

# School District of New Berlin



## Talented and Gifted (TAG) Handbook

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## Talented and Gifted Program Overview

### Principles and Beliefs

The Elementary and Secondary Education Act (ESEA), also known as the “No Child Left Behind” mandate, recommends that the opportunity for excellence should be accessible to every child. The best educational practices, based on research, can enhance the standards by offering an opportunity for all students to excel.

The School District of New Berlin believes that:

- All children deserve the opportunity to cultivate their potential
- A high quality curriculum with high expectations for all students, delivered by highly qualified staff is foundational to the school system
- Comprehensive systematic programming and identification must be utilized to meet student needs.

The district acknowledges that some students, by virtue of their outstanding abilities, are capable of high performance. The district recognizes the right of these talented students to receive educational opportunities that will complement the level of their capabilities. Therefore, appropriate programming and services will be provided to develop their particular level of giftedness. Gifted programming supports students in five areas: General Intellectual Ability, Specific Academic Areas, Creativity, Leadership and Visual or Performing Arts.

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### Wisconsin State Statute regarding Gifted and Talented Education

Administrative Rule PI 8.01(2)(t)2 for Gifted and Talented Education is now final. The text reads:

Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. **118.35(1)**, Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. **118.35(1)**, Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. **V** of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. **118.35(3)** and **121.02(1)(t)**, Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

## School District of New Berlin Board Policy

### Policy 5122.1

#### GIFTED AND TALENTED SERVICES

Gifted and talented students shall be identified as required in § 118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of gifted including General Intellectual Ability, Specific Academic Ability, Creativity, Leadership, and Visual and Performing Arts.

A pupil may be identified as gifted or talented in one or more of the categories under § 118.35(1), Stats. The school district shall provide, without charge for tuition, appropriate programs as determined by the district for pupils identified as gifted or talented as required under § 118.35(3) and 121.02(1)(t), Stats.

## **Guiding Philosophy and Belief Statements**

(Created by the TAG Steering Committee, Fall 2010)

### TAG Guiding Philosophy

The School District of New Berlin is committed to providing excellence in education for all students. We acknowledge that diversity exists among learners and that all children deserve the opportunity to cultivate their talent and potential. In compliance with Wisconsin State Standard (t), the educational community has a responsibility to identify and develop the talents of those students who are gifted and talented in the areas of general intellectual ability, specific academic ability, creativity, artistic ability, and leadership. Appropriate identification and comprehensive programming services must be provided across K-12 to accommodate students' academic achievement and nurture their personal success.

### TAG Belief Statements

We are committed to delivering a rigorous, relevant, responsive curriculum to all students by highly qualified staff. All students deserve an educational environment that best suits their unique and varied intellectual capabilities, learning styles, social, and emotional needs for learning and successful achievement. **Therefore we believe:**

- Students identified with Talented and Gifted needs have highly exceptional abilities that require supportive services. Therefore, a responsive educational experience is one that ensures a range of opportunities primarily within and, at times, outside of the classroom.

- Identification of students' capabilities and learning needs is ongoing and continuous and is based on multiple criteria; early recognition is essential.
- Ongoing support and professional development for staff is an important aspect of the continued academic, social and emotional growth of students.
- Developing and sustaining strong and engaged partnerships between schools, homes, and the New Berlin community is essential. Therefore, effective communication between families, students, teachers, school staff, administration and Board of Education is essential to students' success.

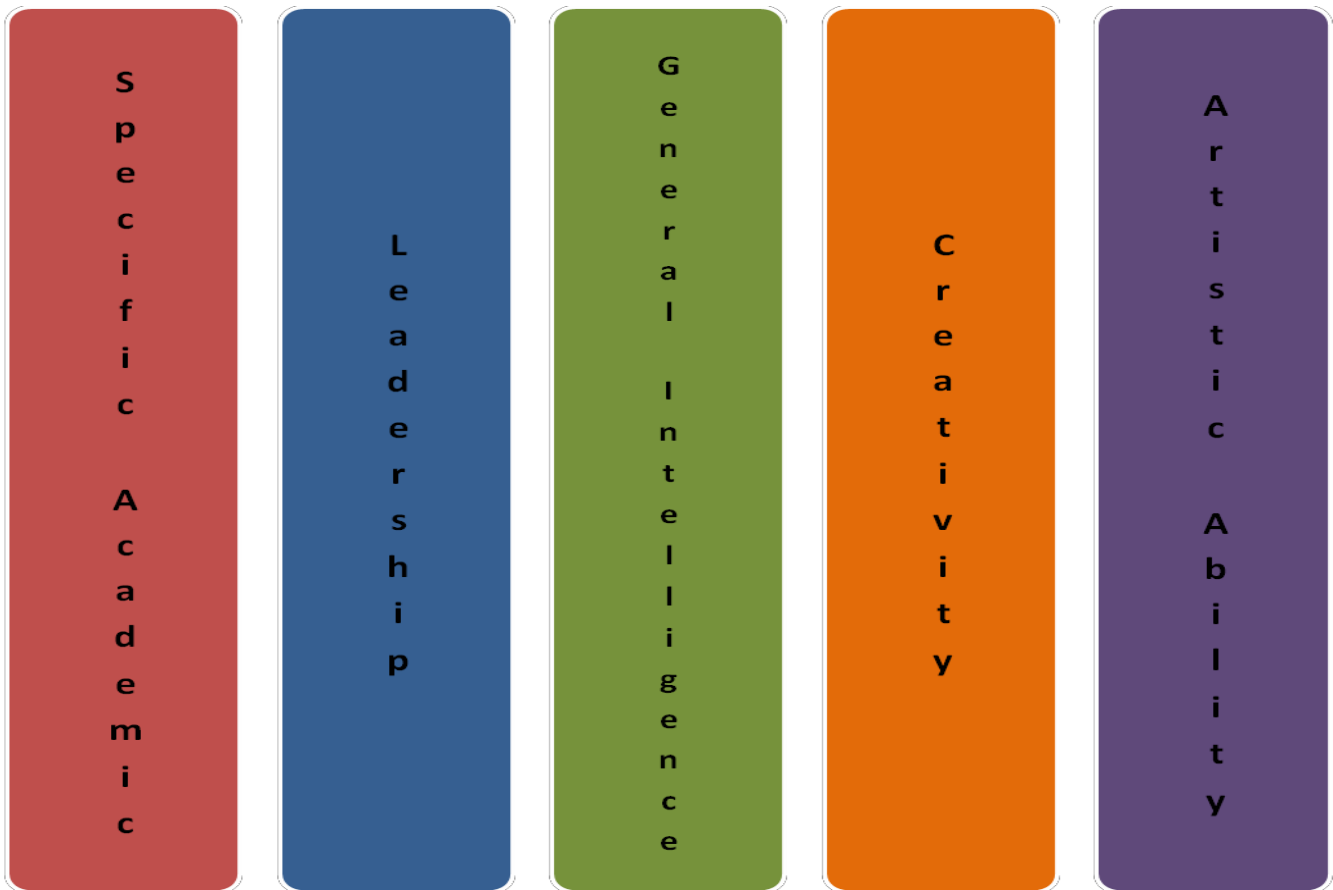
## Talented and Gifted Characteristics

### Bright vs. Gifted Learners

<b>A Bright Child:</b>	<b>A Gifted Learner:</b>
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, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	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 a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Source: Janice Szabos, Challenge Magazine, 1989, Issue 34

Talented and Gifted students are identified in one or more of the following areas:



**Traits associated with areas of giftedness:**

**Please Note:** Students who are gifted and talented in these areas will exhibit many, but not necessarily all of the traits listed.

- **Specific Academic Area**
  - Exhibits extended attention, aptitude, and achievement in one or more subject areas
  - Displays a passion for a topic of interest
  - Makes independent contact with or carries on correspondence with experts in the field
  - Puts extensive efforts into a project - time is of no consequence
  - Manages to change a topic under discussion to the discipline of his/her interest, i.e., weather discussion soon becomes one of the Ice Age
- **General Intelligence**
  - Recalls facts easily
  - Is very well informed about one or more topics
  - Shows keen insight into cause-effect relationships
  - Has exceptional ability to solve problems
  - Has phenomenal memory
  - Capable in a wide variety of areas

- **Creativity**
  - Possesses strong visual/imaginative skills
  - Transfers ideas and solutions to new situations
  - Ability to use divergent and unconventional thinking to solve problems
  - Often has many projects going at once
  - Resists external controls, test and challenges limits
  
- **Leadership**
  - Relates to and motivates other people
  - Organizes and motivates other students for activities
  - Demonstrates high levels of self-assurance when making decisions or convincing peers
  - Sees problems from many perspectives
  - Listens to and respects the opinions of others
  
- **Artistic Ability - Visual/Performing Arts**
  - Shows very high ability in the visual arts, i.e., painting, sculpting, and/or arranging media in a unique way
  - Possesses unusual ability to create, perform, or describe music
  - Possesses unusual talent in drama or dance
  - Uses artistic ability to express or evoke feeling

## **Identification and Programming**

### **Identification**

The School District of New Berlin uses multiple criteria, in accordance with the Wisconsin Department of Public Instruction, to identify highly capable students in five identified areas. Multiple criteria used in the identification of talented and gifted students may include standardized test scores, individualized testing, parent/guardian nominations, teacher nominations, and/or district assessments.

Initial referrals for Talented and Gifted Programming generally come from the classroom teacher who has in-depth knowledge and understanding of a student's abilities. Principals, other educational staff, or parents may also refer students for identification. The decision to refer a student for identification may be based on pre-screener such as scores from the Wisconsin Knowledge and Concepts Examination (WKCE), Curriculum Based Measures (CBMs) or other similar measures of academic progress. We look at measures of performance, aptitude, and achievement through this process.

When gathering information to inform decisions about students' need for challenge beyond the regular curriculum, we also consider standardized tests (objective, norm-referenced tests of academic or intellectual skill), performance data, certain selected grade-level classroom assessments, and nomination forms (rating scales and narrative information from teachers and parents).

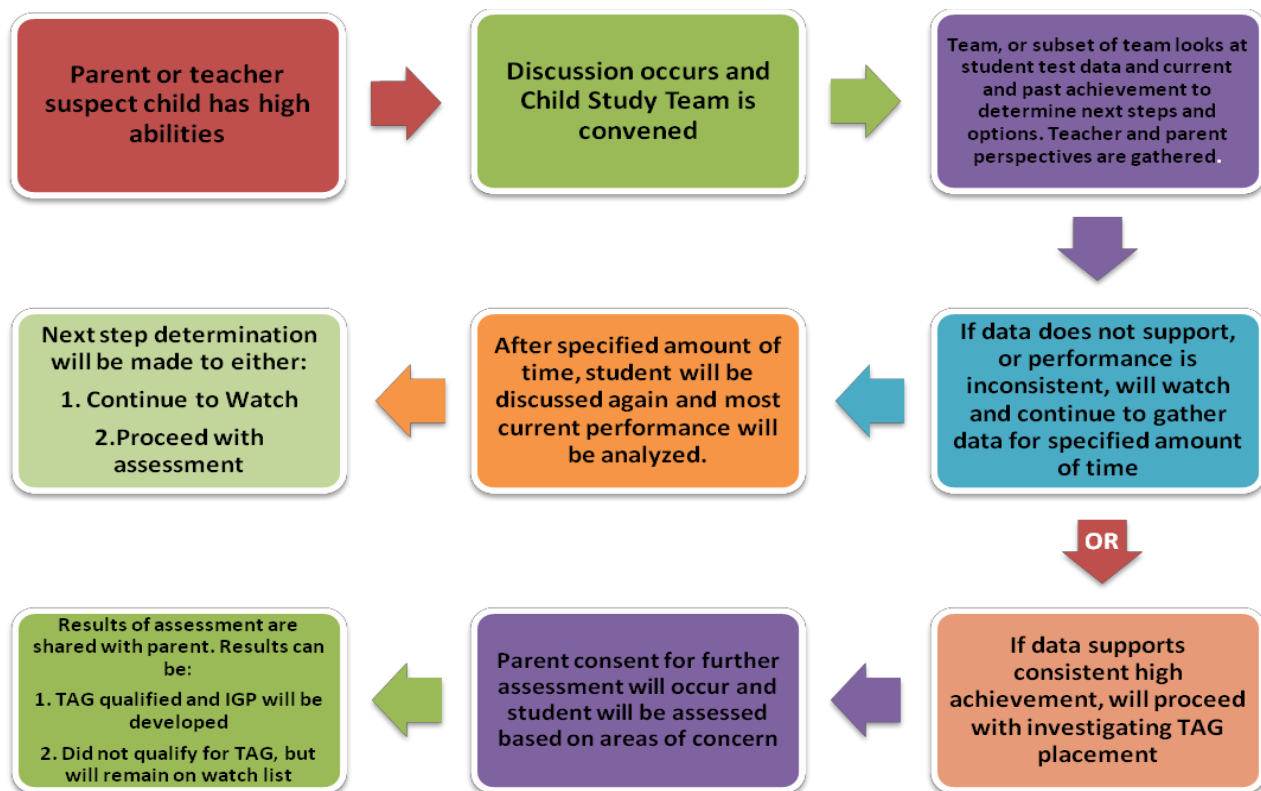
To qualify for Talented and Gifted programming, students in the School District of New Berlin must rank highly (99<sup>th</sup> percentile) on standardized measures, in conjunction with exceptional performance on the other measures listed above, in one or more of the following categories:

- Intellectual Ability
- Academic Ability
- Creativity
- Leadership
- Artistic (Visual/Performing Arts)

The Talented and Gifted Liaison will collaborate with the building principal, classroom teacher and school psychologist to coordinate TAG services at the building level.

## Basic Process for TAG Identification

This chart represents a basic flowchart for TAG identification. Not all buildings will have the same team formats. This chart is meant to provide an overall representation of the process, in its broadest sense.





## Documentation

- Before any assessment can begin, a parent permission form will be sent home for consent of testing. No matter how your child is identified, through standardized testing, a grade level sweep, or an individually given assessment, a notification letter will be sent home informing you that your child has (or has not) met the criteria for participation in the TAG Program. A copy of this letter and form is placed in the student's cumulative folder.
- **Instructional Goal Plans (IGP)** are developed by classroom teachers and the TAG liaison to give an overview of the areas of identification and include learning goals with objectives, strategies for meeting goals, time lines and resources needed for success. IGPs are updated as students qualify for programming, or each fall as students begin a new grade level. Copies of IGP's are provided for parents after initial identification or after any changes or updates are made. Parents will receive an updated IGP at least annually.
- **Progress Updates** If you have questions or concerns about your student's current functioning, please do not hesitate to contact his or her classroom teacher or TAG liaison directly, at any time. Beginning with the 2011-12 school year, standardized forms will be completed as part of the IGP process, on a quarterly basis.

## Programming

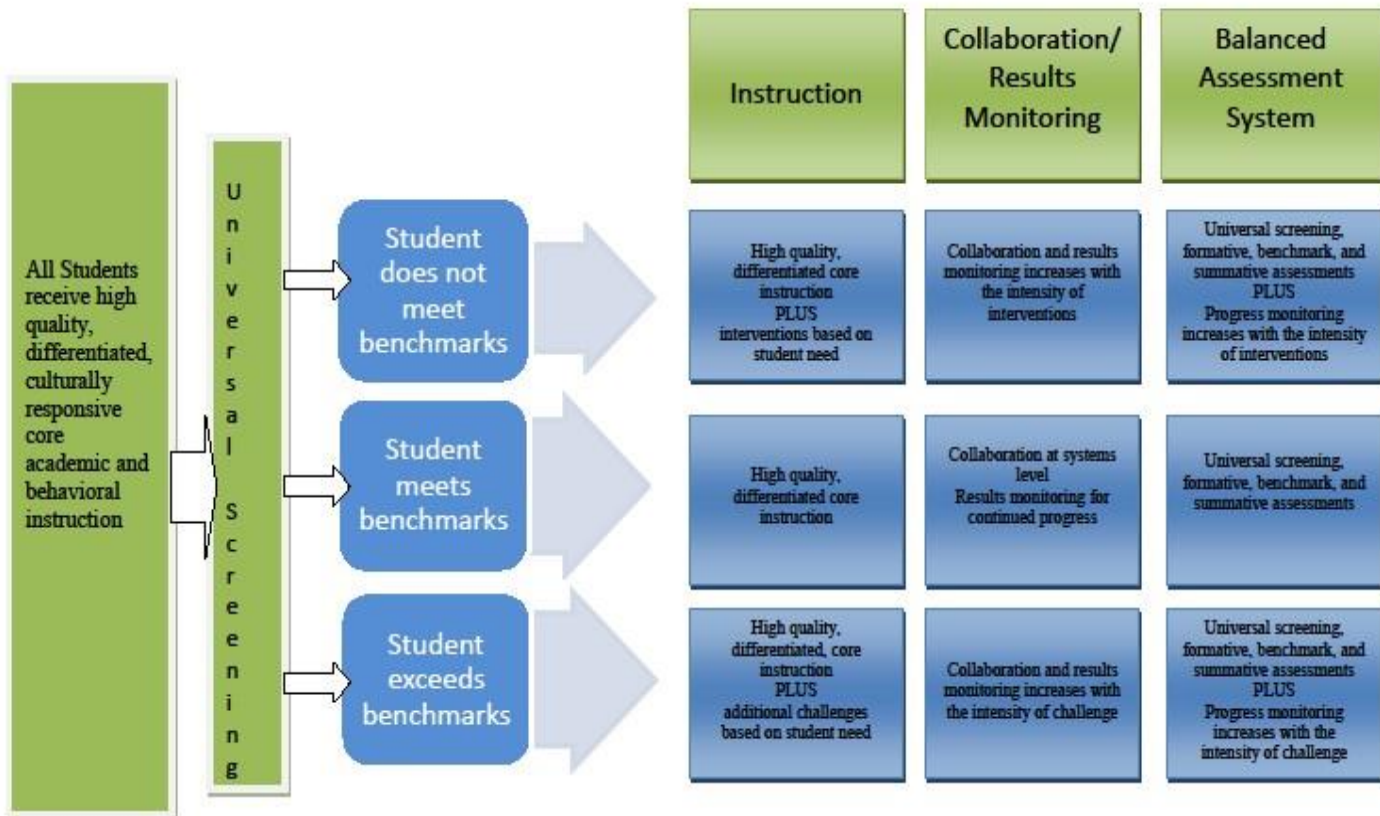
The opportunity for excellence can be accommodated through a variety of instructional methods and structures. Most often, student needs are met through differentiation, enrichment, compacting curriculum, and acceleration. These processes for student achievement are outlined in an instructional goal plan (IGP) created by the teaching staff and TAG liaison. If there are additional and specific needs which are not able to be addressed through these methods, the IGP will address how those needs will be met for a particular student.

At the elementary level, student needs are largely met through a variety of classroom differentiation opportunities. At the middle and high school levels, needs are met through differentiation, as well as student placement and scheduling based upon specific student needs. Students should work with their TAG Liaison and/or school counselor and to ensure a sequence of courses that are most aligned to the student's interests, needs and credit requirements.

The School District of New Berlin considers TAG programming to be part of its *Response to Intervention (RtI)* framework. This model mirrors the best practice framework that the Wisconsin Department of Public Instruction has adopted. This Roadmap (below) outlines the basic intervention processes within the district, aligned to meeting the needs of all learners.



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



Revised March 4, 2010

<http://dpi.wi.gov/rti/pdf/rti-roadmap.pdf>

### What is Differentiation?

Differentiation is a teaching method which varies products (what students produce), content (what students learn), or process (how students learn material) of instruction. Integration of differentiation strategies throughout the curriculum engages all children in continuous growth as learners. Additionally, infusing differentiation in classroom practices opens pathways for students who may not traditionally be identified as gifted, but who may have gifted or talented potential (Tomlinson, 1999).

Differentiation takes many forms and includes any methods or materials that change the educational experience from what is planned for the majority of students. The form that differentiation takes depends on the grade level, the subject area, the knowledge, skills and readiness of the students, and the resources available. Some examples of differentiation are:

- A small group of students who read more advanced material during literacy block or while participating in a specific science unit.
- A student may complete the most difficult problems in a math assignment first, and if they are correct then move on to more advanced or involved process work.
- A student may work on an extension project in place of part of a unit that is already mastered with outcomes tied to the overall targets of the unit.

Additional differentiation strategies include, but are not limited to:

- |  |  |
|--|--|
| ○ pre-testing content and unit knowledge | ○ incorporation of higher order thinking skills                  |
| ○ simulations                            | ○ problem based learning   |
| ○ learning centers                       | ○ use of multiple intelligences in curriculum design and product |
| ○ enrichment activities                  | ○ student planned decision making                                |
| ○ integrated instruction                 | ○ contracting  |
| ○ cooperative learning                   |  |
| ○ tiered assignments                     |  |
| ○ cluster or flexible grouping           |  |

#### Resources regarding Differentiation:

- CESA12 has compiled a very nice listing of websites related to differentiation: [http://www.cesa12.k12.wi.us/gt/?page\\_id=65](http://www.cesa12.k12.wi.us/gt/?page_id=65)

#### *What is Enrichment?*

The word enrichment refers to activities that serve to enhance students' experiences in a specific subject area. Often, this process involves varying the breadth and depth of the content, extending the regular curriculum into related areas not generally covered by class lessons. Teachers employ higher order thinking strategies when providing enrichment opportunities for students. Therefore, enrichment is higher-level "work"; it is not more of the same.

Examples of classroom enrichment activities might be choosing a culminating unit project from several options, a trip to a museum or play that relates to a unit of study, cultural performances brought into the school for all students, participation in a seminar or workshop related to a specific course of study (writing, science, math, leadership, etc) and integrating technology and online curriculum to enhance and broaden a student's understanding of a concept or theory.

#### Resources regarding Enrichment:

- Davidson Institute for Talent Development: <http://www.davidsongifted.org/>
- University of Connecticut- Center for Talent Development: [http://www.gifted.uconn.edu/sem/enrichment/typeii\\_enrichment.cfm](http://www.gifted.uconn.edu/sem/enrichment/typeii_enrichment.cfm)

### ***What is Acceleration?***

Acceleration is the practice of presenting students with material and assignments generally reserved for students who are older or in higher grades. It involves the use of existing school curriculum, although it may also include supplemental materials. The concept of acceleration implies that academically advanced students will progress faster through the curriculum than other students. Thus, the curriculum is adapted for the student's level of mastery (assessed through learning targets), and implies that students who are proficient in their understanding of more advanced subjects may be promoted to successive levels based on their personal level of learning, not "seat time". For example, acceleration may involve assigning a sixth-grade to a high school geometry class, or a fourth grade student to a middle school science class.

Acceleration is different from enrichment on several levels. While enrichment offers materials or activities that deepen and broaden a student's understanding of concepts, it does not necessarily allow faster progress through the established curriculum. Further, acceleration is a decision that cannot be made lightly. Many factors including social and emotional maturity and readiness, scheduling conflicts (such as in the case of an elementary student traveling to the high school for coursework) as well as subject progression as students move through grade levels need to be taken into consideration when looking into the option of acceleration.

Acceleration can take the form of "telescoping" curriculum (shortening the amount of time needed to complete a course), specific subject acceleration, grade skipping or participation in college level coursework while still considered a high school student.

#### **Resources regarding Acceleration:**

- Davidson Institute for Talent Development:  
[http://www.davidsongifted.org/db/browse\\_resources\\_164.aspx](http://www.davidsongifted.org/db/browse_resources_164.aspx)
- Hoagies' Gifted: Iowa Acceleration Scale  
[http://www.hoagiesgifted.org/iowa\\_accel\\_scale.htm](http://www.hoagiesgifted.org/iowa_accel_scale.htm)

## **Social/Emotional Topics and Issues**

Students identified as talented and gifted deal with a variety of social-emotional issues just as other students their age do. Some concerns may be typical of students their age, while others may be specifically related to their advanced talents. Some students may be able to work through some of these issues or concerns on their own, but others may need some adult guidance and discussion.

For issues that continue to remain unresolved over a period of time, counseling or specific intervention may be needed. Students are not always able to verbalize what they are feeling and experiencing. As parents and teachers, we need to be sensitive and alert to a student's social-emotional needs, and to communicate with each other when we see a student may need some guidance. Thus, it is important to establish a relationship with your school's

psychologist, counselor, classroom teacher and/or TAG liaison so that concerns can be addressed in a timely manner.

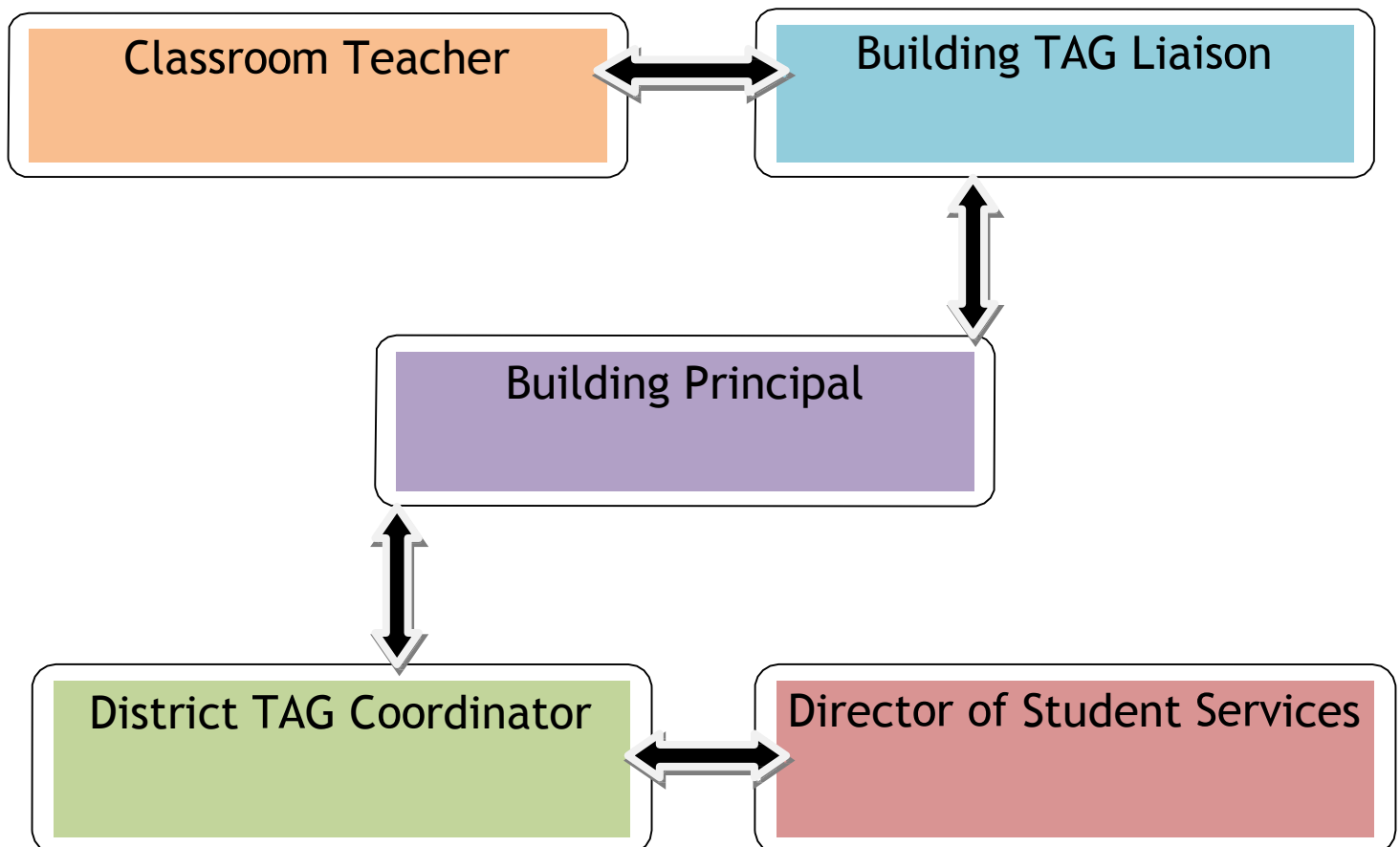
#### Resources regarding Social-Emotional Concerns:

- SENG: Supporting the Emotional Needs of the Gifted: <http://www.sengifted.org/index.shtml>
- Hoagies' Gifted: [http://www.hoagiesgifted.org/social\\_emotional.htm](http://www.hoagiesgifted.org/social_emotional.htm)

## TAG Communication Structure

### Who do I contact if I have questions or concerns?

Parents, students and community members having questions regarding Gifted and Talented Programming are encouraged to speak to the classroom teacher first. Issues and concerns that cannot be resolved should then be referred to the Building TAG Liaison and then on to the Building Principal, Gifted and Talented Coordinator and Director of Student Services as needed. Building level programming concerns should be shared with the Building Principal. District level programming concerns should be shared with the Gifted and Talented Coordinator.



## Building TAG Liaisons and School Psychologists

### Elementary Schools

<b>Elmwood</b>	<p><b>262-789-6581</b></p> <p>Tim Linz *6590 <a href="mailto:timothy.linz@nbexcellence.org">timothy.linz@nbexcellence.org</a> (TAG)</p> <p>Andrea Hauser *6238 <a href="mailto:andrea.hauser@nbexcellence.org">andrea.hauser@nbexcellence.org</a> (PSYCHOLOGIST)</p>
<b>Orchard Lane</b>	<p><b>262-789-6500</b></p> <p>Allison Sutterfield *6500 <a href="mailto:allison.sutterfield@nbexcellence.org">allison.sutterfield@nbexcellence.org</a> (TAG)</p> <p>Nancy Ulschmid *6513 <a href="mailto:nancy.ulschmid@nbexcellence.org">nancy.ulschmid@nbexcellence.org</a> (PSYCHOLOGIST)</p>
<b>Poplar Creek</b>	<p><b>262-789-6520</b></p> <p>Deb Moore *6520 <a href="mailto:debra.moore@nbexcellence.org">debra.moore@nbexcellence.org</a> (TAG)</p> <p>Todd Hrenak 262-789-6550, *2198 <a href="mailto:todd.hrenak@nbexcellence.org">todd.hrenak@nbexcellence.org</a> (PSYCHOLOGIST)</p>
<b>Ronald Reagan</b>	<p><b>262-789-6550</b></p> <p>Sarah Joseph 262-789-6590, *2218 <a href="mailto:sarah.joseph@nbexcellence.org">sarah.joseph@nbexcellence.org</a> (TAG)</p> <p>Todd Hrenak 262-789-6550, *2198 <a href="mailto:todd.hrenak@nbexcellence.org">todd.hrenak@nbexcellence.org</a></p>
<b>Middle/High Schools</b>	
<b>Eisenhower</b>	<p><b>262-789-6300</b></p> <p>Ed Beckert 262-789-6300 <a href="mailto:edward.beckert@nbexcellence.org">edward.beckert@nbexcellence.org</a> (TAG)</p> <p>Andrea Hauser 262-789-6238 <a href="mailto:andrea.hauser@nbexcellence.org">andrea.hauser@nbexcellence.org</a> (PSYCHOLOGIST)</p>
<b>West</b>	<p><b>262-789-6400</b></p> <p>Nicole Thompson 262-789-6590, *2068 <a href="mailto:nicole.thompson@nbexcellence.org">nicole.thompson@nbexcellence.org</a> (TAG)</p> <p>Donna Douglas-Wagner 262-789-6396 <a href="mailto:donna.wagner@nbexcellence.org">donna.wagner@nbexcellence.org</a> (PSYCHOLOGIST)</p>
<b>District Coordinator</b>	<p><b>262-789-6264</b></p> <p>Mary Washbush <a href="mailto:mary.washbush@nbexcellence.org">mary.washbush@nbexcellence.org</a></p>
<b>Director of Student Services</b>	<p><b>262-789-6260</b></p> <p>Dave Funk <a href="mailto:dave.funk@nbexcellence.org">dave.funk@nbexcellence.org</a></p>

## Website Resources and Opportunities

Please visit our website at [www.nbexcellence.org](http://www.nbexcellence.org) - click on Parents, and then Parent Information. Staff may click on Staff, and then Staff Information. The TAG program tab is located at the right hand side of the page.

As information about opportunities for families, educators and students is received, it will be posted on the website. Additionally, we have developed a TAG Resource WIKI that contains resource information and links to information that parents and students may find helpful. The link to the SDNB TAG Resource WIKI is located at the bottom of the TAG website page.

## Frequently Asked Questions

### How is a student identified? Will there be a lot of assessments?

To be identified as gifted in specific academic areas or in general intellectual ability, students must meet specific criteria outlined by the district. Specifically, students must score in the 99<sup>th</sup> percentile or above using multiple criteria. Generally, this includes scoring at or above the 99<sup>th</sup> percentile on two or more standardized assessment measures. Integral to the process are also work samples and discussions with the current and previous classroom teachers and anyone else who may have knowledge of the student's performance levels.

The assessments that students receive as part of the identification process vary and depend on the age of the student, the area that we are looking at, and any past assessment history.

In the areas of leadership, creativity and the visual and performing arts, specialized assessments and inventories and well as demonstrated potential (performance samples, leadership work, etc) are a part of the process of identification. Again, the measures utilized depend on the qualification area and past assessment history, as well as input from current and past teachers.

You will be informed of the specific assessments that your child will be asked to complete as you must sign written permission for any assessment related to TAG prior to the assessment being performed.

### Will my student be expected to do more work?

No. Students that are identified in the TAG program will be given *different* work that meets their needs. This is differentiation - making modifications in the curriculum, either in content or pacing, to meet the needs of individual learners.

### Will my student need reassessment?

No. Once your child is identified as needing services in the School District of New Berlin TAG program, they will remain in the program until graduation from High School unless a request to opt out is made. Students that enroll with a TAG plan from other school districts will be

considered for the School District of New Berlin TAG program after a review of the previous district's documentation and services offered.

Occasionally, there is a question of whether an additional area of talent or giftedness can be identified for a particular student. If this is the case, we would secure parental permission before proceeding with any assessments, and would communicate any results with you as soon as the testing is completed.

The only other "reassessment" that may occur would be informal reassessment related to the writing of the IGP, which occurs annually. The reassessment in that case would relate to goal attainment and focus for the coming academic year.

### **Will my student receive services in the classroom or pull out services?**

The focus of instruction in the School District of New Berlin is to meet every student's needs in their classroom setting with their peers. Talented and Gifted services will typically be received in the classroom through differentiation. This may be done through pre-testing units of study, tiered assignments, compacting curriculum, and independent study.

In certain cases, student's needs may not be able to be met in the classroom setting. These students may qualify for more intensive TAG services that may include specific subject or grade level acceleration. A school team consisting of the principal, TAG liaison, classroom teachers, and parents of the child will meet to determine if the student meets the criteria of the Iowa Acceleration Scale. This scale will be used for all students who will be considered for acceleration.

### **How will I know what my student's programming looks like?**

Each year, you will receive a copy of the IGP (Instructional Goal Plan) that was developed by your child's classroom teacher(s) and the TAG liaison to give an overview of the learning goals with objectives, strategies for meeting goals, time lines and resources needed for success. Beginning with the 2011-12 school year, you will also receive a Quarterly Progress Update, a record of the differentiated instruction utilized within the classroom setting.

### **Can I refuse TAG services?**

If a student is not comfortable with a particular programming option offered, the student does not have to access it. A letter stating the student's preference, signed by the parent/guardian must be submitted. In addition, a meeting to discuss alternative options will be held between the student, the parent/guardian, and appropriate staff.

### **Can I withdraw my student from TAG Services?**

If at any time a student desires to opt out of the gifted and talented program, a letter of withdrawal from the parent/guardian will be required following a meeting between the student, the parent/guardian, and appropriate staff.



## Resources

Many more resources are available on the **SDNB Resource WIKI**

- **Parent Advocates for Gifted Education (PAGE)** is sponsored by a consortium of ten school districts in southwestern Milwaukee Metropolitan area. PAGE presents three to four programs a year highlighting issues of interest to parents of gifted students. For more information contact Student Services Office 262-789-6239.  
<http://sites.google.com/site/cesa1page/>
- **Wisconsin Association for Talented and Gifted (WATG)** is a statewide group which provides excellent educational opportunities for parents, students and teachers. Members receive monthly newsletters, reduced rates for WATG-sponsored conferences, and voting privileges. Competitive scholarships are also available to support student enrichment projects. For more information contact Nancy Woodward at 920-991-9177. <http://www.watg.org/>
- **National Association for Gifted Children (NAGC)** is a national advocacy group. Membership benefits include a subscription to *The Gifted Child Quarterly* and discounts on materials and registration at their annual convention which is generally held in November. Parents may be especially interested in a subscription to *Parenting for High Potential*, a magazine that focuses on developing their child's gifts and talents with games, puzzles, and enrichment activities for the entire family.  
<http://www.nagc.org/>
- **Wisconsin Center for Gifted Learners (WCGL)** is a parent support council that holds meetings throughout the year. Contact Kathy Powell (262-243-5141) or Laura Weisman (414-352-7817)
- **Davidson Institute for Talent Development** valuable resource library for many topics  
[www.ditd.org](http://www.ditd.org)
- **SENG (Supporting Emotional Needs of Gifted)** web based resource for parents, teachers and those supporting students of high abilities [www.sengifted.org](http://www.sengifted.org)
- **National Research Center on the Gifted and Talented**  
<http://www.gifted.uconn.edu/nrcgt.html>
- **Eide Neurolearning Clinic** <http://www.neurolearning.com>
- **Hoagies Gifted Education** <http://www.hoagiesgifted.org/>
- **Wisconsin Department of Public Instruction** <http://dpi.wi.gov/cal/gifted.html>
- **Educational and Psychological Training Center - University of Wisconsin-Madison**  
[www.wisc.edu](http://www.wisc.edu)
- **Summer Institute for the Gifted** <http://www.giftedstudy.org/>
- **Teachers First** <http://www.teachersfirst.com/gifted.cfm>
- **Seri Web** <http://seriweb.com/gt.htm> Many resources for TAG students
- **National Association of Special Education Teachers**  
<http://www.naset.org/giftedandtalented2.0.html>
- **National Education Association** <http://www.achievementgaps.org/tools/12983.htm>
- **Tech and Learning** <http://www.techlearning.com/article/8912>

## Glossary of Terms

- **Acceleration** - Students move through material at a pace faster than age-mates and at a rate commensurate with ability. Acceleration can be done in a single subject or a full grade level.
- **Accelerated Reader** - A computer-based instructional program which increases students' comprehension while allowing them to read literature at their own pace and instructional level.
- **Class Meetings** - Applying problem-solving skills to address real-life issues which occur within the classroom or school environment.
- **Compacting Curriculum** - Reducing the amount of curriculum needed to demonstrate mastery of a skill or concept.
- **Competitions** - Academic contests which allows students the opportunity to compete with representatives from other classrooms, schools or districts.
- **Complex Reasoning Processes** - Processes that help students to extend and refine knowledge (e.g. Comparing, Classifying, Abstracting, Inductive Reasoning, Deductive Reasoning, Constructing Support, Analyzing Errors, and Analyzing Perspectives) and to use knowledge meaningfully (e.g. Decision-making, Problem-solving, Invention, Experimental Inquiry, Investigation, and System Analysis).
- **Curricular Based Measurements (CBM)** - Researched-based assessments which focus on short tests, called probes, to determine student achievement on basic skills in a variety of content areas.
- **Differentiation** - Making modifications in the curriculum, either in content or pacing, to meet the needs of individual learners.
- **Individualized Goal Plan**- yearly plan developed to address growth areas in an academic year.
- **Iowa Acceleration Scale** - a tool to help schools make effective decisions regarding grade skipping. Through data analysis and analysis of student readiness, a variety of areas are investigated, which provide valuable information related to accelerative options.
- **Literature Circles** - Students read and discuss a self-selected book on a given theme or by a particular author. Each student in the group is assigned a specific responsibility.
- **Readers Workshop** - Building comprehension strategies through reading children's literary selections.
- **Writers' Workshop** - Developing mastery of the writing process through small group individualized instruction based on need.

# Sample Individualized Goal Plan

(Please Note: plan template format may differ from this sample)

## Talented and Gifted Programming - **DRAFT** School District of New Berlin

### Annual Individual Goal Plan (IGP)

Student Name:			School:	
Grade:	Area of Identification:		Teacher:	
Start Date of Plan:		Date of Plan Review:	IGP Prepared by:	
Annual Goal & Area	Strategies/Activities	Assessment used to determine progress	Staff Responsible	Materials & Resources
1.				
2.				
3.				
4.				