



Watertown Unified School District

Excellence for All



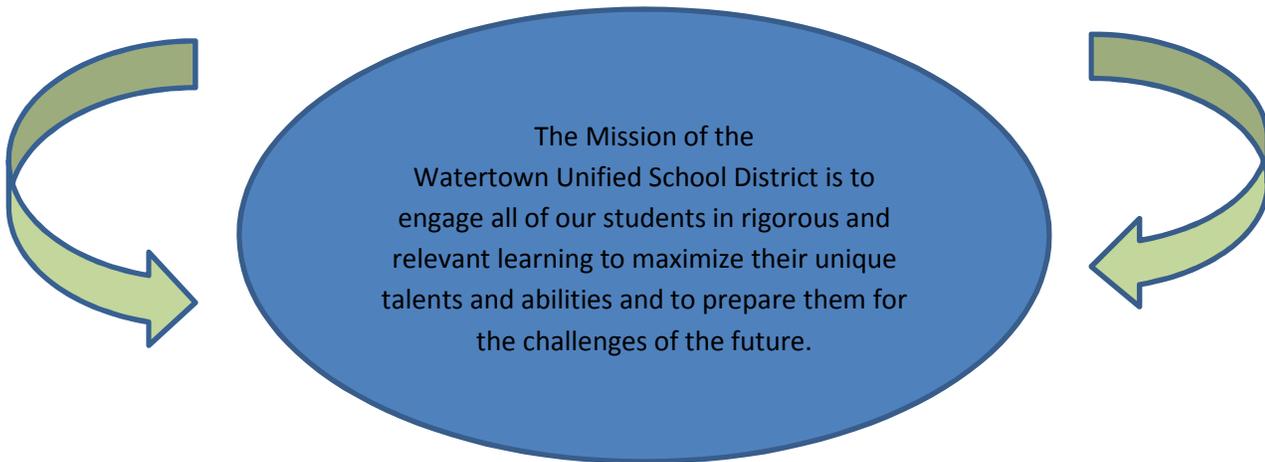
Talent Development

Three Year Plan: 2014-2017

111 Dodge Street
Watertown, WI 53094
920.262.1460

www.watertown.k12.wi.us

Excellence for All



Priorities across the District

- Enhancing Teaching and Learning
 - Meeting the Needs of a Diverse Population
 - Developing People and Partnerships
- 

Values across the District

- Rigorous and Relevant Learning for All
 - The Whole Child
 - Community
 - Visionary Leadership
 - Innovation
- 

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Overview – Purpose – Beliefs - Response to Intervention

Overview: The Watertown Unified School District believes that all students have unique gifts and talents, the ability to learn and achieve, and should be provided opportunities for optimal development. We believe that talented students possess measurable, qualitatively different characteristics in one or more of five areas: general intellectual ability, creativity, leadership, artistic ability and academic aptitude. The Watertown Unified School District chooses to adopt the language of Talent Development instead of the more prevalent language of Gifted and Talented. In doing so we hope to advance a support system that is more inclusive and flexible than traditional gifted education approaches, while at the same time maintaining a commitment to promoting individualized learning experiences for our most talented students.

Purpose: The Talent Development Resource Guide is meant to provide staff and parents with information regarding the school district's goals, beliefs, identification process, and support system for talented students, as well as function as a resource for educators and families.

Beliefs: Several beliefs form the basis of Watertown Unified School District's Talent Development Approach:

- Identification of talented students should be early, ongoing, and continuous.
- Appropriate support for talented students is a responsibility shared by classroom teachers, specialists, support staff, administrators, parents, and students.
- A support system for talented students must consistently provide challenge to develop student's assets.
- Talented students learn in an environment where their gifts and abilities are valued and nurtured.
- Talented children have unique and varied cognitive and affective abilities and needs which may require unconventional and non-traditional approaches and/or scheduling.
- Talented students may require a differentiated curriculum and/or a variety of supportive options within and outside the classroom to meet their unique intellectual, social, and emotional needs.
- Communication between the parent and school staff regarding the talented child's learning needs is essential.
- Parents and teachers of talented children may benefit from additional education and support.
- A Response to Intervention (RtI) framework provides an optimal identification, service, delivery, and decision making processes to promote talent development for students.

Response to Intervention (RtI): Response to Intervention (RtI) is a framework of educational decision making and service delivery. This model assumes that each student receives high-quality, research-based, and differentiated instruction from a general educator in a general education setting. At its core, RtI is the practice of:

- Providing high-quality instruction and interventions matched to student need.
- Monitoring progress frequently to make decisions about changes in instruction or goals.
- Applying child response data to important educational decisions.

The Watertown Unified School District is committed to providing optimal learning conditions that support academic achievement for all students. When implemented with fidelity, an RtI framework has the potential for meeting this commitment through the implementation of a multi-tiered system of support based on sound educational practices. The process also emphasizes the importance of leadership, the use of data to guide instruction, appropriate intervention and practice, parent involvement, and other researched based practices. In the world of Talent Development, this refers to implementing and sustaining efforts which ensure our students

have access to differentiated curriculum, flexible pacing, cluster grouping, acceleration, and other universal interventions available to all students in the regular classroom.

There are eight non-negotiable essential components of RtI:

- Evidence-based curriculum and instruction
- Ongoing assessment
- Collaborative teaming
- Data-based decision-making
- Fidelity of implementation
- Ongoing training and professional development
- Community and family involvement
- Strong leadership

Each element is part of an interrelated process that should be applied to every student. RtI creates an integrated and seamless continuum of service that encompasses all staff through a multi-tiered service delivery model. The Watertown Unified School District's Talented Development support system adheres to the principles of RtI as the foundation of our practice. Specific aspects related to services, identification, and data analysis will be further explained throughout this resource guide.

Checklist of Characteristics for Areas of Giftedness (CCAG)

*Adapted from the National Association for Gifted Children (292)785—4268

** CCAG will be used throughout this document

<i>TALENTED AREA</i>	<i>CHARACTERISTICS</i>
General Intellectual Ability	<ul style="list-style-type: none"> • Understands complex concepts • Draws inferences between/among 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 • Needs 1-2 repetitions for mastery • Manipulates information
Specific Academic Ability	<ul style="list-style-type: none"> • Has strong memorization ability • Has advanced comprehension (1-2 repetitions for mastery) • Has intense interest in a specific academic area • Has 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	<ul style="list-style-type: none"> • Is an 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 • Is intrigued by creative tasks • Is a risk-taker • Resists conformity
Artistic (Visual/Performing Arts) <ul style="list-style-type: none"> • Art • Dance • Drama • Music 	<ul style="list-style-type: none"> • Communicates his/her vision in visual/performing arts • Has an unusual ability for aesthetic expression • Is compelled to perform/produce • Exhibits creative expression • Desires creating original products • Is keenly observant • Continues experimentation with preferred medium • Excels in demonstrating the visual/performing arts
Leadership	<ul style="list-style-type: none"> • Takes an active role in decision-making • Has 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 • Expresses ideas that are accepted by others • Is sought out by others to accomplish a task

Identification Process – Assessment Tools - Eligibility

Identification Process: The purpose of identification is to make those persons responsible for a student's education aware of the student's capabilities so that the best match can be made between a student's needs and his/her educational experience. Identification is an ongoing and continuous process to develop awareness of student capabilities and needs. All students are considered for identification in Kindergarten through 12th grade as required by the Wisconsin Department of Public Instruction (DPI).

It is important to note that while students in early elementary school are considered for identification it is difficult to make accurate determinations on true ability in young children. The Watertown Unified School District will work to ensure there is a match between a young student's curricular needs and his/her educational experience, regardless of formal identification. This process is ongoing and imbedded into core instruction and RtI practices. Typically, formal identification processes become more valid and more reliable in late elementary school and are conducted within the framework outlined in this guide.

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

As part of the Watertown Unified School District's RtI process, student data is consistently reviewed throughout the school year. This facilitates a continuous review of student progress, which in turn fosters a talent identification approach that is flexible and responsive to student need.

Initial referrals for Talent Development supports may come from grade level data meetings or the classroom teacher, who has in-depth knowledge and understanding of a student's abilities. Principals, other educational staff, or parents may refer students for identification using the Talent Development Nomination Form. The decision to refer a student for identification may be based on pre-screeners such as scores from the SMARTER Balanced Assessment or ACT Aspire, the Scholastic Reading Inventory (SRI), or the Scholastic Math Inventory (SMI). When a student is referred for potential eligibility, the Watertown Unified School District will complete the data collection process and hold a meeting within 60 calendar days of receiving signed evaluation consent.

We look at measures of performance, aptitude, and achievement. When gathering information to inform decisions about a student's need for challenge beyond the regular curriculum, we 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).

While no test is infallible, cognitive measures are widely accepted as a strong predictor of a child's academic ability. Combined with other test scores, day-to-day performance, and anecdotal information from teachers and parents, this broad range of information can provide specific insight into a child's academic and intellectual need.

Assessment Tools: The School Counselor and/or School Psychologist will facilitate data collection in order to compile a student profile to include referrals, assessments, inventories, checklists, and classroom data, in combination with anecdotal information. Using a wide variety of assessments will allow the Differentiated

Education Plan (DEP) team to make determinations to best meet the needs of talented students. (See page 16 for more information on Differentiated Education Plan - DEP). Results from the combination of data gathered will allow the DEP team to determine for what tier of Talent Development services each student will qualify. Identification of students will be determined using a variety of the assessment tools listed below (more specific information about assessment tools is defined on pages 10-15):

- ✓ State Assessments such as the SMARTER Balanced Assessment, ACT Aspire, or Wisconsin Knowledge and Concepts Exam (WKCE) in Science and Social Studies
- ✓ District Assessments such as the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI)
- ✓ Grade-level Classroom Assessments
- ✓ Intelligence Tests
- ✓ Achievement Tests
- ✓ Talent Evaluation Scale based on national norms of G/T students
- ✓ Talent inventories and checklists for parents/guardians, students (if applicable)
- ✓ Nomination forms from parents and/or teachers
- ✓ Teacher observation evidence
- ✓ Student work samples or portfolios
- ✓ Letters of Recommendation
- ✓ Advanced grade level assessments (if applicable)

Eligibility: Once a referral is made and an evaluation has been conducted, a DEP meeting will be held to determine eligibility for Talent Development Services that may include the G/T Coordinator, Director of Teaching and Learning, School Psychologists, Counselors, Teachers, Parents, and student. Assessment data results will be shared at the eligibility determination meeting. At this meeting, assessment results will be applied to eligibility criteria at the various tiers, and the evaluation team is responsible for interpreting this information and making the eligibility determination.

Students who meet eligibility criteria in Tier 2 and Tier 3 will have a DEP written for them. This plan outlines the nature of supports that will be provided to the student. An example of a DEP can be found at the end of the resource guide.

Assessment Data Defined

The following is a description of assessments which may be used in the identification process, as well as in determining appropriate supports for talented students.

Assessments	Grade	Responsibility	Area Assessed	Purpose of Assessment
WKCE – criterion referenced focused on criteria of state standards	4,8,10	Classroom teacher	Grades 4,8,10 assess achievement of state standards in science and social studies	Measure student progress toward state standards.
SRI and SMI, norm-based assessment aligned with CCSS (computer adaptive)	3,4,5,6,7,8, 9 (math) 4-9 (reading). Can begin in grade 2	Classroom teacher, counselor	Math, Reading Comprehension	Measure student progress in reading comprehension and algebraic thinking. Administered 3-5 times per year
Fountas and Pinnell Reading Benchmarks	K-5	Classroom teacher	Reading comprehension	Gauge progress toward grade level benchmark goals in reading comprehension.
Grade-level classroom assessments and student portfolio	All	Classroom teacher	All	Identify areas of strengths using classroom based evidence
Intelligence tests and appropriate measures determined by School Psychologist	All (Ages 3-18)	School Psychologist	Verbal, perceptual, memory, processing speed, and executive function	Measure intelligence and child potential
Achievement tests and Wechsler Individual Achievement Test	All (Ages 3-90+)	School Psychologist	Reading, Math, Written Expression, Oral Language, Verbal Expression, Spelling	Measure how much knowledge you have in an academic area or your aptitude in area (capacity for knowledge)
ACT Aspire	9-10	School staff	Pre-ACT math, reading, and science assessment. Career/interest inventory included. Aligned with CCSS.	Plan course sequence and college readiness predictor. Part of WI accountability system.
Smarter Balanced Assessments	3-8	School staff	ELA and Math Assessment aligned with CCSS	Summative assessment of instruction and CCSS. Part of WI accountability system
Gifted and Talented Evaluation Scale (GATES)	All (Ages 3-18)	School Psychologist	Intellectual, creativity, specific academic aptitude, leadership ability, performing/visual arts	Measure aptitude and ability in G/T areas
GRS, Norm referenced scales, bright child vs. talented child checklist, and Torrance Test of Creative Thinking	All	Classroom teacher, special subject teachers, parents/guardians, students and counselors	Intellectual, academic ability, motivation, creativity, leadership, and artistic talent	Measures aptitude and ability in G/T areas
Nomination forms - parents and/or teachers, (GATES), Teacher observation evidence, student portfolio, and Letters of Recommendation	All	Parent and/or teacher	Intellectual ability, specific academic ability, creative thinking artistic, and leadership skills	Identify G/T areas within classroom or displayed at home. Observation and perspective data
Advanced Grade Level Assessments	All	Classroom teacher and/or next grade level teacher	Achievement of state standards within classroom, academic area	Gain knowledge about how student would achieve in next grade level

General Intellectual Ability (GIA)

The intellectually gifted are those 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.

General Intellectual – Criteria Guidelines

***An acceptable IQ score and a minimum of two criteria in one tier are required for identification.**

In Tier 1 IQ scores may not be required for identification.

***Supporting Data will only be used as a secondary identification source or as needed.**

Tier 3 – Acceptable IQ score of 145 or higher

Performance Evidence

- Student projects

Assessment Data

- SMARTER Balanced or ACT Aspire scores at the 99th percentile
- Additional nationally normed standardized test scores at 99th percentile (i.e. SRI, SMI, WJ-III, PALS, etc.)

Supporting Data

- Appropriate Rating Scale score at the 99th percentile
- A score of 125-130 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier 2 – Acceptable IQ score of 130 - 144

Performance Evidence

- Student projects

Assessment Data

- SMARTER Balanced or ACT Aspire scores at the 98th percentile
- Additional nationally normed standardized test scores at 98th percentile (i.e. SRI, SMI, WJ-III, PALS, etc.)

Supporting Data

- Appropriate Rating Scale score at the 98th percentile
- A score of 113-124 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier 1

Performance Evidence

- Student projects

Assessment Data

- SMARTER Balanced or ACT Aspire scores at the 97th percentile and below
- Additional nationally normed standardized test scores at 97th percentile and below (i.e. SRI, SMI, WJ-III, PALS, etc.)

Supporting Data

- Appropriate Rating Scale score at the 97th percentile and below
- A score of 112 and below on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)
- Acceptable IQ score of 129 and below.

Specific Academic Ability (SAA)

Academically able students are capable of making outstanding progress in one or more of the disciplines. Differentiation of instruction 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. When compared to their peers, students who are one to two years advanced (Tier 1) can probably have their needs met through the differentiated classroom. Students who are two to three years advanced (Tier 2) could require additional curricular strategies, such as advanced coursework, cluster grouping per subject area, or workshops/ competitions in the identified gifted and talented area in the differentiated classroom. Students who are more than three years advanced (Tier 3) on the pyramid could require an individualized educational supports, such as single subject acceleration, grade level acceleration, or dual enrollment in courses.

Specific Academic Ability – Criteria Guidelines

***A minimum of two criteria in one tier are required for identification**

***Supporting Data will only be used as a secondary identification source or as needed.**

Tier 3

Performance Evidence

- Student projects

Assessment Data

- SMARTER Balanced or ACT Aspire scores at the 99th percentile
- Additional nationally normed standardized test scores at 99th percentile (i.e. SRI, SMI, WJ-III, PALS, etc.)

Supporting Data

- Appropriate Rating Scale score at the 99th percentile
- A score of 125-130 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier 2

Performance Evidence

- Student projects

Assessment Data

- SMARTER Balanced or ACT Aspire scores at the 98th percentile
- Additional nationally normed standardized test scores at 98th percentile (i.e. SRI, SMI, WJ-III, PALS, etc.)

Supporting Data

- Appropriate Rating Scale score at the 98th percentile
- A score of 113-124 on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Tier 1

Performance Evidence

- Student projects

Assessment Data

- SMARTER Balanced or ACT Aspire scores at the 97th percentile and below
- Additional nationally normed standardized test scores at 97th percentile and below (i.e. SRI, SMI, WJ-III, PALS, etc.)

Supporting Data

- Appropriate Rating Scale score at the 97th percentile and below
- A score of 112 and below on the intellectual subscale of the Gifted and Talented Evaluation Scales

Creative Thinking

Creativity may cross all areas (academic, arts, leadership, and intellect). 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.

Creativity – Criteria Guidelines

***A minimum of two criteria in one tier are required for identification**

***Supporting Data will only be used as a secondary identification source or as needed.**

Tier 3

Performance Evidence

- Student projects
- Student generated evidence (creative thinking activity or project)

Assessment Data

- A score of 99 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

Supporting Data

Supporting Data

- Appropriate Rating Scale score at the 99th percentile
- A score of 125-130 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tier 2

Performance Evidence

- Student projects
- Student generated evidence (creative thinking activity or project)

Assessment Data

- A score of 97 or 98 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

Supporting Data

- Appropriate Rating Scale score at the 98th percentile
- A score of 113-124 on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tier 1

Performance Evidence

- Student projects
- Student generated evidence (creative thinking activity or project)

Assessment Data

- A score of 85-96 on either the figural or verbal sections of the Torrance Tests of Creative Thinking

Supporting Data

Supporting Data

- Appropriate Rating Scale score at the 97th percentile and below
- A score of 112 and below on the creative subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Artistic (Visual/Performing Arts)

Students can demonstrate unusual adeptness or skill in the field of drama, music, and visual arts. Since this is a performance-based talent, identification should center around nominations, portfolios and expert assessment.

Artistic (Visual/Performing Arts) – Criteria Guidelines

***A minimum of two criteria in one tier are required for identification**

***Supporting Data will only be used as a secondary identification source or as needed.**

Tier 3

Performance Evidence

- For ART – portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
- For MUSIC – audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
- For DRAMA – visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate Rating Scale score at the 99th percentile
- A score of 125-130 on the artistic subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from specialist(s) in the area of nomination

Tier 2

Performance Evidence

- For ART – portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
- For MUSIC – audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
- For DRAMA – visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate Rating Scale score at the 98th percentile
- A score of 113-124 on the artistic subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from specialist(s) in the area of nomination

Tier 1

Performance Evidence

- For ART – portfolio of work collected within one year of the student’s current grade level to be reviewed by two or more educators
- For MUSIC – audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators (copies of the music submitted with the media)
- For DRAMA – visual or audio sample of the student’s performance recorded within one year of the student’s current grade level to be reviewed by two or more educators

Supporting Data

- Appropriate Rating Scale score at the 97th percentile and below
- A score of 112 and below on the artistic subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from specialist(s) in the area of nomination

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. 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.

Leadership – Criteria Guidelines

***A minimum of two criteria in one tier are required for identification**

***Supporting Data will only be used as a secondary identification source or as needed.**

Tier 3

Performance Evidence

- Student projects

Supporting Data

- Appropriate Rating Scale score at the 99th percentile
- Student generated evidence of leadership activity
- A score of 125-130 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tier 2

Performance Evidence

- Student projects

Supporting Data

- Appropriate Rating Scale score at the 98th percentile
- Student generated evidence of leadership activity
- A score of 113 – 124 on the leadership subscale of the Gifted and Talented Evaluation Scales (GATES)
- Letter(s) of recommendation from a third party

Tier 1

Performance Evidence

- Student projects

Supporting Data

- Appropriate Rating Scale score at the 97th percentile and below
- Student generated evidence of leadership activity
- A score of 112 and below on the intellectual subscale of the Gifted and Talented Evaluation Scales (GATES)

Talent Development Supports

Differentiation

Ideally, a student’s academic needs are met in the place where he/she spends most of his/her time. For most students, this is in the classroom with their classmates, subject area, music, art, band, orchestra, or drama teachers. Teachers differentiate instruction by providing students with a variety of opportunities and options for success. Differentiated instruction is not a curriculum or a program. It is a process that enables teachers to improve student learning by matching students’ learning characteristics to district standards and benchmarks. This process requires teachers to anticipate and acknowledge the differences in students’ readiness, interests, and learning style. Teachers can then effectively engage students in meaningful and challenging work.

Through elementary school, exceptional needs are largely met through a variety of classroom differentiation opportunities. In middle school and high school, exceptional needs are met through differentiation as well as student placement and scheduling. Students should work with their School Counselor to ensure a sequence of courses that are most aligned to the student’s interests and needs.

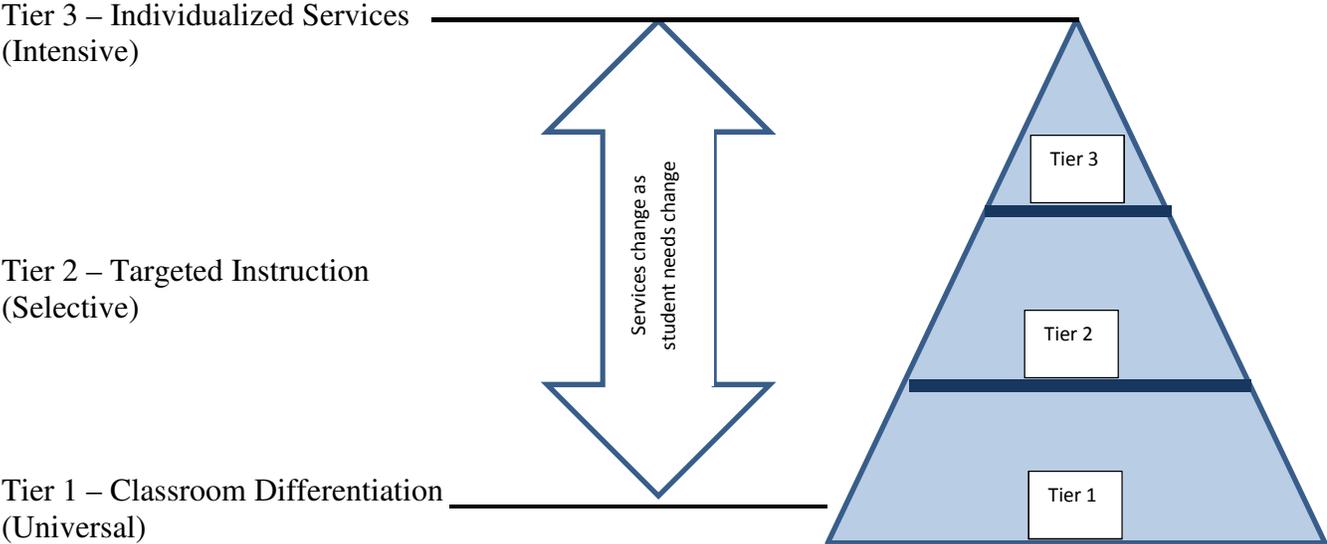
Even with effective differentiation, some students require additional opportunity and greater challenge. For these students, the School Counselor, Talent Development staff and/or Principal will assist classroom teachers in identifying resources and support options to meet students’ demonstrated needs.

Differentiated Education Plan (DEP)

A Differentiated Education Plan (DEP) is created for identified students in Tier 2 and Tier 3 and implemented for these students. The plan is jointly developed by students (when appropriate), parents, classroom teachers, and Talent Development staff and reviewed on a yearly basis. The building principal will assign an appropriate Case Manager who may be a counselor, a teacher, an administrator, or another appropriate adult. The review includes current performance data and recent assessment and observational data. Students identified in Tier 1 are tracked and supported through the Watertown Unified School District’s RtI process.

Model

The following model demonstrates the different tiers of intervention which may be used to address individual needs.



Tier 1 – Classroom Differentiation (Universal): The majority of students needing Talent Development services will have their learning needs met through services in the regular classroom by the classroom teacher. The base of the Talent Development model represents these students. Differentiation includes instructional strategies that an educator uses to meet student learning needs. These strategies include but are not limited to the use of flexible grouping (including during intervention time), tiered assignments, pre-assessment, modified assignments, independent projects, extensions, and enrichment. The Watertown Unified School District RtI model promotes active identification and intervention with students at this tier.

Tier 2 – Targeted Instruction (Selective): Tier 2 represents a smaller number of students whose needs become more unique and services become more specialized. In addition to Tier 1 services, the classroom teacher collaborates with the specialists and grade level colleagues to plan learning activities to meet the student’s demonstrated need. Academic venues/competitions, special supports, guidance, subject level acceleration, grade level acceleration, or independent projects may be used to meet student learning needs. A Differentiated Education Plan (DEP) will be written for students at this tier.

Tier 3 – Individualized Services (Intensive): The top of the pyramid represents a very small number of students. These services are for students whose needs for academic and intellectual challenge transcend the grade level curriculum significantly and that effective differentiation at that grade level will not adequately challenge them. Instructional strategies and services for students with highly exceptional needs include all services at Tiers 1 and 2 plus the possibility of grade level acceleration, radical acceleration, distance learning options, or post-secondary options. Grade acceleration is a significant decision that requires the collaborative efforts of teachers, School Counselor, administration, the School Psychologist and parents. A Differentiated Educational Plan (DEP) will be written for students at this tier.

Response to Intervention and Talent Development Services: A few notes:

- Student movement through the tiers is intended to be a fluid process based on student assessment data and collaborative team decisions about students’ response to instruction. Students may be receiving services in a variety of the tiers depending on their needs.
- Tiers of intensity in supports allow for the diversity of individual needs of students who demonstrate strong talents. RtI provides support systems for students with exceptional ability or potential.
- In Talent Development, rather than remediation-based interventions, strength-based interventions and strength-based supports, are used to describe tiered instruction. The problem-solving process which uses data, strengths and interests of students to implement appropriate, rigorous and relevant curriculum and instruction are strengths of RtI.
- Progress monitoring continually contributes new data so that learning is dynamic and adjustments are made for pace, depth, and complexity of the evidenced-based practices utilized. Our goal is to promote a match between student need and their curriculum and experiences.

Examples of Tiered Supports

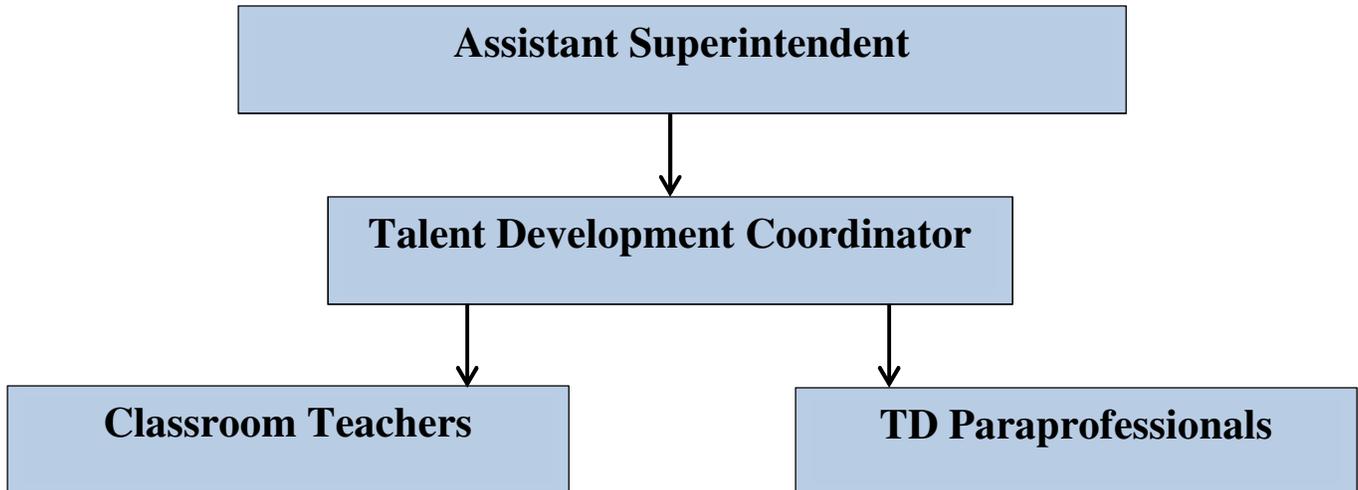
*This chart represents examples of options. Not all options are available to all students at all times. Some options may meet multiple criterion. Individual student services are addressed through a collaborative process.

	Tier 1 (Universal)	Tier 2 (Selective)	Tier 3 (Intensive)
Intellectual or Academically Able	<ul style="list-style-type: none"> • Individual Learning Plan • Classroom Differentiation • Classroom Groupings (i.e. stations for differentiated instruction) • Flexible Grouping Between Classrooms (all students move between classrooms fluidly) • Readers’/Writers’ Workshop • Flexible Instruction Time (FIT) • Co-curricular/competition opportunities • Pre-Testing (for all students) • Tiered lessons • Independent Projects/Study • Open-ended Assignments • Computer Delivered Curriculum • WCATY • Youth Options • AP Classes at HS (open to all students) • On-line Courses/Distance/ Blended Learning 	<ul style="list-style-type: none"> • Differentiated Education Plan • Classroom Differentiation • Cluster Groupings (i.e. small group differentiated instruction) • Flexible Grouping Between Classrooms (service provided for select students) • Enrichment Programs (opportunity provided to students identified/selected to participate) • Small Pull-Out Groups for Content Area Instruction • Pre-Testing (selected students) • Compacting the Curriculum • Tiered lessons • Independent Projects/Study • Enrichment Clusters • Mentoring • ACT Testing • WCATY • On-line Courses/Distance/ Blended Learning 	<ul style="list-style-type: none"> • Differentiated Education Plan • Accelerated Content Area Cluster Grouping • Individualized Program • Social/Emotional Support Group • Formal Mentorship • Grade Acceleration • Content Area Acceleration • Concurrent Courses • Pull-Out Instruction • Independent Art/Music • College for Kids • ACT Testing • WCATY • Independent Projects/ Study • On-line Courses/Distance/ Blended Learning
Artistic	<ul style="list-style-type: none"> • Forensics • Musicals • Art/Music/Drama Club • Music Concerts • Solo Ensemble 	<ul style="list-style-type: none"> • Art Shows • Music Concerts • Solo Ensemble 	<ul style="list-style-type: none"> • Mentorship • Apprenticeship with an artist • Online Classes • Independent Art/Music • College for Kids
Leadership	<ul style="list-style-type: none"> • Student Council • Skills USA • Student Ambassadors 	<ul style="list-style-type: none"> • Targeted Leadership Training (including interpersonal and communication skills) • Peer Mediation • Mentoring/Tutoring 	<ul style="list-style-type: none"> • UW-Outreach Programs (i.e. Moving Minds, youth and Parent Leadership Forum, Science on Wheels)
Creativity	<ul style="list-style-type: none"> • Endeavor Charter School 	<ul style="list-style-type: none"> • Creativity Groups (work on open-ended projects) • Creativity Units • Future Problem-Solving • Technology Integration (Prezi, web design, etc.) 	<ul style="list-style-type: none"> • College for Kids • Mentoring • UW-Outreach Programs (i.e. Technology in the Arts, Science on Wheels)

Roles and Responsibilities – Talent Development Staff

Roles and Responsibilities: The K-12 Talent Development Coordinator will be responsible for coordinating and implementing the Gifted Education and Talent Development Plan, under the guidance and direction of the Assistant Superintendent.

The specific roles and responsibilities of the K-12 Gifted Education and Talent Development Coordinator and the Resource Staff are delineated in documents approved by the Board of Education.



Parents, students, and community members having questions regarding Talent Development Programing are encouraged to speak to the classroom teacher. Issues/concerns that cannot be resolved should be referred to the Resource staff and then on to the Talent Coordinator and Assistant Superintendent as needed. District level programming concerns should be shared with the Talent Coordinator.

Talent Development Staff: Parents are encouraged to direct their initial questions regarding Talent Development to their child’s teacher, Talent Development Staff, or School Counselors. Follow up with administration is welcomed and encouraged if parents have continued questions.

Definitions of Roles and Responsibilities

Talent Development Coordinator	<ul style="list-style-type: none"> • Act as an advocate for the needs of talented students. • Provide vision and direction for district TD supports. • Monitor supports for identified students. • Coordinate professional development. • Provide resources/ materials/ideas for TD. • Participate in professional development.
Building Principal	<ul style="list-style-type: none"> • Act as an advocate for the needs of talented students. • Coordinate professional development. • Communicate and ensure appropriate TD 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 TD Director and teacher to ensure resources/ materials/ideas for TD supports as required by DEPs are provided. • Support differentiation strategies employed by teaching staff through the evaluation process. • Participate in professional development.
School Psychologist	<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.
Counselor	<ul style="list-style-type: none"> • Act as an advocate for the needs of talented students. • Distribute lists of designated talented students in each building to all staff who have talented students. • Facilitate the writing of DEPs and ensure all teachers receive copies of DEPs. • Provide support for classroom teachers implementing DEPs. • Participate on DEP team. • Consult with TD Director and School Psychologist when new referrals occur or transfer students arrive. • Participate in professional development.
Classroom Teacher	<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.
TD Paraprofessionals	<ul style="list-style-type: none"> • Act as an advocate for talented students. • Coordinate enrichment activities for students. • Assist in classroom differentiation. • Utilize individualized instruction or small group instruction as needed. • Communicate with DEP team about progress. • Participate in professional development.
Parent	<ul style="list-style-type: none"> • Act as an advocate for the needs of talented students. • Participate on DEP team.
Student	<ul style="list-style-type: none"> • Act as an advocate for the needs of talented students. • Participate on DEP team.

Enrichment and Competition Opportunities

*This chart represents examples of options. Not all options are available to all students at all times.

Enrichment and Competition Opportunities		
Elementary	Middle School	High School
Art Club Battle of the Books Camp Invention Chess Club Community Theater Destination Imagination Math 24 Math Quest Mystery Box National Geographic Bee Newbery Readers Challenge Schurz Hispanic Dance Club Science Fair Student Council	ACT Testing Art Club Athletics Battle of the Books College for Kids Forensics Jazz Band National Geographic Bee Project Lead the Way/Skills USA RMS Drama Production Show Choir Solo Ensemble Spelling Bee Student Council Technology (STEM) Challenges WCATY Yearbook	Art Club Athletics Jazz Band National Honor Society National Spanish Honor Society Project Lead the Way/Skills USA School Musical/Drama Production Show Choir Solo Ensemble Student Council Yearbook Youth Options Program

Communication Plan/Program Evaluation

Communication Plan: The Talent Development Plan will be posted to our District website. Additionally, parents will be kept informed as a part of our District and site newsletters, and we will also dedicate a portion of the District website to Talent Development for easy access to important resources and information. Parents and families may also connect with counselors, principals, classroom teachers or the Talent Development Coordinator for answers to questions and connections with resources.

Program Evaluation: The Talent Development Plan is intended to be a working document, and it will be reviewed and revised as needed. Every three years, a new plan will be presented to the Board of Education for approval. A standing committee comprised of staff, parents, and students will meet periodically to review and revise the Talent Development Plan as necessary.

Frequently Asked Questions

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 Principal when appropriate, and at the middle school level the designated counselor will be contacted. If additional assessments are warranted, parents will be contacted for permission. The team will assess 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.

How will I know if my child is identified for Talent Development supports? Parents play a central role in the identification process and will be included throughout the evaluation. Parents will be notified if their child is identified for Tier 2 or Tier 3 services.

How will I know what services my child will receive? Students identified as having Tier 1 needs will be provided a variety of services appropriate to their educational needs. Conversations with teachers and Talent Development consultants 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 2 and Tier 3 needs. The plan is jointly developed by classroom teachers and Talent Development 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 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 Talent Development supports? Who is the point of contact for a parent about different issues regarding Talent Development supports? At the elementary level, the points of contact (in order) are your child's classroom teacher, the counselor, and the principal. At the middle school and high school, the first point of contact is the classroom teacher. Further points of contact at the middle and high school levels include a counselor and the principal. If a parent has further questions, she/he may contact the District's Talent Development Director.

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 conferences – to make sure I get information on my child's needs – beyond hearing, "She/he is doing fine"? When possible, it is always best to have an ongoing relationship with your child's teacher. Feel free to write a brief letter or e-mail that introduces your child and describes his or her perceived needs to the teacher before the school year begins. At your child's conference, share what your child enjoys about school and share your insights about your child. Present yourself as a supportive parent who recognizes the teacher's efforts to meet all students' needs. If possible, remember to offer to help the teacher in some way. 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 she/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 she/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 Watertown Unified School District 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.

Alignment to National Association of Talented Children (NAGC) Standards and Wisconsin Standards

Standard 1: Curriculum and Instruction (WI Standard 3) – *Talent Development services include curricular and instructional opportunities directed to the unique needs of the talented child.*

- The Watertown Unified School District will offer high quality, challenging learning opportunities.
- The Watertown Unified School District offers differentiated instruction for students with varied ability levels.
- The Watertown Unified School District is committed to continuous teacher development within curriculum development and instructional pedagogy.

Standard 2: Program Administration and Management (WI Standard 5) – *Appropriate Talent Development services include the establishment of a systematic means of developing, implementing and managing services.*

- A Talented Development Director will be appointed at the district level.
- Implementation of TD services occurs with the collaboration of the Principal, Counselor, School Psychologist, Classroom Teacher, and Talent Development Director (as needed).
- The Talent Development Director will ascertain curriculum development and curriculum purchases reflecting the needs of our GT students.

Standard 3: Program Design (WI Standard 6) – *The development of appropriate Talent Development services requires comprehensive services based on sound philosophical, theoretical, and empirical support.*

- The Watertown Unified School District has designed the TD service model around the Wisconsin Gifted Programming Model found on the Wisconsin Department of Public Instruction's website.

Standard 4: Program Evaluation (WI Standard 6) – *Program evaluation is the systematic study of the value and impact of services provided.*

- The Watertown Unified School District will keep a profile folder for each student identified for Talent Development services. This profile folder will include identification data, as well as data from continued state and district assessments.
- The Talent Development Director will periodically survey students and parents involved in the Talent Development program for information regarding services and achievement.
- The Talent Development Program will be added to the Watertown Unified School District curriculum adoption cycle to ensure a continuous review of Talent Development programming.

Standard 5: Socio-Emotional Guidance and Counseling (WI Standard 2,4) – *Talent Development programming must establish a plan to recognize and nurture the unique socio-emotional development of talented learners.*

- Counselors are available to meet with talented students and/or parents using the Comprehensive School Counseling Model to guide and nurture socio-emotional development.

Standard 6: Professional Development (WI Standard 1) – *Talented learners are entitled to be served by professionals who have specialized preparation in talented education, expertise in appropriate differentiated content, and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.*

- The Talent Development Director will be responsible for coordinating learning opportunities to ensure maintenance of highly qualified teachers who are able to meet the unique needs of talented students, as well as provide differentiated instruction.
- Classroom teachers and other certified staff will use differentiation to meet the needs of students and will keep abreast of professional development opportunities.

Standard 7: Student Identification (WI Standard 4,5,6) – *Talented learners must be assessed to determine appropriate educational services.*

- The RtI process of data analysis will flag students for identification based on balanced assessment system data.
- The classroom teachers will be provided information on the identification of talented students, as well as be provided with referral information.

Parent Talent Development Nomination Form

Student Name: _____ Grade: _____ Date: _____

Person Nominating the Student: _____

Parent/Guardian Inventory Checklist

*Please check the frequency descriptor for each of the following statements.

When have you observed this characteristic?	Seldom or never	Occasionally	Most of the Time	Virtually All of the Time
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and 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; is 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, and comprehends meaning.				
11. Expresses interest in understanding self and others.				
12. Has interest of older children or of adults in games and reading.				
13. Is alert and keenly observant and responds quickly.				
14. Strives toward perfection, is self-critical, and 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.				
23. Displays a keen sense of humor and sees humor in situations.				
24. Enjoys and responds to beauty.				
25. Has unusually advanced vocabulary for age level, uses terms.				

Creative Ability: Has a vivid imagination, a keen aesthetic sense, and unique ideas in problem solving situations, may be a risk-taker, adventurous, non-conforming, often asks “why?”, or sees the unusual. Examples:

Leadership Ability: Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times: Examples:

Artistic Ability: Selects art media for free time or classroom projects, 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. Examples:

Parent/Guardian Signature: _____ Date: _____

Eligibility Determination Form

Student Name: _____ Date: _____

Graduation Year: _____ Meeting Date: _____

1. Summary of Talent Development Evaluation Findings: Summarize and attach any documents or data that suggest the student has an exceptional talent (please include a specific and detailed description and analysis).

2. Determination of Talent Development Eligibility: The student meets eligibility criteria in the following area(s) and tier. DEP team must apply eligibility criteria identified in the Watertown Unified School District's Talent Development Resource Guide.

Talent Development Area:

- _____ Academic Ability
- _____ Intellectual Ability
- _____ Creative Ability
- _____ Artistic Ability
- _____ Leadership Ability

Tier:

- _____ Tier 1
- _____ Tier 2
- _____ Tier 3

3. DEP Team Members:

Name (print)	Signature	Date

Differentiated Education Plan

Student Name:	Parent/Guardian Name(s):
Year:	School:
Grade:	DOB:
DEP Meeting Date:	

Student Present Levels of Performance (i.e. grades, testing results, classroom performance, etc.):

Short Term and Long Term Goals:

Student Educational Programming (i.e. curriculum, accommodations/modifications, programs, etc.):

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:

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. Bireley, M. (1995) Reston, VA: Council for Exceptional Children.

Diverse Populations of Gifted Children: Meeting the Needs in the Regular Classroom and Beyond. Cline, S.Y. Schwartz, D. (1999). Upper Saddle River, NJ: Prentice Hall.

Emotional Intelligence. Goleman, D. (1995) Bantam Books.

Get off My Brain: A Survival Guide for Lazy Students. McCutcheon, R. (1995) Minneapolis, MN; Free Spirit Publishing.

Gifted Children: Myths and Realities. Winner, E. (1996). New York: Basic Books.

Growing Up Gifted. Clark, B. (2110). 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 Goals 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., and Meckstroth, E. (1997). Minneapolis, MN: Free Spirit Publishing.

Differentiated Classroom: Responding to the Needs of All Learners. Tomlinson, C. (1999). Alexandria, VA: Association for Supervision and Curriculum Development.

The Gifted Kids' Survival Guide: A Teen Handbook. Delisle, J. & Espeland, P. (eds). (1996). Minneapolis, MN: Free Spirit Publishing.

The Gifted Kids' Survival Guide for 10 and Under. Espeland, P. & Molnar, A. (1998). Minneapolis, MN: Free Spirit Publishing.

The Parallel Curriculum. Tomlinson, C.A., Kaplan, S. N., Renzulli, J.S., Purcell, J., Leppien, J., and Burns, D. (2002). Thousand Oaks, CA: Corwin Press.

The Survival Guide for Parents of Gifted Kids. Walker, S. & Pernv, C. (2002). Minneapolis, MN: Free Spirit Publishing.

The Survival Guide for Teachers of Gifted Kids. Delisle, J., et al. (Eds). (2003). Minneapolis, MN: Free Spirit Publishing.

Uniquely Gifted: Identifying and Meeting the Needs of the Twice Exceptional Student. Kay, K. (Ed.). (2000). Gilsum, NH: Avocus Publishing.

When Gifted Kids Don't Have All the Answers. Delisle, J., et al. (Eds.). (2002). Minneapolis, MN: Free Spirit Publishing.

Gifted Organizations:

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

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.ericd.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:
Amdgtmcgct@aol.com or phone at (301) 460-8775

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 Association for Gifted Children (OAGC), Pres. John E. Lester, 614-532-4332

Oklahoma Association 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 Association for the Gifted and Talented, P.O. Box 100845, Denver, CO 80250

The Kansas Association for 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 (920-001-9177, <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 W. Dunwood Rd., Milwaukee, WI 53217-3108, (414) 351-4441, wagl@acs.stitch.ed

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

Camp Invention www.campinvention.org

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

Center for Gifted Youth – John 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>

Future Problem Solving Program www.fpsp.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

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/nrctt.html

John Hopkins University (including center for gifted youth CTY) <http://www.jhu.edu/~gifted/index.html>

Mensa Foundation for Gifted Children (MFCG) www.mfgc.org.uk/mfgc/links.html

Mindspring. Com www.indspring.com/~mensa/pages

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

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

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

Odyssey of the Mind www.odyssey.org

Prufrock Press (publisher of *Gifted Child Today* and *Journal of Secondary Gifted Education*)

<http://www.prufrock.com>

Supporting Emotional Needs of Gifted www.singifted.org

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

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

Wisconsin Art Association www.wiarted.org

Wisconsin 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.

Additional Articles/Talent Development Research:

“Even Geniuses Work Hard.” Dweck, C. (2010).

“Mindsets: How Praise is Harming Youth and What Can be Done About It.” Dweck, C. (2008).

“Impact in the School System of a Strategy for Identifying and Selecting Academically Talented Students: The Experience of Program PENTA-UC.” Arancibia, V., Lissi, M., & Narea, M. (2008).

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