



**Talent Development
Plan
2018-2020**

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Excellence for All

Watertown Unified School District Priorities

- Enhancing Teaching and Learning
- Innovation
- Developing People and Partnerships

Values Across the District

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

Philosophy of the WUSD Talent Development Program

WUSD believes all students have unique gifts and talents, the ability to learn & achieve, and should be provided opportunities for optimal development. We strongly believe in fostering a partnership with home and school. We understand that the time it takes and the depth of mastery each child achieves is unique to that individual. Our philosophy is one of inclusiveness. The WUSD 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 all students.

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OVERVIEW- Purpose & Beliefs

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 advanced learners, as well as function as a resource for educators and families.

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

- Identification of student talents should be early, ongoing, and continuous.
- Appropriate support for student talents is a responsibility shared by classroom teachers, specialists, support staff, administrators, parents, and students.
- A support system for student talents must consistently provide challenge to develop student's assets.
- Students learn in an environment where their talents are valued and nurtured.
- Students have unique and varied cognitive and affective abilities and needs which may require unconventional and non-traditional approaches and/or scheduling.
- Students with specific talents 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 a child's learning needs is essential.
- Parents and teachers may benefit from additional education and support.
- A Response to Intervention (RtI) framework provides an optimal identification, service, delivery, and decision making process to promote talent development for all students.

Response to Intervention (RtI): Response to Intervention (RtI) is an equitable 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.

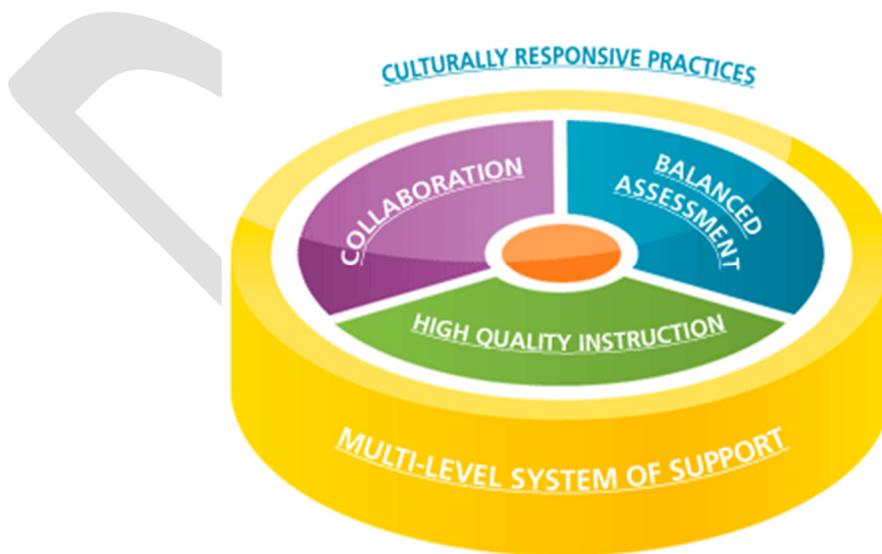
The Watertown Unified School District is committed to providing optimal learning conditions that support academic achievement for all students. When implemented with fidelity, an equitable RtI framework has the potential for meeting this commitment through the implementation of a multi-tiered system 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.

WI DPI RtI and MTSS (Response to Intervention and Multi-Tiered Systems of Support)

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 an equitable 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.



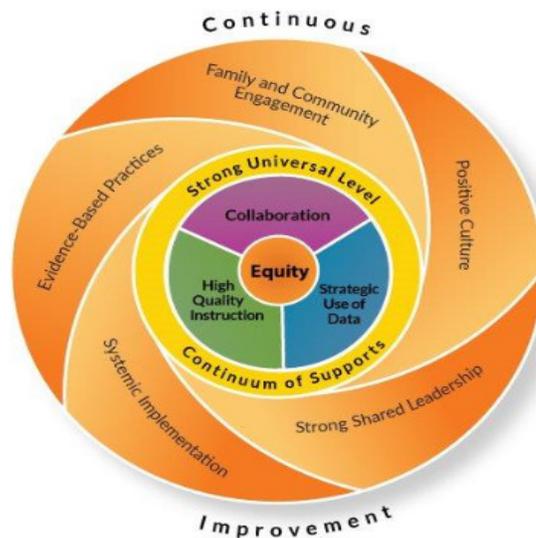
Multi-Tiered Systems of Support

For Wisconsin schools and districts, implementing an equitable multi-level system of supports means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of supports at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social and emotional skills.

As depicted in this graphic, equitable multilevel systems of supports include the following key system features:

- Equity is at the center of the framework and embedded into all other key system features to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin schools.
- Academic, behavioral, social, and emotional teaching and supports delivered through high quality instruction.
- The strategic use of data for continuous improvement
- Collaboration among staff, learners, families, and communities to make the complex work of system change possible.
- A continuum of supports for learners, starting with a strong universal level of support as the base.
- Systemic implementation throughout the district, schools, teams, and classrooms to promote consistency and effectiveness across the system of supports
- Strong shared leadership and positive culture to provide the context necessary for schools and districts to grow and sustain implementation
- Use of evidence-based practices to ensure that school and district efforts positively impact learner outcomes.

<https://dpi.wi.gov/sites/default/files/imce/rti/pdf/rti-emlss-framework.pdf>



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Checklist of Characteristics for Areas of Giftedness

*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

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Identification Process

The purpose of identification is to locate students who need more than the core curriculum and determine what types of services are needed to ensure a minimum of a year's worth of growth in a year's worth of time. Identification is an ongoing and continuous process to develop awareness of student capabilities and needs. Therefore, formal intelligence testing is not typically necessary to meet a student's needs. The district will focus on providing services for all students regardless of identification. All students are considered for identification in Kindergarten through 12th grade as required by the Wisconsin Department of Public Instruction (DPI).

The Watertown Unified School District will work to ensure there is a match between a student's needs and his/her educational experience. This process is ongoing and imbedded into core instruction and RtI practices. Teachers use common formative assessments to determine a student's level of mastery. Instructional decisions are based upon these assessments.

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 an identification approach that is flexible and responsive to student needs. Supports from Talent Development staff generally come from grade level data meetings or the classroom teacher, who has in-depth knowledge and understanding of student's abilities. Parents may nominate their child by submitting the nomination form located on page 21. When a nomination form is completed, the WUSD will complete data collection and hold a meeting within 60 calendar days of receiving a signed evaluation consent form.

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.

If you have any questions regarding your child's abilities, please contact the classroom teacher and/or the talent development coordinator.

Assessment Tools

If necessary, 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 students. Results from the combination of data gathered will allow the DEP team to determine the tier of Talent Development services which will benefit the student. A variety of the assessment tools listed below are used to determine what services are needed (more specific information about assessment tools is defined on pages 10):

- ✓ State Assessments such as the FORWARD Exam or ACT Aspire
- ✓ District Assessments such as the STAR- given 3 times per school year
- ✓ Grade-level Classroom Assessments (Formative and Summative)
- ✓ Intelligence Tests
- ✓ Achievement Tests
- ✓ 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, assessment results will be applied to eligibility criteria at the various tiers. The evaluation team is responsible for interpreting this information and making the eligibility determination. That team will include the classroom teacher(s), TD Coordinator, and parent(s) or child advocate. The team may also include: School Psychologist, Director of Teaching and Learning, Counselor, building principal and the student. An eligibility meeting will be held to determine the level of services needed and determine if a DEP is necessary. The purpose of a DEP is to document supports that will be in place to ensure a student is on track to show at minimum one year's growth throughout the course of one school year as indicated by the STAR assessment or an alternate measure identified by the DEP team. Student growth will be assessed three times per year at school level data meetings using the STAR assessment. DEP documents will be kept with the TD Coordinator, with the classroom teacher, and in the academic portion of the cumulative folder. Parent(s) or child advocates will also receive copies of the DEP.

For criteria reference, please see pages 26-30.

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Assessment Data Defined

The following is a description of assessments which may be used in determining appropriate supports for talented students.

Assessments	Grade(s)	Responsibility	Area Assessed	Purpose of Assessment
FORWARD – criterion referenced focused on criteria of state standards (State & Federally Mandated)	3-8 & 10 (Given once per school year)	Classroom teacher	Grades 4,8,10 assess achievement of state standards in science and social studies	Measure student progress toward state standards.
Fountas and Pinnell Reading Benchmarks	K-5 (Given 3 times each school year)	Classroom teacher	Reading comprehension	Gauge progress toward grade level benchmark goals in reading comprehension.
Grade-level classroom assessments and student portfolio	All (Ongoing)	Classroom teacher	All	Identify areas of strengths using classroom based evidence
Intelligence tests and appropriate measures determined by School Psychologist	All (Given as needed)	School Psychologist	Verbal, perceptual, memory, processing speed, and executive function	Measure intelligence and child potential
ACT Aspire	9-10 (Given once per school year)	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.
STAR	2-8 (Given 3 times per school year)	School staff	ELA and Math Assessment aligned with CCSS	Measure student progress in reading comprehension and algebraic thinking. Administered 3 times per year.
Advanced Grade Level Assessments	All (Ongoing)	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
PALS- Phonological Awareness Literacy Assessment	4K-2 (Given 2-3 times per school year)	Classroom teacher	Letter & letter sound identification	Screen, diagnose, & progress monitor student skill development in the fundamental components of literacy.
ACT	11 (Given once per school year)	HS Staff	Reading, writing, math, science assessment.	Supports college and career decision-making and academic planning.

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. Teachers utilize a collaborative team and common formative/summative assessments to determine levels of student mastery. 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.

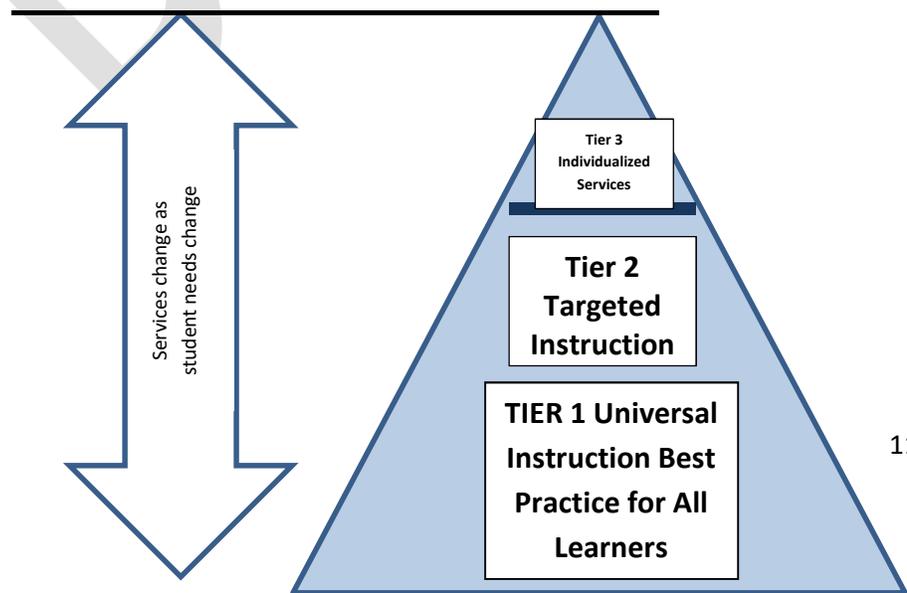
Even with effective differentiation, some students require additional opportunity and greater challenge. For these students, the School Counselor, Talent Development staff and/or Principal will assist classroom teachers in identifying resources and support options to meet students' demonstrated needs.

Differentiated Education Plan (DEP)

A Differentiated Education Plan (DEP) may be created for students in Tier 2 or Tier 3 if deemed appropriate by the DEP team. The plan is jointly developed by students (when appropriate), parent(s), classroom teachers, and Talent Development staff and reviewed on a yearly basis. The review, initiated by the Talent Development Coordinator, includes current performance data and recent assessment and observational data. Students identified in Tier 2 and Tier 3 are supported through the Watertown Unified School District's RtI process. DEPs will be kept in student cumulative folders and reviewed annually.

Model

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



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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. Teachers will utilize common formative/summative assessment to determine levels of student mastery. 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 Educational Plan (DEP) Team may be convened for students identified in Tier 2 if it is deemed appropriate and/or necessary by the Talent Development Coordinator to meet the student’s needs. If a DEP Team is convened, a DEP may be written for students at this tier if deemed appropriate by the DEP Team.

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) may be written for students at this tier if deemed appropriate by the DEP team.

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.

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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 criteria. Individual student services are addressed through a collaborative process.

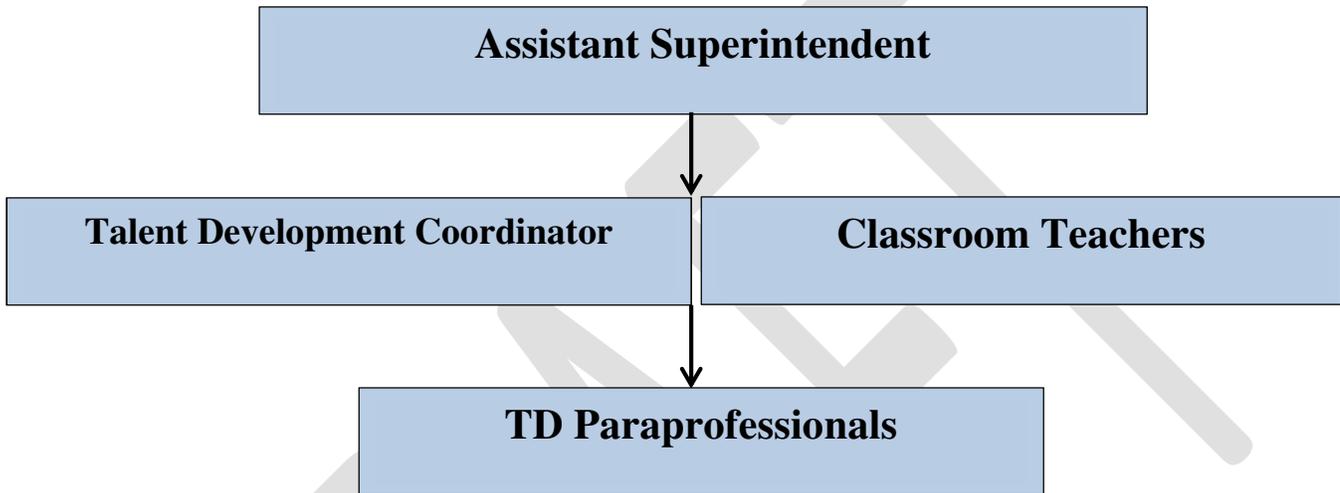
	Tier 1	Tier 2	Tier 3
Intellectual or Academically Able	<ul style="list-style-type: none"> • Classroom Differentiation • Classroom Groupings (i.e. stations for differentiated instruction) • Flexible Grouping Between Classrooms (all students move between classrooms fluidly) • Readers’/Writers’ Workshop • Flexible Instruction Time (FIT) • Co-curricular/competition opportunities • Pre-Testing (for all students) • Common formative Assessments (For all students) • Tiered lessons • Independent Projects/Study • Open-ended Assignments • Computer Delivered Curriculum • Youth Options • AP Classes at HS (open to all students) • On-line Courses/Distance/ Blended Learning 	<ul style="list-style-type: none"> • 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 • Compacting the Curriculum • Tiered lessons • Independent Projects/Study • Enrichment Clusters • Mentoring • ACT Testing • 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 • ACT Testing • 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
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 • RMS Academy 	<ul style="list-style-type: none"> • Creativity Groups (work on open-ended projects) • RMS Academy • Endeavor Charter School 	<ul style="list-style-type: none"> • Mentoring • UW-Outreach Programs • RMS Academy • Endeavor Charter School

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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 Programming 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.

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Definitions of Roles and Responsibilities

Talent Development Coordinator/Resource Teacher	<ul style="list-style-type: none"> • Act as an advocate for the needs of students. • Provide vision and direction for district TD supports. • Monitor supports for 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 students. • Coordinate professional development. • Communicate and ensure appropriate TD support options are offered for 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 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 students. • Distribute lists of designated talented students in each building to all staff who have talented students. • Provide support for classroom teachers implementing DEPs. • 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 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 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 students. • Participate on DEP team.
Student	<ul style="list-style-type: none"> • Act as self-advocate • Participate on DEP team.

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Communication Plan/ Program Evaluations

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

Contacting the Talent Development Coordinator: If you have a specific question about the Talent Development program and/or your son/daughter, you may meet directly with the Talent Development Coordinator. For parent convenience and to help avoid setting up meetings, the Talent Development Coordinator will hold open office hours at times convenient for families. Days/times/locations will be posted on the District website.

Skyward Communication: Teachers are encouraged to communicate with families via Skyward messaging in regards to ongoing learning and opportunities in the classroom and school. Teachers are also encouraged to use the comment section of the report card to indicate learning that has taken place above a student's current grade level.

School/Home Communication: Teachers are encouraged to use Skyward and/or classroom newsletters to communicate with parents regarding extension opportunities for each unit/chapter/topic they are teaching. These communications will serve to inform families of different opportunities for their child to be challenged. Teachers are encouraged to communicate regularly with families via parent/teacher conferences, Skyward, and email. Parents are encouraged to reach out to teachers with any questions or concerns via email, phone, and/or by making an appointment. We encourage communication early and often to ensure our students are receiving the necessary services, and our families have an opportunity to have questions answered.

Talent Development Meetings: The Talent Development Coordinator will hold meetings at minimum twice per school year. Typically these will be in the fall and spring. All District families are encouraged to attend these meetings. Please refer to the District Website for information on when these meetings will take place. Additionally, information regarding these meetings will be communicated via Skylert and site newsletters/updates.

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

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*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 Community Theater Math 24 Math Quest National Geographic Bee Newbery Readers Challenge Schurz Hispanic Dance Club Science Fair Student Council 1 st Lego League Pizazz Show Choir	Art Club Athletics Battle of the Books Chorus FCCLA FFA Forensics Jazz Band National Geographic Bee National Junior Honor Society Peer Mediation Playworks Jr. Coach Program Project Lead the Way/Skills USA RMS Drama Production Show Choir Solo Ensemble Spelling Bee Student Council Technology (STEM) Challenges WCATY Yearbook	Academic Decathlon Art Club Athletics DECA Early College Credit Program FCCLA FFA Forensics FBLA GEAC 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

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 their child's abilities. If questions still remain, parents should contact the Talent Development Coordinator.

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. The goal of identification is to identify specific needs for your child.

How will I know what services my child will receive? 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) may be developed for students with Tier 2 or Tier 3 needs as determined by the DEP team. The plan is jointly developed by classroom teachers, students, parents and Talent Development staff and reviewed on a yearly basis.

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? The points of contact (in order) are your child's classroom teacher, talent development coordinator, and the assistant superintendent. The Talent Development Coordinator will hold office hours monthly. Please refer to the District Website for exact days & times.

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.

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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. The WUSD District Website, School Newsletters, and Skyward messaging are also locations where opportunities will be posted.

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Alignment to the NAGC & WI 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 Talent Development Director will periodically survey students and parents involved in the Talent Development program for information regarding services and achievement.

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 assessment system data.
- The classroom teachers will be provided information on the identification of talented students, as well as be provided with referral information.

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Teacher/Parent Nomination Form

Student Name: _____ Grade: _____ Date: _____

Person Nominating the Student: _____

Teacher/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.				

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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:

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Parent/Guardian

Signature: _____ Date: _____

Checklist for Eligibility Determination

Process for Determining Eligibility

- ___ Parent or School Staff Completes Nomination Form and Submits to School Office
- ___ Nomination Form is Submitted to Talent Development Coordinator (*60-Day Timeline Begins*)
- ___ Talent Development Coordinator Gathers School-Based Team Input
 - Reviews Referral Form
 - Determines Necessary Assessments
- ___ Talent Development Coordinator Contacts Parent/Guardian
 - Inform of assessments and timeline
 - Set meeting date for Eligibility Determination Meeting
- ___ Talent Development Coordinator manages assessments and gathers data for meeting
- ___ Eligibility Determination Meeting
 - Review Performance Evidence and Assessment Data
 - Team Utilizes Information and District Criteria to Determine Tier of Eligibility
- ___ If the student is determined to need Tier 2 or Tier 3 services, the team may develop a DEP
 - Developed with team input
 - Shared with all team members when complete
- ___ Talent Development Coordinator will share DEP with teacher(s) at the beginning of each year
- ___ Once established, a DEP will be reviewed annually with team

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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	Role

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Differentiated Education Plan

Student Name & Signature:	Parent/Guardian Name(s) & Signature(s):
Year:	School:
Grade:	DOB:
DEP Meeting Date:	Area Of Eligibility: Tier:

Please attach the Eligibility Determination Form to this DEP Form.

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.):

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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

Full Scale IQ score of 130 or higher from an individual intelligence test

Performance Evidence

- Student projects
- In class assessment performance is consistently and considerably above grade level

Assessment Data

- Nationally normed standardized test scores consistently at 99th percentile (i.e. STAR,)

Tier 2

Performance Evidence

- Student projects
- In class assessment performance is consistently above grade level

Assessment Data

- Nationally normed standardized test scores consistently at 98th percentile (i.e. STAR)
(The 98th percentile is intended to serve as a guide for identification. Students may be eligible to receive Tier 2 services under some circumstances without meeting this criteria).

Tier 1

Performance Evidence

- Student projects
- In class assessment performance is at grade level

Assessment Data

- Nationally normed standardized test scores at 97th percentile and below (i.e. STAR)

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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 or cluster grouping per subject 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

Composite Score of 130 or higher on an individual intelligence test

Performance Evidence

- Student projects
- In class assessment performance is consistently and considerably above grade level

Assessment Data

- Nationally normed standardized test scores consistently at 99th percentile (i.e. STAR,)

Tier 2

Performance Evidence

- Student projects
- In class assessment performance is consistently above grade level

Assessment Data

- Nationally normed standardized test scores consistently at 98th percentile (i.e. STAR)
(The 98th percentile is intended to serve as a guide for identification. Students may be eligible to receive Tier 2 services under some circumstances without meeting this criteria).

Tier 1

Performance Evidence

- Student projects
- In class assessment performance is at grade level

Assessment Data

- Nationally normed standardized test scores at 97th percentile and below (i.e. STAR)

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 – 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)

Supporting Data

- Letter(s) of recommendation from a third party

Tier 2

Performance Evidence

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

Tier 1

Performance Evidence

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

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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
- 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

- 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

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
- 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

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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

- Student generated evidence of leadership activity
- Letter(s) of recommendation from a third party

Tier 2

Performance Evidence

- Student projects

Supporting Data

- Student generated evidence of leadership activity

Tier 1

Performance Evidence

- Student projects

Supporting Data

- Student generated evidence of leadership activity

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Additional Gifted Education Resources from 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.

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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 Organization:

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

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Georgia Association for Gifted Children, Roswell, GA. Phone 770-645-5757 <http://www.a-plus.net/GAGC>

Gifted Child Society, Inc., In New Jersey, Executive Dir. Gina Ginsberg Riggs, 201-444-6530; PING G/T hotline: 1-900-773-PING

Gifted Development Center, 1452 Marion Street, Denver, CO 80218 (303) 837-8378; www.gifteddevelopment.com

Illinois Association for Gifted Children, contact: Carol Morreale, 708-559-1052

MA/AIP – Massachusetts Association for the Advancement of Individual Potential, G/T hotline: 617-784-5182

Maryland Council for Gifted and Gifted Children, contact President Betty Stauffer, e-mail: Amdgtmcgtc@aol.com or phone at (301) 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, Unite 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

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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, wzgl@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

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

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

Szabos, J. (1989). The Bright Child, The Gifted Learner. *Challenge Magazine*, (4).

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

Acknowledgments: The Watertown Unified School District would like to acknowledge the following school districts whose gifted and talented handbooks provided guidance during our own development process: Ripon and Baraboo as well as Dr. Scott Peters.