph. D. *What We Have Learned About Gifted Children: 30th Anniversary, 1979-2009*. Gifted Development Center, Embracing Giftedness. 2009. Retrieved September 25, 2013. http://www.gifteddevelopment.com/What_is_Gifted/learned.htm

Websites:

College of William & Mary – Center for Gifted Education: <http://education.wm.edu/centers/cfge/>

Davidson Institute for Talent Development: <http://www.davidsongifted.org/>

Gifted Development Center: <http://www.gifteddevelopment.com/index.htm>

Hoagies Gifted Education: <http://www.hoagiesgifted.org/>

Johns Hopkins Center for Talented Youth: <http://cty.jhu.edu/>

National Association for Gifted Children: <http://www.nagc.org/>

Stanford University – Education Program for Gifted Youth: <http://epgy.stanford.edu/>

Northwestern University – Center for Talent Development: <http://www.ctd.northwestern.edu/>

University of Connecticut – Neag Center for Gifted Education & Talent Development: <http://www.gifted.uconn.edu/>

University of Iowa – Belin-Blank Center: <http://www2.education.uiowa.edu/belinblank/>

Wisconsin Association for Talented and Gifted: <http://www.watg.org/>

Wisconsin Department of Public Instruction: http://cal.dpi.wi.gov/cal_gifted

Appendix:

Gifted and Talented Educational Programming Policy 416

National Association for Gifted Children Pre-K-Grade 12 Position – Common Core State Standards & Gifted Education

Parent Letter/Permission Form Middle School Placement Assessments

Middle School Course Placement

Gifted Education Course Resource Map

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Referenced Acts, Statutes, Instructions: §118.35, §121.02 (1)(f), PI 8.01(2)(t)

Cross Reference:

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EAU CLAIRE AREA SCHOOL DISTRICT BOARD POLICY