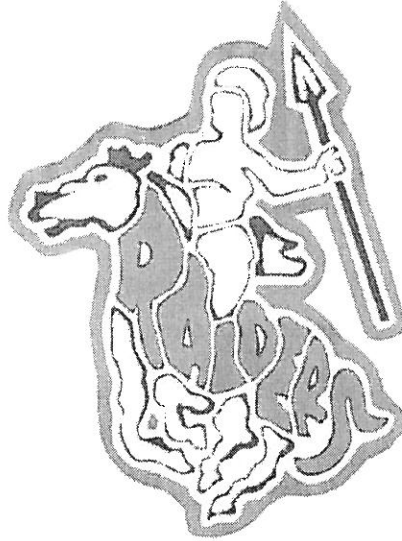


Medford Area Public Schools



Gifted / Talented Program Guide

and

2010 Performance Report

January 2011

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DISTRICT CONTACTS

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Gifted and Talented Pupils

Section 121.02(1), Wis. Stats.

The Department of Public Instruction continues to support and requires that the 20 Standards for public schools be implemented. Standard (t) listed below clarifies the district's role in providing gifted/talented programming.

Each school board shall:

(t) Provide access to an appropriate program for pupils identified as gifted and talented.

PHILOSOPHY

The Medford Area Public School District has a responsibility to educate each of its children. The district will provide the opportunity for all students to succeed and achieve their potential.

MISSION STATEMENT

The mission of the Gifted and Talented Department is to provide an educational experience in which students acquire the skills to succeed in the 21st century through program and curricular development, instructional strategies, and support services appropriate to achieving a quality education for our high-ability students.

PROGRAM GOALS

- To identify talents in students and to match students to learning opportunities which will meet their educational needs in any of the five areas of Standard (t): intellectual, specific academic area(s), creativity, leadership, and artistic.
- To provide professional development opportunities to teachers, counselors, administrators, and other professional staff so they may identify the special learning needs of gifted students.
- To realize that gifted students benefit from working with their intellectual or creative peers and to work toward meeting the needs of gifted students in settings outside the regular classroom.
- To enhance personal exploration, experience, and expression through systematic and continuous programming while promoting flexibility and the changes needed to address the individual needs of gifted students.
- To provide ongoing monitoring, evaluation, and an appropriate challenging curriculum.

PROGRAM DEFINITIONS

The following definitions are adapted from the Wisconsin State Department of Public Instruction Definitions.

Gifted and Talented: Pupils enrolled in public schools who give evidence of high performance capability in intellectual, specific academic area, creative, artistic, or leadership. The terms, gifted and talented, are used interchangeably to refer to students who require differentiated educational programs and/or services beyond those provided by the regular school program.

Intellectually Gifted: Children who show early and rapid development of language ability, large vocabulary, strong powers of reasoning, analysis, or synthesis, and advanced ability in critical thinking and problem solving. Intellectually gifted students often have a high I.Q., demonstrate high achievement, and are capable of being very good at almost anything they choose to do.

Specific Academic Gifted: Children who show early and rapid development of interest and ability in one or more of the specific academic areas of reading/ language arts, science, social studies, or math. Their vocabulary, enthusiasm, memory, and recall for their area of giftedness are outstanding. They demonstrate strong powers of reasoning, analysis or synthesis, and advanced ability in critical thinking and problem-solving in their subject area. Achievement or ability testing in their area shows high aptitude for the field of study. Their performance in the subject is often far above the work they do in other classes.

Creative Gifted and Talented: Children whose creative abilities cut across all areas of gifted and talented. Typically, such pupils exhibit creativeness in oral, written, and nonverbal expression because they tend to produce many original ideas. They are flexible and elaborative in their thinking, tend to resist one-answer solutions, possess strong visualization and imagination abilities, and tend to be different from the norm resisting conformity.

Leadership: Students who demonstrate high levels of ability to mobilize the capacities of a group to solve its problems, accomplish its goals, and/or meet its needs. (Robert Clasen and Donna Rae Clasen, 1987)

Artistically Gifted and Talented: Pupils who have demonstrated their ability or who show high potential in the visual and performing arts, including art, music, and drama.

IDENTIFICATION PROCEDURES

Gifted and talented identification is an ongoing process and students may be recommended for the program at any time during the school year. Students are considered for the Gifted and Talented Program on the basis of one or more qualifications in the areas of Performance Data, Test Data, and Developmental Data. This process is intended to nominate a student then allow for a screening process and proper placement within regular or gifted programming.

All students qualifying for some aspect of the Gifted and Talented Program make up the Talent Pool. This Talent Pool is typically 20% of the entire student population. These students demonstrate behaviors which might be described as Gifted or Talented in the areas of intellectual ability, academic ability, creativity, leadership ability, or artistic ability.

Within the Talent Pool population, approximately 60% of those students have most of their needs met within the regular classroom setting. (See bottom tier of Wisconsin's Comprehensive Integrated Programming Model on page 15.) Talent Pool students may revolve in and out of programming options depending on their progress and needs.

The second tier of the Model Pyramid consists of approximately 30% of the Talent Pool. These students need special programming beyond the regular classroom and may be exposed to compacting, independent contracts, pull-out options, and flexible grouping.

The top of the Model Pyramid is the final 10% of all Talent Pool participants. These students require individualized programming options utilizing a Development Educational Plan (DEP) which can be found on page 11 of this program guide.

A subjective panel consisting of the Student Services Director and/or the Director of Curriculum, the building principal, one or two classroom teachers, and the G/T teacher might meet with a student and his/her parent(s) in order to determine the most appropriate programming or counseling options, as well as the student's desire for such options.

In following Medford Area Public School District policies and procedures, students in the Gifted/Talented Program are monitored and evaluated in an ongoing process.

At the end of each academic year, the progress of all Talent Pool students participating in Gifted and Talented programming will be evaluated.

LOCAL PROGRAMMING

Our high school G/T program blends in with the variety of course offerings that exist at the more complex end of our curriculum. We offer Advanced Placement (AP) courses through local courses (Calculus AB, U.S. History, English Literature and Composition) and through distance learning (Computer Science AB and Psychology). We occasionally are unable to meet students' needs through face-to-face instruction at our campus. Students are then able to take off-campus courses through the "Youth Options" law and virtual course work (Calculus BC, etc.). There are also a number of advanced courses in the core subjects (Physics, College Prep Composition, etc.) and non core subjects (Music Theory, Computer Graphics, etc.) that meet student needs below the AP level but are yet challenging and only for high achieving students.

Many times students possess talents that are extraordinary and they need unusual opportunities to stay motivated and to achieve in that area. We offer a number of co-curricular activities (Science Olympiad, Spring Arts Show, Rocketry, High Mileage Vehicles, Poems by Anonymous, etc.) that focus on the arts and sciences. There is also the independent study courses option for those with unique interests.

The availability of programming for high school G/T students has grown tremendously with the advent of distance learning and virtual course work. We hope to continue to expand in this area.

<i>Programming Options</i> <i>Medford Area Senior High</i>	
AP Classes	Jill Lybert
National Honor Society	Patti Greiner
Math Team	Chad Austin
Science Olympiad	Tracy Swedlund
Poems by Anonymous	Pat Eloranta
Rocketry Team	Brad Paff

*Enrichment Opportunities
Medford Area Middle School*

Essay Contests
Junior Great Books
Poetry Contests
Spelling Bee
Geography Bee
Battle of the Books
Wisconsin Math League

Contact Person: Jenny Shipman (G/T Resource Teacher)

*Enrichment Opportunities Medford Area
and Stetsonville Elementary Schools*

Wisconsin Math League
Poster Contests
Essay and Writing Contests
Battle of the Books
Junior Great Books

Contact Person: Jenny Shipman (G/T Resource Teacher)

*Students in Grades K-8 may also be accelerated within subject areas and/or pulled from the regular classroom for other enrichment options. Any pull-out is done under the supervision of the Gifted Resource Teacher, and accelerated students work with both the G/T Teacher and the Regular Classroom Teacher(s).

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED: April 19, 1990

FILE SECTOR:

INSTRUCTION

DATE REVISED: November 15, 2001

POLICY TITLE:

ACCELERATION

DATE REVISED: July 15, 2004

The Medford Area Public School District's Board of Education recognizes that accelerated students may need alternative educational programming. These alternatives may include enrichment/acceleration within chronological grade level and acceleration beyond a specific grade level, subject and/or course included in the normal program and curricular sequence.

The consideration of complete acceleration beyond the student's current grade level placement can be initiated by the classroom teacher, parent or other school personnel and student (if appropriate). An evaluation of the student's potential to benefit from the accelerated grade placement will be required. A conference will be held with the student's parent/guardian to consider the appropriate placement. The decision to accelerate or not will be based on the evaluation results, classroom observations, parent information and classroom teacher reports. The decision to accelerate will be a result of consensus/ agreement of the conference team made up of the building principal, classroom teacher, counselor, school psychologist, building gifted and talented teacher, parents/guardians and the student (if appropriate).

When acceleration is being considered in one subject area beyond the student's current grade level, parents/guardians, current classroom teacher, teacher of the gifted/talented, teacher projected to be receiving accelerated student, and building principal should have input into the decision.

An ongoing evaluation of placement will be conducted to ensure that students are receiving appropriate programming.

CROSS REFERENCE: IKE, IKF & IL

LEGAL REFERENCE:

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED: April 19, 1990

FILE SECTOR:

INSTRUCTION

DATE REVISED: November 15, 1991

POLICY TITLE:

ACCELERATION

DATE REVISED: July 15, 2004

A student may be considered for grade level acceleration through a request to the building principal by the classroom teacher, parent/guardian, student (if appropriate) or any other school district professional. The following steps will be followed when determining whether acceleration is appropriate for the student.

1. An evaluation of the child's potential to benefit from acceleration shall be required. The evaluation shall provide information on the student's emotional stability, academic achievement and skills, social and mental maturity. The specific tests and data sources will be determined by the school district. This evaluation will be done with the written approval of the student's parent(s)/guardian(s).
2. After the evaluation is completed, a school team made up of the building principal, current and next grade level classroom teacher, counselor, school psychologist and building gifted/talented teacher shall hold a conference with the parent(s)/guardian(s) and student (if appropriate) to determine the appropriateness of acceleration. Before acceleration is approved, the parent(s)/guardian(s) and the school team should consider other alternatives such as gifted and talented small group or individualized instruction in specific curriculum areas, acceleration for only one or more subject areas, curriculum compacting in classroom, etc.
3. The school team, parent(s)/guardian(s) and student (if appropriate) will base their discussion on the available information and confirm acceleration only if it is the consensus of the group. A "Differentiated Educational Plan" (DEP) should be developed at that time and contain the following information: identifying information, data, background, recommendations, and appropriate signatures. The parent(s)/guardian(s) may appeal a decision to the board of education who has final authority in these matters.
4. Grade acceleration decisions shall be made on a nine-week trial basis. The building principal/designee shall conduct a meeting with teachers, other professionals, and parent(s)/guardian(s) to review progress and the student's DEP. If, after the nine-week trial period, the grade acceleration is continued, the progress of the student shall be reviewed on an ongoing basis with the parent(s)/guardian(s) throughout the school year. The DEP will be updated annually.

CROSS REFERENCE: IKE, IKF & IL

LEGAL REFERENCE:

MEDFORD AREA PUBLIC SCHOOLS

GIFTED AND TALENTED DEPARTMENT
Resource Teacher

Differentiated Educational Plan
DEP

(There are various ways to provide appropriate education for gifted students in a regular classroom: change what is taught, change how it is taught, change the setting, and change the assignment/what you require the student to do, etc.).

Date:

Name:

Birthdate:

Grade/School:

Data:

Background:

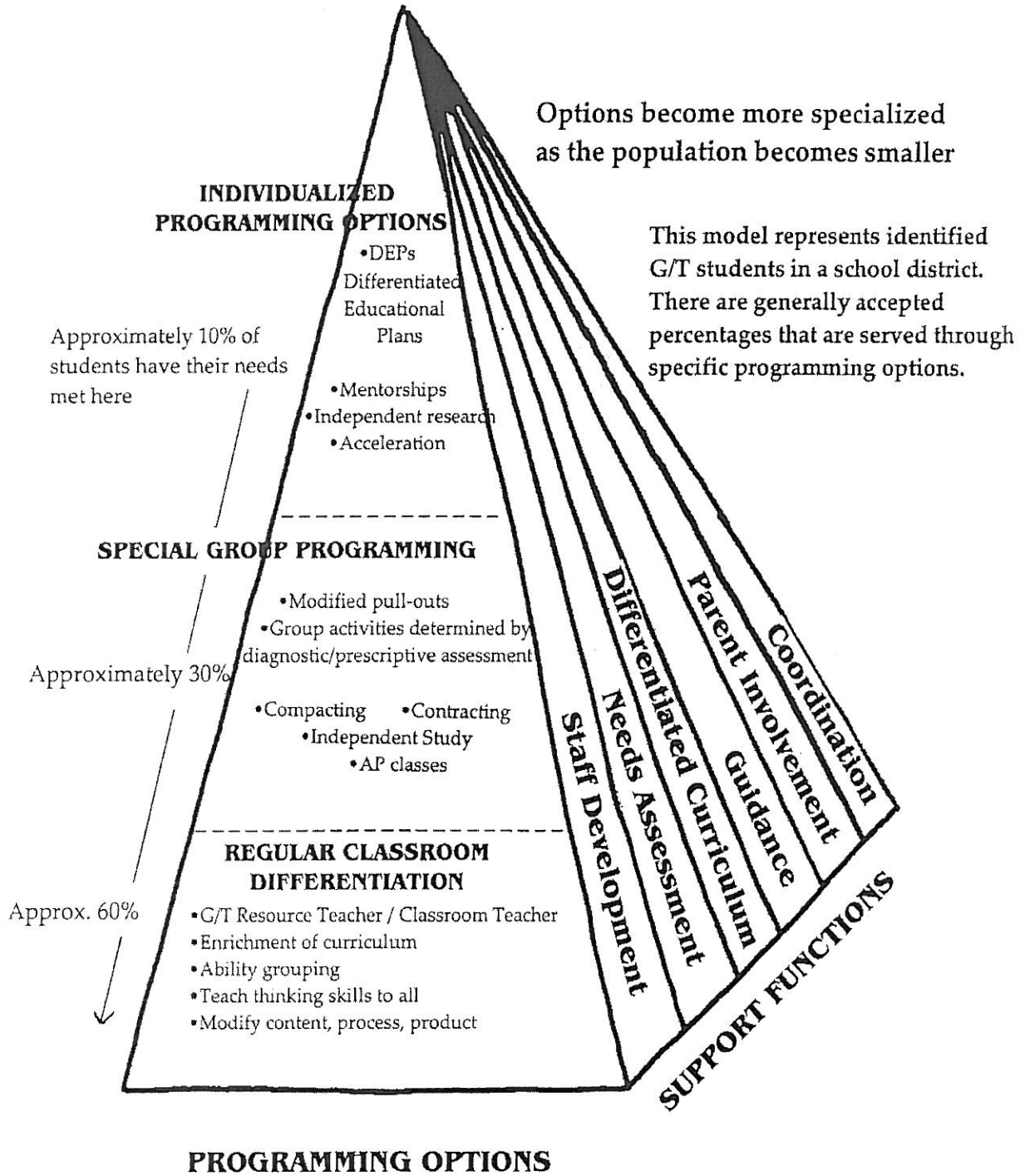
Recommendation:

Signatures:

Name

Position

Wisconsin's Comprehensive Integrated Programming Model



Gifted and Talented Referral Form

Student Information

Student: _____
School: _____
Grade: _____
DOB: _____
Date of Referral: _____
Referred by: _____

Purposes of the Meeting

Initial Evaluation

Follow-up Evaluations

Date of Mtg

____/____/____

____/____/____

____/____/____

____/____/____

Student History Checklist:

____ Has student previously received GT services in district?
 If yes, when? _____
____ Has student previously received GT services in other district?
 If yes, district name and date _____

Enrichment Areas Checklist:

____ Intellectual (all areas)

Academic:

____ Reading
____ Language Arts/Writing
____ Math
____ Social Studies/Current Events
____ Science
____ Creativity
____ Leadership

The Arts:

____ Visual Arts
____ Performing Arts

Student strengths and interests:

Reason for referral:

Pertinent educational or personal background information on the student:

Student Name: _____ Grade: _____ Date: ___/___/___
Teacher: _____

Teacher (X) which strategies are being utilized or have been tried and behind each checked intervention indicate the start date for the intervention. In addition, for items that were successful, please mark with a star.

Differentiation/Enrichment Strategies:

- ___ Peer Tutoring
- ___ Pretest out of units
- ___ Student Contracts
- ___ Independent Study/Projects
- ___ Technology Projects
- ___ Partner or small group work with other enrichment students (cluster grouping)
- ___ Modify class work to more appropriate level (tiered lessons, etc.)
- ___ Compacting curriculum
- ___ Contests: _____

Additional Enrichment Opportunities:

IQ Testing

Achievement Testing

WKCE – Proficiency Level

3rd grade – Reading _____ Math _____
4th grade – Reading _____ Math _____ Language _____ Science _____ S.S. _____

NWEA – RIT Score

	Fall/Spring	Fall/Spring	Fall/Spring
1 st grade – Reading	____/____	Math ____/____	Language ____/____
2 nd grade- Reading	____/____	Math ____/____	Language ____/____
3 rd grade - Reading	____/____	Math ____/____	Language ____/____
4 th grade - Reading	____/____	Math ____/____	Language ____/____

Special Considerations or other additional opportunities:

Initial Meeting: ___/___/___ Grade _____ School _____

Referring Teacher _____

Staff Attending Meeting:

Initial Enrichment Plan:

DEP in Place? If yes attach copy.

Date and type of parent contact:

Principal Signature: _____ Date _____

GT Coordinator Signature: _____ Date _____

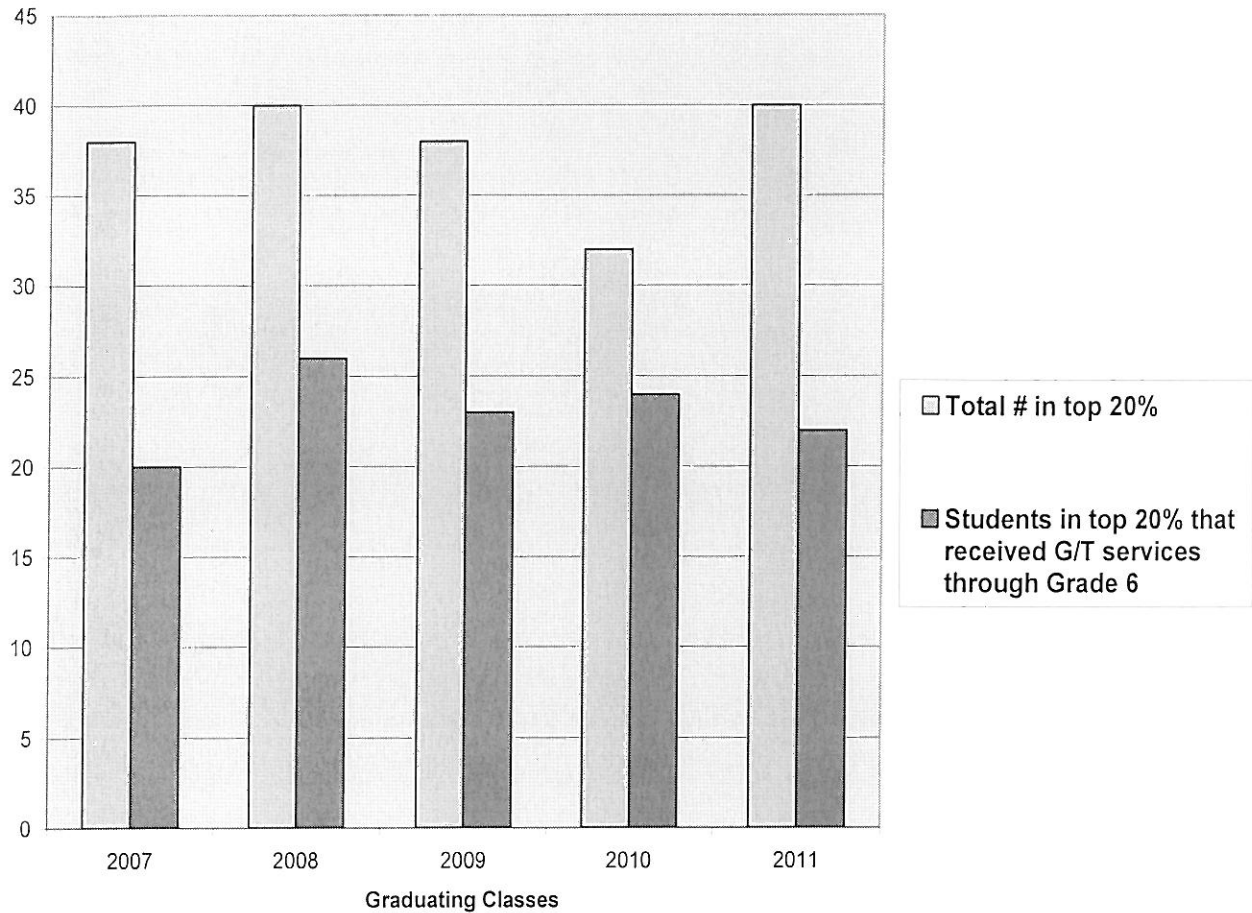
Follow-up Meeting: ___/___/___ Grade _____ School _____

Teacher _____

Staff Attending Meeting:

Summary of student progress and any additional strategies:

Recommendations for next school year:



The chart above shows how many of our graduating seniors, who were in the top 20% of their classes, received Gifted and Talented services through Grade 6. Many of those students in the top 20% who did not receive services were move-ins, transfers, or students who did not excel academically until later in their middle school or high school years.

On average, over 60% of students graduating in the top 20% of their class received Gifted and Talented services at some time during their Kindergarten through 6th grade years.

GIFTED STUDENTS AND RTI

Adapted from the Wisconsin Department of Instruction

What is RtI?

'Response to Intervention' is, according to the Wisconsin DPI "the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals, and applying response data to important educational decisions".

RtI allows educators to intervene early to meet the needs of struggling learners as well as the opportunity to monitor the progress of high-achieving students and to chart the growth of ALL learners. Research tells us that high achievers may begin to hide their talents early in their academic careers. RtI can help uncover strengths for early intervention in these areas and allow for more appropriate programming.

What are the Core Principles of RtI?

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem solving method to make decisions within a multi-tier model
- Use data to make decisions
- Use research-based, scientifically validated interventions/instruction to the extent available
- Monitor student progress to drive instruction
- Use screening, diagnosis, and progress monitoring data.

When attending to the needs of high achievers, several questions should be addressed:

"what flexible class schedule will meet the student's needs?"

"are higher level problem solving methods used?"

"is the student showing continuous growth – with no ceilings in place?"

"what accelerated programming is in place in the district/building?"

Medford Gifted and Talented Programming and RtI

The Medford Area Public School District begins identification of students at the elementary levels using a *Gifted and Talented Referral Form* (page 16). This form encompasses the core principles of RtI, allows for recording of performance data (test scores, differentiation strategies, enrichment opportunities, enrichment plan), and includes a summary of student progress and any additional strategies/recommendations. Forms are updated at least annually and follow students through their 8th grade year. Building principals, regular education teachers, Gifted and Talented teachers, parents, and other staff have input into each individual student's programming (intervention).

*Note: Additional information regarding RtI and the Medford School District can be found at:
<http://sites.google.com/site/medfordsite/>

RESOURCES

(Kept in the Gifted/Talented Resource office at MAES)

BOOKS

- Awakening Genius in the Classroom* – Thomas Armstrong
Differentiation – From Planning to Practice Grades 6-12 – Carol Ann Tomlinson
Differentiated Assessment – For Middle and High School Classrooms – Deborah Blaz
The Differentiated Classroom - Responding to the Needs of All Learners - Carol Ann Tomlinson
Differentiation in Action – Judith Dodge
Differentiation in Practice - A Resource Guide for Differentiating Curriculum - Carol Ann Tomlinson and Caroline Cunningham Eidson (5-9)
Differentiated Instruction – Amy Benjamin
Differentiated Instruction – Making It Work – Patti Drapeau
Differentiated Instruction – for K-8 Math and Science – Mary Hamm and Dennis Adams
Dimensions of Thinking: A Framework for Curriculum and Instruction – Robert Marzano
Enhancing Student Achievement – A Framework for School Improvement – Charlotte Danielson
Fulfilling the Promise of the Differentiated Classroom – Carol Ann Tomlinson
The Gifted Program Handbook – Juanita Sorenson, editor
How to Differentiate Instruction in Mixed-Ability Classrooms – Carol Ann Tomlinson
Integrating Differentiated Instruction and Understanding by Design – Carol Ann Tomlinson and Jay McTighe
Multiple Intelligences in the Classroom – Thomas Armstrong
The Multiple Intelligences of Reading and Writing – Thomas Armstrong
Qualities of Effective Teachers – James H. Stronge
Teaching Gifted Kids in the Regular Classroom – by Susan Winebrenner
Teaching to the Brain's Natural Learning Systems – Barbara K. Given
Teaching with the Brain in Mind – Eric Jensen
What Works in Schools – Translating Research into Action – Robert J. Marzano

ADDITIONAL RESOURCES

(Kept in the office of the Director of Instruction at the District Office)

VIDEO

At Work in the Differentiated Classroom - Carol Ann Tomlinson, et. al.

BOOKS

- The Differentiated Classroom - Responding to the Needs of All Learners* - Carol Ann Tomlinson
Differentiation in Practice - A Resource Guide for Differentiating Curriculum - Carol Ann Tomlinson and Caroline Cunningham Eidson (5-9)
Energizing Teacher Education and Professional Development with Problem-Based Learning - edited by Barbara B. Levin
Leadership for Differentiating Schools & Classrooms - Carol Ann Tomlinson, Susan Demirsky Allan
Project-based learning using information technology, 2nd edition - David Moursund