

Appendix

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**Gifted & Talented (GT) Program
School District of Bonduel**

Letter represents elementary level –
can be customized for M/HS level.

Dear Parents,

No one knows your child like you do! Therefore, we are writing this letter to ask for your help in providing information on observations and characteristics you see in your child at home. Although work that your child does in school gives us many opportunities to observe his/her strengths and areas of interest, the activities and behaviors he/she chooses at home can give us further insight and help us to understand your child’s learning needs.

Listed below are some differences between a “bright child” and a “gifted learner” (Janice Szabos, *Challenge*). The list below does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics; however, it is a good reference of distinguishing characteristics. **If, after reading the characteristics below you feel your child fits the description of a gifted learner, please complete the forms entitled “Knowing My Child” and return them to the school office.**

Multiple criteria will be used in the identification process. Parent nomination is just one of the criteria. Your input and thoughts provide vital information.

Bright Child	Gifted Learner
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 feelings 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 new designs
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Prefers straightforward tasks	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

If you have any questions, or are uncertain as to whether you should complete the form, please do not hesitate to call. I can be reached at (715) 758-4810.

Sincerely,

Peggy Jones, Elementary Principal - GT Coordinator

**Gifted & Talented Program
School District of Bonduel
"Knowing My Child" Inventory**

Child's Name _____ **Parent's Name** _____

Age _____ **Birthdate** _____ **Grade** _____ **Graduation Year** _____

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

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

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

**Gifted & Talented Program
School District of Bonduel
"Knowing My Child" Questionnaire**

1. Briefly describe your child's academic area(s) of strength.

2. Briefly describe your child's major interests, hobbies and other creative endeavors.

3. What unmet needs, if any, is your child having in school as a result of his/her high abilities?

4. Please give any other information about your child which you believe is relevant to his/her abilities, learning style or interests.

We appreciate your valuable input regarding your child's characteristics. Please contact me if you have questions or concerns. We can be reached at (715) 758-4810. Thank you for helping us to better know your child. A collaborative approach between home and school is the best way to ensure student success!

Sincerely,

Peggy Jones, Elementary Principal – GT Coordinator

Please send the completed forms to the school office by _____



Inventory: A Scoring Guide for Educators

(Wisconsin DPI)

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

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

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

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

“Knowing My Child” Inventory Scoring Form

Student Name _____

Parent Name _____

Date _____

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

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

**Gifted and Talented (GT) Program
School District of Bonduel**

Letter represents elementary level -
can be customized for M/HS level.

Dear Staff,

The State requires that we identify students in five areas:

- *General Intellectual Ability*
- *Specific Academic Ability*
- *Creativity*
- *Visual/Performing Arts*
- *Leadership*

Multiple criteria will be used in the identification process. Teacher nomination is just one of the criteria. Your input and thoughts provide vital information.

Please use the attached form to nominate any child in your classroom you feel may be gifted and talented - even if they are already identified.

Listed below are some differences between a bright child and a gifted learner. (Janice Szabos, *Challenge*) The list below does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics; however, it is a good reference prior to completing nomination form. Please be thinking of this in regard to your students as you complete the nomination form.

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

We look forward to receiving your nominations of students through the gifted and talented identification process.

Sincerely,
Peggy Jones, Elementary Principal - GT Coordinator

Return to the office by:
_____ **Thank you!**

Gifted and Talented Program

School District of Bonduel

Teacher Nomination Form

STUDENT: _____ GRADE _____

TEACHER: _____

Multiple criteria will be used in the identification process. Teacher nomination is just one of the criteria. Your input and thoughts provide vital information.

Based on student performance, rate the frequency of the characteristics noted below:

3 - Virtually all the time 2 - Frequently 1 - Occasionally

GIFTED AREA	<u>COMMON CHARACTERISTICS</u>	<u>SCORE</u>	
<p align="center"><i>General Intellectual Ability</i></p>	<ul style="list-style-type: none"> • Understands complex concepts • Draws inferences between content areas • Sees beyond the obvious • Thrives on new or complex ideas • Enjoys hypothesizing • Intuitively knows before taught • Uses an extensive vocabulary • Does in-depth investigations • Learns rapidly compared to peers • 1-2 repetitions for mastery • Manipulates information 	<p align="center">_____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p>	
	TOTAL:	<p align="center">_____</p>	
	<p align="center"><i>Specific Academic Ability</i></p>	<ul style="list-style-type: none"> • Strong memorization ability • Advanced comprehension – 1-2 repetitions for mastery • Intense interest in a specific academic area • High academic capacity in special-interest area • Pursues special interests with enthusiasm • Operates at a higher level of abstraction than peers 	<p align="center">_____ _____ _____ _____ _____ _____</p>
		TOTAL:	<p align="center">_____</p>

(Over)

GIFTED AREA	<u>COMMON CHARACTERISTICS</u>	<u>SCORE</u>
<i>Creative Thinking</i>	<ul style="list-style-type: none"> • Independent and/or flexible thinker • Exhibits original thinking in oral and/or written expression • Generates many ideas to solve a given problem • Possesses a keen sense of humor • Creates and invents • Intrigued by creative tasks • Improvises and sees unique possibilities • Risk taker • Resists conformity <p style="text-align: right;">TOTAL:</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<i>Artistic</i> <i>(Visual/ Performing Arts)</i> <ul style="list-style-type: none"> • <i>art</i> • <i>drama</i> • <i>music</i> 	<ul style="list-style-type: none"> • Unusual ability for aesthetic expression • Communicates their vision in visual/performing arts • Compelled to perform/produce • Exhibits creative expression • Desire for creating original product • Keenly observant • Continues experimentation with preferred medium • Excels in demonstrating the visual/performing arts <p style="text-align: right;">TOTAL:</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<i>Leadership</i>	<ul style="list-style-type: none"> • Takes an active role in decision making • High expectations for self and others • Expresses self with confidence • Foresees consequences and implications of decisions • Follows through on a plan • Appears to be well liked by peers • Ideas expressed accepted by others • Sought out by others to accomplish a task <p style="text-align: right;">TOTAL:</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

COMMENTS: _____

**Gifted and Talented (GT) Program
School District of Bonduel**

**Art Criteria
Teacher Nomination Form**

Multiple criteria will be used in the identification process. Teacher nomination is just one of the criteria. Your input and thoughts provide vital information.

Based on student performance, rate the frequency of the characteristics noted below:

3 - Consistently 2 - Frequently 1 - Occasionally

Student's Name _____ Grade Level _____

Teacher _____

Perception Insight

Score

<i>Is able to apply ideas to a visual format.</i>	
<i>Is a flexible thinker with ability to use materials in more than one way to enhance an idea.</i>	
<i>Is an original thinker.</i>	
<i>Thinks beyond the obvious.</i>	
<i>Is curious and inquisitive.</i>	
<i>Has an eye for detail and can problem solve.</i>	
<i>Is imaginative and can visualize or dream.</i>	
<i>Is courageous and a risk taker.</i>	
<i>Is observant about details.</i>	
<i>When given opportunities to interpret visual stimuli, responds with imagination and perception.</i>	
<i>Is able to draw, paint or sculpt in such a way that the essence of the subject is captured.</i>	
<i>May interpret instructions and create a product that better conveys the intended outcomes.</i>	
<i>Is highly imaginative in art work, play, use of materials, or ideas.</i>	
<i>Has a high level of interest in visual art.</i>	
Column Total:	

Please return to the office. Thank you.

***Gifted and Talented Program
School District of Bonduel***

**Self/Parent Nomination Form
Art**

Multiple criteria will be used in the identification process. This nomination is just one of the criteria. Your input and thoughts provide vital information.

Student: _____ Grade: _____

Parent Name: _____ Phone: _____

1. Art classes taken:

2. Successful media employed:

3. Art activities outside the classroom:

Home:

Community:

Please return to the office. Thank you.

**Gifted and Talented Program
School District of Bonduel**

**Music Criteria
Teacher Nomination Form**

Multiple criteria will be used in the identification process. Teacher nomination is just one of the criteria. Your input and thoughts provide vital information.

Based on student performance, rate the frequency of the characteristics noted below:

3 – Consistently 2 – Frequently 1 – Occasionally

Student Name _____ **Grade Level** _____

Teacher _____

Perception Insight	Score
<i>Shows a strong interest in music.</i>	
<i>Demonstrates an understanding of the concepts of music.</i>	
<i>Discriminates pitches, dynamics, tempo, tone, color, form, and harmonic changes.</i>	

Creativity	
<i>Improvise original rhythmic and melodic patterns.</i>	
<i>Composes songs, verses to songs, and/or pieces of music.</i>	

Performance	
<i>Exhibits feelings and emotions through music creatively.</i>	
<i>Is interested in performing.</i>	
<i>Shows confidence in performing.</i>	
<i>Engaged in music activities during leisure time.</i>	
<i>Shows fluency in performance.</i>	

Column Total:

--

Please return to the office. Thank you.

***Gifted and Talented Program
School District of Bonduel***

**Self/Parent Nomination Form
Music**

Multiple criteria will be used in the identification process. This nomination is just one of the criteria. Your input and thoughts provide vital information.

Student: _____ Grade: _____

Parent Name: _____ Phone: _____

Homeroom Teacher: _____

Music Teacher: _____ Date: _____

Please provide evidence for qualities that apply.

Demonstrates advanced abilities of 12 months or more compared to others in same grade level in ability to match pitch, keep the beat, have rhythmic development, clarity and range of pitch, and the expression of music. Provide evidence.

Discovers musical relationships and ideas outside the classroom. Provide evidence.

Works independently to seek out more musical insights at school and at home. Provide evidence.

Abilities in music go beyond environmental advantages such as piano lessons, Suzuki training, guitar or voice lessons. Provide evidence.

Please return to the office. Thank you.

**Gifted and Talented Program
School District of Bonduel**

**Drama Criteria
Teacher Nomination Form**

Multiple criteria will be used in the identification process. Teacher nomination is just one of the criteria. Your input and thoughts provide vital information.

Based on student performance, rate the frequency of the characteristics noted below:

3 - Consistently 2 - Frequently 1 - Occasionally

Student's Name _____ **Grade Level:** _____

Teacher _____

Perception Insight	Score
<i>Enjoys performing for others and shows a natural ability to act.</i>	
<i>Always volunteers and excels when participating in any dramatic activity.</i>	
<i>Is involved in out-of-class dramatic activities on a regular basis.</i>	
<i>Shows an interest in attending and learning about professional theater and its diversified career opportunities.</i>	
<i>Is acutely aware of the audiences' reactions and knows exactly how to relate to them.</i>	
<i>Limited direction needed for blocking and movement; creating the character's range of motion on his/her own.</i>	
<i>Memorizes material quickly and with ease.</i>	
<i>Is at ease with role-playing and improvisation activities.</i>	
<i>Uses overall natural body expressions to communicate ideas.</i>	
Column Total:	

Please return to the office. Thank you.

***Gifted and Talented Program
School District of Bonduel***

**Report of Student's Free Time Activities
Leadership - Elementary**

Multiple criteria will be used in the identification process. This nomination is just one of the criteria. Your input and thoughts provide vital information.

Student: _____ Grade: _____

Parent: _____ Phone: _____

Completed by: _____ Date: _____

(This form may be completed by parents or school personnel who feel strongly about the leadership potential of a given student.)

Please list activities student is involved in outside of school: (Scouts, 4-H, church, gymnastics, etc.) Please note any offices held or team captain, etc.

*Does student have any extra responsibilities at home?
(Babysitting, care for siblings, paper route, care for livestock, etc.)*

***Please return to the office. Thank you.
28.***

**Gifted and Talented Program
School District of Bonduel**

**Leadership
Self-Rating Scale - Elementary**

Multiple criteria will be used in the identification process. This self-nomination is just one of the criteria. Your input and thoughts provide vital information.

Student Name _____ Grade _____ Date _____

Directions: Read each statement. Select the number that best represents how you feel about each statement.

4- almost always 3- often 2- occasionally 1- seldom or never

- ___ *I feel very strongly about things.*
- ___ *I work hard to accomplish things that I believe in.*
- ___ *I listen to both sides of the story before I make up my mind.*
- ___ *I am not afraid of what other people think of me.*
- ___ *I am able to say what I think in front of other people.*
- ___ *I am happy with the choice I make.*
- ___ *When people disagree with me, I don't let it bother me.*
- ___ *I like to be in charge of things.*
- ___ *Before I start a project, I plan it.*
- ___ *I often lead in projects.*
- ___ *When I see someone in charge, I think I could do as well as that leader.*
- ___ *I am not afraid to ask people for help or information.*
- ___ *I have energy to complete projects that I am interested in.*
- ___ *I understand that there is more than one way to solve a problem.*
- ___ *If I find out new things, I think it's okay to change my mind.*
- ___ *I can be a "peacemaker" if I want to be*
- ___ *I look up to people who have done great things.*

Please return to the office. Thank you.

*School District of Bonduel Building Consultation Team(BCT)
Gifted and Talented (GT) Referral Form*

This form must be completed prior to the initial BCT Meeting.

Yellow = teacher fills out

Green = is completed at BCT meeting

Teal = is completed by Gifted and Talented Coordinator (or grade level teacher who completes interview with referring teacher prior to the BCT meeting)

Person Making Referral:		Position:				
Student's Name:		D.O.B.		Gender:	Male	Female
Grade:	Meeting Dates:					
Team Members:						

What are the areas of giftedness to be identified?:

Statement describing area(s) of giftedness:

Parental Involvement		
Parent/Guardian Name(s)	1.)	2.)
Address:		
Phone:		
Parent contact method: Conference, Phone Call, or E-Mail		
Summary of Parent Identification of giftedness or Result of Contact (see attached parent interview)		

Cumulative File Review			
Has the student attended school regularly?	<input type="checkbox"/>	Yes	No
Comments:			

What concerns have been noted in the past? (type below)

Test Results-Baseline Data (e.g., NWEA, SRI, WKCE etc.): (type below)

Recent Curriculum Based Measurement Scores (e.g. SAGE, running records, math facts, timed tests etc.) (type below)

GT Identification
Provide a Specific and Observable Description of the Student's gifted and talented abilities (Describe exact behavior so a stranger could read this and know exactly what the area(s) of giftedness is/are). (type below)

Describe what programs and/or opportunities you would like to see for this student.
Describe the difference between what is expected and the student's current performance. (e.g., I would like the student to read at the ___ Lexile level (range) by the end of ___ quarter. Student is reading ___Lexiled materials with 80% comprehension and his peers are reading ___ Lexiled materials with 80% comprehension). (type below)

CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS (CCAG)

General Intellectual Ability

- understands complex concepts
- draws inferences between content areas
- sees beyond the obvious
- thrives on new or complex ideas
- enjoys hypothesizing
- intuitively knows before taught
- uses an extensive vocabulary
- does in-depth investigations
- learns rapidly in comparison to peers
- 1 - 2 repetitions for mastery
- manipulates information

Cite any examples:

Specific Academic Ability

- strong memorization ability
- advanced comprehension, 1-2 repetitions for mastery
- intense interest in a specific academic area
- high academic capacity in special-interest area
- pursues special interests with enthusiasm
- operates at a higher level of abstraction than peers
- asks poignant questions
- discusses and elaborates in detail

Cite any examples:

Creative Thinking

- independent and/or flexible thinker
- exhibits original thinking in oral and/or written expression
- generates many ideas to solve a given problem
- possesses a keen sense of humor
- creates and invents
- intrigued by creative tasks
- improvises and sees unique possibilities
- risk taker
- resists conformity

Cite any examples:

Artistic (Visual/Performing Arts)

• art

• dance/drama

• music

- communicates their vision in visual/performing arts
- unusual ability for aesthetic expression
- compelled to perform/produce
- exhibits creative expression
- desire for creating original product
- keenly observant
- continues experimentation with preferred medium
- excels in demonstrating the visual/performing arts

Cite any examples:

Leadership

- takes an active role in decision making
- high expectations for self and others
- expresses self with confidence
- foresees consequences and implications of decisions
- follows through on a plan
- appears to be well liked by peers
- ideas expressed accepted by others
- sought out by others to accomplish a task

Cite any examples:

Previous Involvement in the GT program & Progress Monitoring

What interventions have been implemented?

What are the outcomes of these interventions? (You MUST attach data that has been collected through progress monitoring of the interventions)

Plan Implementation & Evaluation

Person responsible for implementing GT plan:

Materials required for implementing GT plan:

Materials required for progress monitoring:

Follow-up Date to review/evaluate GT plan:

Meeting Notes:

Program Options for GT BCT Team

All suggestions will be considered based on individual need (intellectual, social, emotional, behavioral, etc.) and are not limited to the possibilities noted below.

At Elementary School level:

Spelling Bee	Curriculum Compacting
School Programs	Differentiated Instruction
Independent Study	Summer School
Accelerated Programs	Ropes Course
Wrestling	Cheerleading
Spanish Club	Band
Baseball	Vocal Music
Basketball	Technology
Football	Resource Sharing
Bowling	ERVING (Distance Learning)
Scouting	Science Opportunities
4-H	
Art Opportunities	
Writing Opportunities	

At Middle School level:

Geography Bee	Algebra (8 th)
Spelling Bee	Skills USA (8 th)
KMO	FFA (7-8)
Student Council	FCCLA (7-8)
Yearbook	Spanish 1A (7-8) & 1B (8)
Forensics	Art A & B (7-8)
Solo/Ensemble	Computer Apps 1 & 2 (7)
Band	Engineering, Research, & Development (7)
Wrestling (6-8)	Leadership Skills (7)
Cross-Country (6-8)	Movie Making & Animation (8)
Basketball (7-8)	Exploring Technology (8)
Volleyball (7-8)	Agrology (8)
Football (7-8)	Ropes Course
Power Pals	Technology
WEB Leaders (8 th)	Cheerleading
Differentiated Instruction	Curriculum Compacting
Summer School	ERVING (Distance Learning)

Glossary of Terms

Term	Definition
Acceleration	Allowing student to advance by grade or by subject
Advanced Placement (AP)	College level courses taught at the high school. Students who choose may take a standardized test in May. Depending on their scores and the colleges to which they apply, they may earn college credit.
Concurrent Enrollment	Allowing students to attend classes in more than one building such as an 8 th grader taking high school algebra.
Curriculum Compacting	Pretesting students to find out what they already know and then allowing them to “buy time” to more appropriate work.
Differentiated Education Plan (DEP)	A DEP is written for a student when his or her needs cannot be met in the regular classroom.
Differentiated Instruction	Strategies used by teachers to adapt the content, process, or product based on student readiness, learning profile, and interest. Examples include tiered assignments and curriculum compacting.
Early Entrance	A form of acceleration which allows student to enter kindergarten or any other level earlier than their age peers. Students who are considered for early entrance to kindergarten will follow school district policy JEBA.
Enrichment	Activities that provide “horizontal” breadth and depth as opposed to vertically advancing a child.
Extension Menus	Activity choices for students who finish their work or have compacted out of a lesson.
Flexible Skills Grouping	Varying the composition of groups based on student readiness, interest, and learning profile.
Higher Order Thinking Skills	Questioning in discussion or other activities based on processes of analysis, synthesis, evaluation, or other critical thinking skills.
Independent Study	Structured projects agreed upon by the teacher and student to allow the student to individually investigate an area of great interest to him or her.
Interest Development Centers	Display set up around a theme to enable student to learn and do activities that can lead to greater in-depth learning based on their interest.
Learning Centers	Areas in the room set up with learning activities around a theme, subject, or by preferred learning style. Typically designed to provide additional skills practice.
Learning Contracts	Student and teacher jointly develop a contract for time “bought” through compacting. The contract usually includes the desired learning outcomes, proposed product, and working conditions.
Like-Ability Cooperative Learning	Organizing learning groups at least occasionally by like ability.
Mentoring	A one-to-one relationship between a student and an adult with whom the student shares a passionate interest. The purpose may be career exploration, acquisition of knowledge, or the development of social skills.

Midwest Academic Talent Search (MATS)	Students in grades 5-8 who score in the 95 th percentile or above in reading or math on standardized tests are invited to take an out-of-level test such as the ACT, SAT, or Explore. Students who participate received academic planning information and may be invited to participate in courses offered by Northwestern University and the WI Center for Academically Talented Youth (WCATY).
Open-ended Assignments	Providing students with tasks and work that do not have just one right answer or outcome in order to encourage divergent thinking.
Subject Acceleration	Allowing students to advance in one or more subjects.
Telescoping	Allowing students to move through the material in less time such as compressing two years of math into one year.
Tiered Assignments	A differentiations strategy in which teachers identify the key concepts and skills students must acquire but then plan activities at varying levels of difficulty to appropriately challenge students of varying readiness.

Acknowledgements

The following people worked diligently in putting this document together:

Lisa Strutz, Parent and School Board Member

Dave Hoberg, School Board Member

Mary Wudtke, Third Grade Teacher

Suanne Prestby, Fourth Grade Teacher

Ashley Hendricks, Fifth Grade Teacher

Nicole Roehlig, Middle School Teacher

Julie LaBerge, Director of Pupil Services

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