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School District of Bonduel

Gifted and Talented (GT) Program

Mission Statement

In partnership with home and community the School District of Bonduel believes education is a lifelong learning process providing all individuals the opportunity to reach their full potential in order to contribute to our democratic society, while maintaining a proper balance between an appreciation of the past and the challenges of the future.

Philosophy

The School District of Bonduel is committed to an educational philosophy that recognizes the unique value, needs and talents of individual students. We understand that students with identified gifts and talents may require differentiated instruction and opportunities. Administrators, parents, counselors and teachers will work together to ensure that the educational needs of GT students are met in the regular classroom and if appropriate in specialized learning settings.

Definitions

The five areas of giftedness addressed by this plan are Intellectual, Academic, Creative, Leadership, and Artistic. To focus on the needs of the students, classroom instruction with additional support, special programs, and individualization will be provided by the district.

- **General Intellectual Ability** – Students who display advanced verbal skills (large vocabulary, compound/complex sentences, creative word associations, etc.). These students display strong ability and skills in tasks which require reasoning.
- **Specific Academic Ability** - Students able to excel in one or more disciplines.
- **Creative** - Students whose thoughts and behaviors are characterized by originality of thought, action, and product. These students tend to enjoy complexity, envision potential results, and generate products quite different from the norm.
- **Artistic (visual/performing arts)**- Students with demonstrated ability or potential in the performing arts and/or visual arts.
 - Art
 - Drama/Dance
 - Music
- **Leadership** – Students who motivate others and facilitate group problem solving or group goal achievement.

Identification Process

Identification Guidelines

The state of Wisconsin recommends that 10-20% of a student population will have their educational needs met via GT services. **Of that 10-20%**

- 60% should receive Level I services – differentiated instruction
- 30% should receive Level II services – selected support
- 10% should receive Level III services – targeted support

For example – **In a school of 400, 40-80 would potentially need GT programming**

- Needs of 24-48 would potentially be addressed through differentiated classroom instruction
- Needs of 12-24 would potentially be addressed through selected instruction
- Needs of 4-8 would potentially be addressed through targeted instruction

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

Specific Academic Ability

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

Creative Thinking

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

Artistic (Visual/Performing Arts)

• art

• dance/drama

• music

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

Leadership

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

General Intellectual Ability

The intellectually gifted are children who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.

Traditionally, standardized tests and grade point average have been used to identify this population of gifted students. Although standardized tests are a strong indicator, there are some weaknesses that can be found with these types of assessments. One critical weakness is that most identify a low percentage of twice exceptional (Davis and Rimm, 1989, p. 372) and other students in underrepresented populations (McCallum, Bracken, and Wasserman, 2001, pp. 3-4). Overcoming this weakness requires a commitment to the philosophy that ability is found in all groups. This commitment to equity ensures that student populations will be proportionally represented in the gifted and talented pool. A second critical weakness is a "ceiling" problem when using group-administered tests. Ceilings mean that a child has "topped out" of the assessment, or the child has been able to answer the majority of the items on the test and could probably go farther if given more difficult or additional items. It is almost impossible for extremely able children to show their exceptional abilities on the most commonly used standardized tests (Center for Talent Development, 2004, p. 2).

To counteract these weaknesses the authors outline the Pyramid Model for Identification and Programming on p. 30. This allows for five multiple criteria when identifying intellectually gifted students. Referring to page 30, each level of the Pyramid Model addresses a different degree of giftedness. The criteria are only guidelines that are meant to be flexible for our school district. Other criteria, which may be available, may be added for use when identifying students as gifted or talented.

GENERAL INTELLECTUAL ABILITY

Criteria Guidelines

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

Level III

- Score of 59 - 64 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
 - Acceptable IQ test score of 145 or higher
 - A score of 19-20 on the Intellectual subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
 - State Testing: Nationally normed standardized test scores at 98th-99th national percentile in two or more of the stated areas:
 - Reading Composite
 - Math Composite
 - Language Composite
 - Total Score
 - Score at the 98th-99th percentile on the Measures of Academic Progress (MAP)
 - Checklist of Characteristics for Areas of Giftedness (CCAG), 10-11 items from the General Intellectual Ability section.
-

Level II

- Score of 53 - 58 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
 - Acceptable IQ test score of 135 through 144
 - A score of 16-18 on the Intellectual subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
 - State Testing: Nationally normed standardized test scores at 97th-98th national percentile in two or more of the stated areas:
 - Reading Composite
 - Math Composite
 - Language Composite
 - Total Score
 - Score at the 97th-98th percentile on the Measures of Academic Progress (MAP)
 - Checklist of Characteristics for Areas of Giftedness (CCAG), 8-9 items from the General Intellectual Ability section.
-

Level I

- Score of 48 - 52 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
- Acceptable IQ test score of 130 through 134
- A score of 14-15 on the Intellectual subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
- State Testing: Nationally normed standardized test scores at 96th-97th national percentile in two or more of the stated areas:
 - Reading Composite
 - Math Composite
 - Language Composite
 - Total Score
- Score at the 96th-97th percentile on the Measures of Academic Progress (MAP)
- Checklist of Characteristics for Areas of Giftedness (CCAG), 6-7 items from the General Intellectual Ability section.

Specific Academic Ability

Students with specific academic abilities are capable of making outstanding progress in one or more of the disciplines taught in school, which include math, science, social studies, reading, language arts. Students in the 96th percentile, two standard deviations or above on nationally normed standardized tests in a particular subject, are an easily identifiable group. Effective education of academically able students should allow them to progress through the content area(s) at a pace and/or at the depth and breadth which reflects their considerable abilities.

Current classroom trends advocate for differentiation of instruction. This differentiation includes content, process, or product (Tomlinson, 1999, p. 15). It is imperative that curriculum encompasses depth in content, flexibility in process, and a wide range of product choices to ensure that students remain challenged in their learning evolution. When compared to their peers, students who are one to two years advanced (Level I) on the Pyramid Model, can probably have their needs met through the differentiated classroom. Students who are two to three years advanced (Level II) on the Pyramid Model could require additional curricular strategies, such as advanced coursework, cluster grouping per subject area, or workshop/competitions in the identified gifted and talented area. Students who are more than three years advanced (Level III) on the Pyramid Model could require an individualized educational program, such as single subject acceleration, grade level acceleration, or dual enrollment in courses. The Pyramid Model, p. 30, offers multiple criteria options for identification of academically gifted students. Each level of this pyramid addresses a different degree of giftedness. The criteria are only guidelines that are meant to be flexible for our school district. Other criteria, which may be available, may be added for use when identifying students as gifted or talented.

SPECIFIC ACADEMIC **Criteria Guidelines**

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

Level III

- 31 - 32 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
 - A score of 19-20 on the specific academic subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
 - State Testing: Nationally normed standardized test scores at 98th-99th national percentile in one or more of the stated areas:
 - Reading Composite
 - Math Composite
 - Language Composite
 - Total Score
 - Score at the 98th-99th percentile on the Measures of Academic Progress (MAP)
 - Score at the 98th-99th percentile on the Scholastic Reading Inventory (SRI)
 - Checklist of Characteristics for Areas of Giftedness (CCAG), 7-8 items from the Specific Academic Ability section.
-

Level II

- 27 - 30 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
 - A score of 16-18 on the specific academic subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
 - State Testing: Nationally normed standardized test scores at 97th-98th national percentile in one or more of the stated areas:
 - Reading Composite
 - Math Composite
 - Language Composite
 - Total Score
 - Nationally normed standardized test score at 97th-98th national percentile in the area of the specified academic nomination
 - Score at the 97th-98th percentile on the Measures of Academic Progress (MAP)
 - Score at the 97th-98th percentile on the Scholastic Reading Inventory (SRI)
 - Checklist of Characteristics for Areas of Giftedness (CCAG), 6-7 items from the Specific Academic Ability section.
-

Level I

- 24 - 26 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
- A score of 14-15 on the specific academic subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
- State Testing: Nationally normed standardized test scores at 96th-97th national percentile in one or more of the stated areas:
 - Reading Composite
 - Math Composite
 - Language Composite
 - Total Score
- Nationally normed standardized test score at 96th-97th national percentile in the area of the specified academic nomination
- Score at the 96th-97th percentile on the Measures of Academic Progress (MAP)
- Score at the 96th-97th percentile on the Scholastic Reading Inventory (SRI)
- Checklist of Characteristics for Areas of Giftedness (CCAG), 5-6 items from the Specific Academic Ability section.

CREATIVITY

Creativity may cross all areas (academic, arts, leadership, intellect). High creatives tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity.

Creativity is characterized by originality of thought, human behavior, and product. It is important to remember that uniqueness and originality are relative concepts. (See CCAG p. 3 for specific characteristics.) Instruments have been developed to identify creativity in students.

Commonly used instruments are:

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

The Pyramid Model, p. 30, offers multiple criteria options for identification of creatively gifted students. Each level of this pyramid addresses a different degree of giftedness. The criteria are only guidelines that are meant to be flexible for our school district. Other criteria, which may be available, may be added for use when identifying students as gifted or talented.

CREATIVITY

Criteria Guidelines

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

Level III

- 38 - 40 on "Knowing My Child" Inventory and Questionnaire (p. 16-17)
 - 8 - 9 items from Creative Thinking section of CCAG (p. 3)
 - A score of 98-99 on either the figural or verbal sections of the Torrance Tests of Creative Thinking
 - A score of 19-20 on the creativity subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
 - Teacher Nomination
 - Student generated evidence (creative thinking project or activity)
 - Letter(s) of recommendation from third party (advisor of club, organization, private instructor, etc.)
-

Level II

- 34 - 37 on "Knowing My Child" Inventory and Questionnaire (p. 16-17)
 - 6 - 7 items from Creative Thinking section of CCAG (p. 3)
 - A score of 16-18 on the creativity subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
 - Teacher Nomination
 - Student generated evidence (creative thinking project or activity)
 - Letter(s) of recommendation from third party (advisor of club, organization, private instructor, etc.)
-

Level I

- 30 - 33 on "Knowing My Child" Inventory and Questionnaire (p. 16-17)
- 5 - 6 items from Creative Thinking section of CCAG (p. 3)
- A score of 14-15 on the creativity subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
- Teacher Nomination
- Student generated evidence (creative thinking project or activity)
- Letter(s) of recommendation from a third party (advisor of club, organization, private instructor, etc.)

ARTISTIC (VISUAL/PERFORMING ARTS)

Students can demonstrate unusual adeptness or skill in the field of drama, music, dance, and/or visual arts. Unlike the academic and intellectual areas, students may not have been exposed to these artistic area(s). Students who have socio-economic advantages and participate in visual and performing arts can appear artistically gifted because of that exposure. Whereas students who have not had these types of opportunities are not always recognized in the early educational years as gifted and can be overlooked. This makes recognition of truly potential artistic talent difficult. Under such circumstances, social class, family, and economic situations “rather than ability”, will be the major screener unless a conscious attempt is made to prevent that from happening. Therefore, it is possible for students to have the potential for outstanding contribution in the arts as they become more involved in the arts through school and extra-curricular activities. The implication of this becomes clear when artistically reach an environment that supports the arts; then authentic performance can be a more valid indicator of giftedness. Since this is a performance-based talent, identification should center around nominations (p. 24-27) and portfolios and expert assessment. These may focus on student engagement by including:

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

The Pyramid Model, p. 30, offers multiple criteria options for identification of artistically gifted students. Each level of this pyramid addresses a different degree of giftedness. The criteria are only guidelines that are meant to be flexible for our school district. Other criteria, which may be available, may be added for use when identifying students as gifted or talented.

ARTISTIC (VISUAL/PERFORMING ARTS)

Criteria Guidelines

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

Level III

- 19 - 20 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
- 7 - 8 items from Artistic section of CCAG (p. 3)
- A score of 19-20 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
- For ART** - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department staff or appointed qualified artist.
- For MUSIC** - audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by the Music Department staff or appointed qualified musician (copy of the music, either composed or performed, submitted with the recording).
- For DRAMA** - visual or audio recording of the student's performance within one year of the student's current grade level to be reviewed by two or more educators or appointed qualified director.
- Letter(s) of recommendation from specialist(s) in the area of nomination (private instructors, church, community program, 4-H, etc.).

Level II

- 17 - 18 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
- 6 - 7 items from Artistic section of CCAG (p. 3)
- A score of 16-18 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
- For ART** - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department staff or appointed qualified artist.
- For MUSIC** - audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by the Music Department staff or appointed qualified musician (copy of the music, either composed or performed, submitted with the recording).
- For DRAMA** - visual or audio recording of the student's performance within one year of the student's current grade level to be reviewed by two or more educators or appointed qualified director.
- Letter(s) of recommendation from specialist(s) in the area of nomination (private instructors, church, community program, 4-H, etc.).

Level I

- 15 - 16 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
- 5 - 6 items from Artistic section of CCAG (p. 3)
- A score of 14-15 on the artistic (visual/performing arts) subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
- For ART** - portfolio of work collected within one year of the student's current grade level to be reviewed by the Art Department staff or appointed qualified artist.
- For MUSIC** - audio sample of the student's performance recorded within one year of the student's current grade level to be reviewed by the Music Department staff or appointed qualified musician (copy of the music, either composed or performed, submitted with the recording).
- For DRAMA** - visual or audio recording of the student's performance within one year of the student's current grade level to be reviewed by two or more educators or appointed qualified director.
- Letter(s) of recommendation from specialist(s) in the area of nomination (private instructors, church, community program, 4-H, etc.).

LEADERSHIP

Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual.

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

Observable characteristics may include:

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

LEADERSHIP

Criteria Guidelines

Level III

- 38 - 40 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
 - 7 - 8 items from Leadership section of CCAG (p. 3)
 - Student generated evidence of leadership activity
 - A score of 19-20 on the leadership subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
 - Letters of recommendation from a third party (e.g. troop leader, employer, coach, etc.)
-

Level II

- 34 - 37 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
 - 6 - 7 items from Leadership section of CCAG (p. 3)
 - Student generated evidence of leadership activity
 - A score of 16-18 on the leadership subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
 - Letters of recommendation from a third party (e.g. troop leader, employer, coach, etc.)
-

Level I

- 30 - 33 on "Knowing My Child" Inventory and Questionnaire (Appendix A, pages 16-17)
- 5 - 6 items from Leadership section of CCAG (p. 3)
- Student generated evidence of leadership activity
- A score of 14-15 on the leadership subscale of the Gifted Evaluation Scale-3rd Edition (GES-3)
- Letters of recommendation from a third party (e.g. troop leader, employer, coach, etc.)