Gifted and Talented Resource Guide

for

Educators, Coordinators, and Administrators

in

Wisconsin Public Schools

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INTRODUCTION

Wisconsin schools are proud to have great diversity in their student population. The DPI recognizes diverse learners, including the gifted and talented. The Wisconsin Legislature addresses the needs of gifted and talented learners by mandating Standard (t) in 1985 and PI 34 in 2003. Standard (t) (sec. 121.02(1)(t), Wis. Stats.) requires school districts to identify students in five areas: intellectual, academic, creative, artistic (visual/performing arts), and leadership. PI 34 lists proficiency standards for prospective educators to obtain a teaching license. Educators adept in these standards are prepared to encourage and support gifted learners.

To assure educational success, learning experiences should aspire to a continuum of excellence and growth. The Wisconsin Model Academic Standards provide a structural framework, which promotes comprehensive services based on sound philosophical and theoretical support. Utilizing Standard (t), PI 34 and Wisconsin Model Academic Standards, professionals are armed to provide essential support for Wisconsin's gifted children.

The purpose of this monograph is to present approaches educators can take to identify gifted and talented students and to plan for their specific needs. This monograph outlines two basic conclusions: 1) that it is possible for a school system to provide appropriate, continuous, and systematic opportunities for gifted and talented students; and 2) that planning for the gifted and talented requires adaptations in curriculum and instruction.

This resource will provide districts with a framework for statewide consistency in identification, documentation, and educational opportunities. This publication provides Wisconsin educators, administrators, coordinators, and parents with information about:

GIFTED STANDARDS

- An Overview
- Wisconsin Standard (t) and Related Administrative Rule
- Meeting Standard (t)
- PI 34 Licensure
- NAGC Program Standards
- Standards Comparison Chart

AN OVERVIEW

Standards are established to define an expected level of quality or achievement. In Wisconsin, gifted education is impacted by these documents: State Statute 121.02(l) (t), commonly referred to as Standard (t), and its accompanying Administrative Rule PI 8.01 (2) (t).2, as well as PI-34.02 Teacher Licensing Standards. In addition, the authors believe that the National Association for Gifted Children (NAGC) Standards complement Wisconsin's framework for gifted and talented education.

The Wisconsin Department of Public Instruction mandated Standard (t) in 1985, as a guideline for school districts to provide gifted education. The full text of Standard (t) is contained in this section (pp. 3-5) , as well as a table that shows examples of documentation for meeting Standard (t) (p. 6).

Secondly, contained in this section, is Wisconsin Department of Public Instruction Chapter PI - 34.02, teacher licensing standards (pp. 7-9). Expectations for teacher knowledge, skills, and dispositions are described, many of which apply directly to the needs of gifted and talented students. Requirements for gifted and talented program coordinator and teacher licenses are also defined.

In 1998 the National Association for Gifted Children (NAGC) published Pre-K through Grade 12 gifted program standards. The guiding principles are included in this section (pp. 10-16).

Finally, this section compares Wisconsin DPI Standard (t), the NAGC standards, and Wisconsin DPI Chapter PI-34 (p. 17). Linking the NAGC standards with Standard (t) and the recent PI-34.02 strengthens Wisconsin's school districts' capacity to meet gifted and talented students' educational needs.

WISCONSIN STANDARD (T)

Each school board shall:

(t) Provide access to an appropriate program for pupils identified as gifted and talented.

Gifted and Talented Pupils

Overview

(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgift.html)

Standard (t) requires school districts to provide programs for gifted and talented students in Wisconsin public schools from kindergarten through grade 12. The standard is consistent with the philosophy of Wisconsin school districts that children are entitled to a quality education.

The intent of the standard is for schools to develop the means by which gifted/talented pupils will be identified and, once identified, provided access to a set of systematic and continuous instructional activities, which are appropriate to the developmental needs of those children and youth so identified.

Administrative Rule

(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgts.html)

PI 8.01(2)(t). 2. *Each school district board shall establish a plan and designate a person to coordinate the gifted and talented program.*

Gifted and talented students shall be identified as required in s. 118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of 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 school district board shall provide access, without charge for tuition, to appropriate programs 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 paternal participation in the planning of the proposed program.

Related 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.

Gifted and Talented - Definition of Terms

(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgttm.html)

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 post-secondary 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(t), Wis. Stats.).

Gifted and Talented - Related Standards

(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgtrs.html)

Standard (b). Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies to deal with those children and youth in the classroom.

Standard (e). Provide guidance and counseling services to gifted and talented students - critically important to overall program success.

Standard (k). District curriculum plans should include objectives, content, and resources, which challenge the most able and most talented children in any classroom.

Standard (n). Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

Standard (p). Pupils identified as gifted or talented may require special accommodation in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

Standard (s). Data derived from a testing program may be used as part of multiple-criteria identification process.

Meeting Administrative Rule of Standard (t)
PI8.01 (2) (t).2

The chart below provides examples of documentation that could meet the requirements of Standard (t)

Requirement	Example of Documentation
A plan	• A copy of the written plan
A person to coordinate	• Designated coordinator • FTE time allotment per school or/and at district level
Identification in any of the five areas: intellectual, academic, artistic, creative, leadership	• Board approved identification policy covering all categories of s. 118.35
Use of multiple criteria for identification of students	• List of criteria being used in each category such as: intelligence, achievement, leadership, creativity, product evaluation, and/or nominations • Minimum of 2 criteria per category
Access, without charge for tuition, to programs **118.35 (3)** **121.02 (l) (t)**	• Policy on how students can get to options • List of program options • Policy on tuition payment for courses not available within district
Appropriate programs	• List of programming options and strategies • Sequential and continuous documentation of objectives, content, modifications, and resources specifically directed to expand the development of talented learners • Developing/maintaining a Differentiated Education Plan (DEP)
Parental participation in program planning	• List of parents and how they are involved • Minutes of planning meetings

Historically, DPI monitored district compliance with Standard (t) using form PI-9300 (Appendix p. 73-74) and audited school districts with a Checklist for Compliance (Appendix p. 77-80). Although these forms are no longer required by DPI, they have been included in this document for a district's use when evaluating their gifted and talented program. It is through the process of evaluation that a district monitors its commitment to quality education, which is commensurate with each child's interests and/or abilities.

TEACHER LICENSING PRACTICES IN WISCONSIN: PI 34

TEACHER LICENSE:
Beginning in 2004, to receive a Wisconsin teaching license, individuals must demonstrate proficiency in the ten (10) teacher standards outlined below under PI 34.02. Teachers who are proficient in these standards are prepared to encourage and support gifted learners (pp. 8-9).

- provide meaningful learning experience
- heighten broad range, intellectual, social personal development
- accommodate diverse needs of pupils...with disabilities and exceptionalities
- nourish critical thinking, problem solving and performance skills
- develop group and self motivation
- promote active inquiry, collaboration, and supportive interaction
- sustain systematic instruction
- evaluate assessment strategies that ensure continuous intellectual, social and physical development
- cultivate reflective practitioner skills
- act with integrity, fairness, and ethics

GIFTED LICENSE:
The program coordinator license listed under PI34.32 (7) (a) (5) administration categories specifies the skills required for the coordination of learning opportunities that comprise a district's gifted and talented educational plan. Supplementary category PI34.33 (5g) specifies a gifted and talented license available to an applicant "who holds a regular license under subchapter VII,". There are eight components of competencies that encompass aspects of gifted education:

- understand educational psychology
- develop and implement differentiated curriculum
- recognize, recommend, and use alternative instructional strategies
- demonstrate ability to work with the gifted
- apply program models for meeting educational needs
- develop, implement, evaluate program
- collaborate and network with stakeholders
- possess operational knowledge of ss118.35 and 121.02 (1)(t), Stats., PI8.01 (2)(t) and the Wisconsin gifted education model.

Chapter PI 34
Wisconsin Administrative Code
Department of Public Instruction

X TEACHER EDUCATION PROGRAM APPROVAL AND LICENSES

Subchapter II C Wisconsin Standards

PI 34.02 Teacher standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

(2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

(3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

(4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children=s development of critical thinking, problem solving, and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and selfBmotivation.

(6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

(7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

(9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

(10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

History: Cr. Register, April, 2000, No. 532, eff. 5B1B00.

Subchapter IX C Administration Categories

PI 34.32 Administration categories. (1) GENERAL. Licenses may be issued in the administration categories listed under subs. (2) through (10) at the early childhood through adolescent level to individuals who are endorsed by an institution as having completed an approved program that certifies competence in the standards listed in s. PI 34.03 and who meet the requirements under this subchapter. Specific competencies for the separate license categories shall be determined by the state superintendent based on recommendations made by the professional standards council under s. 115.425, Stats. A license under subs. (2) through (5), (8), or (9) is required for individuals who supervise and evaluate other professional staff. An applicant for a license under this subchapter shall meet all of the following requirements:

(7) PROGRAM COORDINATOR. A program coordinator license to administer the following programs is required if the holder does not otherwise have a license under this chapter:

(a) *Special school programs.* Program coordinator licenses in the following categories shall meet the requirement in sub. (1) (b):

1. Dean of students.
2. School to work.
3. Education for employment.
4. Local vocational education coordinator.
5. **Gifted and talented.**
6. Title 1.
7. Children at risk.

(b) *NonBinstructional coordinators.* Program coordinator licenses in the following categories may be issued to applicants who complete an approved program and have the institutional endorsement for the position:

1. Personnel.
2. Research.
3. Standards and assessment.
4. Athletics and coBcurricular programs.
5. School network administrator.
6. Public relations.
7. Other nonBinstructional positions as determined by local districts.

Chapter PI 34
Wisconsin Administrative Code
Department of Public Instruction

Subchapter X C Supplementary Categories

PI 34.33 Supplementary categories. Except as specified under sub. (1) (c), in order to receive a license issued under a supplementary category under this subchapter, an individual shall hold or be eligible to hold a teaching license issued by the department under subch. VII. Licenses under this subchapter may be issued in the following categories:

(5g) Gifted and talented. A license in gifted education may be issued to an applicant who holds a regular license under subch. VII and who has completed an approved program including a concentration in gifted, talented, and creative education, which includes demonstrated understanding and competence in all of the following:

(a) The educational psychology of the gifted, talented and creative.

(b) The ability to develop differentiated curricula and to modify content, process, and product expectations as a means of achieving differentiated learning outcomes.

(c) The ability to recognize, recommend, and use alternative instructional strategies, including the use of technologies, to facilitate development of differentiated learner outcomes.

(d) The ability and demonstrated performance in working with the gifted. This performance shall be demonstrated through a practicum, an internship, or supervised activity in working with the gifted, talented, and creative.

(e) Demonstrated understanding of program models, methods, and general strategies for meeting the educational needs of the talented and creative. These include, but are not limited to, acceleration, enrichment, flexible grouping, resource rooms, mentorships, and independent study.

(f) The ability to develop, implement, and evaluate programs.

(g) The ability to work collaboratively with colleagues, families, community groups, university faculty, and resource people to facilitate appropriate educational experiences for the gifted, talented, and creative.

(h) Operational knowledge of ss. 118.35 and 121.02 (1) (t), Stats., s. PI 8.01 (2) (t), and the Wisconsin gifted education model.

NAGC STANDARDS
Table 1

Gifted Education Programming Criterion: Curriculum and Instruction

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted child.

NAGC Guiding Principles	Minimum Standards		Exemplary Standards	
1. Differentiated curriculum for the gifted learner must span grades pre K – 12	1.0M	Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E	A well defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M	Instruction, objectives and strategies provided gifted learners must be systematically differentiated from those in the regular classroom.	2.0E	District curriculum plans should include objectives, content, and resources which challenge gifted learners in the regular classroom.
	2.1M	Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals.	2.1E	Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.
	2.2M	Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration.	2.2E	Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners.
	2.3M	Gifted learners must be assessed for proficiency in basic skills and knowledge and provided alternative challenging educational opportunities when proficiency is demonstrated.	2.3E	Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided educational opportunities that are more challenging.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M	A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E	When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M	Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E	Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
5. Learning opportunities for gifted learners must consist of continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M	Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.	5.0E	Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should exist.
	5.1M	Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study and research projects) must exist.	5.1E	Differentiated educational program curricula for students pre K-12 should be modified to provide learning experiences matched to students' interests, readiness, and learning style.

NAGC STANDARDS
Table 2

Gifted Education Programming Criterion: Program Administration or Management

Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

NAGC Guiding Principles	Minimum Standards		Exemplary Standards	
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1.0M	The designated coordinator of gifted education programming must have completed coursework or staff development in gifted education and display leadership ability to be deemed appropriately qualified.	1.0E	The designated gifted programming coordinator must have completed a certification program or advanced degree program in gifted education.
2. Gifted education programming must be integrated into the general education program.	2.0M	The gifted education program must create linkages between general education and gifted education at all levels.	2.0E	Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education school wide.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.	3.0M	Gifted programming staff must create linkages between general education and gifted education at all levels.	3.0E	The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to colleagues, parents, community members, etc.
	3.1M	Gifted programs must establish and use an advisory committee that effects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members.	3.1E	Parents of gifted learners should have regular opportunities to share input and make recommendations about program operations with the gifted programming coordinator.
	3.2M	Gifted education programming staff must communicate with other on-site departments as well as other educational agencies vested in the education of gifted learners (e.g., other school districts, school board members, state departments of education, intermediate educational agencies, etc.).	3.2E	The gifted education program should consider current issues and concerns from other educational fields and agencies regarding gifted programming decision-making on a regular basis.
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	4.0M	Resources must be provided to support program operations.	4.0E	Gifted education programming should provide state of the art technology to support appropriate services.
	4.1M	Technological support must be provided for gifted education programming services.	4.1E	A diversity of resources (e.g., parent, community, vocational, etc.) should be available to support program operations.
	4.2M	The library selections must reflect a range of materials including those appropriate for gifted learners.	4.2E	The acquisition plan for purchasing new materials for the school should reflect the needs of gifted learners.

NAGC STANDARDS
Table 3

Gifted Education Programming Criterion: Program Design

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

NAGC Guiding Principles	Minimum Standards		Exemplary Standards	
1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1.0M	Gifted programming services must be accessible to all gifted learners.	1.0E	Levels of services should be matched to the needs of gifted learners through the provision of a full continuum of options.
2. Gifted education must be adequately funded.	2.0M	Gifted education funding should be equitable compared to the funding of other local programming.	2.0E	Gifted education programming must receive funding consistent with the program goals and sufficient to adequately meet them.
3. Gifted education programming must evolve from a comprehensive and sound base.	3.0M	Gifted education programming must be submitted for outside review on a regular basis.	3.0E	Gifted education programming should be planned as a result of consultation with informed experts.
	3.1M	Gifted programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives.	3.1E	The school or school district should have a mission/philosophy statement that addresses the need for gifted education programming.
	3.2M	A continuum of services must be provided across grades pre K-12.	3.2E	A comprehensive pre K-12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement.
4. Gifted education programming services must be an integral part of the general education school day.	4.0M	Gifted education programming should be articulated with the general education program.	4.0E	Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program.
	4.1M	Appropriate educational opportunities must be provided in the regular classroom, resource classroom, separate, or optional voluntary environments.	4.1E	Local school districts should offer multiple service delivery options as no single service should stand alone.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.	5.0M	The use of flexible grouping of gifted learners must be an integral part of gifted education programming.	5.0E	Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels that ensures that gifted students learn with and from intellectual peers.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.	6.0M	Existing and future school policies must make/include provisions for the needs of gifted learners.	6.0E	Gifted education policies should exist for at least the following areas: early entrance, grade skipping, ability grouping, and dual enrollment.

NAGC STANDARDS
Table 4

Gifted Education Programming Criterion: Program Evaluation

Description: Program evaluation is the systematic study of the value and impact of services provided.

NAGC Guiding Principles	Minimum Standards	Exemplary Standards
1. An evaluation must be purposeful.	1.0M Information collected must reflect the interests and needs of most constituency groups.	1.0E Information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.
2. An evaluation must be efficient and economic.	2.0M School districts must provide sufficient resources for program evaluation.	2.0E School districts should allocate adequate time, financial support and personnel to conduct systematic program evaluation.
3. An evaluation must be conducted competently and ethically.	3.0M Persons conducting the evaluation must be competent and trustworthy. 3.1M The program evaluation design must address whether or not services have reached intended goals. 3.2M Instruments and procedures used for data collection must be valid and reliable for their intended use. 3.3M Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development. 3.4M Individual data must be held confidential.	3.0E Persons conducting the evaluation should possess an expertise in program evaluation in gifted education. 3.1E The evaluation design should report the strengths and weaknesses found in the program as well as critical issues which might influence program services. 3.2E Care should be taken to ensure that instruments with sufficient evidence of reliability and validity are used, and that they are appropriate for varying age, developmental levels, gender, and diversity of the target population. 3.3E Formative evaluations should be conducted regularly with summative evaluations occurring minimally every five years or more often as specified by state or local district policies. 3.4E All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.
4. The evaluation results must be made available through a written report.	4.0M Evaluation reports must present the evaluation results in a clear and cohesive format.	4.0E Evaluation reports should be designed to present results and encourage follow-through by stakeholders.

NAGC STANDARDS
Table 5

Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

NAGC Guiding Principles	Minimum Standards		Exemplary Standards	
1. Gifted learners must be provided differentiated guidance efforts to meet their unique socio-emotional development.	1.0M	Gifted learners, because of their unique socio-emotional development, must be provided guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0E	Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multi-potentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided career guidance services especially designed for their unique needs.	2.0M	Gifted learners must be provided career guidance consistent with their unique strengths.	2.0E	Gifted learners should be provided college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided guidance and counseling to help them reach their potential.	3.0M	Gifted learners who are placed at-risk must have special attention, counseling, and support to help them realize their full potential.	3.0E	Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided specialized intervention services.
4. Gifted learners must be provided affective curriculum in addition to differentiated guidance and counseling services.	4.0M	Gifted learners must be provided affective curriculum as part of differentiated curriculum and instructional services.	4.0E	A well defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0M	Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0E	Underachieving gifted learners should be provided specific guidance and counseling services

NAGC STANDARDS
Table 6

Gifted Education Programming Criterion: Professional Development

Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

NAGC Guiding Principles	Minimum Standards		Exemplary Standards	
1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	1.0M	All school staff must be made aware of the nature and needs of gifted students.	1.0E	All school staff should be provided on-going staff development in the nature and needs of gifted learners, and appropriate instructional strategies.
	1.1M	Teachers of gifted students must attend at least one professional development activity a year designed specifically for teaching gifted learners.	1.1E	All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.
2. Only qualified personnel should be involved in the education of gifted learners.	2.0M	All personnel working with gifted learners must be certified to teach in the area to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching.	2.0E	All personnel working with gifted learners should participate in regular staff development programs.
	2.1M	All specialist teachers in gifted education must hold or be actively working toward a certification (or the equivalent) in gifted education in the state in which they teach.	2.1E	All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education.
	2.2M	Any teacher who's primary responsibility for teaching includes gifted learners, must have extensive expertise in gifted education.	2.2E	Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners.
3. School personnel require support for their specific efforts related to the education of gifted learners.	3.0M	School personnel must be released from their professional duties to participate in staff development efforts in gifted education.	3.0E	Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	4.0M	School personnel must be allotted planning time to prepare for the differentiated education of gifted learners.	4.0E	Regularly scheduled planning time (e.g., release time, summer pay, etc.) should be allotted to teachers for the development of differentiated educational programs and related resources.

NAGC STANDARDS
Table 7

Gifted Education Programming Criterion: Student Identification

Description: Gifted learners must be assessed to determine appropriate educational services.

NAGC Guiding Principles	Minimum Standards		Exemplary Standards	
1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.	1.0M	Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members.	1.0E	The school district should provide information annually regarding the process for nominating students for gifted education programming services in a variety of languages.
	1.1M	All students must comprise the initial screening pool of potential recipients of gifted education services.	1.1E	The nomination process should be ongoing and screening of any student should occur at anytime.
	1.2M	Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.).	1.2E	Nomination procedures and forms should be available in a variety of languages.
	1.3M	Parents must be provided information regarding an understanding of giftedness and student characteristics.	1.3E	Parents should be provided special workshops or seminars to get a full meaning of giftedness.
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.	2.0M	Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available.	2.0E	Assessments should be provided in a language in which the student is most fluent, if available.
	2.1M	Assessments must be culturally fair.	2.1E	Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.
	2.2M	The purpose(s) of student assessments must be consistently articulated across all grade levels.	2.2E	Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels.
	2.3M	Student assessments must be sensitive to the current stage of talent development.	2.3E	Student assessments should be sensitive to all stages of talent development.
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.	3.0M	An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services.	3.0E	Individual assessment plans should be developed for all gifted learners who need gifted education.
	3.1M	An assessment profile must reflect the unique learning characteristics and potential and performance levels.	3.1E	An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.
4. All student identification procedures and instruments must be based on current theory and research.	4.0M	No single assessment instrument or its results must deny student eligibility for gifted programming services.	4.0E	Student assessment data should come from multiple sources and include multiple assessment methods.
	4.1M	All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.	4.1E	Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.
5. Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.	5.0M	District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, and secondary levels.	5.0E	Student placement data should be collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.
	5.1M	District guidelines must provide specific procedures for student retention and exiting, as well as guidelines for parent appeals.	5.1E	District guidelines and procedures should be reviewed and revised when necessary.

Comparison of Wisconsin Standard (t), PI-34.02 Teacher Standards, and NAGC Standards

When examining Wisconsin Standard (t), PI-34.02, and the Standards from NAGC, the authors discovered many common threads. The three models, which support gifted children, are compared below.

NAGC Programming Criteria	National Association for Gifted Children (NAGC) Guiding Principles	Wisconsin Standard (t) and Related Administrative Code	Teacher Standards PI-34.02
Curriculum and Instruction	Gifted education services must include co-curricular and instructional opportunities directed to the unique needs of the gifted child (Table 1). See p. 12	Administrative Rule PI 8.01(2)(t).2 Wisconsin Statute 118.35 Definition of Terms Appropriate Program Related Standards: (k) (p)	1,2,3,5,7
Program Administration or Management	Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services (Table 2). See p. 10	Administrative Rule PI 8.01(2)(t).2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Program Design	The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support. (Table 3) See p. 11	Administrative Rule PI 8.01(2)(t).2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Program Evaluation	Program evaluation is the systematic study of the value and impact of services provided (Table 4). See p. 12	PI-9300 (appendix p. 73-74)	7, 8, 9, 10
Socio-Emotional Guidance and Counseling	Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners (Table 5). See p. 13	Related Standards: (b) (e) (n)	1, 2, 3, 4, 5, 6, 7, 8, 10
Professional Development	Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits (Table 6). See p. 14	Related Standards: (b)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Student Identification	Gifted learners must be assessed to determine appropriate educational services (Table 7). See p. 16	Administrative Rule PI 8.01(2)(t).2 Wisconsin Statute 118.35 Definition of Terms Related Standards: (s)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

*** See Appendix p. 81-83, for more in-depth correlation of NAGC Guiding Principles and PI-34.02 Teachers Standards.**

BUILDING A STUDENT PROFILE FOR GIFTED IDENTIFICATION

- An Overview
- The Pyramid Model
- Data Collection
  - Checklist of Characteristics for Gifted Areas
  - Definitions and Criteria for Identification in the Five Talented and Gifted Areas
  - Inventory
  - Nominations
- Flowchart/Profile Example
- Underrepresented Populations
- Twice Exceptional

AN OVERVIEW

The intent of this section is to show *how to create a student profile for a child to be identified as gifted and/or talented.* This is based upon Wisconsin's Standard (t) [Administrative Rule, PI 8.01 (2) (t).2] (see pp. 3-5) in the areas of intellectually gifted, academically able, creativity, artistic (visual/performing arts), and leadership. The authors considered Standard (t) and the nationally accepted Pyramid Model created by Cox, et. al., in 1985, (p. 22 DPI and p.23 Revised by authors) for development of a student profile.

Nationally, the original Cox et. al. Pyramid Model serves as an accepted foundation for differentiating gifted programming opportunities using three levels. Opportunities found at Level I, the base of the pyramid, are commonly conducted in a classroom environment. The pyramid center, Level II, focuses on learning experiences, which are more in-depth and extensive. Level III, the top of the pyramid, is intended for students whose learning needs require an individual plan. These needs are so exceptional that both in- and out-of school resources are essential.

When evaluating the Pyramid model, the authors realized that this programming framework influences identification of students. To develop a program that meets a student's educational needs, a district would need identification criteria that clarifies the level of giftedness. Standard (t) recommends the use of multiple criteria to ". . . look at or discover talent in more than one way" (pp. 84-87 Gifted and Talented Questions and Answers; http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgtqa.html). When only a single criteria is used a large number of gifted children could be missed. Wisconsin's individual school districts use a variety of testing tools, that could be used as part of the multiple criteria for identification of gifted children .

The authors gathered programming and identification samples from TAG Coordinators in Wisconsin's school districts and compiled a list of most commonly used tools. Three types of data became apparent: test, performance, and supporting. Objective test data is statistically normed on standardized instruments. For giftedness, two standard deviations above the norm (97% or 130 IQ), generally serve as a threshold for identification of intellectual and academic ability (Clark, 1997, p. 277). Although there are some standardized instruments available for identification in the creative, leadership, and artistic areas, these data are more often subjective.

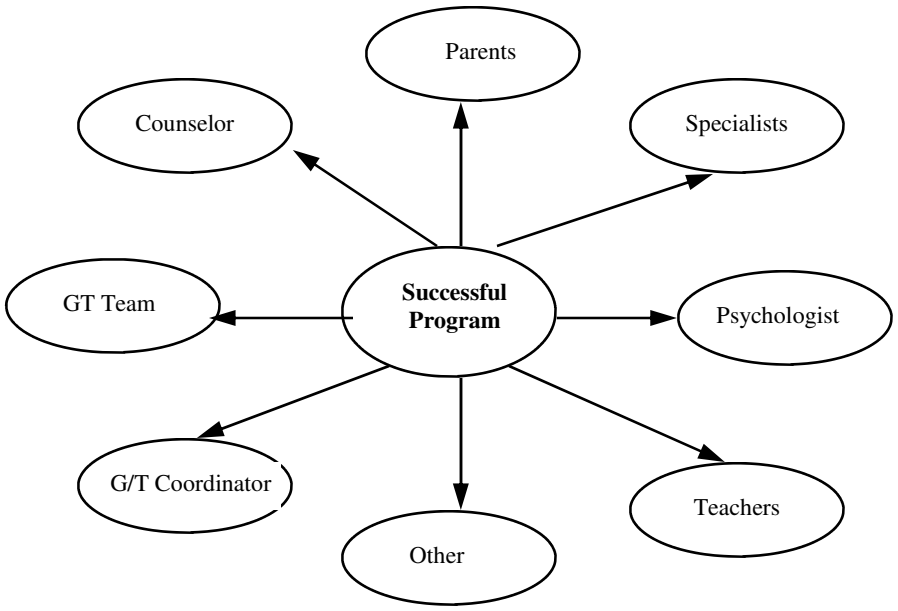
Subjective data include performance and/or supporting information. Performance is a sample of student product/performances within the school, at co-curricular, or community activities. Supporting data is information provided by others who interact with the student and can provide insight into that child's capabilities. This type of subjective data can be gathered through portfolios, rating scales, letters of recommendations, and/or nominations.

These three types of data were considered when developing the identification pyramids for each of the five areas in Standard (t). The areas of giftedness are described on pages 25, 27, 31, 33, 35. Following descriptions of the five areas are identification pyramids (pp. 26, 28, 32, 34, 36), which align with the original Pyramid Model introduced by Cox et. al. Since each level addresses a different degree of giftedness, the student's profile could be compared to the criteria of that level to determine the appropriate programming necessary to meet a student's educational needs. The criteria are guidelines that are meant to be as flexible for school districts as they are for identifying students. Other criteria, which may be available within a district, could be added for use when identifying students as gifted or talented.

The Checklist of Characteristics for Areas of Giftedness (CCAG) on p. 24 is adapted from the NAGC. This is a user-friendly document that can be shared with educators for the purpose of *initially* discussing the potential of any K-12 student. If several characteristics are checked in a specific area, educators may then wish to proceed in gathering data, which will assist in building a profile on that student.

Once all (of the data) has been collected, then it can be analyzed to determine if the student meets the criteria to be identified as gifted and/or talented. The flow chart found on p. 41 summarizes the process in building a student profile and p. 42 gives an example with data. Adults who are identifying students should be aware that traditionally used standardized instruments reflect the common middle to upper class (Davis and Rimm, 1989, p. 284); therefore, these tests do not necessarily apply to underrepresented populations (p.43) and/or twice-exceptional students (p. 44).

The following map is representative of people who could be involved in building a gifted student profile and developing a Differentiated Education Plan (DEP).



Data Types Defined

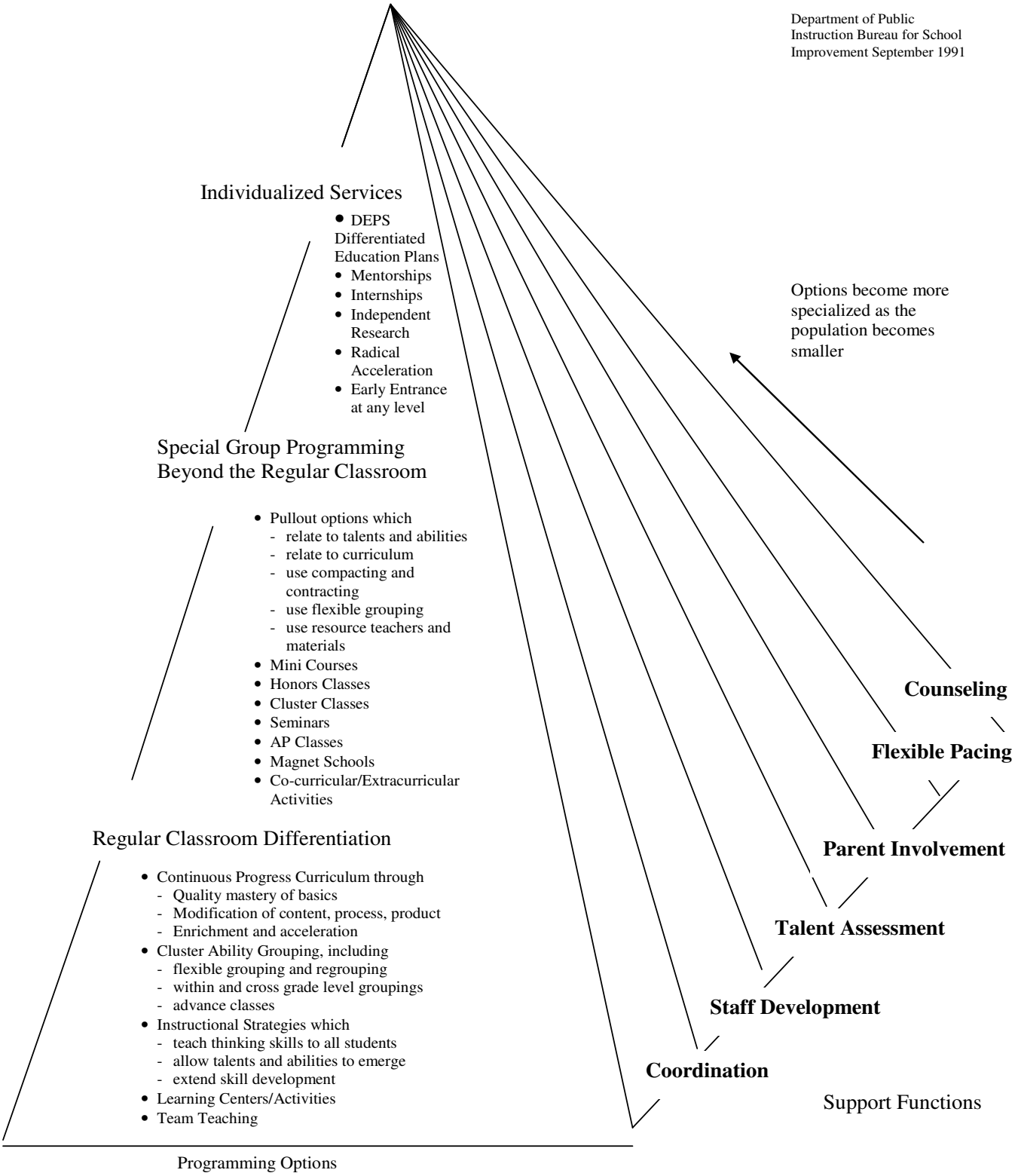
Test Data: A wide variety of assessments can be used. Most common are standardized tests, such as the Wisconsin Knowledge and Concepts Examination. In addition, a wide variety of identification instruments exist, which can be used specifically to gather information regarding ability and achievement on an individual basis. These include, but are not limited to:

- Cognitive Abilities Test (CAT)
- Gifted and Talented Evaluation Scales (GATES)
- Gifted Evaluation Scales (GES)
- Group Inventory of Finding Creative Talent (GIFT)
- Group Inventory for Finding Interests (GIFFI)
- Iowa Test of Basic Skills (ITBS)
- Kaufman Brief Intelligence Test (KBIT)
- Metropolitan Achievement Test (MAT)
- Midwest Academic Talent Search (MTS)
- Midwest Academic Talent Search for Young Children (MTSY)
- Multi-Dimensional Screening Device (MDSD)
- Otis-Lennon Mental Ability Test
- Peabody Individual Achievement Test
- Stanford Achievement Test
- Stanford-Binet Intelligence Test
- Structure of Intellect (SOI) Gifted Screening Form
- Structure of Intellect (SOI) Learning Abilities Test
- Terra Nova
- Torrance Tests of Creative Thinking
- Wechsler Intelligence Scales for Children

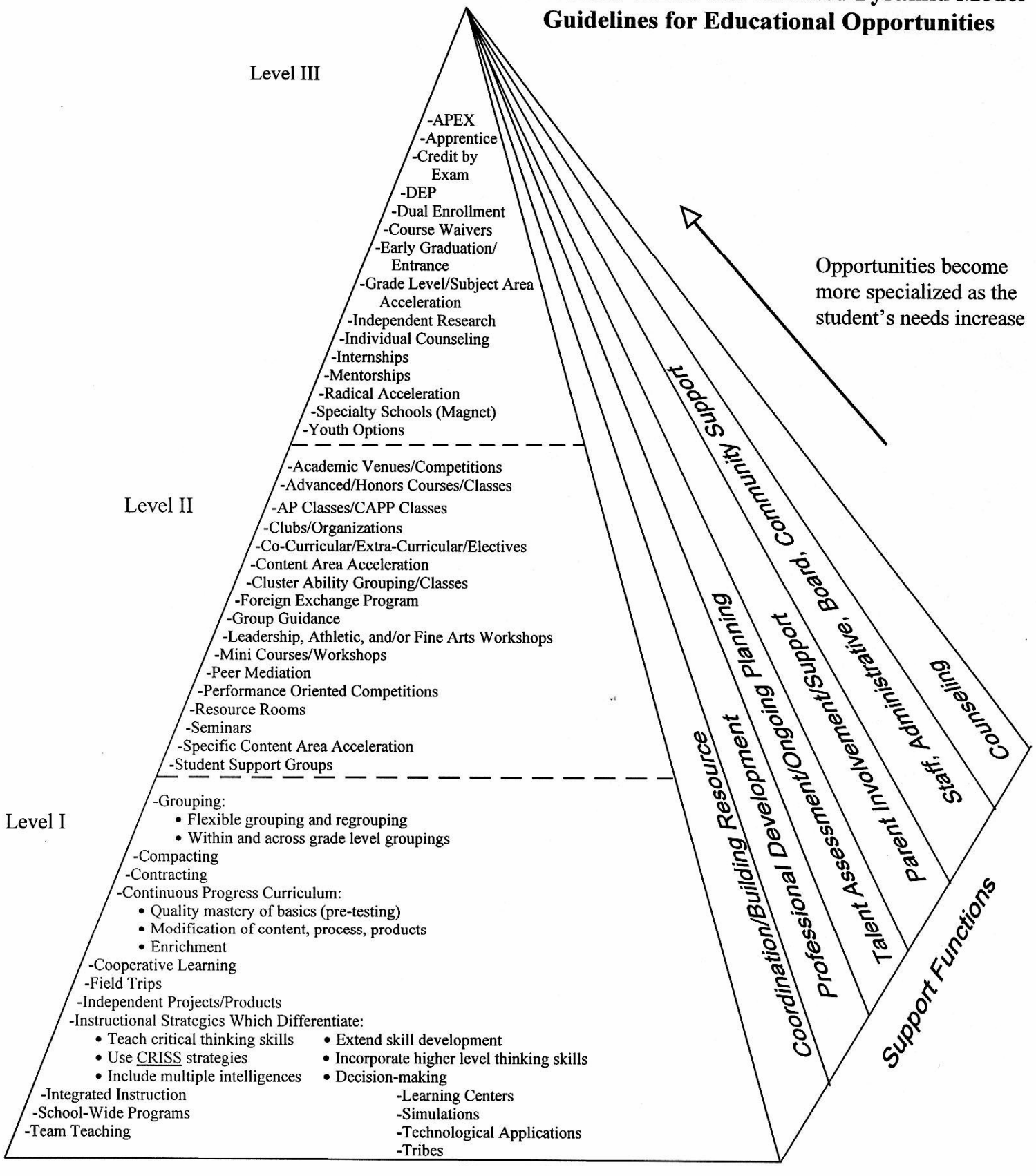
Performance Data: A student's strengths can be documented by using products or performances that are gathered to create a portfolio. Both school-related, community centered, and co-curricular activities should be considered.

Supporting Data: Information provided by school staff, parents, peers, physicians, and others can contribute to the profile of the student. Nominations can be submitted (p. 40) or rating scales such as the GATES, SAGES, or GES can be used.

WISCONSIN'S COMPREHENSIVE INTEGRATED GIFTED PROGRAMMING MODEL



Wisconsin Gifted and Talented Pyramid Model
Guidelines for Educational Opportunities



*Adapted from the Pyramid Project (Cox, et. al., 1985) - see p. 22

**See definition page for clarification on terms. pp. 59-61

CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS (CCAG)

*Adapted from the National Association for Gifted Children (202) 785-4268
**CCAG will be used throughout the document.

GIFTED AREA	CHARACTERISTICS
General Intellectual Ability	☐ 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	☐ strong memorization ability ☐ advanced comprehension - 1-2 repetitions for mastery ☐ intense interest in a 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	☐ 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 ☐ risk taker ☐ resists conformity
Artistic (Visual/Performing Arts) • **art** • **dance** • **drama** • **music**	☐ communicates their vision in visual/performing arts ☐ unusual ability for aesthetic expression ☐ compelled to perform/produce ☐ exhibits creative expression ☐ desire for creating original product ☐ keenly observant ☐ continues experimentation with preferred medium ☐ excels in demonstrating the visual/performing arts
Leadership	☐ takes an active role in decision making ☐ high expectations for self and others ☐ expresses self with confidence ☐ foresees consequences and implications of decisions ☐ follows through on a plan ☐ appears to be well liked by peers ☐ ideas expressed accepted by others ☐ sought out by others to accomplish a task

INTELLECTUALLY GIFTED

The intellectually gifted are 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.

Traditionally, standardized tests and grade point average have been used to identify this population of gifted students. Although standardized tests are a strong indicator, there are some weaknesses that can be found with these types of assessments. One critical weakness is that most identify a low percentage of twice exceptional (Davis and Rimm, 1989, p. 372) and other students in underrepresented populations (McCallum, Bracken, and Wasserman, 2001, pp. 3-4). Overcoming this weakness requires a commitment to the philosophy that ability is found in all groups. This commitment to equity ensures that student populations will be proportionally represented in the gifted and talented pool.

A second critical weakness is a "ceiling" problem when using group-administered tests. Ceilings mean that a child has "topped out" of the assessment, or the child has been able to answer the majority of the items on the test and could probably go farther if given more difficult or additional items. It is almost impossible for extremely able children to show their exceptional abilities on the most commonly used standardized tests (Center for Talent Development, 2004, p. 2).

To counteract these weaknesses the authors outline the pyramid on p. 26. This allows for multiple criteria when identifying intellectually gifted students. Referring to page 19 in the overview, each level of the following pyramid addresses a different degree of giftedness. The criteria are only guidelines that are meant to be flexible for school districts as they are identifying students. Other criteria, which may be available within a district, could be added for use when identifying students as gifted or talented.

GENERAL INTELLECTUAL
Criteria Guidelines

A minimum of 2 criteria in one level are required for identification

Level III

- 59 - 64 on (Parent) Inventory (p. 37-39)
- 10 - 11 items from Intellectual section of CCAG (p. 24)
- Acceptable IQ test score of 145 or higher
- Nationally normed standardized test scores at 99th national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- A score of 19 or 20 on the intellectual subscale of the Gifted Evaluation Scale (GES) or a score of 125-130 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- 3+ years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

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Level II

- 53 - 58 on (Parent) Inventory (p. 37-39)
- 8 - 9 items from Intellectual section of CCAG (p. 24)
- Acceptable IQ test score of 135 through 144
- Nationally normed standardized test scores at 98th national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- A score of 16 - 18 on the intellectual subscale of the Gifted Evaluation Scale (GES) or a score of 113-124 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- 2-3 years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

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Level I

- 48 - 52 on (Parent) Inventory (p. 37-39)
- 6 - 7 items from Intellectual section of CCAG (p. 24)
- Acceptable IQ test score of 130 through 134
- Nationally normed standardized test scores at 97th national percentile in two or more of the stated areas: Reading Composite, Math Composite, Language Composite, or Total Score
- A score of 14 or 15 on the intellectual subscale of the Gifted Evaluation Scale (GES) or a score of 108-112 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- 1-2 years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

*See Student Profile p. 41-42 for examples.

ACADEMICALLY ABLE

Academically able students are capable of making outstanding progress in one or more of the disciplines taught in school, which include math, science, social studies, reading, language arts. Students in the 97th percentile, two standard deviations or above on nationally normed standardized tests in a particular subject, are an easily identifiable group. Effective education of academically able students should allow them to progress through the content area(s) at a pace and/or at the depth and breadth which reflects their considerable abilities.

Current classroom trends advocate for differentiation of instruction. This differentiation includes content, process, or product (Tomlinson, 1999, p. 15). It is imperative that curriculum encompasses depth in content, flexibility in process, and a wide range of product choices to ensure that students remain challenged in their learning evolution. When compared to their peers, students who are one to two years advanced (Level I) on the pyramid, can probably have their needs met through the differentiated classroom. Students who are two to three years advanced (Level II) on the pyramid could require additional curricular strategies, such as advanced coursework, cluster grouping per subject area, or workshop/ competitions in the identified gifted and talented area. Students who are more than three years advanced (Level III) on the pyramid could require an individualized educational program, such as single subject acceleration, grade level acceleration, or dual enrollment in courses.

The following pyramid, p. 28, offers multiple criteria options for identification of academically gifted students. Each level of this pyramid addresses a different degree of giftedness. The criteria are only guidelines that are meant to be flexible for school districts as they are identifying students. Other criteria, which may be available within a district, could be added for use when identifying students as gifted or talented.

SPECIFIC ACADEMIC
Criteria Guidelines

A minimum of 2 criteria in one level are required for identification*

Level III

- 31 - 32 on (Parent) Inventory (p. 37-39)
- WKCE Content Area Score (p. 30)
- 7 - 8 items from Specific Academic Ability section of CCAG (p. 24)
- Nationally normed standardized test score at 99th national percentile in the area of the specified academic nomination
- Supporting assessment information as administered by MC, CA, G/T or appropriate staff
- A score of 19 or 20 on the specific academic subscale of the Gifted Evaluation Scale (GES) or a score of 125-130 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)
- 3+ years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

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Level II

- 27 - 30 on (Parent) Inventory (p. 37-39)
- WKCE Content Area Score (p. 30)
- 6 - 7 items from Specific Academic Ability section of CCAG (p. 24)
- Nationally normed standardized test score at 98th national percentile in the area of the specified academic nomination
- Supporting assessment information as administered by MC, CA, G/T or appropriate staff
- A score of 16-18 on the specific academic subscale of the Gifted Evaluation Scale (GES) or a score of 113-124 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)
- 2-3 years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

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Level I

- 24 - 26 on (Parent) Inventory (p. 37-39)
- WKCE Content Area Score (p. 30)
- 5 - 6 items from Specific Academic Ability section of CCAG (p. 24)
- Nationally normed standardized test score at 97th national percentile in the area of the specified academic nomination
- Supporting assessment information as administered by MC, CA, G/T or appropriate staff
- A score of 14 or 15 on the specific academic subscale of the Gifted Evaluation Scale (GES) or a score of 108-112 on the academic subscale of the Gifted and Talented Evaluation Scales (GATES)
- 1-2 years beyond peers indicated by local assessments, Measures of Academic Progress (MAP) or other screeners

*See Student Profile p. 41-42 for examples.

Wisconsin Knowledge and Concepts Test

The state of Wisconsin eliminated percentiles on the WKCE in 2002-2003. Districts that relied on the WKCE test results as one of the criteria for identifying gifted students then had to develop cut scores for the purpose of identification.

Taking all of the Advanced Level on the WKCE was too broad a range because it over identified students. In an attempt to offer **guidance**, some schools piloted scale scores. The cut scores were determined by examining the Advanced Level on the WKCE. The top 75% of that range was divided into three levels to correlate with the original Pyramid model. This seemed to include previously identified students in the district at *approximately* 97%. Upon application of these scores districts found that it was still too broad. Some districts then narrowed the scores to 66% of the Advanced Level on the WKCE, as shown on page 30.

There is NO perfect match to 97%. The charts that follow are a "best guess". Clearly it is up to each individual districts' discretion to determine the cut scores with the WKCE in relationship to identification of gifted and talented students.

The recent development from the Department of Public Instruction is for an on-line site, which District Assessment Coordinators (DAC) may input a percentile for a specific grade and subject area and the site will then calculate a percentile and correlate to a scale score. For example, if the DAC wanted to know the scale score for 98% on the fourth grade math component, he or she would be able to place the percentile into the formula and the site would then calculate the scale score to match the percentile.

At the time of this publication there is a proposal (2005-2006) for a DPI site that will calculate percentile scores in correlation to the scale scores used on the WKCE. If the site does become available, it would assist in clarifying what scale scores to use within an individual district's identification criteria. Then the "guesswork" when using scale scores would be potentially eliminated.

Wisconsin Knowledge and Concepts Test
Scale Scores for Gifted Identification

Pyramid Levels - Fourth Grade				
Content Area	**Range**	**Level I**	**Level II**	**Level III**
Reading	695-780	695-722	723-751	752-780
Language Arts	691-757	691-712	713-735	736-757
Math	689-770	689-715	716-743	744-770
Science	708-799	708-737	738-768	769-799
Social Studies	680-763	680-707	708-736	737-763

Pyramid Levels - Eighth Grade				
Content Area	**Range**	**Level I**	**Level II**	**Level III**
Reading	739-820	739-765	766-793	791-820
Language Arts	741-819	741-766	767-793	791-819
Math	777-872	777-808	809-841	842-872
Science	764-857	764-794	795-826	827-857
Social Studies	730-803	730-753	754-778	779-803

Pyramid Levels - Tenth Grade				
Content Area	**Range**	**Level I**	**Level II**	**Level III**
Reading	753-838	753-780	781-809	810-838
Language Arts	772-835	772-792	793-814	815-835
Math	810-892	810-836	837-864	865-892
Science	791-893	791-824	825-859	860-893
Social Studies	750-821	750-773	774-798	799-821

CREATIVITY

Creativity may cross all areas (academic, arts, leadership, intellect). High creatives 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. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity.

Creativity is characterized by originality of thought, human behavior, and product. It is important to remember that uniqueness and originality are relative concepts. (See CCAG p. 24 for specific characteristics.) Instruments have been developed to identify creativity in students. Commonly used instruments are:

- The Figural and Verbal Tests of Creative Thinking by Paul Torrance.
- The Group Inventory for Finding Talent test (GIFT) by Davis and Rimm.
- The Group Inventory for Finding Interest I and II (GIFFI) also by Davis and Rimm.

The following pyramid, p. 32, offers multiple criteria options for identification of creatively gifted students. Each level of this pyramid addresses a different degree of giftedness. The criteria are only guidelines that are meant to be flexible for school districts as they are identifying students. Other criteria, which may be available within a district, would be added for use when identifying students as gifted or talented.

CREATIVITY
Criteria Guidelines

A minimum of 2 criteria in one level are required for identification*

Level III

- 38 - 40 on (Parent) Inventory (p. 37-39)
- 8 - 9 items from Creative Thinking section of CCAG (p. 24)
- A score of 99 on either the figural or verbal sections of the Torrance Tests of Creative Thinking
- Student generated evidence (creative thinking activity or project)
- Letter(s) of recommendation from a third party
- A creativity subscale score of 19 or 20 on the Gifted Evaluation Scale (GES) or 125—130 on the Gifted and Talented Evaluation Scales (GATES)

Level II

- 34 - 37 on (Parent) Inventory (p. 37-39)
- 6 - 7 items from Creative Thinking section of CCAG (p. 24)
- A score of 97 or 98 on either the figural or verbal sections of the Torrance Tests of Creative Thinking
- Student generated evidence (creative thinking activity or project)
- Letter(s) of recommendation from a third party
- A creativity subscale score of 16 - 18 on the Gifted Evaluation Scale (GES) or 113 - 124 on the Gifted and Talented Evaluation Scales (GATES)

Level I

- 30 - 33 on (Parent) Inventory (p. 37-39)
- 5 - 6 items from Creative Thinking section of CCAG (p. 24)
- A score of 85 - 96 on either the figural or verbal sections of the Torrance Tests of Creative Thinking
- Student generated evidence (creative thinking activity or project)
- Letter(s) of recommendation from a third party
- A creativity subscale score of 14 or 15 on the Gifted Evaluation Scale (GES) or 108 - 112 on the Gifted and Talented Evaluation Scales (GATES)

*See Student Profile p. 41-42 for examples.

ARTISTIC (VISUAL/PERFORMING ARTS)

Students can demonstrate unusual adeptness or skill in the field of drama, music, dance, and/or visual arts. Unlike the academic and intellectual areas, students may not have been exposed to these artistic area(s). Students who have socio-economic advantages and participate in visual and performing arts can appear artistically gifted because of that exposure. Whereas students who have not had these types of opportunities are not always recognized in the early educational years as gifted and can be overlooked. This makes recognition of truly potential artistic talent difficult. Under such circumstances, social class, family, and economic situations "rather than ability", will be the major screener unless a conscious attempt is made to prevent that from happening. Therefore, it is possible for students to have the potential for outstanding contribution in the arts as they become more involved in the arts through school and extra-curricular activities.

The implication of this becomes clear when artistics reach an environment that supports the arts; then authentic performance can be a more valid indicator of giftedness. Since this is a performance-based talent, identification should center around nominations (p. 40) and portfolios and expert assessment. These may focus on student engagement by including:

-
- **Craftsmanship** - Pride in performance, attention to detail, and excellence.
- **Perceptive Facility** - Ease with which pattern design, space, or sound relationships are perceived.
- **Creative Imagination** - Unique response to art opportunities.
- **Aesthetic Intelligence** - Awareness and appreciation of beauty and grace in textures, colors, lines, shapes, spaces, balance, contrast, rhythm, movement and sound.
- **Aesthetic Judgment** - Sensitivity in manipulating any or all of the variables listed in aesthetic intelligence.

The following pyramid, p. 34, offers multiple criteria options for identification of artistically gifted students. Each level of this pyramid addresses a different degree of giftedness. The criteria are only guidelines that are meant to be flexible for school districts as they are identifying students. Other criteria, which may be available within a district, could be added for use when identifying students as gifted or talented.

ARTISTIC (VISUAL/PERFORMING ARTS)
Criteria Guidelines

A minimum of 2 criteria in one level are required for identification

Level III

- 19 - 20 on (Parent) Inventory (p. 37-39)
- 7 - 8 items from Artistic section of CCAG (p. 24)
- A score of 19 or 20 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale (GES) or a score of 125-130 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- For ART - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department Chairperson
- For MUSIC - audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by the Music Department Chairperson (copies of the music submitted with the tape)
- For DRAMA - visual or audio tape of the the student's performance taped within one year of the student's current grade level to be reviewed by two or more educators
- Letter(s) of recommendation from specialist(s) in the area of nomination

Level II

- 17 - 18 on (Parent) Inventory (p. 37-39)
- 6 - 7 items from Artistic section of CCAG (p. 24)
- A score of 16, 17, or 18 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale (GES) or a score of 113-124 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- For ART - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department Chairperson
- For MUSIC - audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by the Music Department Chairperson (copies of the music submitted with the tape)
- For DRAMA - visual or audio tape of the the student's performance taped within one year of the student's current grade level to be reviewed by two or more educators

Level I

- 15 - 16 on (Parent) Inventory (p. 37-39)
- 5 - 6 items from Artistic section of CCAG (p. 24)
- A score of 14 or 15 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale (GES) or a score of 108-112 on the artistic talents subscale of the Gifted and Talented Evaluation Scales (GATES)
- For ART - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department Chairperson
- For MUSIC - audio tape of the student's performance taped within one year of the student's current grade level to be reviewed by the Music Department Chairperson (copies of the music submitted with the tape)
- For DRAMA - visual or audio tape of the the student's performance taped within one year of the student's current grade level to be reviewed by two or more educators

*See Student Profile p. 41-42 for examples.

LEADERSHIP

Leadership comes in many forms and may be positive or negative. Individuals 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 frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual.

Identifying students with leadership potential is often subjective because quantitative measurements for leadership capacity do not exist. Anecdotal evidence, derived from adult/peer observation or from student performance, is often the primary means for identifying leaders. Leadership measurements can be categorized as observation scales for teachers, parents, and others who know the student well and/or self-assessments by students

Observable characteristics may include:

- influencing peers
- being sought out by others to accomplish a task
- addressing a need
- holding high expectations for self and others
- demonstrating or delegating responsibility
- internalizing concepts of right and wrong

Some screeners or measurements used today are:

- The Gifted Education Scale, Second Edition (GES-2; McCarney & Anderson, 1998)
- The Eby Gifted Behavior Index (Eby, 1989)
- The Pfeiffer-Jarosewich Gifted Rating Scale (GRS)
- The Gifted and Talented Evaluation Scale (GATES; Gilliam, Carpenter, & Christensen, 1996)
- The Myers-Briggs Type Indicator (MBTI; Myers & McCaulley, 1985)
- The Rating Scale for Leadership (Roets, 1986)
- Murphy-Meisgeier Type Indicator for Children (Meisgeier & Murphy, 1987)
- The Student Talent and Risk (STAR) Profile (Institute for Behavioral Research in Creativity, 1990)
- The Khatena-Morse Multitalent Perception Inventory (KMMPT, Khatena & Morse, 1994)
- Leadership: A Skill and Behavior Scale (Sisk & Roselli, 1987)
- Leadership Strengths Indicator (Ellis, 1990)
- The Leadership Skills Inventory (LSI; Karnes & Chauvin, 2000a)

The following pyramid, p. 36, offers multiple criteria options for identification of gifted leaders. Each level of this pyramid addresses a different degree of giftedness. <u>The criteria are only guidelines that are meant to be flexible for school districts as they are identifying students. Other criteria, which may be available within a district, could be added for use when identifying students as gifted or talented.</u>

LEADERSHIP
Criteria Guidelines

A minimum of 2 criteria in one level are required for identification

Level III

- 38 - 40 on (Parent) Inventory (p. 37-39)
- 7 - 8 items from Leadership section of CCAG (p. 24)
- Student generated evidence of leadership activity
- Letters of recommendation from a third party
- A score of 19 or 20 on the leadership subscale of the Gifted Evaluation Scale (GES) or a score of 125-130 on the Gifted and Talented Evaluation Scales (GATES)

Level II

- 34 - 37 on (Parent) Inventory (p. 37-39)
- 6 - 7 items from Leadership section of CCAG (p. 24)
- Student generated evidence of leadership activity
- Letters of recommendation from a third party
- A score of 16 - 18 on the leadership subscale of the Gifted Evaluation Scale (GES) or a score of 113-124 on the Gifted and Talented Evaluation Scales (GATES)

Level I

- 30 - 33 on (Parent) Inventory (p. 37-39)
- 5 - 6 items from Leadership section of CCAG (p. 24)
- Student generated evidence of leadership activity
- Letters of recommendation from a third party
- A score of 14 or 15 on the leadership subscale of the Gifted Evaluation Scale (GES) or a score of 108-112 on the Gifted and Talented Evaluation Scales (GATES)

*See Student Profile p. 41-42 for examples.

INVENTORY: A SCORING GUIDE FOR EDUCATORS

Part of gathering information for the student profile is including parental input. The following inventory was adapted from Joseph Renzulli and encompasses all five DPI identification areas. It is general and meant for use as an *initial* screening process for parents, educators, or others as needed.

Once parents have returned the inventory, educators should evaluate the results. Each question refers to a specific area (see below). Some questions may apply to more than one area.

Transfer the information from the Inventory (p. 38) to the Scoring Form (p. 39). To determine a total for each of the five areas, add the value of each response for the listed statement. For example, on the Inventory, if a parent checks column 3 for statement 22, the general intellectual, creativity, leadership each receive 3 points. After all responses have been transferred, total the column for the individual area. Students who score in the range indicated in the chart below may warrant further investigation. This range is at **75% of the total points** for each area, so that this initial screener is *inclusive* rather than exclusive and will enable school district flexibility as it begins to gather data on individual students.

Identification Area	**General Intellectual**	**Specific Academic Ability**	**Creative Thinking**	**Artistic (Visual & Performing Arts)**	**Leadership**
Statement Numbers	1, 2, 3, 7, 8, 9, 10, 12, 13, 14, 16, 19, 20, 22, 24, 25	2, 8, 9, 10, 14, 16, 19, 25	1, 5, 7, 8, 14, 19, 21, 22, 23, 24	8, 14, 15, 19, 24	4, 6, 11, 14, 17, 18, 19, 20, 21, 22
Range Which Warrants Further Investigation	48—64	24—32	30—40	15—20	30—40

Inventory

If you feel your child has special talents, please check the following statements to describe your child as you see him or her.

Key
1 If you have **seldom or never** observed this characteristic.
2 If you have observed this characteristic **occasionally.**
3 If you have observed this characteristic **most of the time.**
4 If you have observed this characteristic **virtually all of the time.**

	1	2	3	4
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, manipulates ideas.				
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.				
3. Chooses difficult problems over simple ones.				
4. Is selected by peers for positions of leadership.				
5. Adapts readily to new situations; flexible in thought and action; not disturbed in the normal routine is changed.				
6. Organizes and brings structure to things, people, and situations.				
7. Uses unique and unusual ways to solve problems.				
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.				
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
10. Reasons things out, thinks clearly, comprehends meaning.				
11. Expresses interest in understanding self and others.				
12. Has interest of older children or of adults in games and reading.				
13. Is alert and keenly observant and responds quickly.				
14. Strives toward perfection, is self critical, is not easily satisfied with own speed or products.				
15. Excels in coordination and agility.				
16. Can perform more difficult mental tasks than peers.				
17. Seems to sense what others want and helps accomplish it.				
18. Tends to direct others in activities.				
19. Sticks to a project or idea once it is started, not easily distracted or discouraged.				
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.				
21. Has many different ways of solving problems.				
22. Challenges authority when sense of justice is offended, structures alternative approaches.				
23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.				
24. Enjoys and responds to beauty.				
25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.				

(Parent) Inventory Scoring Form

Student Name _____

Parent Name _____

Date _____

The greyed areas are not counted for the specific area in each column.

Statement Numbers	General Intellect	Specific Academic	Creative Thinking	Artisistic (V/P Arts)	Leadership	Statement Numbers
1						1
2						2
3						3
4						4
5						5
6						6
7						7
8						8
9						9
10						10
11						11
12						12
13						13
14						14
15						15
16						16
17						17
18						18
19						19
20						20
21						21
22						22
23						23
24						24
25						25
Total						Total

Nomination Suggestions

Coupled with the Inventory Form, a nomination could be a strong indicator for further investigation of a student when identifying for gifts and talents. Nominations are an excellent way to gather performance and/or supporting data. Peers, parents, counselors, teachers, and the students themselves can provide valuable insight. Part of this nomination might include a portfolio of examples, which exemplify student strength, and/or a letter of recommendation identifying student talent. Districts may wish to develop guidelines for nomination forms within their identification criteria.

Gifted and Talented
Nomination Form (example)

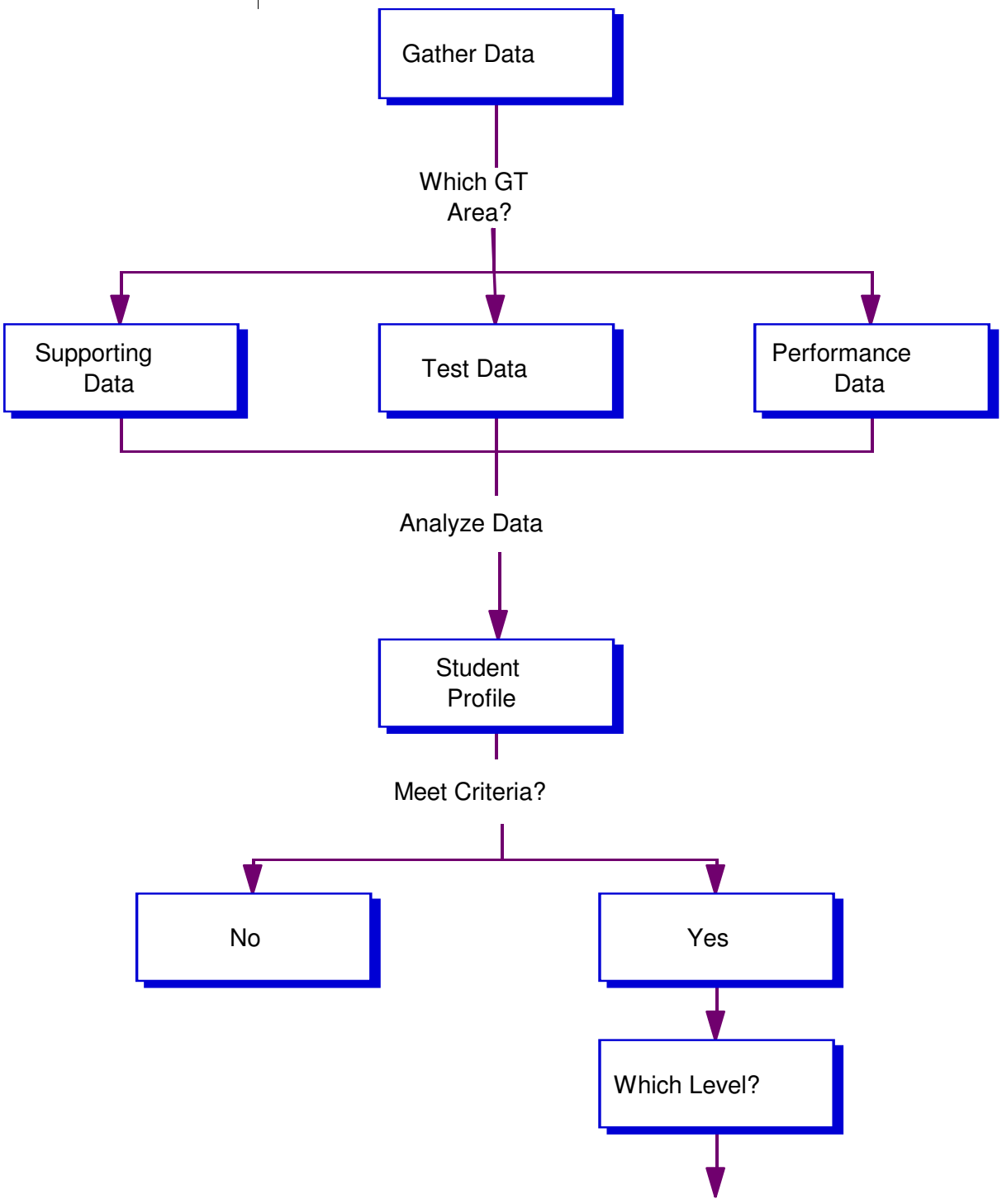
Student Name	School	Date
_____	_____	_____
Person Nominating the Student	Relationship to Student	
_____	_____	

What indicators of giftedness do you see in this student?

What products, activities, or behaviors suggest to you that this student is gifted?

What other information do you wish to add?

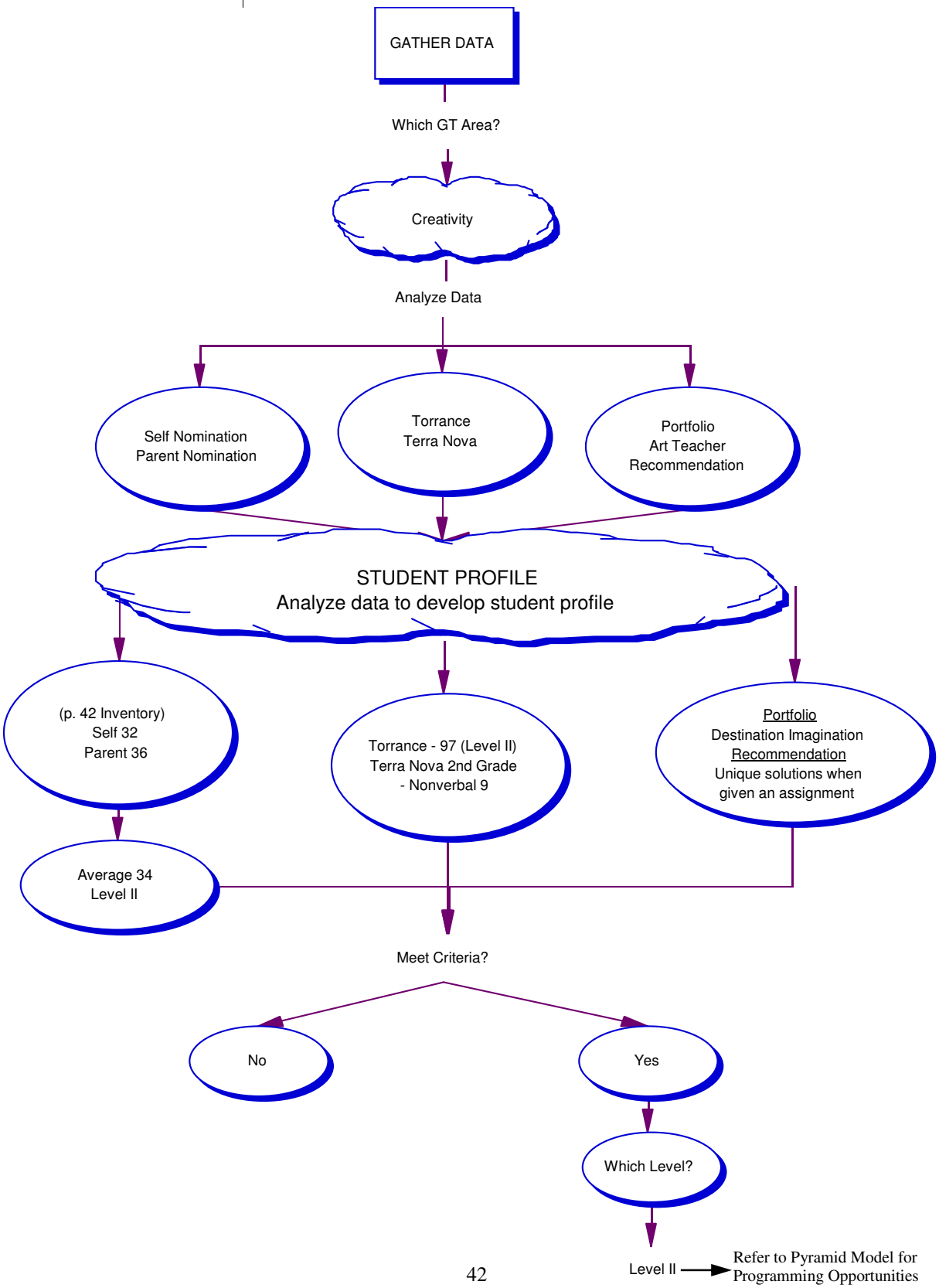
FLOWCHART FOR BUILDING A STUDENT PROFILE



- □ Level I
- □ Level II
- □ Level III

Refer to Pyramid Model for Programming Opportunities

EXAMPLE OF A STUDENT PROFILE



UNDERREPRESENTED POPULATIONS

Despite attempts to diversify programs for gifted and talented, white middle class students are most likely to be included in gifted and talented student populations, while students of color, economically disadvantaged, culturally, and linguistically diverse students continue to be underrepresented. Awareness of this inequity has grown over the years, as well as sensitivity to culturally-biased identification practices in gifted education, which recognizes this imbalance.

At the time of this monograph's publication, underrepresented populations include a complex cross-section of students: biracial, bicultural, socio-economic, gender, sexual orientation, and English language learners. Educators may not recognize the underrepresented populations' expressions of giftedness, which may not follow traditional methods of expression. Cultural traditions, beliefs, heritage, and socio-economic status may be critical variables impacting how student behaviors are demonstrated. Families may not share the mainstream population's values and priorities. Giftedness then may be manifested in a different manner.

The intent in the identification process is not to exclude any student population but to acknowledge diversity. Therefore, districts that promote inclusionary approaches increase equity and access to gifted education opportunities (Castellano, 2003). Possible avenues of identification include:

- inventories/checklists
- information from students
- interviews
- biographical data/case studies
- performance evaluation
- product evaluation
- culturally fair tests
- language specific tests
- IQ tests

TWICE EXCEPTIONAL

The widespread belief that giftedness means scoring high on intelligence tests and performing well in school does not match the research that has been documenting individuals since the 1970s. However, it wasn't until the 1990s that educators started to recognize that certain student behavior might be termed twice exceptional (*2x*).

Twice exceptional individuals have a gift or talent as well as a disabling trait that affects learning due to cognitive processes, social-emotional behavior, and/or other health impairment. Yet they are often able to conceptualize rapidly, reason abstractly, and solve novel problems as autonomously high ability, non-disabled students do. In many cases, the exceptionality disguises the giftedness and conversely, some gifted students are able to mask their disability. Twice exceptional students tend to perceive themselves as deficient more frequently in the academic areas, which in turn increases their desire to avoid school tasks. This may result in behaviors perceived as carelessness, aggressiveness, disruptive classroom behavior, and deficiency in tasks involving memory and perceptual abilities, which may hinder gifted identification. History has shown a host of twice exceptional individuals who have struggled in an educational setting but are recognized for lifetime achievements. Inventors, leaders, actors, writers, and visionaries such as Thomas Edison, Albert Einstein, Franklin D. Roosevelt, Eleanor Roosevelt, Stevie Wonder, Helen Keller, Robin Williams, and Emily Dickinson are just a few examples.

Establishing one set of identification standards for the 2x student is extremely difficult. When developing a student profile, there are some traits that help define a twice exceptional child such as an outstanding talent or ability, a processing deficit and a discrepancy between aptitude and achievement. When one considers these three areas of 2x evidence, along with the defining characteristics of giftedness and the identified disability, a closer evaluation is warranted. Most students with a disability are seldom identified as gifted. "Gifted students with disabling conditions remain a major group of underserved and under-stimulated youth " (Cline, 1999).

School districts find it difficult to identify and offer proper educational opportunities for twice exceptional students. Perhaps one of the greatest concerns for instruction of a twice exceptional student is the emphasis on the strengths rather than the weaknesses. It is also important to note that both giftedness and exceptionality are probably life-long attributes, and the student needs to learn compensation strategies. Staff development in 2x strategies is essential when developing a plan (see p.51, Modifications for the Twice Exceptional Student in Regular Education Classes) to prevent the disability from becoming a barrier to the talent. In many situations, it is a matter of presenting a challenging learning environment, with guidance, that can maximize the potential with appropriate curriculum and some special accommodations.

Diverse Populations of Gifted Children. Cline S. and Schwartz D. 1999.
Meeting the Learning Needs of Twice Exceptional Students: Remember, They Can Wear Many Hats. Guidelines & Programming Options suggested by Donna Rae Clasen, May 2003.
The Challenge of the 2e Child: 2e Twice-Exceptional Newletter. www.2enewsletter.com

DIFFERENTIATION PRACTICES

- An Overview
- Differentiation Map
- Socio-Emotional Needs
- Modification for Twice Exceptional
- Example of a Program Plan
- DEP

AN OVERVIEW

In education, state and federal mandates impact the classroom with emphasis on state standards and quality curriculum and instruction. The best educational practices, based on research, can enhance the standards by offering an opportunity for students to excel. As recommended by the Elementary and Secondary Education Act (ESEA), also known as the "No Child Left Behind" mandate, the opportunity for excellence should be accessible to every child. In accordance with PI 34.02 teacher standards, some gifted classroom instructional expectations are embedded in the ten descriptors (pp. 8-9). These descriptors incorporate dispositions that provide a basis for gifted instruction. Meeting the dispositions require a demonstration of knowledge in tools of inquiry, recognition of the range of diverse learners, provide instruction that supports the child's intellectual, social-emotional development as well as other teaching strategies that emphasizes instruction for the gifted. Therefore, to support student excellence, educators need opportunities to increase their repertoire of instructional strategies.

As teachers strive to encourage excellence, the professional development mission becomes critical. Professional development should encourage a continuum of educational practices that occur within a classroom for students. Then professional development can become a series of experiences accessed by educators to develop knowledge, skills, and dispositions to either enhance their individual performance or that of the school. This encompasses training in differentiation techniques, social development, learning styles, classroom environment, and instructional strategies.

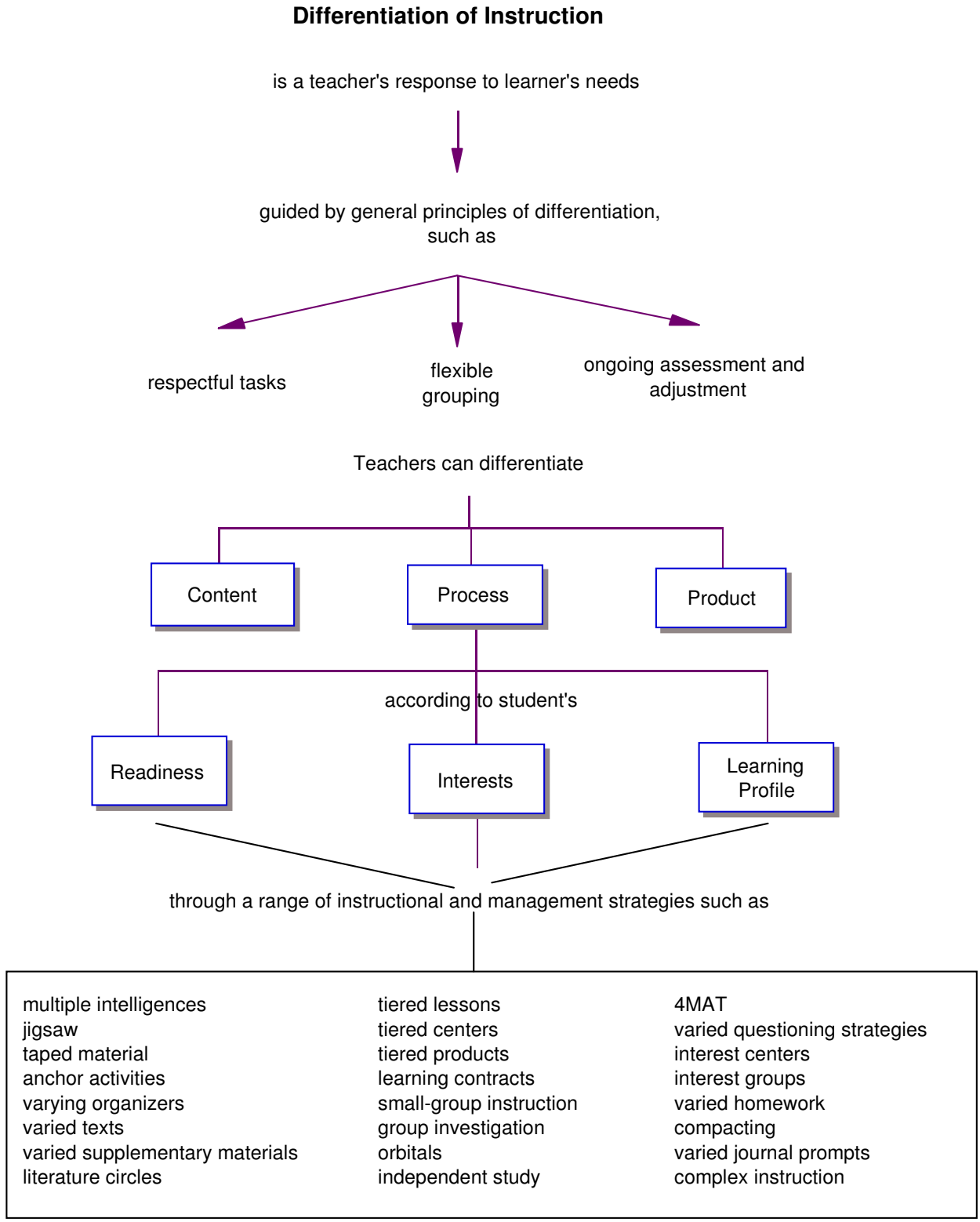
Opportunity for excellence can be accommodated through differentiation of the curriculum and instruction. Differentiation varies products, content, or process of instruction, which encourages internal motivation within a student. Integration of differentiation strategies engages all children for continuous growth as learners. Additionally, infusing differentiation in classroom practices opens an avenue for students who may not traditionally be identified as gifted but who may have gifted or talented potential (Tomlinson, 1999). Differentiation strategies include, but are not limited to:

- pre-testing
- higher order thinking skills
- problem based learning
- multiple intelligences
- decision making
- compacting
- contracting
- simulations
- learning centers
- enrichment activities
- integrated instruction
- cooperative learning
- tiered assignments
- cluster or flexible grouping

Therefore, all teachers need appropriate professional development for delivery of differentiated instruction. Specifically, instructors of gifted children should have a command of these strategies to ensure the gifted child's right, as with all children, to learn something new each day.

This section contains ideas for differentiating content, process, and/or product as recommended by Carol Ann Tomlinson. Another aspect to consider is the socio-emotional needs of gifted students, which Donna Rae Clasen describes on pages 49-50. As was discussed previously (p. 44), the twice exceptional child may need alternatives to his/her programming. Suggestions are outlined on p. 51 with an example (p. 52) of how it differs compared to on grade level and gifted students. Finally this section contains an example of a Differentiated Education Plan (DEP), which districts could use when developing plans for their gifted and talented students.

A Concept Map for Differentiating Instruction



Tomlinson, C. 1999, The Differentiated Classroom

Definitions and Descriptions for
A Concept Map for Differentiation Instruction:

Guiding Principles

Respectful Tasks: Tasks which take into consideration students current ability and motivation to proceed with learning activities which are interesting, important, and engaging. There is an expectation of student's growth and support of that growth by the classroom teacher.

Flexible Grouping: The grouping of students based on similar interests or ability. Student groups change regularly according to purpose or topic.

Ongoing Assessment and Adjustment: Formative assessment is key in order to address instructional needs of the student(s). Information gathered through observation, discussion, and analysis of student work within the classroom is considered a formative assessment if it is used to adapt teaching and learning to meet student needs

Teachers Differentiate

Content: What students learn and the materials or mechanisms through which that is accomplished (Tomlinson, p.11).

Process: Activities designed to ensure that students use key skills to make sense out of essential ideas and information (Tomlinson, p.11).

Product: Vehicles through which students demonstrate and extend what they have learned (Tomlinson, p.11).

According to the Student's

Readiness: A student's entry point relative to a particular understanding or skill (Tomlinson, p.11).

Interests: A child's affinity, curiosity, or passion for a particular topic or skill (Tomlinson, p.11).

Learning Profile: How we learn which is shaped by intelligence preferences, gender, culture, or learning style (Tomlinson, p.11).

Page 47 lists some instructional and management strategies for differentiation of instruction within the regular classroom. These are but a few of what teachers can do within a regular classroom environment when differentiating for the educational needs of students.

SOCIO-EMOTIONAL NEEDS OF GIFTED AND TALENTED STUDENTS

Developed by
Donna Rae Clasen

Gifted and talented young people have the same developmental socio-emotional needs as other youth, but they may experience them on a different timeline than their same-age peers and with different manifestations. Giftedness itself will present special needs, and the more extreme the gift, the more extreme the need to be supported. In many instances it is only after socio emotional needs are met that talent development will flourish. Gifted students may need socio-emotional support in a number of areas, including but not limited to the following:

- awareness and understanding of self
- belonging/acceptance by peers
- acceptance and valuing of gifts and talents
- perfectionism
- acceptance and understanding of others
- interpersonal skills
- dealing with mixed messages regarding giftedness
- underachievement & motivation

Gifted students may receive mixed messages regarding their special abilities; when messages are negative, students begin to feel uncomfortable with whom they are and what they can do. Some hide their gifts; others may withdraw into talent areas, stunting the development of other basic needs such as friendship or group belonging. Whatever the questions and conflicts and whenever they arise, they will evolve around the essence of the individual identity.

Identity. Gifted students of any age confronting the "Who Am I?" question and perhaps wavering between acceptance of gift versus acceptance by others need support. Wondering about the positives and negatives of being "different" is natural. Students are likely to reflect upon how their gifts and talents are viewed and valued by peers, teachers, and community. Is it good to be gifted? Is the pursuit of excellence valued? Is their particular gift valued? The perception that gifted and talented students have of how others view their gift may help determine how they regard the ability as well as the likelihood of fulfillment of potential.

Like all young people, students with gifts and talents seek harmony and balance in their lives and will need adult support and guidance in finding it. Gifted and talented students who have received strong reinforcement from significant others are less likely to question self and gift, but many will wonder about the value of special abilities, especially in adolescence when belonging and acceptance are critical issues and special ability may be perceived as alienating them from peers. It is at this time that a decision may be made to hide or diminish the strength of an ability. Gifted students may also hide or deny their talents when there are family or cultural conflicts associated with "giftedness." Twice-exceptional students may reject special abilities if their concept of self is limited by their disability. Rejection of a gift or talent means rejection of part of self, perhaps leading to a fragmented or incomplete identity forever. All students must confront multiple facets in determining their identity, but gifted students must also consider the interaction of self and society, with their gifts and talents.

What to Do. Students need a safe environment where they can explore what it means to be gifted. This may mean counseling, group discussions, biblio-therapy (using literature to see their issues in the lives of others), appropriate internet interactions in areas of expertise, teacher/peer reinforcement of their pursuit of excellence, out-of-school opportunities, or mentoring. Gifted and talented young people also need opportunities to interact with others who have similar interests and abilities. Out-of-school opportunities can play a major role here: enrichment programs, university offerings, mentoring, community activities such as theater, music, or art.

Modifications for the Twice Exceptional Student In Regular Education Classes

The following modifications are examples of recommendations that multidisciplinary teams make to increase the academic success of twice exceptional students enrolled in general and gifted education classes at all grade levels. The IEP team can select specific recommendations to meet the needs of a student, then attach the recommendations to the IEP forms used by the school district.

I. Assistance from the Special Education Class

_____ Typing of written work
_____ Proofreading of written work
_____ Monitoring of assignments
_____ Planning of strategies for use in general and/or gifted education classes
_____ Studying for tests
_____ Administration of tests required by the general and/or gifted education classes

II. Test Modifications

_____ Change in number of tests
_____ Change in format of tests
_____ Change in length of tests
_____ Change in reading level of tests
_____ Tests to be read to student
_____ Change in setting for administration of tests
_____ Extended time to take tests
_____ Use of notes or book during tests
_____ Allow student to use technology to take tests:
___ Computer ___ Typewriter
___ Tape Recorder ___ Spell Checker
___ Calculator

III. Grading Modifications

_____ Pass/fail option
_____ Same as other students except for _____
_____ Graded on percentage of work correct
_____ No penalty for spelling or grammar errors
_____ Graded only on specific skill being learned
_____ Credit for oral participation in class

IV. Assignment and Homework Modifications

_____ Advance organizers
_____ Contracts for assignments
_____ Reduced amount of homework, especially of lengthy reading assignments
_____ Extended time
_____ Student choice between alternate assignments
_____ Tasks broken into components
_____ Reading assignments on audiotapes
_____ Student allowed to dictate to parent or teacher who will write out the assignment
_____ Alternate ways to demonstrate knowledge, such as projects, artwork, role plays

V. Modifications in Presentation of Information

_____ Repetition of instructions
_____ More detailed directions
_____ Oral plus written directions
_____ Advance organizers
_____ Peer tutoring
_____ Use of multi-sensory materials
___ Auditory ___ Visual ___ Tactile/kinesthetic

VI. Modifications in Student Intake of Information

_____ Preferred seating
_____ Cross-age tutoring
_____ Tape-recorded lectures
_____ Advance organizers
_____ Student access to peer's class notes
_____ Student access to teacher's lecture notes

VII. Textbook and Worksheet Modifications

_____ Audio-taped materials
_____ Use of books on tape
_____ Underlined or color-coded key words/concepts
_____ Decreased reading level on math word problems
_____ Increased spacing for math problems
_____ Cues or reminders added to text or worksheet

VIII. Compensatory Tools and Techniques

_____ Typewriter
_____ Calculator
_____ Computer with spell checker/grammar checker
_____ Hand-held spell checker
_____ Tape recorder *(variable speed)*
_____ Books-on-Tape *(National Recording for the Blind and Dyslexic)*
_____ Pencil grip for handwriting
_____ Graph paper to organize math and writing
_____ Transparent, colored plastic film over reading material

IX. Modification in Disciplinary Interventions

_____ Provide quiet, neutral area in room for cool down
_____ Ignore inappropriate behaviors
_____ Immediate reinforcement of appropriate behaviors
_____ Regularly scheduled student-teacher meetings
_____ Provide acceptable ways to express creativity
_____ Avoid placing student under time pressures
_____ Avoid placing student under stress of competition

Adapted from: Attribution: The Twice-Exceptional Child Project. The Albuquerque Public Schools and the University of New Mexico; volume 2 #3, Dec. 1995-Jan. 1996.

Example of a Programming Plan for a 2X Student

An excerpt from Donna Rae Clasen's Seminar on Twice Exceptional Students
The International Dyslexia Association 21st Annual Conference
Atlanta, 2002

The example below compares programming options for three types of learners. This example provides an idea of how to alter the classroom environment to meet the learners needs. Carol Ann Tomlinson recommends a change in the content, process or product to differentiate in the classroom.

In the chart below, Donna Rae Clasen further adds assessment for additional support of the classroom teacher as he/she differentiates for learners. Summative assessments (end of unit test or other graded evaluations that are reliable, valid and free of bias) when used prior to initiating a unit of study will assist the educator when planning the overall daily lessons. Post-unit summative assessments verify the students' learning and/or gaps which can then be addressed. Educators can use formative assessments as they work on the daily needs of the learners, which allow for adjustments to the lesson as children gain skills and knowledge. Both types of assessment are important when planning students' educational programs because they clarify needs and justify accommodations for the students.

	CONTENT	PROCESS	PRODUCT	ASSESSMENT
On grade level student	--math --science	--on grade level instruction and assignments --assistance with word problems --computer programs --partner and group work	--on grade level --visuals for verbal --computer or video products --hands on labs	--on grade level --visuals --computer testing --extended time
Gifted and Talented Student	--English --social studies	--word processing --computer programs --compacting --enrichment --ability grouping --mentorship --books on tape --theme activities	--video --creative piece --artwork --integrated project --talent oriented product	--by student and teacher goals and objectives --objective and subject evaluation
Special Education Student	--reading --social skills	--phonics --one-on-one --small groups --role playing	--IEP agreed-upon goals --effective work in small groups	--by student and teacher goals and objectives --successful interactions with others

EXAMPLE OF A DIFFERENTAITED EDUCATION PLAN (DEP)

Differentiated Education Plans (DEP) are developed for students who are typically at the top of the pyramid. The following pages, 53-56, are an example of a format that a school district could follow when developing a DEP for a gifted and talented student. There is software currently available for developing a DEP. The contact information is: Chalkware Education Solutions, 101 Norwalk Court, Vacaville, CA 95687, (707) 446-8706, (800) 838-9058, e-mail: chalk@iepware.com.

SCHOOL DISTRICT OF

CURRENT LEVEL OF PERFORMANCE

Student Strengths:

Parent Input:

Current Programming:

Current Level of Educational Performance:

SCHOOL DISTRICT OF

COVER SHEET

Name:	Date of Birth:	School:	Grade:	Gender:
Parents/Guardian:		Address:		E-Mail Address:
Home Phone:	Work Phone(s):		Meeting Date:	Race/Ethnic:
Initial Development:		Review /Revisions:		

Team Participant Signatures:

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Name: _____ **Date:** _____

Copy to:

SCHOOL DISTRICT OF

GOALS

Goal 1:

_____

Objectives:

1. _____
2. _____
3. _____

Materials/Resources Needed:

_____ _____

_____ _____

_____ _____

Person(s) Responsible:

_____

_____

_____

Progress:

_____

_____

SCHOOL DISTRICT OF

_____SCHOOL

COURSE OF STUDY

Name: _____ **Career Goal:** _____

Grade: _____ **Grade:** _____

Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Grade: _____ **Grade:** _____

Semester 1	**Semester 2**	**Semester 1**	**Semester 2**
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

RESOURCES

- Overview
- Definition of Terms
- Bright vs. Gifted
- Music Education Opportunities
- Other Samples for Classroom Screening
- Additional Resources

AN OVERVIEW

This section is designed to offer a variety of resources that districts could use when identifying and /or programming for students.

Defininition of Terms:
Although used within education these terms can be focused on for gifted education as well. Additionally, the following site clarifies many terms which are used in the gifted field. http://members.aol.com/svennord/ed/GiftedGlossary.htm

Bright vs. Gifted:
Developed by Janice Szabos and published in the Gifted Child Quarterly. It effectively compares bright and gifted children using descriptors that are easily understood.

Music Education Opportunities:
Taken from the original book used by DPI and written by the Clasen's, *Gifted and Talented Students: A Step by Step Approach to Programming.* It exemplifies the progression of musical knowledge and potential involvement from pre-school to post-high school.

Artistic Screeners (Music and Visual Arts):
Used within the Elkhorn Area School District as another screener, for K-8 teachers to use when identifying gifted students in the arts. These screeners were adapted from Joseph Renzulli.

Additional Resources:
Although brief, this list covers a variety of areas in an attempt to offer coordinators, districts, and/or administrators a starting place when searching for support when identifying and programming gifted students.

DEFINITIONS OF TERMS

ABILITY GROUPING - small group or whole class grouping of students based on similar abilities.

ACADEMIC COMPETITIONS - competitions which might include, but not limited to, Odyssey of the Mind, Future Problem Solving, Math Olympiad, Math Counts, Quiz Bowl, Invent America, Westinghouse Science Talent Search, Academic Decathlon.

ACCELERATION - grade level or subject level advancement to meet the learner's needs.

ADVANCED CLASSES - advanced classes offered in any discipline at the middle or high school level. Student participation is based on five criteria including teacher recommendation, academic history, high standardized test scores, strong learning and motivational characteristics and a desire to participate.

AP (ADVANCED PLACEMENT) CLASSES - a nationally recognized program which consists of college-level courses and examinations for high school students.

APEX - a technological support for advanced placement courses.

APPRENTICE - a mentor - protegé relationship.

AUTONOMOUS LEARNER - a self directed student; a learner who makes positive educational decisions which further his/her learning

CLUSTER GROUPING - .an arrangement in which a group of students with similar talents are assigned to a classroom teacher in order to facilitate modifications of their curriculum

COLLEGE/CORRESPONDENCE COURSES/YOUTH OPTIONS - college courses, offered to high school (or younger) students via correspondence, on site at the college campus or on the high school campus site. Usually, these courses are granted both college and high school credit.

COMPACTED COURSES - a programming strategy which compresses two or more courses in a given subject area into one course or a one-course (or shorter) time frame.

CONTINUOUS PROGRESS CURRICULUM - curriculum which provides appropriate instruction to students daily and allows for students to move ahead as they master content and skills.

CONTRACTING - allows students to contract for grades and/or choose from a variety of available project/product options. This strategy allows students an option to eliminate repetition of material already mastered, moving at their own pace, while insuring mastery of content, through enrichment and/or acceleration.

COOPERATIVE LEARNING - a teaching strategy utilizing the concept of cooperative group effort in achieving a goal or purpose. Each participant has a determined role in helping the group reach their goal. Not synonymous with group work.

COURSE WAIVER - provides appropriate educational alternatives for students who participate in pre-approved summer courses and who are able to successfully demonstrate mastery of specific course content to advance through the traditional pre-requisite course sequence.

CREDIT BY EXAM (TESTING OUT) - a method where a student is allowed to "test out" of a course and receive academic credit for the course if mastery is demonstrated.

CREATING INDEPENDENCE THROUGH STUDENT-OWNED STRATEGIES (CRISS) - a program developed for instruction in reading and writing strategies, that enables students to become independent learners.

CURRICULUM COMPACTING - modifying or "stream-lining" the regular curriculum in order to eliminate repetition of previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.

DEP (DIFFERENTIATED EDUCATIONAL PLAN) - an individualized plan for ensuring assessment, placement, curriculum and instruction of a talented student.

DIFFERENTIATED CURRICULUM - curriculum which is qualitatively changed to better match the learning characteristics and needs of talented students.

DUAL ENROLLMENT - students at any grade level, who are allowed to simultaneously take courses at the next school level.

EARLY GRADUATION - when all high school requirements have been met and the student is allowed to graduate before the end of her/his senior year.

EARLY ENTRANCE - an acceleration strategy whereby students enter kindergarten or first grade earlier than the age usually prescribed.

ENRICHMENT - provides students with opportunities to be challenged with more complex, higher level thinking and/or broader based activities instead of regular classroom work (different - not more).

FLEXIBLE GROUPING - the grouping of students based on similar interests or abilities. Students groups change regularly according to purpose or topic.

GRADE LEVEL ACCELERATION - a method whereby students move ahead one or more years beyond the next level in the normal sequence of promotion.

GUIDANCE GROUP FOR GIFTED/TALENTED ISSUES - a counseling program, which provides small groups of talented students the opportunity to interact and discuss issues which specifically pertain to giftedness/talents.

INDEPENDENT STUDY FOR CREDIT - a program which allows a student to pursue an area of study of interest for school credit.

INDEPENDENT PROJECTS - a programming option, which allows a student or small group of students to pursue an area of interest related to a specific curricular area or an individual area of interest.

INTEGRATED INSTRUCTION - combining aspects of two or more traditionally separate areas of interest; e.g. Coordinating the study of Rome in a history class with the study of mythology in an English class.

INTERNSHIP - similar to apprenticeship, may involve more independence.

MENTORSHIPS - a programming option, which provides an opportunity for students to be paired with a teacher, parent, or community volunteer in an area of expertise or interest. It is usually done on a one child-one adult basis for a fair length of time to enable a student to develop her/his knowledge in the specific area and, perhaps, to develop a product from the experience.

METACOGNITION - thinking about one's own thinking and learning; knowing how one learns best.

MULTIPLE INTELLIGENCES - Gardner's theory, which addresses different intelligences, (such as interpersonal, intrapersonal, musical, bodily-kinesthetic, logical-mathematical, visual-spatial) and how they impact instructional methods and product development.

PERFORMANCE-ORIENTED COMPETITIONS - competitions which would include the artistic (visual/performing arts) areas (i.e., art, music, drama, dance).

PROJECT/PRODUCT OPTIONS - allowing student choices in the way they demonstrate acquired knowledge through their personal strengths and interests.

SIMULATION - participatory units of study where students learn curricular content by imitating or living it in real life.

SPECIALTY SCHOOLS - magnet school or a school specific to identified area (art/ music).

SUBJECT/CONTENT ACCELERATION - a student takes the next level of a particular subject at an earlier age/grade level than normal.

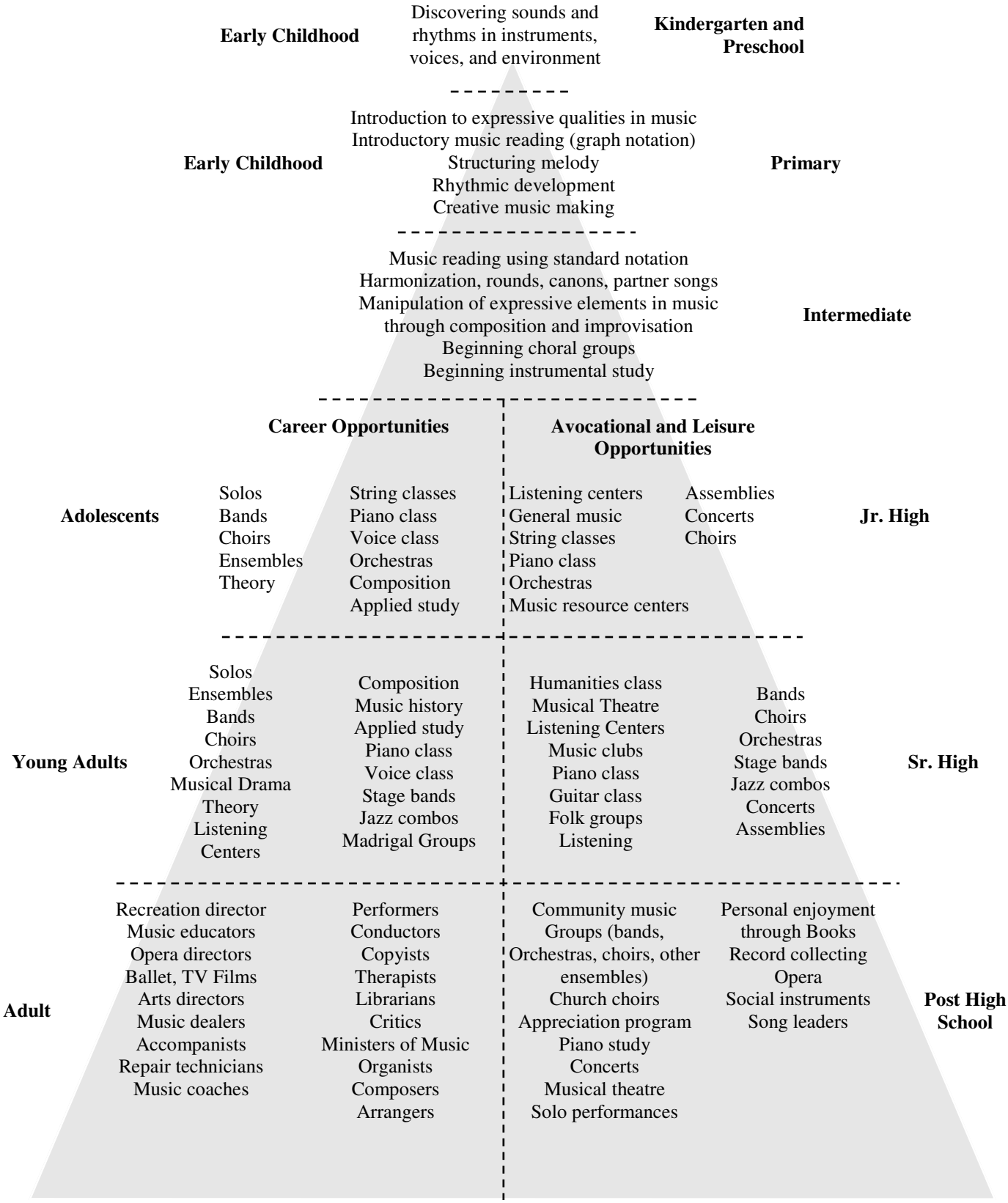
TRIBES - a program which builds community and promotes positive social-emotional growth.

Children who are considered gifted have an exceptional ability as defined by Standard (t) from DPI. The bright child has excellent educational strengths which can be supported and enhanced within the classroom environment. Additionally, with current innovative teaching practices and a facilitator who extends curriculum to meet learner needs, some of our gifted learners' needs can be met within the classroom environment. The information following can help when discussing with parents and teachers the difference between bright and gifted children.

BRIGHT CHILD	**GIFTED LEARNER**
1. Knows the answers.	1. Asks the questions.
2. Is interested.	2. Is highly curious.
3. Is attentive.	3. Is mentally and physically involved.
4. Has good ideas.	4. Has wild, silly ideas.
5. Works hard.	5. Plays around, yet tests well.
6. Answers the questions.	6. Discusses in detail; elaborates.
7. Top group.	7. Beyond the group.
8. Listens with interest.	8. Shows strong feelings and opinions.
9. Learns with ease.	9. Already knows.
10. 6-8 repetitions for mastery.	10. 1-2 repetitions for mastery.
11. Understands ideas.	11. Constructs abstractions.
12. Enjoys peers.	12. Prefers adults.
13. Grasps the meaning.	13. Draws inferences.
14. Completes assignments.	14. Initiates projects.
15. Is receptive.	15. Is intense.
16. Copies accurately.	16. Creates new designs.
17. Enjoys school.	17. Enjoys learning.
18. Absorbs information.	18. Manipulates information.
19. Technician.	19. Inventor.
20. Good memorizer.	20. Good guesser.
21. Prefers straightforward tasks.	21. Thrives on complexity.
22. Is alert.	22. Is keenly observant.
23. Is pleased with own learning	23. Is highly self-critical.

By: Janice Szabos
-Gifted Child Quarterly

Music Education Opportunities



MUSIC IDENTIFICATION SCREENER

Instrumental - the ability to compose or play an instrument(s) in a way that suggests unusual talent
Choral - demonstrates an unusual vocal maturity and mastery of the musical elements

Teacher_____ School_____ Date_____

In the spaces provided, write in the students' names and grades, who demonstrate the area of strength listed in the left hand column. If you need additional space, please duplicate this form.

Musical Characteristics	Students' Names	Grades
Shows a sustained interest in music. Seeks out opportunities to hear and create music.		
Perceives fine differences in musical tone such as pitch, loudness, timber		
Easily remembers melodies and can produce them accurately.		
Eagerly participates in musical activities.		
Plays a musical instrument or indicates a strong desire to do so.		
Is sensitive to the rhythm of the music. Responds through body movements to changes in the tempo of the music.		
Is aware of and can identify a variety of sounds. Is sensitive to background noises, to chords that accompany a melody, to the different sounds of singers or instruments in a performance.		

VISUAL ARTS IDENTIFICATION SCREENER

The ability to draw, paint, sculpt, photograph, or arrange media in a way that suggests unusual talent.

Teacher_____ School_____ Date_____

Write in the students' names and grades, in the spaces provided, who demonstrate the area of strength listed in the left hand column. If you need additional space, please duplicate this form.

Areas of Strength	Students' Names	Grades
Craftsmanship • Has pride in performance • Pays attention to details • Strives for excellence • Creates quality projects		
Original Ideas and Solutions • Seeks unique approaches to problems • Enjoys working alone • Does not copy the work of others		
Shows Interest and Appreciation • Becomes involved in art activities • Becomes totally absorbed in art tasks • Spends leisure time in artistic activities		
Creative Imagination • Draws on a variety of subjects • Responds to visual problems in an extraordinary manner • Shows maturity beyond chronological age		
Aesthetic Intelligence/Judgment • Shows sensitivity in manipulation of art elements • Demonstrates awareness and appreciation of natural and man-made environments		
Understanding of Art Concepts • Works successfully with a variety of media and techniques • Understands instruction more easily than others • Retains and uses previously taught concepts		

Additional Gifted Education Resources Across the Nation

The wide variety of resources listed here is for individual and district use as needed. The following resources were gathered from a variety of Wisconsin gifted and talented coordinators and are commonly used by gifted and talented coordinators across the nation.

Books by Titles:

- **A Practical Guide to Counseling the Gifted in a School Setting**. Van Tassel-Baska, J. Reston, VA: The Council for Exceptional Children.
- **Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled** Bireley, M. (1995) Reston, VA: Council for Exceptional Children.
- **Diverse Populations of Gifted Children: Meeting Their Needs in the Regular Classroom and Beyond** Cline, S. & Schwartz, D. (1999). Upper Saddle River, NJ: Prentice Hall.
- **Emotional Intelligence**. Goleman, D. (1995) Bantam Books.
- **Get Off My Brain: A Survival Guide for Lazy Students.** McCutcheon, R. (1995) Minneapolis, MN; Free Spirit Publishing.
- **Gifted Children: Myths and Realities**. Winner, E. (1996). New York: Basic Books.
- **Growing Up Gifted.** Clark, B. (2001). Englewood Cliffs, NJ; Prentice Hall.
- **Handbook of Gifted Education.** Colangelo, N., & Davis, G. A. (Eds.) (1997). Boston, MA: Allyn and Bacon.
- **Helping Gifted Children Soar: A Practical Guide for Parents and Teachers**. Strip, C. A., & Hirsch, G. (2000). Scottsdale, AZ: Great Potential Press.
- **How the Gifted Brain Learns.** Sousa, D. (2001a). (2nd ed.) Thousand Oaks, CA: Corwin Press.
- **Iowa Acceleration Scale Manual: A Guide for Whole-Grade Acceleration (K-8)** Assouline, S., Colangelo, N., Lupkowski-Shoplik, A., & Lipscomb, J. (1999). Scottsdale, AZ: Great Potential Press.
- **Questions and Answers for Parents of Young Gifted Children**. Glenview, IL: Illinois Association for Gifted Children.
- **Re-Forming Gifted Education: Matching the Program to the Child** Rogers, K. B. (2002). Scottsdale, AZ: Great Potential Press.
- **Smart Girls 2: A New Psychology of Girls, Women and Giftedness**, Kerr., B. Daytona, OH: Ohio Psychology Press,.
- **Successful Intelligence** Sternberg, R. J. (1997). New York: Plume.
- **Teaching Gifted Students in the Regular Classroom**. Winebrenner, S.(1992). Minneapolis, MN; Free Spirit Publishing.
- **Teaching Kids with Learning Disabilities in the Regular Classroom**. Winebrenner, S. (1996). Minneapolis, MN; Free Spirit Publishing.
- **Teaching Young Gifted Children in the Regular Classroom: Identifying, Nurturing, and Challenging Ages 4-9** Smutny, J. , Walker, S., & Meckstroth, E. (1997). Minneapolis, MN: Free Spirit Publishing.
- **The Differentiated Classroom: Responding to the Needs of All Learners** Tomlinson, C. (1999). Alexandria, VA: Association for Supervision and Curriculum Development.
- **The Gifted Kids' Survival Guide: A Teen Handbook.** Delisle, J. & Espeland, P. (eds). (1996). Minneapolis, MN: Free Spirit Publishing.

- **The Gifted Kids' Survival Guide for 10 and Under.** Espeland, P. & Molnar, A. (1998). Minneapolis, MN: Free Spirit Publishing.
- **The Parallel Curriculum.** Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J., Leppien, J., and Burns, D. (2002). Thousand Oaks, CA: Corwin Press.
- **The Survival Guide for Parents of Gifted Kids.** Walker, S. & Pernv, C. (2002). Minneapolis, MN: Free Spirit Publishing.
- **The Survival Guide for Teachers of Gifted Kids.** Delisle, J., et al. (Eds). (2003). Minneapolis, MN: Free Spirit Publishing.
- **Uniquely Gifted: Identifying and Meeting the Needs of the Twice Exceptional Student** Kay, K. (Ed.) (2000). Gilsum, NH: Avocus Publishing.
- **When Gifted Kids Don't Have All of the Answers.** Delisle, J., et al. (Eds). (2002). Minneapolis, MN: Free Spirit Publishing.

Gifted Organizations:

- **Arkansas for Gifted and Talented Education**, Pres. Roger Eveland, phone 501-892-3595.
- **California Association for the Gifted**, WebPage: http://members.aol.com/cagifted/cag.htm
- **Center for Excellence in Education (Applications of Technology)**, Indiana University, 201 North Rose Avenue, Bloomington, IN 47405-1006, (812) 856-8210, http://cee.indiana.edu
- **Council for Exceptional Children**, 1110 North Glebe Road, Suite 300, Arlington, VA 22201- 5407, (888) 232-7733, www.cec.sped.org
- **Davidson Institute for Talent Development (Resources for Profoundly Gifted Youth)**, 9665 Gateway Drive, Suite B, Reno, Nevada 89521, (775) 852-3483, www.davidson-institute.org
- **ERIC Clearinghouse on Disabilities and Gifted Education**, 1110 North Glebe Road, Arlington, VA 22201-5704, 1-800-328-0272, www.ericed.org+
- **Georgia Association for Gifted Children**, Roswell, GA. Phone 770-645-5757, visit their website at http://www.a-plus.net/GAGC
- **Gifted Child Society, Inc., in New Jersey**, Executive Dir. Gina Ginsberg Riggs, 201-444-6530; PING G/T hotline: 1-900-773-PING
- **Gifted Development Center**, 1452 Marion Street, Denver, CO 80218, (303) 837-8378, www.gifteddevelopment.com
- **Illinois Association for Gifted Children**, contact: Carol Morreale, 708-559-1052
- **MA/AIP - Massachusetts Association for the Advancement of Individual Potential**, G/T hotline: 617-784-5182
- **Maryland Council for Gifted and talented Children**, contact President Betty Stauffer, E-mail = Amdgtmcgtc@aol.com@, or phone at (301) 460B775
- **Montana AGATE**, Pres. Jo Mahoney in Montana, 752-1347
- **National Association for Gifted Children**, 1707 L St, NW, Suite 550, Washington, D.C. 20036, Tel: 202-785-4268, Website: http://www.nagc.org
- **National Association of State Organizations for the Gifted**, 280 Concrod Avenue, Oceanside, New York 11572
- **National Parent Network**, 1-800-651-1151
- **National Research Center on the Gifted and Talented**, University of Connecticut, 2131 Hillside Road, Unit 3007, Storrs, CT 06269-3007, (860) 486-8426, www.gifted.uconn.edu/nrcgt.html

- **Ohio Assoc. for Gifted Children (OAGC)**, Pres. John E. Lester, 614-532-4223
- **Oklahoma Ass. Of Gifted, Creative and Talented, Inc.**, Pres. Robbie Todd-Duck in Stillwater, 405-743-6400
- **Parents for Able Learner Students (PALS)**, Director Terry Wilson, 941-647-3003
- **Parenting for High Potential**, Exec. Dir. Peter Rosenstein, 202-785-4268
- **South Carolina Consortium for Gifted Education**, Pres. Julie Long, 803-787-1910
- **Supporting Emotional Needs of the Gifted**, P. O. Box 6550, Scottsdale, AZ 85261, (206) 498-6744, www.sengifted.org
- **The Association for the Gifted**, Indiana Academy for Science, Mathematics, and Humanities, Ball State University, Muncie, IN 47306-0580, (765) 285-7455, www.cectag.org
- **The Colorado Assoc. for the Gifted and Talented**, P. O. Box 100845 Denver, CO 80250
- **The Kansas Assoc. for the Gifted, Talented, and Creative**, Pres. Pam Fellingham, 913-381-6507 (h); 913-2941 (w)
- **Virginia Association for Gifted**, Tommie Ellison, Newport New Public Schools, 12465 Warwick Blvd, Newport News, VA 23606.
- **Wisconsin Association for Talented and Gifted**, 1608 W. Cloverdale Drive, Apple ton, WI 54914 (920) 991-9177, http://www.watg.org
- **Wisconsin Center for Academically Talented Youth (WCATY)**, 2909 Landmark Place, Madison, WI 53713, (608) 271-1617, http://www.wcaty.org
- **Wisconsin Center for Gifted Learners**, 217 West Dunwood Road, Milwaukee, WI 53217-3108, (414) 351-4441, wcgl@acs.stritch.ed
- **World Council for Gifted and Talented Children, Inc.,** 18401 Hiawatha Street, Northridge, CA 91326, (818) 368-7501, www.worldgifted.org

Periodicals:

- **Exceptional Children and Teaching Exceptional Children**, published by Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091. 703-620-3660
- **Gifted Child Today**, every two months. For info call 1-800-998-2208
- **Gifted Child Quarterly,** published by National Association for Gifted Children, 1707 L Street, NW Suite 550, Washington DC 20036.
- **Journal for the Education of the Gifted,** a publication of the association for the Gifted, a division of the Council for Exceptional Children. For info: JEG, University of North Carolina Press, PO Box 2288, Chapel Hill, NC 27515-2288
- **Parenting for High Potential, and Gifted Child Quarterly**, quarterly magazines from NAGC. For info call 202-785-4268

Surfing the Net for G/T Websites:

- **Belin and Blank International Center for Gifted Ed and Talent Development with links to World Council for Gifted and Talented Children** http://www.uiowa.edu/~belinctr/
- **Center for the Improvement of Early Reading Achievement (CIERA)**, www.ciera.org
- **Creative Learning Press**, www.creativelearningpress.com
- **Edward deBono's Official Website**, www.edwdebono.com
- **Florida PALS Homepage** http://members.gnn.com/ETaylor/flaghome.html
  Online Parent Support Group E-mail**:** mcutchen@ix.netcom.com
- **Future Problem Solving Program**, www.fpsp.org
- **HighIQWorld**, www.s-2000.com/hi-iq/intelligence/gifted_kids.html
- **Hoagie's Gifted Education Page**, www.hoagiesgifted.org
- **Hollingworth Center for Highly Gifted Children**, www.hollingworth.org
- **International Baccalaureate Organization**, www.ibo.org
- **Jacob Javits Gifted and Talented Education Program (govt funding)** - http://www.ed.gov/prog_info/Javits/ also www.ecc.uconnn.edu/~www.gt/nrcgt.html
- **Johns Hopkins University (including center for talented youth (CTY))** http://www.jhu.edu/~gifted/index.html
- **Mensa Foundation for Gifted Children (MFGC)**, www.mfgc.org.uk/mfgc/links.html
- **Mindspring.Com**, www.mindspring.com/~mensa/pages
- **NAGC in the United Kingdom -** http://www.rmple.co.uk/orgs/nagc/index.html
- **National Research Center on the Gifted and Talented, which includes ERIC** - http://buerkle.arc.leon.k12.fl.us/ericgifted.html
- **Odyssey of the Mind**, www.odyssey.org
- **Portfolio usage suggestions from ERIC**, www.ed.gov/databases/ERIC_Digests/ed351150.html
- **Prufrock Press (publisher of *Gifted Child Today* and *Journal of Secondary Gifted Education*,** http://www.prufrock.com
- **Smarter Kids.com**, www.smarterkids.com
- **Tag Family Network**, http://www.teleport.com/~rkaltwas/tag
- **The Gifted and Talented Resources Homepage** http://www.eskimo.com/~user/kids.html
- **Ultimate Children's Internet Sites:** http://www.vividus.com/ucis.html
- **University of Calgary Centre for Gifted Ed try** http://www.ucalgary.ca/~gifteduc
- **University of Virginia Gifted Ed Homepage** http://curry.edschool.virginia.edu/curry/dept/edes/gifteded
- **Webquests,** http://www.gsu.edu/~mstjrh/internet_quests.htm

Talent Search Programs:

- **Center for Talent Development**, Northwestern University, 617 Dartmouth Place, Evanston, IL 60208-4175, http://ctdnet.acns.nwu.edu
- **Center for Talented Youth**, Johns Hopkins University, 3400 North Charles Street, Baltimore, MD 21218, www.cty.jhu.edu
- **Iowa Talent Search**, Iowa State University (OPPTAG), 310 Pearson Hall, Ames, IA 50011, www.public.iastate.edu/~opptag_info
- **Talent Identification Program**, Duke University (TIP), Box 90747, Durham, NC **27708, www.tip.duke.edu**
- **The Belin-Blank Center for Gifted Education and Talent Development**, Univer sity of Iowa, 210 Lindquist Center, Iowa City, IA 52242, www.uiowa.edu/~belinctr

APPENDIX

- PI – 9300
- Reference Sheet for PI – 9300
- Checklist for Compliance
- Correlation of PI-34 to NAGC
- DPI Gifted and Talented Q/A
- Wisconsin's Youth Options
- References

AN OVERVIEW

As the needs of the educational field progress and change, so do the needs of Wisconsin's Department of Public Instruction (DPI). Included in the Appendix section are forms that are no longer used by DPI and therefore not included in the Gifted Standards section. The authors felt these items could offer districts insight into Standard (t) compliance.

PI-9300 (pp. 73-74): This form was used by DPI for school districts to report annually on gifted and talented students and how their needs were met through a variety of programming options.

Reference Sheet (p. 75-76): This defined the types of programming options listed on PI-9300 broken into the three levels outlined by the Programming Pyramid (Cox et. al).

Checklist for Compliance (pp 77-80): This checklist was used in the 1980s and 1990s during school district audits for gifted and talented programs.

Additionally, the authors felt that correlating PI-34 to the NAGC Standards would be helpful to districts who wish to examine current gifted and talented practices and how they may align with the expectations of PI-34 and NAGC standards (pp. 81-83).

This section includes two DPI website explanations—Questions and Answers as well as Youth Options. These are found on pages 84-88.

Finally a reference list of resources used for developing this manual is included on pp. 89-90.

Wisconsin Department of Public Instruction
PROGRAM REPORT FOR S. 118.35, PROGRAMS FOR GIFTED AND TALENTED PUPILS
PI-9300 (Rev. 4-98)

INSTRUCTIONS: Complete three copies. Retain one for your files, send one to your CESA director and return original by JUNE 1 to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SUE GRADY, DIRECTOR
CONTENT AND LEARNING TEAM
P.O. BOX 7841
MADISON, WI 53707-7841

School Year	**District Name**	**School Code**	**CESA No.**

Gifted/Talented Program Coordinator 1997-98	**FTE Time Allotment 1997-98**
Address *Street, City, State, Zip*	**Telephone** *Area/No.*

	Gifted/Talented Program Coordinator 1998-99	**FTE Time Allotment 1998-99**
Complete if different from above	**Address** *Street, City, State, Zip*	**Telephone** *Area/No*

I. PROGRAM MANAGEMENT

The name and time allotment of the coordinator alone may not provide a clear picture of your program management. List all additional positions with a specific responsibility to gifted/talented with their respective time allotments. This would include resource teachers, building coordinators, etc. Do not include coaches or facilitators of extra curricular activities who may be on extended contracts.

Name	**Position/Title**	**FTE Time Allotment**

II. PROGRAM PARTICIPATION

A. If you have a list of identified students, put the total numbers here. If you identify by programming options (diagnostic-prescriptive process of identification), count each student involved in programming options only once.

1. Total No. in Elementary Gifted Programming Options

M = _____ F = _____

a. Total District Elementary School Enrollment

M = _____ F = _____

2. Total no. in Middle School Gifted Programming Options

M = _____ F = _____

b. Total District Middle School Enrollment

M = _____ F = _____

3. Total No. in High School Gifted Programming Options

M = _____ F = _____

a. Total District High School Enrollment

M = _____ F = _____

4. Total No. of District Students in Gifted Programming Options (Total of 1, 2, and 3 above)

M = _____ F = _____

a. Total District Enrollment (Total of a, b, and c above)

M = _____ F = _____

B. Count the total number of Minority Students in Gifted Programming Options. (These students should have been counted in A above.)

Black (Not Hispanic) = _____ American Indian/Alaskan Native = _____ Hispanic (Mexican, Puerto Rican, Cuban, Other) = _____

Asian or Pacific Islander (Include Indian Subcontinent) = _____ Total No. of Minority Students in District = _____.

The following is a partial list of options which are relatively easy to monitor. CHECK BY GRADE LEVEL THOSE OPTIONS WHICH ARE IMPLEMENTED OR THOSE COURSES WHICH ARE IN EXISTENCE

Options:	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Options: (Cont=d)**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Cluster grouping														Performance-oriented Comp.													
Curriculum compacting														Magnet schools													
Continuous progress curriculum														Mentorship													
Independent projects														Early entrance													
Pull-out														Grade skipping													
IB (International Baccalaureate) classes														Early graduation													
Honors classes														College/correspondence courses/PSEO													
AP classes														Dual enrollment													
Guidance group for gifted issues														Credit by exam/testing out													
Cluster classes														Independent research for credit													
Compacted courses														DEPs													
Academic competitions														Subject acceleration													
Differentiated curriculum														Others (list):*													
Midwest Talent Search																											
Flexible ability grouping																											

*An explanation/definition of additional options may be attached, if necessary

Reference Sheet for DPI Program Report PI-9300

LEVEL I – REGULAR CLASSROOM DIFFERENTIATION

Alternate assignments: Assignments given to a particular student or small group *instead of* the assignment given to the rest of the class. Designed to be more challenging or to capitalize on a student=s special interests or skills.

Change in content/process: Modification of what is taught or studied, or how it is taught or studied, in order to better match the learning styles or needs of talent pool student's.

Compacting: Allowing students to spend less time learning a topic, chapter, or unit by either 1) pretesting for mastery so some study can be eliminated, or 2) creating a study guide or other procedure for students to cover material at a faster pace or in less time than the rest of the class. The purpose of compacting is to move on to new material or to create class time for more challenging enrichment or accelerated activities.

Competitions: Competitions which encourage a student to perform at a high level of skill or thinking, to solve challenging problems, and/or to create new products such as inventions or creative writing. Competitions might include, but not be limited to, Odyssey of the Mind, Future Problem Solving, Mathcounts, Invent America, Westinghouse Science Talent Search, Academic Decathlon, various Olympiads, writing competitions, and competitions in the arts (visual/performing arts).

Creative thinking skills: Specific instruction in techniques that encourage the development of fluency, flexibility, elaboration, originality, complexity, curiosity, imagination, and risk taking.

Flexible grouping: Grouping of talent pool students together within a classroom or between classrooms in order to provide instruction or activities at an appropriate level in the students' talent areas. Groupings may be short term or long term.

Higher level thinking: Activities or assignments which require the students to operate at the levels of analysis, synthesis, and evaluation. May be enhanced by teaching students the differences between the levels of thinking and by discussing the thinking levels/skills used in various activities.

Invention activities: Activities or units in which students learn the process of invention and work through portions of or the entire process.

Leadership skills: Direct teaching of concepts and skills related to leadership, including concepts of *leader* and *leadership*, characteristics of leaders, communication skills needed for leadership, understanding of group processes and dynamics, decision making skills, planning skills, problem solving skills, conflict resolution, the study of leaders, and the taking of leadership roles.

Open-ended projects: Projects which allow students to create their own options and that encourage problem solving, higher level and/or creative thinking.

Pretesting for mastery: Assessment in which students demonstrate mastery of basic skills that are planned for instruction with the regular class, in order to eliminate some work and allow students to move on to new material.

Research projects: Activities in which students may identify a topic or subject for study, narrow the focus of study, gather resources, locate information through reading or other means (surveys, interviews, audiovisual material, etc.), and/or create a product or presentation. May be used to pursue an area of interest either related or unrelated to the grade level curriculum.

Other enrichment: Any other whole class, small group, or individual activity which provides an additional level of challenge.

Reference Sheet for DPI Program Report PI-9300

LEVEL II – SPECIAL GROUP PROGRAMMING

Cluster groups/classes: An arrangement in which a group of students with similar talents are assigned to a class room teacher in order to facilitate modifications of their curriculum.

Electives in talent area: Courses which are not required but which students can choose to take. List only those electives which relate to a student's talent areas.

Extracurriculars-talent area: Activities such as student council, debate, school newspaper, art clubs, math clubs, etc. List only those activities which relate to a student's talent areas.

Group guidance - 3D: Discussion and/or counseling program which provides small groups of students the opportunity to interact and discuss issues which specifically pertain to giftedness or talent.

Honors/accel classes: Advanced classes offered in any discipline at the middle or high school level.

Peer mediation: A leadership program in which students receive specific instruction and skill development in mediating conflicts between other students.

Pull-outs over time: Programming in which students meet once or twice a week over several weeks to a year to participate in specific enrichment activities in their talent areas, usually under the guidance of a gifted and talented resource teacher or other adult.

Workshops: Programming in which students participate for a block of concentrated time, generally from a half day to two full days.

LEVEL III – INDIVIDUALIZED SERVICES

Acceleration-grade: Students are moved ahead one or more grade levels for their total program.

Acceleration-subject: Students move ahead one or more grade levels in a subject area but remain at the regular grade level for most of their program.

Early entrance: An acceleration strategy in which a student enters elementary, middle, high school, or college earlier than the age usually prescribed.

Independent study: A programming option in which students pursue an extensive study of an area of interest, or complete a course independently rather than by attending a class. In some cases, students may earn credit for the independent study program.

Individual groups/guidance: Student receives individual guidance related to issues of talent, including help with under achievement, college and career planning, and social/emotional issues arising from giftedness.

Mentorship: An option in which students are paired with a teacher, parent, or community volunteer in an area of expertise or interest. It is usually done on a one-to-one basis for an extended period of time to enable a student to develop knowledge and skills in a specific area and/or to develop a product from the experience.

Other services: Any other services which provide for the specific needs of a gifted individual, such as continuous progress curriculum, early graduation, correspondence courses, post-secondary options, and credit by exam.

CHECKLIST TO AID DISTRICTS IN COMPLIANCE ON STANDARD (T)

DPI Audit form from 1988

School District:_____ Date:_____

This is a tool to assist you in the complicated task of developing a fully functioning gifted/ talented program. This checklist has been developed by looking at some of the outstanding practices seen in districts that have already been audited and by collecting some of the best ideas nationally on good/exemplary practices in gifted/talented education. Therefore, some of the practices incorporated and suggested here go beyond the statutory requirements. Use this checklist to guide you in the planning and implementation of your program.

Those areas that were found by the audit team to be adequate in your district's gifted/ talented program are marked with a plus(+). Those areas that need more materials, resources, documents, and/or programming options developed and/or added onto are marked with a minus (-).

Gifted/Talented (G/T) Coordinator

- o Minutes of school board meeting in which a g/t coordinator was approved/designated: include the name and title of the person.

- o Job description for g/t coordinator (including other roles which the person must fulfill) and the F.T.E. Clearly demonstrate how the amount of time is provided and why it is adequate for the person to carry out all of the duties listed in the job description.

- o Description of how g/t coordinator has adequate access to all personnel and decision-making bodies to ensure support is available to complete the tasks assigned.

Gifted/Talented (G/T) Plan

- o Copy of the g/t plan, which addresses all grade levels in the district.

- o Minutes of school board meeting indicating approval of the plan.

- o Sample copies of all documents used for identification, programming, evaluation (of students and or programming), and record keeping should be included in the plan.

- o Copies of school board policies on acceleration, enrichment, early entrance, early graduation, flexible pacing, flexible grouping, granting of credit to pre-high school age students, dual enrollment, paying of college tuition courses, and other policies as deemed pertinent to the implementation of the plan.

- o Clear timeline (in chart or anecdotal form) to delineate when each step of your g/t plan will begin, progress will be reported, and *full implementation will be achieved.

- o Description of steps/procedures to explain, step-by-step, how implementation of the plan will proceed.

- o Documentation (minutes of meetings, copies of evaluation instruments, verbal/written testimonies from students/parents/staff) that the g/t plan is indeed being implemented as described.

Means for Identifying

- o Minutes of school board meeting indicating approval/adoption of programming, which identifies giftedness in each of the five categories.

- o Clear description of the means used to identify giftedness in the categories marked below (and/or for the specific grade levels, which are noted):

  - o Intellectual _____

  - o Creative _____

  - o Artistic _____

  - o Leadership _____

  - o Specific Academic Areas _____

*Note: There is always more to be done; a "program" will never truly be finished. The term "full" here refers to a good, sound foundation upon which to continue to develop further appropriate programming.

- o Timeline of when identification takes place and explanation of who is responsible for the various steps of the process and for collecting/collating the information, and making identification decisions.
- o Explanation of how traditionally underserved populations are assessed and identified.

- o Explanation of how identification in each of the categories correlates ("feeds into") appropriate programming options in each of the categories.

- o If identification is done on a continual basis with the entire student population, as in the diagnostic-prescriptive type of identification, show documentation to prove all staff and parents are informed of *how* to notify the g/t coordinator (or other designated person) and that programming is continuous.

Multiple Criteria for Identification

- o Samples of multiple criteria (2 or more different categories of criteria) used for identification in each category. Samples need to be provided for the categories checked below:

  - o Intellectual
  - o Creative
  - o Artistic
  - o Leadership
  - o Specific Academic Areas

- o Copies of any forms used to collect and collate information (such as a matrix) should be included in the g/t plan.

- o Written description of how data is gathered and used in the identification process.

- o Written explanation of how the multiple criteria are used as means of including (rather than excluding) students.

Programming

- o Description of types of programming options available in each of the five categories at all grade levels, K-12.

- o Documentation to show how programming in each of the five categories at all grade levels is systematic and continuous.

- o Show evidence that some programming options in each category are offered during "regular" school time. (While some before and after school, weekend, and summer options are appropriate and encouraged these cannot be the *only* available options.)

- o Timeline to delineate when/how programming options will be added in those categories/ grade levels for which no or few options currently exist.

- o For the programming, which is taking place in the "regular" classroom, provide some documentation of what is occurring (e.g., curriculum with extensions/modifications made to it).

- Copies of policies and other language, which prove that access to appropriate programming is available without charge for tuition.

- Show evidence of how annual information is recorded for program participants and automatically channeled to the next year's teacher(s).

Parental Participation

- Minutes of committee meetings, advisory council meetings, or parent meetings, which clearly show a two-way flow of communication for g/t planning. (Informational meetings where plans for identification and programming are merely *shared* with parents are not adequate.)

- Minutes of meetings (or other documentation) in which parent input is discussed and acted upon.

- Names of parents who are presently participating.

- Documentation to verify the ongoing nature of parental participation.

In-Depth Connection of PI-34 Teacher Standards to NAGC Standards

Table 1

NAGC Guiding Principles - Curriculum and Instruction	PI 34 Correlation
1. Differentiated curriculum for the gifted learner must span grades pre K – 12	7
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	1, 2, 3
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	1, 2, 3, 5
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	1
5. Learning opportunities for gifted learners must consist of continuum of differentiated curricular options, instructional approaches, and resource materials.	7

Table 2

NAGC Guiding Principles - Program Administration or Management	PI 34 Correlation
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. Gifted education programming must be integrated into the general education program.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.	10
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Table 3

NAGC Guiding Principles - Program Design	PI 34 Correlation
1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1, 2, 3, 4, 5, 6, 7, 8
2. Gifted education must be adequately funded.	7, 10
3. Gifted education programming must evolve from a comprehensive and sound base.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
4. Gifted education programming services must be an integral part of the general education school day.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.	2, 3, 4, 5, 7, 8
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.	7

Table 4

NAGC Guiding Principles - Program Evaluation	PI 34 Correlation
1. An evaluation must be purposeful.	9
2. An evaluation must be efficient and economic.	7, 8, 10
3. An evaluation must be conducted competently and ethically.	7, 8, 9, 10
4. The evaluation results must be made available through a written report.	8, 10

Table 5

NAGC Guiding Principles - Socio-Emotional Guidance and Counseling	PI 34 Correlation
1. Gifted learners must be provided differentiated guidance efforts to meet their unique socio-emotional development.	1, 2, 3, 4, 5, 6, 7, 8
2. Gifted learners must be provided career guidance services especially designed for their unique needs.	2, 5, 10
3. Gifted at-risk students must be provided guidance and counseling to help them reach their potential.	2, 5, 8, 10
4. Gifted learners must be provided affective curriculum in addition to differentiated guidance and counseling services.	2, 5, 8, 10
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	2, 5, 8, 10

Table 6

NAGC Guiding Principles - Professional Development	PI 34 Correlation
1. A comprehensive staff development program must be provided fro all school staff involved in the education of gifted learners.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2. Only qualified personnel should be involved in the education of gifted learners.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3. School personnel require support for their specific efforts related to the education of gifted learners.	9, 10
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	7, 8, 9, 10

Table 7

NAGC Guiding Principles - Student Identification	PI 34 Correlation
1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.	2, 3, 5, 7, 8
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.	2, 3, 5, 7, 8
4. All student identification procedures and instruments must be based on current theory and research.	8, 9, 10
5. Written procedures for student identification must include at the very least provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.	1, 2, 3, 4, 5, 6, 7, 8

Gifted and Talented
Questions and Answers from DPI

(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/cal/caltgtqa.html)

1. Does multiple criteria mean that children must qualify by more than one means of identification to be considered for gifted programming?

No, this is a funnel-down approach to identification, which we do not recommend. The purpose of using multiple criteria is that you look at or discover talent in more than one way. Consider all data as a way of profiling student characteristics and needs. If a student appears to have learning characteristics that indicate a need for differentiated programming, look for appropriate options to meet that need. Only one indication of potential giftedness in an individual student is needed to suggest specialized programming.

2. Because many teachers regard gifted/talented programming in the regular classroom as "one more thing they have to do," they are identifying fewer children. How do we counteract this problem?

Teachers need to understand that programming in the regular classroom is only part of gifted programming. Also, support functions, which include teamwork with a coordinator and good staff development, with time and resources for differentiating curriculum, must be provided. If teachers are resisting identification, probably support functions and support roles need to be strengthened before successful programming in the regular classroom can be expected.

3. Is the department "anti-testing" in terms of identification of giftedness?

Yes and no. To say that someone is clearly not gifted because he or she does not fit some arbitrary criterion (for example, a 130 I.Q. cut-off) is dangerous. That is playing a labeling game that denies potential that may not have been demonstrated in one narrow testing situation. But to deny giftedness when it is clearly demonstrated is also dangerous. It leads to mediocrity or "the equal treatment of unequals." If a child demonstrates potential, whether it be on a test, through performance, or some other means, accept the data and use it. Look at all students' abilities through multiple means (including testing) and provide all with the best instructional fit possible.

4. Can students receive high school credit for high school courses taken while in middle school?

No and yes. According to 118.33, Stats., the High School Graduation Standards, and PI 18.02 definitions, "high school grades" means grades 9-12. Therefore, by law, students must be enrolled in grades 9-12 while completing the 13 credits required by the graduation rules. The most asked question in this area refers to high school algebra or geometry taken before promotion from 8th grade. Middle school students taking these courses or any other courses, should receive note of having completed them on a high school transcript.

Colleges with selective admissions policies will care that the courses have been completed but look primarily to see that higher level courses have then been taken. Grades for the advanced courses, which are significant to college admission, should be given. However, the students are usually in 9th grade before they reach an advanced placement level of instruction.

Few high achieving gifted students lack credits for graduation unless they wish to graduate early, and here is where the answer to the question is, "yes." Should a school district wish to give credit retroactively for students needing credits to graduate early, such accommodations can be made, usually after the sophomore year. The graduation standards rule allows for pupils with "exceptional education needs," and this includes gifted. Also the rule applies to the 13 mandated credits, not to the minimum 8.5 additional credits determined by the local school board.

One more point of clarification: the rule was not intended to restrict or punish bright kids, but to encourage all students to take (or continue to take) courses in the mandated disciplines in high school. According to gifted education, any student with the ability and sustained interest to be radically accelerated in middle school should be encouraged to continue (at a higher, deeper, broader level) study in that discipline or general talent area. That would constitute "appropriate programs" according to Standard (t).

5. Does Standard (t) and s. 118.35, Stats., give parents the power to specify what a district must provide as gifted programming?

No, but it does give parents the right to expect that "appropriate programming" will be offered. They can expect school districts to provide the best possible smorgasbord of enrichment, acceleration, counseling, and differentiated curriculum options. If school districts are sincere in their efforts to provide comprehensive services for all potentially gifted students and the best programming match for individual students, they should have no trouble in working cooperatively with legitimately concerned parents.

6. Is it a requirement to identify students in all given talent areas in kindergarten?

Yes, the law requires identification and programming in grades K-12. However, the identification processes can be informal and do not necessitate labeling or separating kindergartners from their classmates. Regarding kindergartners with exceptional abilities (reading, writing, or mathematics), you can bring the appropriate curriculum to them or take them to the curriculum (cluster grouping with other classes for part of the day).

7. Is there any problem with a variety of starting points for identification in the five talent areas (for example, writing in grade 2, art in grade 3, dance in grade 5)?

No, legally stratified identification procedures are allowable. However, philosophically this does not correspond with the integrated gifted education model we are proposing. At any grade level, if you have students who are recognized as having exceptional abilities in writing, art, dance, and so forth, appropriate educational services should be provided. For example, children in grades K-1 who are writing fantastic poems, stories, even "books," should not have wait until 2nd grade to support or develop this talent.

8. Is it permissible to provide programming activities that would meet the requirements of Standard (t) without a formal identification process - more of a "revolving door" model?

What is meant by "formal" identification - arbitrary cutoffs, labeling, an "in" vs. "out" of "the program" approach? If so, this is not recommended. Identification should be viewed as a process or paradigm for discovering potential and providing appropriate programming activities. Programming should not be viewed as a separate entity known as "the program," but as comprehensive services, which are integrated with the total educational plan. Many districts are using a revolving door model of identification. This is fine. Others are developing an assess-and-educate approach to training teachers to screen all students on characteristics of giftedness in relation to the curriculum and learning activities. DPI prefers such a diagnostic-prescriptive process of identification.

9. If junior and senior high schools have accelerated mathematics and science classes, honor courses, and seminars, will they be in compliance?

Not necessarily. However, they may be if there is evidence that a process of identifying students is in place and that such courses are appropriate to the needs of all those identified.

10. **Does "parental involvement" mean parent input into an overall district program? Or does it mean the involvement of parents in the development of specific programs to meet their own gifted child's needs?**

The literal, minimal interpretation of the rule suggests that the type and extent of parental involvement in the development of gifted and talented programs is a local district option.

11. What is meant by "specific academic areas"?

Academic areas are the knowledge domains taught in the school. These traditionally include mathematics, science, language arts, social studies, foreign language, the arts, career and technical courses and others.

12. What is a systematic and continuous program?

A continuous program is one that begins with identification in the early grades and runs through graduation. A systematic program brings a logical structure and organization to the student's educational plan. The student's needs are identified and the program is built to meet those needs.

Wisconsin's Youth Options Program

(Referenced from: http://www.dpi.state.wi.us/dpi/dlsis/let/youthop1.html)

Wisconsin's youth options program allows public high school juniors and seniors who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college, one of the state's participating private nonprofit institutions of higher education, or tribally-controlled colleges. Approved courses can count toward high school graduation and college credit.

The program (replacing the previous Post-Secondary Enrollment Options program begun in 1992-93) opens the door to greater learning opportunities for motivated students considering a technical career, wishing to begin college early, or preparing themselves to enter the workforce immediately after high school graduation.

Under youth options, a student does not pay for a college course if the school board determines the course qualifies for high school credit and is not comparable to a course already offered in the school district. A technical college course can be comparable under some circumstances. If approved by the school board, the student can receive both high school and college credit upon successful completion of the course. A student who successfully completes his or her high school graduation requirements earns a high school diploma regardless of whether the requirements were met while attending a high school or college.

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