



# **Talent Development Handbook 2020-2021**

“Rather than merely being sources for the acquisition of information, schools can and should be places for developing the talents of all students” (Renzulli, 2005).

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# Talent Development Contact List

## School Contacts

### District Talent Development Website and Handbook

<https://www.elmbrookschools.org/programs-services/talent-development>

### Classroom Teacher

View the parent tip sheet on classroom advocacy here

<http://www.nagc.org/resources-publications/resources-parents/parent-tip-sheets>

### Teaching & Learning Specialists

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### District Coordinator

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## Parent Contacts

### District GTPAO Website Gifted & Talented Parent Advisory Organization

<https://www.elmbrookschools.org/community/gifted-talented-parent-advisory-organization>

### GTPAO Building Contacts

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## **Mission Statement**

The mission of the School District of Elmbrook is to educate and inspire every student to think, to learn, and to succeed. Central to this mission is our commitment to developing talent, promoting achievement, recognizing and supporting the needs of advanced learners, and teaching / reinforcing skills and habits (foster a culture) to promote social-emotional wellness.

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## **Vision**

### **Philosophy**

All schools are dedicated to providing inclusive programming that fosters talent development in all students. The School District of Elmbrook focuses on talent development *programming* rather than a talent development *program*. The aim and intent of programming is broader and more powerful than a program, and is based on student need, readiness, interest, and learning profiles/individual differences. Appropriate programming also requires ongoing assessment of student needs, progress, and skill development. We are committed to developing, implementing, and monitoring programming and supports necessary to fully develop students' identified capabilities, needs, and potential in one or more of the following areas: specific academic, intellectual, creative, artistic, or leadership.

Our philosophy moves beyond the concept that students are either gifted or not gifted, that they are either "in" or "out" of a gifted program. Instead, our philosophy embraces the reality that children develop at different rates, and that potential and ability are dynamic. It further focuses on determining and programming for student needs that cannot be met in the regular classroom.

### **Talent Development**

"Programming should be viewed as an opportunity to develop gifted behaviors rather than merely finding and certifying the individuals exhibiting these behaviors" (Renzulli, 2005).

Educational programming is developed and implemented to:

- develop identified strengths and talents
- encourage exploration and creativity
- promote social-emotional competencies
- prepare students for success and satisfaction in post-high school endeavors

Development of talent requires attention to external (environmental) factors as well as internal (student) factors impacting achievement. The literature on talent development consistently validates the importance of student interest, attitude, and engagement as critical facilitators of learning and growth.

Benjamin Bloom (1985) articulated the close similarity between talent development in the academic, arts and sports domains. He identified key elements in the external and internal environments that facilitate talent development:

- External (environmental) factors:
  - Supportive parents / guardians
  - Rigorous teaching in the talent area
  - Experiences, including competitions (motivate / encourage development of talent)
  - Motivational encouragement to pursue the talent development process
- Internal (student) factors:
  - Values: willingness to practice and train
  - Habits of mind: concentration, perseverance, self-efficacy, attribution style
  - Interest in and commitment to the talent area
  - Ability to learn rapidly and well

## **Gifted Definitions**

### **Federal Definition:**

*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. (No Child Left Behind Act, P.L. 107-110 (Title IX, Part A, Definition 22) (2002); 20 USC 7801(22) (2004))*

### **US Department of Education:**

*"Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment." (US Department of Education, 1993)*

**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." (Wisconsin Stat. § 118.35)*

**Giftedness Defined as Asynchrony:** *This definition focuses on vulnerability. Gifted children are often more advanced mentally than others of the same chronological age; most have disparities between their intellectual abilities (mental age) and their physical abilities (aligned to chronological age). To have the mental maturity of a 14 year old and the physical maturity of an 8 year old presents a unique set of challenges. Asynchrony is often more pronounced in children performing >3 standard deviations above the mean due to greater discrepancy between the child's mental and chronological ages. This definition of giftedness emphasizes qualitative differences requiring supplementary instruction.*

## IDENTIFICATION: OVERVIEW

Conceptions and definitions of “giftedness” have varied over time. Historically, the term “gifted” has been a label assigned to a student, based on performance two standard deviations above the mean on nationally standardized tests. With the evolution of research and literature related to advanced learners, a much different conception of gifts and talents has emerged, leading to the concept of identifying unmet needs. In Wisconsin, five areas of identification are endorsed: general intellectual, specific academic, creativity, leadership, and the visual and performing arts. (Wisconsin DPI: Overview of Foundations for Gifted Education in Wisconsin <https://dpi.wi.gov/gifted/overview>)

The shift in approach to identification of needs, rather than identifying and labeling students, emphasizes identifying and meeting programming needs. Identification-driven approaches emphasize inclusion or exclusion where the primary emphasis is placed on answering the question, “Is the student in or out?” In contrast, programming-driven approaches link identification to specific domains, while providing opportunities for students to nurture emerging talents, and view identification as flexible, ongoing, and diagnostic (Hillman, 2008).

### Principles of Identification

- The purpose of identification is to enhance learning by identifying and meeting needs.
- Identification of student needs is systemic and ongoing.
- Identification is not a destination, it is a continuous process.
  - Students' interests and abilities are constantly changing, so teachers need to be alert to emerging abilities and talents
- Effective identification draws upon data from a variety of sources.
- Identification ought to reflect the demographic of the district or school population.
- Identification is a means to an end, not an end in itself.

In the School District of Elmbrook, identification of Advanced Learning needs is based on longitudinal student profile data (qualitative and quantitative), gathered from a variety of sources, to provide a holistic view of student performance and needs. (Borland & Wright, 1994).

### Use of Normative Data

National norms provide perspective about performance of student populations and subgroups across the nation. District or school populations rarely duplicate the national population in the distribution of ability or achievement. Rigor of school curricula and student achievement are widely variable. Employing national norms for identifying needs presumes that local achievement data mirror national norms, and local curriculum / instruction are nationally standardized. Therefore, identified needs for special programming should be based on a student’s performance relative to local norms. (Lohman, 2013; Oakland & Rossen, 2005).

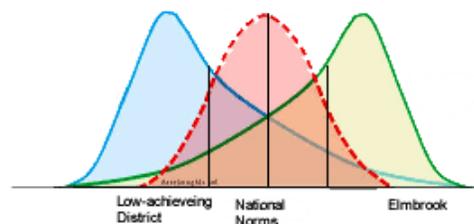


Figure 1. Comparison of Elmbrook norms

The aggregate student population in the School District of Elmbrook consistently performs well above the average range on standardized assessments of achievement and intellectual functioning relative to national norms (Figure 1). The School District of Elmbrook identifies student needs using a variety of sources, including performance on standardized assessments relative to local norms and when appropriate, subgroup norms. The need for individualized programming is not based on standing relative to same age students nationally, but on the student's standing relative to same age students in the district (Lohman, 2006) and documentation of unmet educational needs in the current setting.

Identification of advanced learning needs is achieved using multiple criteria in order to provide the most complete picture of the student and to allow many ways for a student to exhibit talent and provide alternative pathways to identification.

**Statutory requirements:** WI Statutes 121.02(1)(t), s.118.35 and Administrative Rule 8.01(2)(t)2 mandate a process for identifying advanced learning needs when a student:

- demonstrates the potential for high performance capability in intellectual, creative, artistic, leadership or specific academic areas

*and*

- requires services or activities not ordinarily provided within regular educational programming in order to develop that capability.

**Talent Pool:** Advanced learning opportunities are open to students exhibiting strong potential, exceptional curiosity, or strong interest. These students may not have unmet needs warranting formal identification; they are welcome to participate on the basis of talent development.

Longitudinal studies (Csikszentmihalyi, 1996; Simonton, 1999) indicate that measured ability alone neither predicts neither success in school, nor eminence in adult endeavors. Their studies show a strong correlation between factors like motivation, persistence, and concentration with creative productivity throughout the lifespan. Our inclusive approach to programming recognizes these factors and the power of their impact on student achievement and development of talents.

### **Students Transferring to the School District of Elmbrook**

Identification of advanced learning needs in another district does not presume that identification is warranted in the School District of Elmbrook. Elmbrook utilizes rigorous curriculum and dynamic instruction that may meet a student's needs upon enrolling in the district. However, because another district's identification process may provide adequate information related to student need and placement, Elmbrook will review previous school records upon receipt. Parents / guardians of students who had advanced learning needs identified in a prior district also are encouraged to contact the appropriate district coordinator upon enrollment in the School District of Elmbrook.

### **Elmbrook Identification: Process**

Our process allows for multiple pathways to identification of unmet needs. When a student is suspected of exhibiting advanced learning needs, the Talent Development Coordinators will initiate a process to review student achievement and performance data, identify unmet needs, and when warranted, create an individualized plan to address the current needs exhibited by the student. Recent results of evaluations from outside providers will be reviewed and may be used to supplement student data profiles.

### **Student Review Process**

School-wide data reviews may be conducted up to three times per year to identify data triggers warranting further investigation through a student review process. Students may also be considered for an individual

review upon receipt of a Documentation of Suspected Programming Need form from a person familiar with the student’s performance.

- **Documentation of Suspected Programming Need:** A student with a suspected unmet programming need(s) may be identified by teachers, parents, students (grades 6-12), or community members. A student review process shall be considered upon receipt of a Documentation of Suspected Programming Need (see Appendix A). When it is deemed necessary to administer individual assessments, written consent shall be obtained from the parent/guardian prior to the administration of any individual assessments
- **Screening / Assessment Process:** When a student is suspected of exhibiting unmet educational needs, a student data profile (Appendix B) shall be compiled by the building team. This data profile shall consist of information from a variety of sources and summarize longitudinal performance on standardized assessments and document current classroom observations, and other performance indicators related to the domain of identification being considered. The performance of the student shall be considered in relation to local norms (when available), national norms, as well as group-specific norms (disaggregated groups).

**Identification of Advanced Learning Needs**

Students will be identified with Advanced Learning Needs when they exhibit high capability AND unmet needs in their current educational placement. The student data profile, in conjunction with information and data related to a student’s current classroom functioning, shall be used to determine when the identification of advanced learning needs is warranted. When the preponderance of evidence indicates a need that cannot be met in the student’s current classroom or grade level, a Differentiated Education Plan shall be constructed to document the need and outline the services required to meet the identified need.

**Universal Screening**

Universal screening is one of the many different pathways from which a student might be triggered. Universal Screening is the systematic assessment of all students within a grade level for identifying students with advanced ability or potential, especially students from traditionally underrepresented populations

<b>Universal Screeners</b>	<b>Grade Level</b>	<b>Dates</b>
Measures of Academic Progress (MAP): math, reading	1-8	September
Cognitive Abilities Test - CogAT: aptitude assessment	2 & new 6	November
State ACT	11	February
State Wisconsin Forward Assessment: math, reading	3-8, 10	March - May
State ACT Aspire	9 & 10	April - May
Measures of Academic Progress (MAP): math, reading	K-8	May

## High Capability Criteria

<b>General Intellectual</b>		
<b>Assessment</b>	<b>Composite Score</b>	<b>Norms</b>
Nationally normed assessment of intellectual functioning	Full Scale IQ or General Ability Index: 98 %ile or above	Local if available; Group specific when appropriate

<b>Specific Academic</b>		
<b>Assessment</b>	<b>Score</b>	<b>Norms</b>
District assessments MAP	Multiple data points: 98 %ile or above	Local; Group specific when appropriate
Nationally normed academic assessment	Domain specific score: 98 %ile or above	National; Group specific when appropriate

<b>Creativity</b>		
<b>Assessment</b>	<b>Score</b>	<b>Norms</b>
Teacher Checklist	Domain specific score: 98 %ile or above	Local if available; Group specific when appropriate
Body of Evidence <ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Classroom Performance</li> <li>● Endorsement by teacher, parent, guardian, or other</li> </ul>		

<b>Leadership</b>		
<b>Assessment</b>	<b>Score</b>	<b>Norms</b>
Teacher Checklist	Domain specific score: 98 %ile or above	Local if available; Group specific when appropriate
Body of Evidence <ul style="list-style-type: none"> <li>● Longitudinal participation in leadership activities</li> <li>● Endorsement by teacher, parent/guardian, or other</li> <li>● Endorsement by peers as evidenced through nomination or election to leadership role in school or community</li> </ul>		

<b>Performing and Visual Arts</b>		
<b>Assessment</b>	<b>Score</b>	<b>Norms</b>
Teacher Checklist	Domain specific score: 98 %ile or above	Local if available; Group specific when appropriate
Body of Evidence: <ul style="list-style-type: none"> <li>● Blind portfolio review by educator licensed in area being reviewed</li> <li>● Classroom performance</li> <li>● Endorsement by teacher, parent/guardian, or other</li> <li>● Superior performance in local, state, or national contests/competitions</li> </ul>		

## Needs Assessment

Identification of advanced learning needs is warranted, per WI statute and WI DPI guidelines, when a student exhibits needs that cannot be met within the regular education classroom or current grade level curriculum standards. Students who show evidence of high capability or performance through standardized assessments will undergo a needs assessment to make this determination. The needs assessment will consider previous interventions, extensions, and differentiation strategies and their effectiveness, as well as anecdotal information about student engagement, adjustment, persistence, and motivation. Needs may be identified in the areas of general intellectual, academic, leadership, creativity, fine and performing arts. Needs also may be identified in the social emotional domain, based on the significant evidence base linking social emotional learning and achievement across domains.

## PROGRAMMING: OVERVIEW

The School District of Elmbrook is a top-tier public school district that is consistently ranked one of the top five school districts in the state of Wisconsin, based on standardized assessment data. Elmbrook is becoming a leader in personalized learning, supported by a robust technology platform.

Programming in the School District of Elmbrook reflects our commitment to talent development. Programming is designed to meet the needs of each student with agility, as needs often change over time. The rigorous curriculum and personalized approach to learning in the School District of Elmbrook provide flexibility for teachers to adapt instruction and meet the needs of most students. When a need for more significant differentiation is exhibited, a student may require access to programming beyond the general curriculum at their current grade level.

### **WI DPI Programming Guidelines** (condensed from <https://dpi.wi.gov/gifted/overview>)

Programming guidelines for advanced learners in Wisconsin are based on three core beliefs:

- intelligences are dynamic and fluid
- giftedness is inclusive
- educational systems should be responsive

#### **Dynamic:**

The Wisconsin Department of Public Instruction embodies a growth mindset regarding programming for advanced learners, supporting research that intelligences are **fluid** rather than fixed (Johnsen, Robins, Witte, & Feuerbacher, 2003). Children develop skills at different rates and timelines. It is considered developmentally appropriate for children to learn to walk between the ages of nine and 18 months, but the child who walks at nine months of age is no more likely to qualify for the Olympic track team than the child who develops this skill at 17 months of age. Similarly, children learn to speak, read, and perform mathematical calculations at different ages and rates; early skill development does not correlate with high school class rank or achievement of eminence in a field of study as an adult. The goal of programming is to provide a process to identify and meet the fluid educational needs of all students, regardless of the trajectory of their development.

#### **Inclusive:**

**Giftedness is exhibited across gender, race, ethnicity, income level, and exceptionality.** It is expected that the group composition of students identified with advanced learning needs should reflect the composition of the total student population in a school or district. For example, in a school or district where 20% of students qualify for free / reduced lunch, it is reasonable to presume that approximately 20% of students identified with advanced learning needs would also qualify for free / reduced lunch.

The School District of Elmbrook is committed to nurturing the talents of all students. This includes students belonging to groups which have historically been underrepresented among students identified with advanced programming needs. Group-specific norms are used to locate high achievers within subgroups, increasing the representation rates of that population and advancing the goal of student equity (Peters & Gentry, 2012; Peters & Engerrand, 2016).

#### **Responsive:**

**An ongoing process of identifying and responding to student needs improves the likelihood that potential will be recognized and maximized.** The practice of identifying unmet student needs to drive programming contrasts with the static model of identifying and labeling students.

The latter practice results in students being either “in” or “out” of advanced programming. Our dynamic approach to identification is based on the belief that student needs, interests, and goals are dynamic and often do not follow a predictable trajectory. Programming options must be agile and responsive to the needs exhibited by a student at different stages in their development.

A responsive approach to programming requires the consideration of longitudinal student data rather than simply identifying needs based on a one-time review. The practice of creating student profiles (as required by PI 8.01(2) (t)2, Wis. Admin. Code), and engaging in ongoing review of these profiles to drive programming, results in improved student performance outcomes. Tomlinson and McTighe (2006) refer to this as creating a "photo album" of a student rather than simply taking a "snapshot." This comprehensive picture of a student's performance results in a more effective match between needs and programming.

## Alignment to National Standards (NAGC, 2010)

### Standard 1: Learning and Development

*Educators, recognizing the learning and development 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.*

- The School District of Elmbrook (SDE) will leverage Learner Profiles to engage students in identifying interests and strengths, developing identities supportive of achievement, and enable students to identify preferred approaches to learning, and accommodate preferences.
- SDE identifies out-of-school learning opportunities matched to student abilities and interests, and provide families access to additional resources.
- SDE engages students in grades 6-12 in Academic and Career Planning (ACP).

### Standard 2: Assessment

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

- SDE identifies student needs using best practices. Provisions include informed consent, committee review, and ongoing needs assessment.
- SDE uses unbiased and equitable approaches for identifying students from diverse backgrounds, including locally developed norms and subgroup norms.
- SDE uses pre- and post- performance based, product-based, and out-of-level standardized assessments to monitor student progress.

### Standard 3: Curriculum Planning and Instruction

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

- SDE's curriculum and instructional program is comprehensive, aligned to state standards and provides a framework for students to achieve at high levels.
- SDE uses a balanced assessment system, including pre-assessment, formative, and summative assessment to identify student needs, develop learning plans, and adjust plans per progress monitoring.
- Using a personalized approach that recognizes unique learning differences and preferences in students, SDE works to meaningfully engage students, focusing on critical thinking, creative-thinking, communication, and collaboration.

#### **Standard 4: Learning Environments**

*Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.*

- SDE promotes environments that support personal competence, such as self-awareness, self-efficacy, confidence, self-management, motivation, resilience, and responsible decision-making.
- SDE will provide instruction in social awareness and relationship skills a.
- SDE continues to develop social and communication competencies in students through oral, written, technological, and artistic forms of communication.

#### **Standard 5: Programming**

*Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and b) programming that meets their concomitant needs. Educators use this expertise 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.*

- SDE's service delivery model consists of a continuum of services ranging from classroom differentiation to whole-grade acceleration.
- College, career, and life readiness is a central philosophy in SDE, with educators focusing on ACP, and offering career-based challenges, mentorships, internships, guest instructors, and other innovations such as student collaborations provided by area business and industry.
- SDE's Talent Development Coordinators regularly meet with families and community members through the Parent Advisory Organization (PAO)

#### **Standard 6: Professional Development**

*All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted. 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 relevant student outcomes.*

- Talent development coordinators arrange learning opportunities and professional development (PD) for teaching and learning specialists and other staff members, such as those provided through the local CESA, and those offered during district scheduled early release activities.
- SDE will continue to encourage and provide opportunities for educators to participate in PD to support the social and emotional needs of advanced learners.

## LEVELS OF PROGRAMMING

### **Multi-Tiered System of Supports**

All learners receive high quality core academic and behavioral instruction that is differentiated for student need and aligned with district, state, and local standards. Additional challenges are intended to meet the needs of students who are exceeding benchmarks. For students whose screening data indicate they are likely to exceed benchmarks in a particular instructional area, educators use data in a collaborative process to determine appropriate additional challenges, which are matched to a student's particular area of need. Within this process, the intensity of additional challenge is also determined. Students continue to access core curriculum, instruction, and assessment in addition to these additional challenges. In certain cases when students exceed benchmarks, a collaborative team may determine that an additional challenge may most appropriately take place in lieu of core instruction.

### **Personalized Learning**

Personalized learning is designed around individual student readiness, needs, strengths, and interests. Students are active participants in setting goals, planning learning paths, tracking progress, and determining how learning will be assessed and demonstrated.

### **Acceleration**

**Whole Grade Acceleration** is the practice of assigning a student to a higher grade level than is typical given the student's age, on a full-time basis in order to access appropriate learning opportunities. When a student is under consideration for whole-grade acceleration, a talent development coordinator shall establish a school review team to explore and document prior interventions and strategies and determine what additional information may be needed to make an informed decision. Candidates for whole grade acceleration are functioning two standard deviations above the district average. Prior to approval of whole-grade acceleration, the Assistant Superintendent for Teaching and Learning/designee and principal/designee confer to review data and placement options. A trial period of six weeks is suggested for any programming change of this magnitude.

**Subject Area Acceleration:** Double- or higher subject area accelerations shall be considered when student performance on norm-referenced assessments places them two standard deviations above the mean or more. Students may be identified as having advanced learning needs as a result.

### **Social Emotional Learning**

A growing body of research indicates that success in college and work is a function of core academic skills and other factors:

- Critical thinking skills
- Motivation / Perseverance
- Work ethic
- Social Emotional Skills

“Helping students realize their potential requires a broader definition of college and career readiness...while core academic skills are necessary, they are not sufficient for academic and workplace success...a holistic approach to college and career readiness is needed.”

- Core Academic Skills
  - Math, Science, ELA
  - Skill Map K-Career
- Cross-cutting Capabilities

- Critical Thinking Skills
- Collaborative Problem Solving Skills
- Information and Technology Skills
- Behavioral Skills
  - Dependability
  - Working Effectively with Others
  - Adapting
  - Managing Stress
  - Engagement
- Self-Knowledge / Self Advocacy
  - Abilities
  - Values & Preferences
  - Knowledge About Occupations
  - Educational / Career Exploration
  - Planning & Decision Making

ACT (2014)

**Programming Options and Examples**

Whole grade acceleration Subject acceleration Personalized Learning Plans Learner Profiles Differentiation Seminars Intervention/Extension blocks Curricular challenges/extensions Math options Strategy groups Curriculum Compacting Advanced Placement Honors Courses Book clubs / Literature Discussion Groups	Books at instructional level Voice and choice Conferring with teacher Flexible / Ability grouping Purchased services Competitions Enrichment project/passion projects Project Based Learning Enrichment / Extension opportunities Course Options Mentorships Internships Coursework outside the district Field Trips
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**Student Transitions**

Each fall classroom/house teachers are provided a list of identified students in their classes/houses, the needs and plan of each student, and additional suggestions for supporting those students.

## **TALENT DEVELOPMENT COORDINATORS**

The School District of Elmbrook employs a K-12 Talent Development Coordinator. The Talent Development Coordinator provides leadership and coordination for all aspects of programming for advanced learners in accordance with guidelines established by the Wisconsin Department of Public Instruction and the School District of Elmbrook. Roles and responsibilities include:

- Lead school teams in the identification of gifted/advanced learners and talent pool candidates
- Student assessment
- Coordinate and monitor programming, services and activities, district GT plan
- Provide professional development opportunities to staff related to differentiation and services for advanced learners
- Coach staff on identification of student needs and programming options to meet those needs
- Facilitate professional development for staff related to advanced learners, their characteristics, needs, and evidence-based classroom practices related to engagement and achievement
- Provide opportunities for parent/guardian involvement and collaboration
- Serve as resource to parents/ guardians
- Collaborate/co-plan meetings with the GT Parent Advisory Organization (GTPAO)
- Facilitate family book-study groups, social emotional needs groups
- Communicate with district leaders regarding issues, opportunities and progress with advanced education.
- Advocate for advanced learner and talent pool students' needs.
- Membership and participation in local and national groups: CESA 1 TAG, CESA 1 PAGE, WATG, SENG, NAGC
- Facilitate SENG parent groups
- Update Talent Development webpage with blogs, news, parent and teacher resources, talent development opportunities, and program offerings
- Maintain knowledge of current research, trends, and best practices in the field

## Teaching and Learning Specialists

Each elementary and middle school building has Teaching and Learning Specialists who provide leadership and coaching for curriculum and instruction. A portion of one Teaching and Learning Specialist's time in each building is designated for building representation of advanced learners/talent development. Roles and responsibilities include:

### Middle School

- Communication with teachers: student statuses/identification, support, needs; programming concerns
- Communication with families: identification, student needs, programming, programming concerns
- Support on instructional strategies, lesson planning, differentiation, PDSA, leveraging learner profiles, strengths-based problem solving
- Activities (e.g., WCATY, WordMasters, Math Club): set up, invite and communicate with students
- Communicate and direct families and students to enrichment options, clubs, current offerings (e.g., AMC), field trips, competitions, GT resource list, Talent Development website
- Student assessment, data analysis, recommendations
- Building-based meetings and PLCs
- Building liaison for clubs, programs

### Elementary

- Communication with teachers: student statuses/identification, support, needs; programming concerns
- Communication with families: identification, student needs, programming, programming concerns
- Collaborate with teachers: Lesson planning, small group instruction, personalized learning plans
- Student assessment, data analysis, progress monitoring, pre- and post-assessment data
- Communicate and direct families and students to enrichment options, clubs, current offerings, competitions, GT resource list, Talent Development web page, GT PAO information, building webpage
- Student assessment, data analysis, recommendations
- Building PLCs
- Building liaison for parent groups/volunteers; assist with getting clubs and programs started

## **RESOURCES and COMMUNICATION for FAMILIES**

### **Gifted and Talented Parent Advisory Organization (GTPAO):**

The GTPAO serves as a communication link between parents of advanced learners and the School District of Elmbrook. The mission of the Gifted and Talented Parent Advisory Board is to encourage and advance communication between parents, teachers, and district leaders in such a way that brings teamwork to the educational process and gives the GT students in the district the most effective, comprehensive and challenging education possible.

Along with a district liaison, each school has a parent volunteer who serves as an information resource for other families. They also provide families with contact information for district staff when questions arise related to any aspect of their child's programming. The Talent Development Coordinator collaborate with the GTPAO to host meetings as one venue to disseminate information to and solicit feedback from families.

Please visit their webpage at

<http://www.elmbrookschoools.org/community/gifted-talented-parent-advisory-organization> for more information, meeting dates and GTPAO family representatives at each school.

### **CESA ONE PAGE:**

Elmbrook School District belongs to CESA #1 Partners for the Advancement of Gifted Education (PAGE). PAGE is a working committee of parent volunteers and educators of gifted students in Southeast Wisconsin, composed of representatives from member school districts. By combining resources from individual school districts, PAGE collaborates to provide educational and enrichment opportunities for gifted students and their families. All parents and children of member districts are welcome to their events and meetings. PAGE meetings will be held in the school district of Elmbrook starting in the 2017-2018 school year.

### **Wisconsin Association of Talented and Gifted (WATG):**

WATG is an organization of parents, students, educators, business and industry personnel, and other interested persons dedicated to fostering a climate in the home, school, and community that allows each individual to reach his or her unique potential. WATG is the state Affiliate of the National Association for Gifted Children, and its mission is to educate about and advocate for the needs of gifted individuals in Wisconsin. Please visit their webpage at [www.watg.org](http://www.watg.org) for more membership information and news about their annual conference.

### **Annual Communication with Families**

Previously identified students' unmet needs will be reviewed each fall and shared with classroom/house teachers and families.

### **Conference Opportunities**

Parents may opt to schedule conferences related to their advanced learners' needs. Classroom/house teachers, teaching and learning specialists and the talent development coordinator are available during the set conference days or upon request. Please see the district calendar and school websites for specific conference dates.

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# Appendix A: Documentation of Suspected Programming Need

Please submit this completed form to your school's teaching and learning specialist or the talent development coordinator

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**School**

\_\_\_\_\_  
**Grade**

\_\_\_\_\_  
**Form completed by**

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

\_\_\_\_\_  
**Date**

**Area of suspected unmet educational need/s:**

- General Intellectual
- Specific Academic (specify): \_\_\_\_\_
- Leadership
- Creativity
- Arts (specify): \_\_\_\_\_

**Summary of data and observations substantiating unmet needs:**

**Summary of documented interventions / strategies:**





**Current Levels of Performance**

**COGNITIVE / INTELLECTUAL ASSESSMENTS (list most recent first)**

Administered (Month / Yr)	Assessment	Score (SS/SAS)	Local %ile (if available)	National %ile	Group %ile (if available)
/					
/					

**NORM-REFERENCED ACADEMIC ASSESSMENTS (list most recent first)**

Administered (Month / Year)	Assessment	Score (SS/SAS/RIT)	Local %ile (if available)	National %ile	Group %ile (if available)
/					
/					
/					

**SOCIAL/EMOTIONAL FUNCTIONING**

**SUMMARY: classroom observations by teacher** (engagement, adjustment, persistence, motivation, etc.):

**Current unmet needs and data / information substantiating those needs:**

### Identification Flow Chart

