

Gifted/Talented Program Plan

Revised August, 2017

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Gifted/Talented Plan

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Vision

The vision of the Ripon Area School District Gifted and Talented (G/T) program is to provide instruction and opportunities for students who display evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas. Wisconsin State Statutes define gifted and talented students as, "Pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities." (from s.118.35(1), Wis. Stats.) The Ripon Area School District recognizes that every student has unique gifts and talents, but that gifted and talented students possess measurable, qualitatively different characteristics.

The district strives to ensure challenging and appropriate opportunities for each of its students. The district uses the Response to Instruction/Intervention (RtI) model to identify and serve the academic and affective needs of all of its students, including the gifted.

Mission

The RASD G/T program ensures that students who display evidence of high performance capability in one or more of the five areas of giftedness are provided with the opportunities and support to reach their full potential. The five areas of giftedness are:

- General Intellectual
- Specific Academic
- Creativity
- Leadership
- Visual and Performing Arts






What Is Giftedness?

The concept of giftedness has varied over the course of educational, philosophical, and psychological history. Researchers such as Terman, Bloom, Renzulli, Feldman, Gardner, and Gagne have all contributed to our understanding and to the ensuing debate about the notion of gifts and talents. Historically, giftedness has been considered to be performance which is two standard deviations above the norm on a standardized test. This approach resulted in labeling individuals as "gifted" in intellectual and academic areas. Views, however, have changed over time so that we now have a much different conception of gifts and talents that includes multiple components of intelligence. Gardner¹ notes that intelligence is multifaceted, not a single entity. He posits that we think, learn, and create in many different ways. In Wisconsin, we translate this idea into five areas of identification: general intellectual, specific academic, creativity, leadership, and the visual and performing arts.

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Descriptions of Gifted & Talented Identification Areas

Giftedness is multidimensional. Students may be capable of superior performance or potential in one or more of the following areas.

	<p>General Intellectual Ability (GIA) Demonstrated excellence in most academic areas Intellectually gifted children exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving in multiple areas. 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.</p>
	<p>Specific Academic Area (SAA) Exceptional ability and performance in a single academic area Academically able students have unusual/advanced ability or capability in reading or math. These students often make connections within a discipline that transcends the obvious. They quickly grasp relationships among facts, and see facts as parts of a more complex whole.</p>
	<p>Creativity Exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems Creativity may cross all areas (academic, arts, leadership) or may manifest itself in one specific area such as writing or math. Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. 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.</p>
	<p>Artistic (Visual/Music) Ability to create or perform in music in a way that suggests exceptional talent or an ability to paint, sculpt, photograph or arrange media in a way that suggests exceptional talent Students can demonstrate unusual adeptness or skill in the fields of music or visual arts. Since this is a performance-based talent, identification centers around nominations, portfolios and expert assessment.</p>
	<p>Leadership Exceptional ability to relate to and motivate others 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. 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, and internalizing concepts of right and wrong.</p>

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Bright Child Versus Gifted Child

Some of the research by Janice Szabos helps distinguish between children who are bright versus children who are gifted. Bright children have educational strengths to be admired. Their strengths can be supported and educational opportunities can be enhanced within the classroom. It is important for teachers to be able to differentiate instruction. Gifted students' needs can often be met within the regular classroom as well. Janice Szabos shared the following information in the *Gifted Child Quarterly*, as well as *Gifted Magazine*. It is important to note not all descriptors must be present to determine brightness or giftedness.

These distinctions can be used as a teacher checklist to identify gifted and talented students.

A Bright Child...	A Gifted Child...
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail and elaborates.
Is in the top group.	Is beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
Needs 6-8 repetitions for mastery.	Needs 1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates new designs.
Enjoys school.	Enjoys learning.
Is a technician.	Is an inventor.
Absorbs information.	Manipulates information.
Good memorizer.	Good guesser.
Prefers straightforward tasks.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.

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Identification Process

Identification can occur at any time during the school year. Servicing decisions are made based on the learning needs of the individual through such means as: (see Appendix B—Identification Assessment Options)

- Standardized test scores
- Interest inventories
- Performance data (classroom-based evidence like discussion, projects, written work, etc.)
- Subject or course specific assessments

Students may be referred for services by teachers or parents. At the high school level, students may also refer themselves by contacting either their school counselor or the G/T coordinator.

[G/T Referral Form](#) (live link)

Upon receiving a referral form from a teacher, the G/T resource teacher (for students in grades K-8) will notify the student's parent/guardian of the referral and request that the parent/guardian share any additional information for inclusion on the form. If the referral is initiated by the parent, G/T personnel will request that the student's classroom teacher (and other teachers if applicable) add school-related information to the referral form.

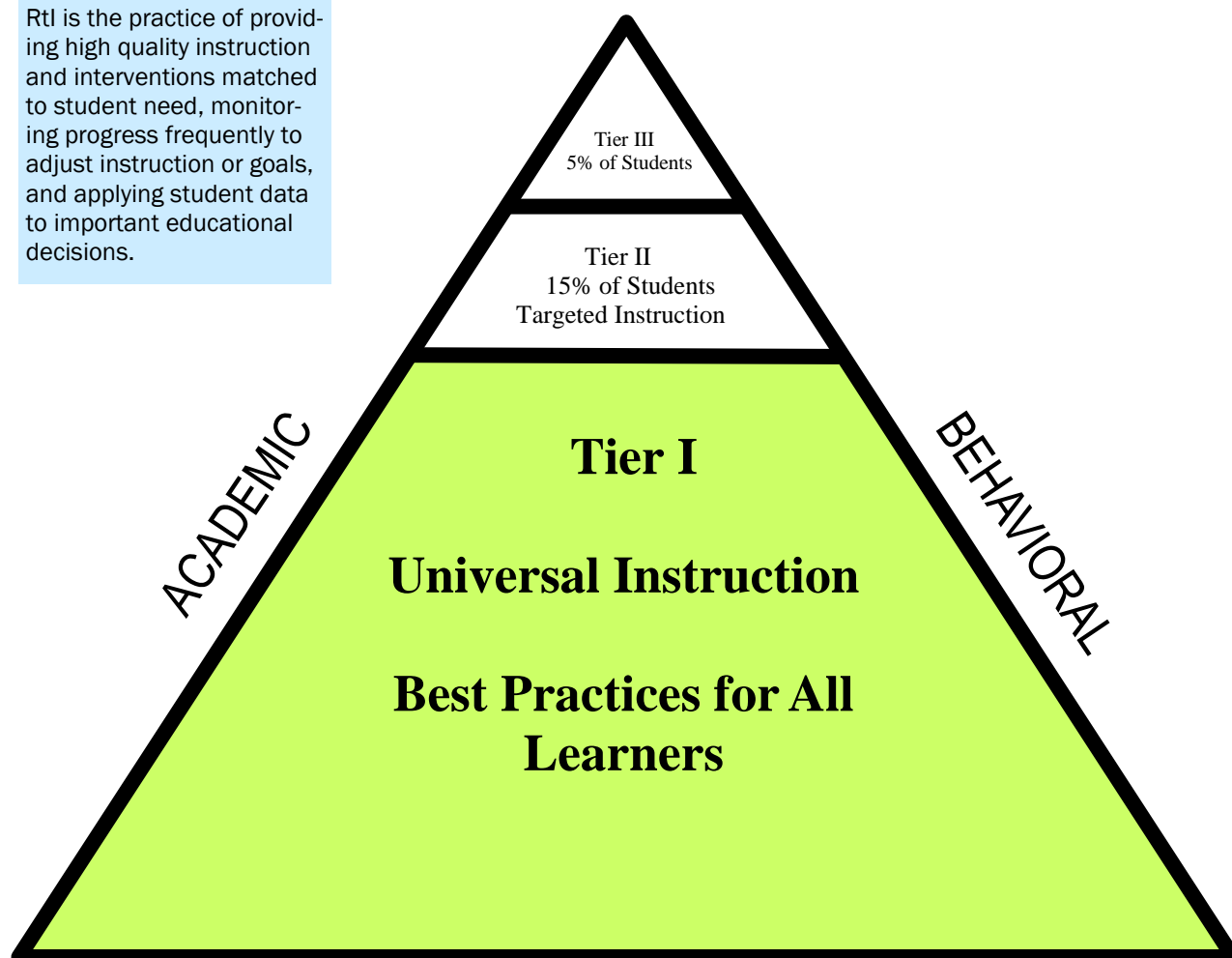
In addition to referral forms, G/T personnel will collect other evidence of high performance capability. This evidence may include, but is not limited to: district or statewide testing scores, (**local norm referenced test scores will be used for inclusionary purposes only; students whose performance in class work exceeds their standardized test scores will not be excluded from opportunities) classroom observation, class work and portfolios, and audio or video evidence of performance in the arts. Multiple measures will be used to identify students and no single measure will be used to exclude students from G/T opportunities.

After evidence is collected, G/T personnel may interview prospective students. This interview will be used to further understand the students' interests, learning style, and willingness to be challenged. Students may be selected to receive enrichment opportunities within their regular classroom, or to work with the G/T teacher before formal identification is complete. Since giftedness is considered to be a fluid and dynamic trait, students may at times be best served within their regular classroom and at times via pullout or accelerated opportunities. Using the RtI model, the G/T coordinator, G/T resource teacher, and classroom teacher in cooperation with the parents and student will determine which level of intervention is best suited for each student's learning needs.

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RASD Response to Intervention/Instruction Model

RtI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to adjust instruction or goals, and applying student data to important educational decisions.



Tier I—Classroom Differentiation

The majority of students have their needs met by the classroom teacher and/or G/T resource teacher at this level. Level I includes strategies that an educator uses to meet all student learning needs. Differentiation strategies include, but are not limited to, the use of flexible grouping, tiered assignments, pre-assessment, modified assignments, independent projects, extensions, and enrichment.

Tier II—Targeted Instruction

A smaller number of students will require targeted instruction to meet their learning needs. In addition to classroom differentiation, grade level teachers collaborate with the G/T resource teacher to plan learning activities to meet students' demonstrated need. These needs may be met through pull-out seminars, academic competitions, talent searches, subject level acceleration, and other appropriate programming.

Tier III – Individualized Services

A very small percentage of students will require academic and intellectual challenge that are unlikely to be met by differentiation of grade level curriculum. For these students, services include those listed in Levels I and II plus the possibility of subject and grade level acceleration, distance or online learning opportunities, or post-secondary opportunities.

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Identification of Students

Grades K-2—Students in kindergarten, first, and second grades selected to work with the G/T teacher will generally not be formally identified but placed on a watch list. These students will work with the G/T teacher in their area of academic talent and their work will be used as additional evidence for formal identification when entering third grade. Exceptions may be made for young students requiring Tier III G/T intervention.

Grades 3-12—Students who are formally identified may have a Differentiated Educational Plan (DEP) placed into their cumulative file/RASD demographic software for Tier III services. This DEP will identify the student’s strengths and weaknesses, provide for the type and level of opportunity to be provided, and be updated, at a minimum, annually. Formal identification can occur at any grade level above second, and at any time of the school year. Students who are not formally identified may continue to receive Tier II RtI instruction if a demonstrated need continues.

Twice Exceptional Children

These students are gifted children of above average abilities who also have special educational needs—ADHD, learning disabilities, autism spectrum disorders, etc. Because their giftedness can mask their special needs and their special needs can hide their giftedness, RASD recognizes the importance of identifying and servicing this often under-represented group.

The following list should be viewed as characteristics which are *typical* of many children who are gifted and who also have a disability, rather than characteristics which *all* such children possess. These twice exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

STRENGTHS

Superior vocabulary
Highly creative
Resourceful
Curious
Imaginative
Questioning
Problem-solving ability
Sophisticated sense of humor
Wide range of interests
Advanced ideas and opinions
Special talent or consuming interest

CHALLENGES

Easily frustrated
Stubborn
Manipulative
Opinionated
Argumentative
Lack of interest in or quality of written expression
Highly sensitive to criticism
Inconsistent academic performance
Lack of organization and study skills
Difficulty with social interactions

Identification of minority students (including students who are economically disadvantaged as determined by free/reduced lunch eligibility)—It is widely recognized that minority students continue to be underrepresented in gifted programs (from Sousa, D., *How the Gifted Brain Learns*, 2009). In order to close this gap, achievement scores will be used to compare students with similar backgrounds. Students who rank high on achievement relative to their ethnic or socioeconomic peers, will be considered for G/T services.

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Essential Elements of an Effective G/T Program

Guidelines for developing gifted education plans in Wisconsin are anchored in this broad notion of giftedness and are based on three major ideas:

1. That intelligences are dynamic and fluid.
2. That giftedness is inclusive.
3. That educational systems should be responsive.



Dynamic

Brain research confirms that **intelligences are fluid** and not fixed². We all know that children develop at different rates. Some children learn to walk at eight months, while others may not achieve this milestone until fourteen months. Yet, neither are guaranteed nor denied a place on the Olympic track team based on their early development. In the same respect, children learn to read, "do math," and match pitch at different ages and stages, neither guaranteeing nor denying graduating at the top of their class or acceptance into Julliard School of Music. The goal is to identify and address the educational needs of all students regardless of the trajectory of their development.

In addition, students vary in their learning experiences and in their exposure to tasks. Some have practiced writing their name before they come to school while others are steeped in a rich oral tradition. Because of this, students should be instructed in complex curriculum and provided varied opportunities to exhibit their talents through products and performance³.



Inclusive

Giftedness is exhibited across gender, race, ethnicity, income level, and exceptionality. It is expected that the composition of those students who exhibit gifts and talents should reflect the total student population in your school. For example, if 57% of the students in your school qualify for free and reduced lunch, then it is reasonable that approximately 57% of the students needing advanced learning opportunities would also qualify for free and reduced lunch.

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION SAMPLES

Total # of Students in School	% of Students Qualifying for Free/Reduced Lunch	# of Students with Gifts and Talents	# of Students with Gifts and Talents Qualifying for Free/Reduced Lunch	% of Students with Gifts and Talents Qualifying for Free/Reduced Lunch
1,000	57%	100	52	52%

If 35% of your student population is African American, 18% Hispanic, 1% American Indian, and 46% are White, then it is expected that those students who exhibit gifts and talents would be roughly 35% African American, 18% Hispanic, 2% American Indian, and 46% White.

Total # of Students in School	# of Students with Gifts and Talents	# of African American Students with Gifts and Talents	% of African American Students with Gifts and Talents	# of Hispanic Students with Gifts and Talents	% of Hispanic Students with Gifts and Talents	# of American Indian Students with Gifts and Talents	% of American Indian Students with Gifts and Talents	# of White Students with Gifts and Talents	% of White Students with Gifts and Talents
800	96	32	33%	18	19%	1	1%	45	47%

If 45% of your total student population is male, then it is expected that 45% of the students with needs beyond the core curriculum in reading, language arts, and math will be male.

Total # of Students in School	% of Male Students	# of Students with Gifts and Talents in Reading	# of Male Students with Gifts and Talents in Reading	% Male of Students with Gifts and Talents in Reading
400	45%	18	8	44%

Of course, these examples assume that each group is large enough to be statistically significant. If, for instance, there are 2 females in your school of 80, we would not anticipate that one or both of them would require instruction or intervention beyond the core curriculum in each area of identification.



- 1 Caine & Caine, 1991).
- 2 Johnsen, Robins, Witte, & Feuerbacher, 200).
- 3 Karnes & Stephens, 2008, p. 139.
- 4 Gardner (1991)

Responsive

Continually identifying student needs and responding to those needs improve the likelihood that potential will be recognized and maximized. As previously discussed, this is because gifts and talents are dynamic. This contrasts with the practice of labeling students, a more static model which tends to result in students being “in” or “out” of a gifted program. In a dynamic approach it is acknowledged that student needs may change over time or be exhibited in a particular context.

Here are several examples of student needs that change over time and of talent exhibited in particular contexts:

A student who comes to kindergarten reading while most students are learning letter sounds clearly needs something beyond the regular curriculum. By third grade, however, this student’s reading skills may be very similar to the majority of students in the class so her needs can be served using the core curriculum.

A second grade student may possess mathematical skills below those of his classmates at the beginning of the school year. Through instruction in and exposure to mathematical concepts and activities, however, he excels far beyond the rest of the class by second semester. This student now has needs that cannot be met using the core curriculum, so appropriate interventions must be designed.

A ninth grade student may appear to be reserved and shy in a whole class situation, but show strong leadership skills in a smaller group.

A seventh grade student that transfers into your district may have required pull-out opportunities in her former school, but flourishes using differentiation of the universal curriculum in your school.

This responsive approach also suggests that multiple measures should be used to create a pupil profile, as required by PI 8.01(2)(t)2, Wis. Admin. Code. Tomlinson and McTighe⁴ refer to this as creating a "photo album" of a student rather than simply taking a "snapshot." This comprehensive picture of a student's needs allows us to effectively match programming to meet those needs.

¹ Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. New York: Basic Books.

² Caine, R.N. & Caine, G. (1991). *Making connections: Teaching and the human brain*. Alexandria, VA: ASCD.

³ Karnes F.A. & Stephens, K.R. (2008). *Achieving excellence: Educating the gifted and talented*. Upper Saddle River, NJ: Merrill Prentice-Hall.

⁴ Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.



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Service Delivery Model

Students may receive services in a variety of different ways in order to best address student learning needs. Services may include compacting, differentiation, acceleration, mentoring, shadowing and enrichment seminars. The district Response to Intervention (RtI) model is used as the foundation on which service delivery plans are based. These service delivery options will vary in duration, frequency, and intensity based on the student(s) for whom the service is being designed.

What is differentiation? (generally considered RtI Tier I)

Differentiation means providing students with different learning options, generally in the classroom, that best meet their learning needs. There are five elements of differentiation (Winebrenner, 2001) to include:

- Content—providing more advanced, complex instructional resources
- Process—defining higher order thinking methods for students to make sense of concepts or generalizations often in a more complex and abstract manner
- Product—offering choices in the ways in which a student demonstrates learning
- Environment—providing the setting that best suits the learning style and needs of the student
- Assessment—providing alternative means of documenting mastery of the curriculum

What is enrichment? (generally considered RtI Tier II)

Enrichment refers to learning experiences either in the classroom or out of the classroom where the curriculum content is extended. One way in which enrichment is provided at the elementary level is the “seminar.” Students with a common interest or talent are placed together in a cluster group to participate in extension of the curriculum that may include one or more of the types of differentiation noted above. Many seminars are facilitated by the K-8 Gifted/Talented teacher but others are offered by the classroom teacher. Seminars cover the array of curricular areas and include the talent areas of leadership and fine arts as well. Flexible grouping structures are used so that enrichment opportunities may be provided to many learners over the course of the school year based on the students’ interests and areas of talent.

What is compacting? (generally considered RtI Tier II)

Compacting begins with a student being pretested either for the unit of study or the course. The pretest identifies the specific knowledge or skills that need to be developed with the learner and those that have already been mastered. In this way, the unit of study or course is completed in a shorter period of time with a focus on the knowledge or skills needed further development. Compacting can also be used in situations where the student is able to learn the material more quickly than peers as the student needs less repetition or practice to accomplish mastery. Compacting can be done with individuals or with flexible groupings of students.

What is mentoring? (generally considered RtI Tier II)

Mentors are individuals who have expertise with a certain skill set or knowledge base and are willing to share this expertise with students who have interests in that area. G/T personnel may seek mentors for individuals or small groups of students to extend the school experience beyond the grade-level curriculum and expectations. Adults, college students, and high school students may serve as mentors following completion of the district’s police background check process. “Mentor relationships with dedicated

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scholars, artists, scientists, or businesspeople are highly suitable for gifted adolescents” and provide an opportunity to network with individuals who share a common set of interests. (http://www.education.com/reference/article/Ref_Mentor_Relationships/)

What is shadowing? (generally considered RtI Tier II)

G/T personnel may arrange for students to shadow a person on the job site or in post-secondary institution in order to gain experience in an area of high interest for the able learner as another means of extending the school experience beyond the grade-level curriculum and expectations. Generally this type of service is provided by an area business or educational institution.

What is acceleration? (generally considered RtI Tier III)

Acceleration generally refers to students attending a class with older students. This option is used more frequently with students in grades 6-12 but includes full grade acceleration which may be used at any grade level. For example, a student may complete first grade in the spring of one school year and be enrolled in third grade for the following school year. A student might also be placed in an advanced grade-level for a single course. The more common application of acceleration is to have a middle school or high school student attend an upper level course. In this way, acceleration is course or subject specific and offers students the opportunity for learning options that provide acceleration in the needed areas while also enabling the student to participate in other courses and activities with age mates. Students may travel between the middle school and high school to access such course opportunities.

Seminar examples may include (but are not limited to):

- Everyday Leadership
- Junior Great Books
- Caesar’s English
- Math Investigations
- Writer’s Workshop
- Visiting Artist
- Physics Phun
- Inquiry Projects
- Flipped Seminar

Co-curricular opportunities may include (but are not limited to):

- Noetic Math Competitions – Grade 2 and up.
- Fox Valley Junior Math League—Grades 5-8
- Scripps National Spelling Bee—Grades 3-8
- National Geographic Geography Bee—Grades 4-8
- Student Council—Grades 3-12

Record of Services:

Currently, information about student participation in G/T services is being transferred from a paper filing system into a new G/T Infinite Campus academic tab. In this way, all faculty that work with a student will have ready access to information about the learner in one location. Documents such as students’ differentiated learning plans and seminar participation records are uploaded to a Personal Learning Plan tab (PLP) in the RASD student information system software.

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POLICIES

Click on live links below:

[2464—Programs for Gifted and Talented Students](#)

[2464B—Identification of Academically Gifted/Talented Students](#)

[5421C—Grading Exceptional Learners](#)

[5421C—Grading Exceptional Learners \(Spanish\)](#)

[5112—Entrance Age: Early Admission](#)

[5451.01—Wisconsin Academic Excellence Scholarship](#)

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Identification Assessment Options

<i>Assessment</i>	<i>Assessment Type</i>	<i>Responsibility</i>	<i>Administration Dates</i>	<i>Area Assessed/Purpose</i>	<i>Grade</i>	<i>Typical Threshold</i>
PALS (required)	Screener	Classroom Teacher	Fall Window: October-November	Reading: measures student's academic progress	K	Student reads and comprehends beyond emergent reader texts.
			Mid-Year Window: January-February			
			Spring Window: April-May			
Developmental Reading Assessment (DRA) 3 times a year for Gr. 1-2 and mid and end-of-year only for K.	Screener	Classroom Teacher	September	Reading: measures student's academic progress	1-2	2 or more years beyond expected grade level.
			January		K-2	
			May		K-2	
DRA 3 times a year for gr. 3 & for students scoring below grade level.	Screener/Diagnostic Tool	Classroom Teacher	September January May	Reading: measures student's academic progress	3-8+	
Math Expressions	Progress Monitor	Classroom Teacher	September January May	Mathematics: measures student's academic progress	K-6	
STAR	Screener	Classroom Teacher	September January May	Reading & Mathematics: measures student's academic progress	K-12	1 or more years beyond expected grade level
Grade-level/Course Specific Classroom Assessments, Student Portfolio	Formative & Summative	Classroom Teacher	As needed	All: measures student's academic progress	K-12	
CogAT	Cognitive Ability Test	GT Teacher	As needed	Verbal Quantitative Non Verbal	K-12	

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<i>Assessment</i>	<i>Assessment Type</i>	<i>Responsibility</i>	<i>Administration Dates</i>	<i>Area Assessed/Purpose</i>	<i>Grade</i>	<i>Typical Threshold</i>
WI Forward ACT Suite Work key	State required achievement	Classroom Teacher	October November	Grades 4, 8, & 10 assess achievement of state standards in reading, language arts, math, science, social studies, & writing. Grades 3, 5, 6, & 7 assess achievement of state standards in reading and math. Measures student progress toward state standards.	3-8 & 10	Verbal/ Reading 3—≥505 4—≥529 5—≥535 6—≥563 7—≥576 8—≥585 Math 3—≥494 4—≥523 5—≥550 6—≥568 7—≥590 8—≥603
ACT	Optional Out-of-Level Test	Parent	Various local options	Reading, math, science, & social studies: used to plan course sequence and college readiness indicators.	7+	Per NUmATS service guide
ACT Explore	Optional Out-of-Level Test	Parent	February	Pre-ACT math, reading, social studies, & science assessment: used to plan course sequence and college readiness indicators.	3-7 Typical Gr. 8	
ACT Plan	Optional Out-of-Level Test	Parent	November	Pre-ACT math, reading, social studies, & science assessment: used to plan course sequence and college readiness indicators.	7-10 Typical Gr. 9-10	
Intelligence Tests: Appropriate measures determined by School Psychologist	Formal Diagnostic	School Psychologist	As needed	Verbal, perceptual, memory, processing speed, & executive function.	K-12	
Achievement Tests: Appropriate measures determined by School Psychologist	Formal Diagnostic	School Psychologist	As needed	Reading, math, written expression, oral language, verbal expression, & spelling	K-12	
G/T Inventories/Checklists Bright Child vs. Gifted Bright Child	Informal	Parent and/or teacher	As needed	Intellectual, academic ability, motivation, creativity, leadership, & artistic talent; measures aptitude and ability in G/T areas.	K-12	

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<i>Assessment</i>	<i>Assessment Type</i>	<i>Responsibility</i>	<i>Administration Dates</i>	<i>Area Assessed/Purpose</i>	<i>Grade</i>	<i>Typical Threshold</i>
Nomination Forms Letters of Recommendation Teacher Observation Evidence-Student Portfolio	Informal	Parent, teacher, students, and/or counselors	As needed	Intellectual, academic ability, motivation, creativity, leadership, & artistic talent: measures aptitude and ability in G/T areas: identifies G/T areas within classroom or displayed in home/other environments.	K-12	
Advanced Grade-level or Course Assessments	Summative	Teacher	As needed	Achievement of state standards within classroom/academic area: indicates degree of knowledge in the content and as predictor of student's achievement in the next grade/course.	K-12	Generally 80% or better on essential content.

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G/T Development Staff

Talent Development Staff	Roles & Responsibilities
Elementary/Middle School Jessica Huser Murray Park/Quest ES Ripon Middle School/Catalyst huserj@ripon.k12.wi.us —920-748-4695	<ul style="list-style-type: none"> • Act as a advocate for the needs of talented students. • Provide vision and direction for district G/T supports. • Facilitate the writing of DEPs and ensure all teachers receive copies of the DEPs.
Secondary Christine Damm Ripon High School dammc@ripon.k12.wi.us —920-748-4687	<ul style="list-style-type: none"> • Provide support for classroom teachers implementing DEPs. • Monitor supports for identified students. • Coordinate professional development. • Provide resources/materials/ideas for G/T. • Participate in professional development. • Maintain up-to-date demographic district database.
Elementary Counselors Jocelyn Hoepfer Barlow Park/Journey ES hoepferj@ripon.k12.wi.us —920-748-1550 Emmy Marvin Murray Park/Quest ES marvine@ripon.k12.wi.us —920-748-4695	<ul style="list-style-type: none"> • Act as a advocate for the needs of talented students. • Participate on DEP team. • Consult with Director of Curriculum, Instruction and Assessment/G/T Director and School Psychologist when new referrals occur or transfer students arrive. • Participate in professional development.
Middle School Counselor Todd Arft arftt@ripon.k12.wi.us —920-748-4638	
High School Counselors Jolene Schatzinger schatzingerjl@ripon.k12.wi.us —920-748-4616 Samantha Daun dauns@ripon.k12.wi.us —920-748-4616	
School Psychologists Kari Lindee Barlow Park/Journey ES Ripon High School/Lumen Charter School lindeek@ripon.k12.wi.us —920-748-1550 Rob Toepel Murray Park/Quest ES Ripon Middle School/Catalyst toepelr@ripon.k12.wi.us —920-748-4638	<ul style="list-style-type: none"> • Act as an advocate for the needs of talented students. • Administer standardized intelligence and achievement tests. • Share assessment results with parents and DEP team. • Participate on DEP team, as necessary. • Participate in professional development.

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<p>School Principals</p>	<p>Tanya Sanderfoot (4PS-Gr. 2) sanderfoott@ripon.k12.wi.us —920-748-1551</p> <p>Renee Bunge (Gr. 3-5) bungerenee@ripon.k12.wi.us —920-748-4697</p> <p>Rick Bunge (Gr. 6-8) bunger@ripon.k12.wi.us —920-748-4639</p> <p>Randy Hatlen (Gr. 9-12) hatlenr@ripon.k12.wi.us —920-748-4618</p>	<ul style="list-style-type: none"> • Act as an advocate for the needs of talented students. • Communicate and ensure appropriate G/T support options are offered for identified students. • Participate in the development and implementation of Differentiated Education Plans (DEPs) and monitor continuous progress and supports for identified students. • Consult with the G/T Coordinator and teacher to ensure resources/materials/ideas for G/T supports as required by DEPs are provided. • Support differentiation strategies employed by teaching staff through the evaluation process. • Participate in professional development.
<p>Classroom Teacher</p>		<ul style="list-style-type: none"> • Act as an advocate for the needs of talented students. • Participate on DEP team. • Coordinate enrichment activities for student. • Provide classroom differentiation. • Document mastery of goals identified in DEP. • Utilize acceleration, when appropriate. • Utilize individualized instruction or small group instruction, as needed. • Communicate with DEP team about progress. • Participate in professional development.
<p>Parent</p>		<ul style="list-style-type: none"> • Act as an advocate for needs of talented students. • Participate on DEP team.
<p>Student</p>		<ul style="list-style-type: none"> • Act as an advocate for needs of self. • Participate on DEP team. (as appropriate)

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Key Characteristics of Effective Gifted Education Plans

Gifted and talented (G/T) education is important for students and for the local and global community. Students who are challenged to maximize their potential build habits of success that lead to confidence and independence. This in turn prepares them to contribute positively to their local communities and to the larger global community.

Your school district's Gifted and Talented Education Plan guides the process by which you identify and respond to the needs of students who learn at a faster pace, require more complex curricula, demonstrate leadership, think innovatively, and are artistic.

Engaging in conversations is an important part of developing this G/T plan. Through shared vision and collaborative discussions, local school district teams can make decisions that respond to the needs of their students and maximize the resources in their communities.

The notion that "one size does not fit all" applies to gifted and talented plans as well as to classroom instruction. This means that gifted education may look different from school district to school district.

With this in mind, however, there are nine key characteristics that should serve as the foundation for your gifted education plan:

- **Systemic.** Gifted education should be integrated with schoolwide initiatives and programming across all grade levels, K-12. Opportunities should be incorporated into the regular school day and the regular school year.
- **Collaborative.** Gifted education should be the responsibility of all staff members working in a collaborative fashion to meet student needs.
- **Sustainable.** Gifted education should be an integral part of the school district's staffing and funding plans. It should not be dependent on any particular person or funding sources.
- **Responsive.** Gifted education should be responsive to local student demographics, curriculum, resources, and needs.
- **Fluid.** Gifted education should be flexible and continuously adapt to student need. Programming will likely differ based on local needs and community resources. G/T plans may vary from district to district and school to school.
- **Appropriate.** Gifted education should provide opportunities that are in place of, not in addition to, regular classroom instruction and activities.
- **Comprehensive.** Gifted education should consider the "whole child" by encouraging academic, social, and personal growth of the students.
- **Aligned.** Gifted education should have goals that are clear and aligned with state statutes, administrative rule, professional standards, research, and effective practice.
- **Measurable.** Goals in the plan should be specific enough so that progress toward them can be readily evaluated on an ongoing basis.

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RESOURCE LIST

Gifted and Talented Websites for Schools and Families:

- Wisconsin Department of Public Instruction Gifted/Talented webpage: http://cal.dpi.wi.gov/cal_gifted
- Wisconsin Council for Academically Talented Youth- <http://academy.wcatyweb.org/>
- Northwestern University’s Gifted Learning Links-http://www.ctd.northwestern.edu/gll/courses/search_all_courses/
- Math enrichment resources broken down by strand- <http://thoughtbox.es/baileym1/math>
- Art of Problem Solving (enrichment math activities) – www.artofproblemsolving.com
- Hoagies Gifted Education Page (the “all-things-gifted” site, full of resources, articles, books and links to help and support parents, teachers, and gifted children alike.) - <http://hoagiesgifted.org/>
- National Novel Writing Month (begins in Nov.; all materials free and online for all grade levels)- <http://www.nanowrimo.org/>
- Camp Nanowrimo (write a novel in a month; available year round)- http://campnanowrimo.org/sign_in
- Khan Academy (video lessons covering a wide variety of interests). <https://www.khanacademy.org>

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Additional Gifted Education Resources Across the Nation

The wide variety of resources listed here are 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: (* indicates available through RASD building libraries)

- A Practical Guide to Counseling the Gifted in a School Setting.* Van Tassel-Baska, J. (1990) Reston, VA: The Council for Exceptional Children.
- Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled.* Bi-reley, 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.
- **Education of the Gifted and Talented.* Davis, Rimon, and Siegle (2011). Pearson.
- Emotional Intelligence.* Goleman, D. (1995) Bantam Books.
- **Exploring Books With Gifted Children.* Polette, Nancy and Hamlin, Marjorie.
- **Frequently Asked Questions About Being Gifted.* O'Connor, Frances.
- Differentiated Classroom: Responding to the Needs of All Learners.* Tomlinson, C. (1999). Alexandria, VA: Association for Supervision and Curriculum Development.
- 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 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 Gifted Kids' Survival Guide: A Teen Handbook.* Delisle, J. & Espeland, P. (eds). (1996). Minneapolis, MN: Free Spirit Publishing.

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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. & Perny, 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

Professional Books Regarding Differentiated Learning and Academic Success:

(Books in the following professional list are available through the RASD building libraries.)

Brain-Friendly Strategies for the Inclusion Classroom / Judy Willis

Differentiated Instruction for Social Studies : Instructions and Activities for the Diverse Classroom / Wendy Wilson.

Differentiated Instruction Using Technology: A Guide for Middle and High School Teachers / Amy Benjamin.

Differentiated Instruction: A Guide for Middle and High School Teachers / Amy Benjamin.

Differentiated Instructional Strategies for Science, Grades K-8 / Gayle Gregory.

Differentiating Math Instruction: Strategies That Work for K-8 Classrooms! / William N. Bender.

Differentiating Reading Instruction: How to Teach Reading to Meet the Needs of Each Student / Laura Robb.

Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9 / Carol A. Tomlinson.

Differentiation: From Planning to Practice, Grades 6-12 / Rick Wormeli

Handbook on Differentiated Instruction for Middle and High Schools / Sheryn Spencer Northey.

How to Differentiate Instruction in Mixed-Ability Classrooms / Carol A. Tomlinson.

Increasing Academic Success for Every Student Practical Strategies for Differentiating Your Classroom Instruction (Grades 6-12) / David Vawter.

Reading for Academic Success: Powerful Strategies for Struggling, Average, and Advanced Readers, Grades 7-12 / Richard W. Strong . . . Et. al.

Research-Based Strategies to Ignite Student Learning; Insights From a Neurologist and Classroom teacher / Judy Willis.

Strategies for Differentiating in the Content Areas / Beverly Strayer

The Differentiated Classroom: Responding to the Needs of All Learners / Carol A. Tomlinson

The Differentiated School: Making Revolutionary Changes in Teaching and Learning / Carol A. Tomlinson.

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Gifted Organizations:

Arkansas for Gifted and Talented Education, Pres. Roger Eveland, phone 501-892-3595.

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.eric.ed.org

Georgia Association for Gifted Children, Roswell, GA. Phone 770-645-5757 <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 gifted Children, contact President Betty Stauffer, E-mail = Amdgtmcgtc@aol.com or phone at (301) 460B775

National Association for Gifted Children, 1707 L St, NW, Suite 550, Washington, D.C. 20036, Tel: 202-785-4268, <http://www.nagc.org>

National Association of State Organizations for the Gifted, 280 Concord 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 Assn. 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

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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 Gifted and Talented, 1608 W. Cloverdale Drive, Appleton, WI 54914 (920) 991-9177, <http://www.watg.org>

Wisconsin Center for Academically Gifted 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, wagl@acs.stitch.edu

World Council for Gifted and Talented Children, Inc., 18401 Hiawatha Street, Northridge, CA 91326, (818) 368-7501, www.worldgifted.org

Surfing the Net for G/T Websites:

Belin-Blank Center for Gifted Education and Talent Development - [University of Iowa www.uiowa.edu/~belinctr](http://www.uiowa.edu/~belinctr)

Camp Invention www.Campinvention.org

Center for the Improvement of Early Reading Achievement (CIERA) www.ciera.org

CeFuture Problem Solving Program www.fpssp.org

Destination Imagination <http://www.destinationimagination.org/>

HighIQWorld www.s-2000.com/hi-iq/intelligence/gifted_kids.html

Hoagies Gifted Education Page www.hoagiesgifted.org

Hollingworth Center for Highly Gifted Children www.hollingworth.org

Identification Program – Duke University www.tip.duke.edu

International Baccalaureate Organization www.ibo.org

Iowa Talent Search, Iowa State University www.public.iastate.edu/~opptag_info

Jacob Javits Gifted and Talented Education Program http://www.ed.gov/prog_info/Javits/ also www.ecc.uconn.edu/~www.gt/nrcgt.html

Johns Hopkins University (including center for gifted 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

Center for Talent Development - Northwestern University <http://ctdnet.acns.nwu.edu>

Center for Gifted Youth – Johns Hopkins University www.cty.jhu.edu

Club Invention www.clubinvention.org

Creative Learning Press www.creativelearningpress.com

Florida PALS Homepage <http://members.gnn.com/ETaylor/flaghome.html>

NAGC in the United Kingdom <http://www.rmpole.co.uk/orgs/nagc/index.html>

National Research Center on the Gifted and Talented www.nagc.org

National Research Center on the Gifted and Talented <http://buerkle.arc.leon.k12.fl.us/ericgifted.html>

Prufrock Press (publisher of *Gifted Child Today* and *Journal of Secondary Gifted Education*) <http://www.prufrock.com>

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Supporting Emotional Needs of Gifted www.sengifted.org

Tag Family Network <http://www.teleport.com/~rkaltwas/tag>

University of Virginia Gifted Ed Homepage <http://curry.edschool.virginia.edu/curry/dept/edes/gifteded>

Wisconsin Art Association www.wiarted.org

Wisconsin Association Gifted and Gifted www.watg.org

Wisconsin Center for Academically Talented Youth www.wcaty.org

Wisconsin Department of Public Instruction <http://www.dpi.state.wi.gov>

ACT's Plan Program <http://www.actstudent.org/plan/score/measureup.html>

Resources:

Clasen, D. and Clasen, R. (1987). *Gifted and Talented Students: A Step by Step Approach to Programming*. Wisconsin Department of Public Instruction.

Landrum, M. Callahan, C., and Shaklee, B. (2001). *Aiming for Excellence: Gifted Program Standards*. Waco, Texas: Prufrock Press Inc.

Renzulli, J. and Reis, S. (1997). *Schoolwide Enrichment Model: A Comprehensive Plan for Educational Excellence, 2nd Edition*. Creative Learning Press.

Stone, S., Himebauch, R., Mursky, C., Ginter, G., Kohn, Y., and Kueht, J. (2005). *Wisconsin Department of Public Instruction: Gifted and Talented Resource Guide For Educators, Coordinators, and Administrators in Wisconsin Public Schools* retrieved on November 15, 2009, from <http://www.dpi.wi.gov/cal/gift-rsrc.html>.

Szabos, J. (1989) *The Bright Child, The Gifted Learner*. Challenge Magazine,(4). Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Acknowledgments:

The Ripon Area School District would like to acknowledge the following school districts whose gifted and talented handbooks provided guidance during our own development process: Lake Mills and Wauwatosa.

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Parent input is essential for meeting each student's needs and helping each student reach higher levels of accomplishment. The following set of questions and answers is designed to answer some frequently asked questions about talent development.

Who do I talk to if I think my child is talented in any area(s) and has not been identified?

Parents should initially contact the classroom teacher with questions regarding talent identification, differentiation and next steps. At the elementary level, the teacher will then consult with the G/T Teacher and/or principal when appropriate, and at the middle school level the designated school counselor will be contacted. If additional assessments are warranted, parents will be contacted for permission. The G/T Coordinator or school counselor will arrange for appropriate assessments and identify talented student needs. At all levels, the results of the testing regarding formal identification will be communicated to parents through a meeting, phone call or letter. Differentiation will then be provided within the classroom and should be communicated by the classroom teacher.

When should I talk to the classroom teacher?

It is never too early or too late to contact your child's teacher about your child's educational needs. While conference time may be convenient, you may also call, e-mail, or ask your child's teacher for a meeting at other times during the year. In addition, you are always welcome to visit and/or volunteer in your child's classroom.

How will I know if my child is identified for Gifted/Talented supports?

Parents play a central role in the identification process and will be included throughout the evaluation.

How will I know what services my child will receive?

Students identified as having Tier I needs will be provided a variety of services appropriate to their educational needs by their classroom teacher. Conversations with teachers at parent-teacher conferences or individual meetings will provide information about each student's services.

A Differentiated Education Plan (DEP) is developed for students with Tier II and Tier III needs. The plan is jointly developed by classroom teachers and G/T consultants and reviewed on a yearly basis. School staff will meet on an annual basis with families whose child has a DEP.

What does it mean to differentiate instruction?

Students come to school with varying levels of readiness to learn, different ways in which they learn best, and a wide range of interests. Differentiating instruction means that a teacher recognizes those academic differences and modifies classroom instruction in order to help each child reach his or her academic potential.

How will I know if my child is receiving differentiated opportunities?

Differentiation is designed to occur in all subjects and at all grade levels throughout the entire school year. In many cases, a child may not be aware that adaptations have been made to meet his or her

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needs, but parents are encouraged to ask their child and/or their child's teacher about assignments, groupings, projects, and opportunities that occur in his or her classes.

Who do I talk to if I have questions about Gifted/Talented opportunities? Who is the point of contact for a parent about different issues regarding Gifted/Talented services?

At the elementary level, the points of contact (in order) are your child's classroom teacher, the school's Gifted/Talented Teacher, and the principal. At the middle school and high school, the first point of contact is the classroom teacher and Gifted/Talented Coordinator. Further points of contact at the middle and high school levels include the school counselor and the principal. If any parent has further questions, s/he may contact the district's Gifted/Talented Coordinator (Director of Curriculum, Instruction, & Assessment).

How will I receive on-going information about my student's progress and support opportunities?

Communication among parents, students, and teachers is essential for parents to learn about supportive opportunities. Parents should ask the teacher if they are unsure of the differentiated opportunities being provided to their child.

How can I best prepare for a meaningful parent/teacher conference?

Feel free to write a brief letter or email that introduces your child and describes his or her needs to the teacher before the school year begins. The following questions for teachers may help you obtain more in-depth information about your child.

1. What do you see as my child's strengths and weaknesses?
2. If my child already has a solid grasp of the subject matter in a class, what additional opportunities are available? Does s/he take advantage of the opportunities?
3. If my child has a great deal of prior knowledge in a unit/theme, is there a way s/he can be given other options to broaden his/her knowledge base or move ahead into more complex subject matter? (curriculum compacting, contracting, etc.)
4. How can I help my child at home?

How do I find out what opportunities there are throughout the school year for my child?

Information sheets listing extracurricular activities and clubs are generally available at schools during registration prior to the start of the school year. The RASD also supports a wide range of activities for all students such as spelling bees, academic competitions (reading, writing, math, etc.), forensics, clubs, and other competitions. Students are encouraged to explore and develop their interests. These activities come to students through many avenues including parents, teachers, schools, or the district. Families are also encouraged to explore activities offered by outside organizations such as the Wisconsin Center for Academically Talented Youth and Northwestern University's Midwest Academic Talent Search. In addition, the RASD has a G/T email group that is available to any interested parent. It provides G/T news and opportunities from around the state and country. Contact the Curriculum Office to be added to this email group.

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Forms

Teacher Gifted & Talented Referral Form

Parent/Student Gifted/Talented Referral

Seminar Participation Form

Seminar Feedback Form

Differentiated Educational Plan



Teacher Gifted & Talented Referral Form

Today's Date:

Student:	Age:	Birth date:
School:	Grade:	
Referred by:		

CHARACTERISTICS CHECKLIST:

- | | |
|---|--|
| <input type="checkbox"/> Shows high verbal fluency and advanced vocabulary (in dominant language) | <input type="checkbox"/> Displays problem-solving abilities |
| <input type="checkbox"/> Is alert, keenly observant | <input type="checkbox"/> Task commitment: persists in pursuing goals, especially in area of interest (The under-achieving gifted child may not perform in class, but intelligence or achievement tests may show unexpected high scores.) |
| <input type="checkbox"/> Asks penetrating questions (wants to know the "why" of things) | <input type="checkbox"/> High creative productivity in small groups |
| <input type="checkbox"/> Often has extraordinary amounts of information, particularly in areas of interest | <input type="checkbox"/> Adept in visual art activities |
| <input type="checkbox"/> Displays ease in ability to absorb, retain, and recall information (comprehensive and memory) | <input type="checkbox"/> Highly creative in movement, dance, and other physical activities |
| <input type="checkbox"/> Has ability to process information quickly | <input type="checkbox"/> Highly motivated in games, music, sport, humor, and concrete objects |
| <input type="checkbox"/> Displays higher levels of thinking: sees relationships, perceives cause and effect, combines isolated bits of information into meaningful wholes | <input type="checkbox"/> Language rich in imagery |
| <input type="checkbox"/> Demonstrates a mature sense of humor and sees unique relationships | <input type="checkbox"/> Exhibits outstanding powers in one or more abilities valued by his/her culture |
| <input type="checkbox"/> Is creative and inventive | <input type="checkbox"/> Shows social leadership potential |
| | <input type="checkbox"/> Learns new tasks quickly |

AREAS OF GIFTEDNESS

<input type="checkbox"/> Intellectual	<input type="checkbox"/> Artistic Visual/ Performing	<input type="checkbox"/> Leadership	<input type="checkbox"/> Creative Thinking	<input type="checkbox"/> Specific Academic Choose one.
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Comments:

TESTING

Name of Test:	Grade Taken:	Results:	Comments:

For Office Use Only

<input type="checkbox"/> Identified as G/T	<input type="checkbox"/> Placed on Watch list	<input type="checkbox"/> Not recommended for G/T at this time
G/T Teacher/Coordinator Signature		Date
Principal Signature		Date
Document Uploaded to I.C.	Date:	Initials: Return to office of principal.

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Parent/Student Gifted & Talented Referral Form

Today's Date: _____

Student:	Age:	Birth date:
School:	Grade:	
Referred by: _____		

Parents/guardians/student should complete this form if they believe the nominee is performing well above grade level or demonstrating exceptional strengths or talents and would like the nominee's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the Bright Child vs. Gifted Child chart on pg. 4 of the RASD Gifted/Talented Plan.

	AREAS OF GIFTEDNESS:	SPECIFIC EXAMPLES OF BEHAVIORS
<input type="checkbox"/>	General Intellectual Ability Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.	
<input type="checkbox"/>	Specific Academic Ability Shows unusual/advanced ability in: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language Arts	
<input type="checkbox"/>	Creative Ability Has a vivid imagination, a keen aesthetic sense, unique ideas in problem-solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.	
<input type="checkbox"/>	Leadership Ability Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.	
<input type="checkbox"/>	Artistic Ability Selects art media for free time, shows originality and creativity in the use of art media, keenly observes his/her environment, sees the unusual, easily remembers melodies and can produce them accurately; enjoys performing for others Shows a heightened interest in: <input type="checkbox"/> music <input type="checkbox"/> art Has an exceptional sense of: <input type="checkbox"/> rhythm <input type="checkbox"/> pitch <input type="checkbox"/> creativity	
	Briefly describe the nominee's major interests, hobbies and other creative endeavors.	

Please attach any other information which you believe is relevant and would assist us in getting to know the nominee's interests and abilities.

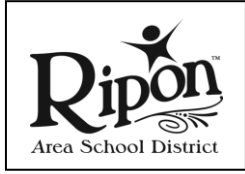
I understand that group tests of ability or individual tests of aptitude or achievement may be administered to the nominee as part of the identification process. Results of all tests will be shared with parents.

Parent/Guardian Signature _____	Date: _____
Student Signature (if self nominating) _____	Date: _____

Please submit completed form to G/T Teacher (Grades K-8) or G/T Coordinator (Grades 9-12).

For Office Use Only

Received by: _____	Date: _____
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Gifted and Talented Seminar/Workshop

Your child has been invited to participate in the following enrichment seminar/workshop. Please contact Mrs. Pokorny within one week if you do not wish to have your child participate in this seminar/workshop.

Student Name		
Name of Activity		
Description of Activity		
Taught by		
Date Held or Time Period Covered		School Year
Standard or Benchmark Addressed		
Uploaded to I.C.	Initials	Date

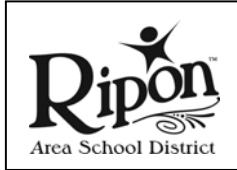
At the conclusion of the seminar/workshop, you and your child will receive a summary with feedback.

Thank you for the opportunity to work with your child.

Date:

Jessica Huser
 G/T Teacher (elementary and middle school)
 Murray Park/Quest Elementary School
 Ripon Middle School/Catalyst
 920-748-4695
huserj@ripon.k12.wi.us

Ripon Area School District



Gifted and Talented Seminar/Workshop Parent/Student Summary with Feedback

Student Name	Last	First
Name of Activity		
Description of Activity		
Taught by		
Date Held or Time Period Covered		School Year
Standard or Benchmark Addressed		
Observations – Check all that apply	Clearly communicates (written or oral) new learning to others Consistently puts forth best effort Maintains a positive attitude toward learning Persists when applying critical thinking strategies Intrinsically motivated to extend learning	
Feedback		
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Ripon Area School District



Differentiated Educational Plan

Date:

Student Name:	
Grade:	

Your child's curriculum will be modified for the following reason(s):

BACKGROUND INFORMATION:

Assessment Results

Subject Area	Score	% of students scoring at or below that score

Discussion Points:	Meeting Notes:
1. In which classes is he/she feeling academically challenged? In which classes would added challenge be beneficial? What are his/her perceptions about school?	
2. What are the parental expectations and observations about his/her school experience?	
3. Is more information needed? Should some course-specific assessment be made?	
4. What course pathways are available?	

Ripon Area School District

The following represent some possible course options for the future:

Modified Plan:

1. New courses to be added to student's schedule.	
2. DEP will be reviewed intermittently through the current school year by the DEP team. Date of next DEP team meeting.	
3. School term for this plan.	

The following DEP Team will be responsible for development, revision, and implementation of this plan:

Print name	Signature	Role	Date
		Parents	
		Student	
		School Counselor	
		Principal	
		G/T Coordinator	
		Educator	
		Educator	
		Educator	