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## **Talented and Gifted Education Plan**

**September 1, 2009 – June 30, 2012**

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Revised December 2010

## **Acknowledgements**

With sincere appreciation and gratitude, the Madison Metropolitan School District would like to thank all those individuals who contributed to the development of the Talented and Gifted Education Plan. Thank you to all of the parents, teachers, administrators, and students who dedicated their time, energy, and expertise to the development of the Plan through many venues including a TAG Advisory Committee and Subcommittee, as well as countless extremely helpful informal meetings and conversations. The benefits of the community's strong commitment to Talented and Gifted Programming in the Madison Metropolitan School District are immeasurable.

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## **Madison Metropolitan School District Talented and Gifted Plan**

### **OVERVIEW**

The last Talented and Gifted (TAG) Education Plan was adopted by the MMSD Board of Education in 1991. With state statute and policy reform, alignment with current District strategic planning, and a desire to utilize research in exemplary practice, approval of a comprehensive Talented and Gifted Plan has become a District priority.

This document is meant to be a guide as the Division aims to achieve its mission in alignment with the MMSD Strategic Plan, the State of Wisconsin statutes and administrative rules for gifted and talented education, and the National Association for Gifted Children standards.

There will be a review of the Plan, with status reports issued to the Board of Education, in January and June 2010. Adjustments to the Plan will be documented at that time.

Wisconsin State Statute 121.02(1) (t), and Administrative Rule PI 8.01(2)(t).2 require school districts to identify those students who give evidence of high performance capability as talented and gifted and provide those students with access to appropriate systematic and continuous instruction. The National Association for Gifted Children (NAGC) standards complements the Wisconsin framework and provides a guide for quality educational programming.

The Plan below identifies the following categories as areas in need of improvement in MMSD Talented and Gifted Programming. The primary focus in developing this Plan has been in the areas of identification, programming, and professional development.

### **1. Comprehensive identification process**

At this time, the majority of students identified are limited to academics, most often math and literacy. The Talented and Gifted Division is unable to process appropriate identification data because current District assessments are 1) not sufficiently diverse, 2) limited to academic areas only, and 3) limited to grade-level measures. Current assessments include: Wisconsin Knowledge and Concepts Exam (WKCE), Primary Language Arts Assessment (PLAA), Scholastic Reading Inventory (SRI), Primary Math Assessment (PMA), and District-based writing scores. Due to inadequate availability of diverse and flexible assessments, TAG staff fills assessment gaps by individually administering other assessments including the Test of Mathematical Abilities of Gifted Students (TOMAGS) and the MMSD Middle School Math Placement Test.

In MMSD, TAG programming has primarily served white and middle class students. This data is consistent with TAG programming nation-wide (Ford, Grantham, & Harris, 1998; Ford & Harris, 1999; Frasier, Garcia, & Passow, 1995; Frasier & Passow, 1994; Passow & Frasier, 1996). MMSD commits to increasing the number of students who have been traditionally underrepresented in TAG programming. MMSD defines “underrepresented in TAG programming” as students of color, low socio-economic

status, culturally and linguistically diverse students and students with disabilities. Gender-related representation will also be monitored and addressed as appropriate.

Current practices rely heavily on a referral-based system. Students are only “identified” if the Talented and Gifted staff is asked to determine whether a student needs unique educational programming. Many students, including those from traditionally underrepresented populations, may not be referred at any point in time, and therefore, may not be provided instruction to meet his or her fullest potential.

## **2. Programming options for identified students**

Historically, an Individual Student Education Plan (InStep) has been developed for students whose educational needs could not be met in their grade level classroom. To date, there have been few formal and consistent programming options (curricular and instructional) to meet identified student needs including cluster/flexible grouping, subject acceleration, grade acceleration, on-line coursework, and, in a few cases, tutors and mentors. In these instances, focus has been solely academic in the areas of math and literacy. Additional programming options during the regular school day include participation in the Youth Options Program, enrollment in non-MMSD courses, and an annual Math Fest event.

In all cases, the use of these options for students is not consistent across MMSD, and depends on many factors including leadership, values and beliefs in a given building, teacher resources and transportation. Schools may or may not offer building-specific opportunities for students that may further meet the needs of the advanced learner including Math Olympiad, Future Problem Solvers, reading clubs and geography bees.

## **3. Individualized student planning and monitoring**

Currently, there are four staff members that serve the elementary schools, and two staff members that serve the middle and high schools. Each staff member manages all referrals and contacts from parents, staff, and administrators. With the current number of staff in the TAG Division, it is difficult to provide an adequate level of student support for InSteps. Programming is implemented, but success and progress are not monitored and supported in a systematic and continuous manner.

## **4. Provide support for student socio-emotional needs and increase retention of students with talents and gifts in the MMSD**

Student support of socio-emotional needs that required shared responsibilities between Talented and Gifted staff, Curriculum and Assessment, Educational Services (Special Education, ESL-Bilingual), and Student Services (Psychologists, Social Workers, School Counselors) have been on an individual request basis. Students have typically not received support in this area due to the lack of a clear process and structure.

## **5. Professional development**

At this time, professional development regarding gifted education is not included on the District professional development agenda.

**6. Use of available technology**

Historically, the TAG division has not used the latest student information technology available to manage, support, and document the identification of students and coordinate programming based on individual need. There has not been a systematic process in place for gathering data and maintaining student records.

**7. Consistent and effective communication**

There has not been a systematic approach to informing schools and the community about Talented and Gifted programming within MMSD. This has caused confusion about programming options and the role of the Talented and Gifted staff.

**8. Ongoing program evaluation**

Measures to evaluate and improve Talented and Gifted programming in the District have not been in place.

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## **Madison Metropolitan School District Talented and Gifted Plan Mission and Goals**

### **MISSION**

The mission of the MMSD Talented and Gifted Division is: 1) to develop and implement an equitable and systematic process for identifying the needs of students with gifts and talents, and 2) to provide challenging and continuous curricula and programming for identified students in order that they may achieve their full academic, intellectual, and creative potential.

### **GOALS**

#### **Goal 1: Comprehensive identification process**

The TAG Division will develop and maintain an equitable and inclusive identification process for students who exhibit gifted characteristics in general intellectual ability, specific academic abilities, leadership, creativity, and the visual and performing arts. The process will utilize quantitative and qualitative assessment tools that will identify students' gifts and talents. Student profiles will be created based on screening data, formative and summative assessment data, parent/teacher report, and student interest, learning style, and educational need. Student information gathered will support identification of students on a continuum from students who show promise to students who perform at extreme advanced levels. Additionally, the process will address the challenge of the lack of identification of students from underrepresented populations.

#### **Goal 2: Programming options for identified students**

In alignment with the Strategic Plan, the TAG Division will facilitate the design and implement a continuum of systematic and continuous K-12 next level of challenge curricula and programming options in order to meet individual student needs. Vertical teaming (see glossary) will be utilized to support the menu of systematic and continuous options. Programming will be aligned with the National Association for Gifted Children standards, the State of Wisconsin statutes and rules for gifted and talented education, and the Wisconsin Department of Public Instruction Gifted and Talented Resource Guide.

#### **Goal 3: Individualized student planning and monitoring**

The TAG Division will develop and maintain a Differentiated Education Plan (DEP) for students identified as needing interventions, based on student data and educational need. The DEP will systematically record assessments, indicate talent category and corresponding programming options and plans, monitor student progress, and evaluate success of programming. Student planning will vary based on educational needs and will range from student information system "flagging" for students whose assessment scores warrant monitoring to developing a formal and comprehensive DEP for students whose needs require individualized programming. DEP's will follow individual students throughout their school careers, across grades and from school to school.

**Goal 4: Provide support for student socio-emotional needs and increase retention of students with talents and gifts in the MMSD**

The TAG Division will develop and maintain a system for meeting the socio-emotional needs of identified students. The District will provide non-academic support for identified students and their families, including but not limited to: 1) student and family support services aimed at retaining identified students from underserved demographic groups, 2) support services for twice exceptional students and their families, 3) school and District face-to-face and online opportunities to build TAG peer groups within and across grades and schools.

**Goal 5: Professional development**

The TAG Division will design and implement professional development opportunities for teachers, administrators, and support staff (i.e., school psychologists, guidance counselors, instructional resource teachers, special education coordinators, etc.) and work collaboratively with constituents to support research-based best practices, expand the knowledge of current talented and gifted research and Wisconsin state laws, and dispel misconceptions about talented and gifted education and students.

**Goal 6: Use of Available Technology**

The TAG Division will expand relevant technological capabilities to increase ease and efficiency of identification, the creation and maintenance of Differentiated Educational Plans (DEPs), and monitoring program accountability.

**Goal 7: Consistent and effective communication**

The TAG Division will develop and maintain consistent and effective systems for communicating about talented and gifted education (identification process, instructional methods, programming options, outside MMSD opportunities, etc.) throughout the District and to the larger community.

**Goal 8: Ongoing program evaluation**

The TAG Division will conduct an ongoing evaluation to ensure program effectiveness and program alignment with the MMSD Strategic Plan, the State of Wisconsin statutes and administrative rules, and the National Association for Gifted Children standards. The Division will use SIMS and IC data to generate a summary annual report on identification and programming of students.



## Action Steps

The action steps for the following eight goals outline the framework to guide improvements and monitor progress in implementing the TAG Plan for 2009-2012.

Goal 1: Comprehensive identification process

Goal 2: Programming options for identified students

Goal 3: Individualized student planning and monitoring

Goal 4: Provide support for student socio-emotional needs and increase retention of students with talents and gifts in the MMSD

Goal 5: Professional development

Goal 6: Use of available technology

Goal 7: Consistent and effective communication

Goal 8: Ongoing program evaluation

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## Goal 1. Comprehensive identification process

The Division will develop and maintain an equitable and inclusive identification process for students who exhibit gifted characteristics in general intellectual ability, specific academic abilities, leadership, creativity, and the visual and performing arts. The process will utilize quantitative and qualitative assessment tools that will identify students' gifts and talents. Student profiles will be created based on screening data, formative and summative assessment data, parent/teacher report, and student interest, learning style, and educational need. Student information gathered will support identification of students who show promise and will address the challenge of the lack of identification of students from underrepresented populations.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordinator, TAG Staff	<p>1. <b>Screening:</b> Develop and implement a District-wide, consistent screening process that incorporates:</p> <ul style="list-style-type: none"> <li>• an established identification criteria (e.g., percentile scores) as part of comprehensive student evaluation</li> <li>• quantitative and qualitative data to identify academically talented and gifted students initially focusing in the areas of mathematics, reading and language arts, providing a baseline number of talented and gifted students</li> <li>• baseline data will be combined with current qualitative data</li> <li>• standardized screening tools will be used at specific grades for specific tests</li> <li>• utilization of assessment tools to determine a ceiling</li> <li>• use of Iowa Acceleration Scale for full-grade acceleration</li> </ul>	1	Sept 2009- June 2012	<p>Assessment tools</p> <p>Report to schools documenting student data</p> <p>District-wide screening process protocol and implementation plan</p> <p>Inclusive TAG Identification and Screening Guidelines</p>	<p>District Assessments: WKCE, PMA, PLAA, Writing samples, SRI, IMA</p> <p>Additional Assessments: TOMAGS, Middle School Math Assessment, Torrance Tests of Creative Thinking, CogAT</p> <p>Teacher Screener</p> <p>Professional Development Collaboration with other departments</p> <p>Existing resources</p> <p>Additional out-of-level assessments (e.g., Explore, ACT, above-level language arts assessment – beyond SRI)</p> <p>Information Services (IC)</p> <p>Iowa Acceleration Scale</p>	<p><b>Completed</b></p> <p>Available data has been used as part of identification criteria in math and language arts. See Appendix A for criteria used for 2009-10 school year.</p> <p>Participating in a study looking at Teacher Screeners for district.</p> <p>Grades for Screening Tools used by TAG divisions: Teacher Screener: 1,3; CogAT: 2, 5; WKCE: 4, 8, 10; PMA: K, 1, 2, 3; ;PLAA: K, 1, 2; IMA: 4, 5; MSMA: 5, as needed; Algebra Screener: as needed; Torrance Test of Creative Thinking: as needed; Writing Assessment: 3, 5, 8; SRI: as needed (standard 4, 5)</p> <p><b>Ongoing</b></p> <p>Screening and identification criteria will change as additional assessments are adopted. See Appendix A for possible assessment tools and identification criteria associated with each tool.</p>

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordinator, TAG Staff, District Teaching Staff	<p>2. <b>Identification:</b> Establish and maintain a referral process for creating student profiles. May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Screening data</li> <li>• Formative/summative assessment data</li> <li>• Parent/teacher checklists and report</li> <li>• Student portfolio</li> <li>• Student information regarding student interests, learning styles, and educational needs, class/grade level profile</li> </ul>	1	Sept. 2009-June 2012	<p>Established criteria for student profiles</p> <p>Student Profile</p>	<p>Referral Flowchart K-2, 3-5, 6-8 Educator Input Forms Parent/Student Referral Form</p>	<p><b>Completed</b> Student profiles created during the 2009-10 school year, using available screening/assessment data and student portfolios.</p> <p>Created referral process flowchart, educator input forms and parent/student referral form.</p> <p><b>On-going</b> Additional student information will be used to create student profiles as assessment tools and checklists are adopted.</p>
TAG Coordinator, TAG Staff, Information Services, District Assessment Committee	<p>3. <b>Screening:</b> In collaboration with the Research and Evaluation Division, research additional assessment tools and checklists that are non-biased, multi-cultural, and computer adaptive to identify intellectually or creatively talented students.</p>	1	Sept. 2010-June 2011	<p>Research based decisions will be made to guide purchasing assessment tools (i.e., CogAT)</p>	<p>Budget for District-wide assessment tool(s)</p> <p>CogAT Teacher Screeners MAP EPAS</p>	<p>Teacher checklists study during 2010-11 school year to be implemented for the 2011-12 school year.</p> <p>Met with CogAT representative fall 2010; will implement in 2<sup>nd</sup> and 5<sup>th</sup> grade spring of 2011.</p> <p>Torrance Test of Creative Thinking piloted.</p> <p>Computer Adaptive Tools piloted 2009-10 school year by district. Implementation dependent on district decision for MAP and EPAS.</p>

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordinator, TAG Staff, Student Services, Cultural Relevance, Equity and Diversity, TEP	4. <b>Identification:</b> TAG Staff will collaborate with multiple departments and District leadership to increase identification of underrepresented populations (including gender bias, students of color, low socioeconomic status, culturally and linguistically diverse students, <del>and</del> homeless students and students with disabilities) in talented and gifted programming.	1	Sept. 2009- June 2012	Data and input from constituents will inform identification and programming protocol	Collaboration and dedicated time from Title I, Equity and Diversity, Title VII, ESL and Bilingual)	<b>On-going</b> Pilot screening tools/checklists in 2010-11  Collaborate with District departments and divisions, 2010-2012  Consult with experts in field of gifted/DPI Coordinator, 2010-12
TAG Coordinator, District Assessment Committee, Management Team, Curriculum and Assessment, Information Services	5. <b>Screening:</b> Work with other MMSD District processes including MMSD Strategic Plan to establish universal assessment at all grade levels that measures individual student growth over time, including computer-adaptive tools.	1	Sept. 2009- June 2012	Assessment tools (e.g., MAP, EPAS)	Budget for District-wide assessment tool(s) Professional Development Curriculum and Assessment Information Services	<b>On-going</b> Computer adaptive assessment tools piloted in 2009- 2010 as part of District-wide assessment planning. Implementation dependent on district decision.
TAG Coordinator, TAG Staff	6. <b>Screening and Referral:</b> Collaborate with academic Divisions, to identify academically talented and gifted students.	1	Sept. 2009- June 2012		Professional Development Curriculum and Development Information Services	<b>Completed</b> Collaborated with math division to create Intermediate Math Assessment tool in the 2009-10 school year.  <b>On-going</b> Collaboration will be on-going with the Curriculum and Assessment staff as necessary.
TAG Coordinator, Senior Management	7. <b>Staff:</b> Increase TAG Instructional Resource Teacher allocations.	Completed	Sept. 2009	Additional TAG FTE	Additional 1 FTE	Hired, 1 FTE, 2009-10
Fine Arts Division, TAG Staff	8. <b>Identification:</b> Collaborate with the Fine Arts Division to identify creatively talented and gifted students in visual and performing arts, using DPI recommended resources when available/appropriate.	3	Sept 2011- June 2012	Piloting tools and data	<ul style="list-style-type: none"> <li>• Collaboration and dedicated time from Fine Arts</li> <li>• Music Identification Handbook</li> <li>• Professional Development</li> </ul>	<b>Begins Sept 2011</b>

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordinator, TAG Staff, UW Whitewater, Curriculum and Assessment, Professional Development	9. <b>Identification:</b> Research and incorporate assessment tools to measure students' abilities in leadership and creativity.	3	Sept. 2009- June 2012	Piloting tools and data	<ul style="list-style-type: none"> <li>• Collaboration and dedicated time from C&amp;A</li> <li>• Professional Development</li> <li>• Torrance Test of Creativity</li> <li>• UW Whitewater</li> <li>• Teacher Screeners</li> </ul>	<p><b>On-going</b> Torrance Tests of Creative Thinking piloted 2009-10, used on an as needed basis beginning 2010-11</p> <p>Teacher Screeners Study 2010-11, to be implemented spring 2011</p>

## Goal 2. Programming options for identified students

In alignment with the Strategic Plan, the Division will design and implement a continuum of systematic and continuous K-12 next level of challenge curricula and programming options in order to meet individual student needs. Vertical teaming will be utilized to support the menu of systematic and continuous options (see glossary). Programming will be aligned with the National Association for Gifted Children standards, the State of Wisconsin statutes and rules for gifted and talented education, and the Wisconsin Department of Public Instruction Gifted and Talented Resource Guide.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
Assistant Superintendents, Principals, TAG Staff, IRTs, LCs, Teaching Staff	<p>1. Collect and analyze school-specific baseline data regarding <b>cluster grouping</b> in preparation for implementation in 2010-11. TAG staff will assist schools in forming research based consistent guidelines for cluster groups. (See NAGC guidelines/glossary).</p> <ul style="list-style-type: none"> <li>• Referral data (Teacher/Parent)</li> <li>• Assessment Data</li> </ul> <p>Assist schools in implementing cluster grouping as a best practice for TAG students at the elementary and middle school level.</p>	1	Sept.2009 - ongoing	Increased cluster grouping in elementary and middle schools as documented by individuals in SIMS and IC as well as through district documentation of all cluster groups.	<p>Assistant Superintendents, Principals, TAG Staff, IRTs, LCs, Teaching Staff</p> <p>Research based consistent guidelines for cluster grouping for elementary and middle school level TAG students implemented in 2010-11</p> <p>Progress Monitoring Walls</p>	<p><b>Completed</b> Presented to Principals, LCs, C&amp;A during 2009-10</p> <p>TAG staff assisted schools</p>

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
Principals, TAG Staff, IRTs, LCs, Teaching Staff	2. Assist schools in implementing <b>flexible grouping</b> as a best practice for TAG students at the elementary and middle school level. Within and across classrooms, teachers will use flexible grouping to allow TAG students to work with academic peers in identified areas.	1	Sept. 2009-ongoing	Increased flexible grouping in elementary and middle schools as documented by individuals in SIMS and IC.	Principals, TAG Staff, IRTs, LCs, Teaching Staff	
Principals, TAG Staff, Curriculum & Assessment Department, Counseling Departments, IRTs, LCs	3. In collaboration with the implementation of the District Strategic Plan (see Accelerated Learning), research and recommend options to provide advanced curricula to address the instructional needs of K-5, 6-8, 9-12 TAG students, including both pace and depth; assist in process of implementation <ul style="list-style-type: none"> <li>• K-5: researched based curricular options</li> <li>• 6-8: curriculum compacting, researched based curricular options</li> <li>• 9-12: Honors Courses, AP offerings, Internships</li> </ul>	1	Sept. 2009-June 2012	Content specific curricular map to guide and inform K-5, 6-8, 9-12 programming options  Menu of advanced curricular options as measured by curricular map data  MMSD master course list (6-12)  Course alignment with AP exams  Increased enrollment for identified in honors and AP courses	Principals, TAG Staff, Curriculum and Assessment Department, IRTs, LCs, Counseling Departments  Curriculum Resources  Money for resources/materials	<b>Completed</b> Curriculum/resources reviewed at elementary level to support teachers.  Middle school options include on-line courses and transportation to high schools.  <b>On-going</b> ELM process in progress for math and language arts curriculum  High Schools in process of reviewing course offerings
Middle School Leadership Teams, Principals, Curriculum and Assessment Department, Secondary Assistant Superintendent	4. Review rigor/pace of middle school courses in alignment with the Strategic Plan in order to determine need for advanced curriculum; make recommendations and assist in process of implementation.	2	Sept. 2010-June 2012	Recommendations to inform decisions for advanced curriculum at middle school level	Middle School Leadership Teams, Principals, Curriculum and Assessment Department, Secondary Assistant Superintendent	<b>Request for review; TAG staff available for consultation</b>

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
Board of Education, Senior Management, Legal Services, Instructional Technology, TAG Coordinator, TAG Staff,	5. Research, recommend and implement curricular replacement options required to meet the needs of highly gifted students needing tier 3 interventions (e.g., Northwestern Center for Talent Development, Wisconsin Center for Academically Talented Youth, university developed curriculum).	1	Sept. 2009-June 2012	Evidence of replacement curriculum in schools	Board of Education, Senior Management, Legal Services, Instructional Technology  Budget allowance  Additional Personnel <ul style="list-style-type: none"> <li>• 0.2 FTE x 11 middle schools for WCATY support/other interventions</li> <li>• 0.2 FTE x 32 elementary schools for WCATY support/other interventions</li> </ul>	<b>Completed</b> On-line options researched; NCTD is cost prohibitive  Grant funded WCATY partnership 2009-10  0.2 FTE x 11 (middle schools) approved by Board for WCATY support/other interventions 2010  <b>Ongoing</b> Research additional curricular options
Senior Management Team, High School Leadership Team, TAG Coordinator, School Counselors	6. In collaboration with current high school improvement efforts, conduct a study of advanced courses in the District to determine if there is a sufficient number of courses offered. Share results of study with high school administration and leadership teams.	1	Sept. 2009-June 2012	Matrix (will include MMSD advanced course offerings by school, content, and grade level; comparable WI and Minority Student Achievement Network district data)  Matrix information to inform MMSD master course list for 2010/11 school year	Senior Management Team, High School Leadership Team, TAG Coordinator, School Counselors	<b>Completed</b> Matrix developed. Shared with high school administration and leadership teams.  <b>Ongoing</b> Determination if sufficient number of courses offered.
Senior Management Team, High School Leadership Team, TAG Coordinator	7. In collaboration with current high school improvement efforts, conduct a review of existing advanced courses and develop a plan to work toward greater consistency of courses offered across the District. Include in Plan, allowance for variation within courses once consistency is established. Share results of review with high school leadership teams.	1	Sept. 2009-June 2012	Plan to increase consistency of course offerings  Results and plan to inform MMSD master course list for 2010-11 school year	Senior Management Team, High School Leadership Team, TAG Staff	<b>Ongoing</b> Completed review of existing advanced courses. Plan being developed to align courses to ACT College Readiness Standards.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
Senior Management Team, High School Leadership Team, TAG Coordinator	<p>8. In collaboration with current high school improvement efforts, create a curricular map of advanced course offerings. Conduct an audit of courses and analyze results for sufficient and consistent curricula and rigor as well as student eligibility requirements/prerequisites.</p> <ul style="list-style-type: none"> <li>Course alignment to quality and common core ACT standards through REaL grant. Emphasis on secondary courses to assure students ready for post-secondary education as well as adequate number and variety of offerings for students who have met or exceeded these standards.</li> </ul>	1	Sept. 2010-June 2012	<p>Audit results to inform course descriptions for 2011-12</p> <p>Audit results to inform consistent eligibility requirements</p> <p>Curricular maps to support consistency in course offerings</p>	Senior Management Team, High School Leadership Team, TAG Staff	<p><b>Completed</b> Course maps shared with Curriculum and Assessment and ReAL grant coordinators.</p> <p><b>Ongoing</b> Audit and analysis of courses including prerequisites in-process.</p>
Senior Management Team, High School Leadership Team, TAG Staff	9. Develop and implement a plan to increase participation of students in advanced courses, including support systems for transition to and completion of courses, and greater consistency in eligibility requirements across the District.	3	Sept. 2009-June 2012	Student Participation Expansion Plan	Senior Management Team, High School Leadership Team, TAG Staff	<p><b>Ongoing</b> Advanced Placement Incentive grant (through summer 2011)</p> <p>AVID supports action step</p>
TAG Coordinator	10. Review the design, implementation, and requirements for District embedded honors courses. Survey teachers, parents, and students to determine effectiveness and interest.	1	Feb 2010	Survey results used to inform future offerings of embedded honors courses	Senior Management Team, High School Leadership Team, TAG Staff	<p><b>Completed</b> Survey distributed incorrectly, invalid results.</p> <p><b>Ongoing</b> Embedded honors will be revisited in light of the district advanced options plan; TAG supports the option of embedded honors as long as additional advanced options are also available.</p>



Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
Secondary Assistant Superintendent, TAG Staff	11. In collaboration with the Secondary Assistant Superintendent, <del>Student Services</del> , review District policies and implementation of the state-mandated Youth Options program. Develop plan to better serve all students	2	Sept. 2011- June 2012	Review and recommendation document	Collaboration and dedicated time from Secondary Assistant Superintendent	<b>Will begin Sept. 2011</b>
TAG Coordinator, TAG Staff, Qualifying Schools and Staff	12. Pilot vertical teaming through the DPI Advanced Placement Incentive (API) grant to support systematic changes toward implementation of vertical teaming and programming that allows teachers access to curriculum and instruction beyond grade level standards.	1	Sept. 2009- June 2011	Secondary staff participation in API grant and resulting implementation of grant proposals  Increased enrollment in AP courses/AP Exams	TAG Coordinator, TAG Staff, Qualifying Schools and Staff  Sub release time for conferences	<b>Ongoing</b> Attendance at API Conferences  Implementation of Grant Proposals  Decreased participation due to lack of subs
TAG Staff, TAG Coordinator, District Staff, Assistant Superintendents	13. Explore International Baccalaureate Programs.	1	Dec. 09-June 2012	Review of information  Attendance at Visitation Site  Attendance at IB Workshop by district personnel	TAG Staff, TAG Coordinator, District Staff, Assistant Superintendents  Budget Allowance	<b>On-going</b> Information gathered and shared with District administration  District Visitation Date Planned  IB Workshop to be attended by select staff <del>In process.</del>
TAG Staff	14. Explore, select, and implement programming options that support the areas of Creativity, Leadership, and Visual and Performing Arts as defined by the Wisconsin state statutes.	2	Sept 2011- June 2012	Review of programming options	TAG Staff	<b>Will begin Sept. 2011</b>
Student Services, Cultural Relevance, Educational Services, TAG Coordinator, TAG Staff	15. Research models, develop and implement a plan for on-going talent development of students from underrepresented populations (including gender bias, students of color, low socioeconomic status, culturally and linguistically diverse students and students with disabilities).	3	Sept. 2011- June 2012	Recommendation of exemplary models  Support Plan  Student participation in talent development activities	Collaboration and dedicated time with staff from Student Services, Cultural Relevance, Educational Services and partner agencies	<b>Will begin Sept. 2011</b>

### Goal 3. Individualized student planning and progress monitoring

The TAG Division will develop and maintain a Differentiated Education Plan (DEP) for students identified as needing interventions, based on student data and educational need. The DEP will systematically record assessments, indicate talent category and corresponding programming options and plans, monitor student progress, and evaluate success of programming. Student planning will vary based on educational needs and will range from student information system “flagging” for students whose assessment scores warrant monitoring to developing a formal and comprehensive DEP for students whose needs require individualized programming of tier 3 interventions. DEPs will follow individual students throughout their school careers, across grades and from school to school.

Responsible Personnel	Measurable Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordinaor, TAG Staff, Information Services	1. Develop a process to systematize Differentiated Education Plans (DEP) including consistent student progress monitoring.	1	Sept. 2009- June 2012	Differentiated Education Plan (DEP) process Student Profiles “Flagged” Students in SIMS	Collaboration with Information Services	<b>Ongoing</b> Establisheing process for consistent student progress monitoring throughout school year.  Use of IC/SIMS to document Student Profiles in progress
TAG Staff	2. Establish and implement a timeline and communication protocol to ensure a timely process for the steps involving identification of interventions, development of a Differentiated Education Plan (DEP), implementation of programming options and communication with all stakeholders.	Completed	Sept. Nov. 2010	Referral Process Flowchart Parent/Student Referral Forms Educator Input Forms	TAG Staff	<b>Completed</b>
High School Leadership Team, TAG Staff, LCs, Middle School Principals, Elementary School Principals, IRTs, Counselors	3. Develop and implement a protocol, with an annual task list, for student transitions from elementary school to middle school and middle school to high school, using results of universal assessments.	3	Sept. 2011- June 2012	Transition protocol for elementary to middle school and from middle school to high school	High School Leadership Team, TAG Staff, LCs, Middle School Principals, Elementary School Principals, IRTs, Counselors	

**Goal 4. Provide support for student socio-emotional needs and increase retention of students with talents and gifts in the MMSD**

The TAG Division will develop and maintain a system for meeting the socio-emotional needs of identified students. The District will provide non-academic support for identified students and their families, including but not limited to: 1) student and family support services aimed at retaining identified students from underserved demographic groups, 2) support services for twice exceptional students and their families, 3) school and District face-to-face and/or online opportunities to build TAG peer groups within and across grades and schools.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordinator, TAG Staff, Student Services Director	1. In collaboration with the Student Services Department (guidance counselors, social workers, school psychologists, nurses), plan and provide professional development opportunities regarding socio-emotional needs of gifted learners for Student Services staff. <ul style="list-style-type: none"> <li>Enlist the expertise of local and regional consultants as part of professional development plan.</li> </ul>	1	Sept. 2010- June 2011	Quality effective and sustainable professional development provided to support goal	dedicated time with Student Services staff Consultants  TAG Staff  Additional psychologist and counselor follow-up to training	<b>Ongoing</b> Conference with Dr. Jean Peterson December 15th
TAG Coordinator, TAG Staff, Student Services Director	2. In collaboration with the Administration plan and provide professional development opportunities regarding socio-emotional needs of gifted learners for Student Services staff.	2		Increased capacity of staff to provide student support for socio-emotional needs	Dedicated time with Administration at Principal's meeting	
TAG Coordinator, TAG Staff, Student Services Staff	3. In alignment with District goals to support all students' socio-emotional needs, collaborate with Student Services to develop and implement non-academic sustainable and effective support to address the socio-emotional needs of identified students.	2	Sept. 2011- June 2012	Recommendation of exemplary models Support Plan  Student participation in talent development activities  Elementary - support groups  Middle – support groups (gender, minority, acceptance, under-achievement, isolation, perfectionism)  High – AP counseling, career, how to navigate through High School	Collaboration and dedicated time with Student Services Staff  Curriculum Support-to be developed	<b>Ongoing</b>

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordintaor	4. Collaborate with school-based staff, TAG Advisory, and Parent/Family Organizations to host sessions focusing on the non-academic support services available for identified students. Use different media to inform (newsletters, web links, etc)	2	Sept. 2011- June 2012	Document of support services available and record of school-based sessions Newsletters Website Updates	TAG Staff develop and implement host sessions Website Links	<b>Ongoing</b> First Parent session with Dr. Jean Peterson-Dec 16 <sup>th</sup> , 2010  Additional sessions to be planned. (SENG)

### Goal 5. Professional Development

The TAG Division will facilitate the design and implement professional development opportunities for teachers, administrators, and support staff (i.e., school psychologists, guidance counselors, instructional resource teachers, special education coordinators, etc.) and work collaboratively with constituents to support research-based best practices, expand the knowledge of current talented and gifted research and Wisconsin state laws, and dispel misconceptions about talented and gifted education and students.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
Professional Development TAG Staff Senior Management	1. Facilitate professional development sessions with instructional administrators, and all MMSD staff, including those based at Doyle: <ul style="list-style-type: none"> <li>• Introduce the TAG Plan (mission, timeline, action steps)</li> <li>• Share dialogue and discussion regarding: <ul style="list-style-type: none"> <li>○ alignment of the TAG Plan to the District Strategic Plan and commitment to TAG programming</li> <li>○ clarification of goals and action steps within Plan</li> <li>○ implementation and evaluation status</li> </ul> </li> </ul>	1	Sept. 2009- June 2011	<ul style="list-style-type: none"> <li>• Session in Fall 2009/March 2010 as documented on MMSD Principal agendas (Elementary, Middle School, High School)</li> <li>• Doyle based agendas</li> </ul>	Collaboration with Departments, Superintendent, Assistant Superintendents, School Planners and experts in the field	<b>Ongoing</b> 2009-10 Presentation at Principals meeting Presentation to Curriculum and Assessment (formally Teaching & Learning)

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
Professional Development TAG Staff Senior Management , Media-technician, Clerical	2. Collaborate with Instructional Resource Teachers, Learning Coordinators, and high school leadership teams (department chairs) to develop, coordinate, and offer on-going, sustainable, and effective on-line and face-to-face professional development focusing on gifted education (including differentiation and cluster grouping) for MMSD staff to support consistent teacher leadership vehicles promoted in the District.	2	Sept. 2009- June 2012	Professional development opportunities within the school day as well as credit bearing courses, institutes, on-line courses  Curriculum Map of Scope and Sequence  Calendar with implementation dates	Dedicated time from-Professional Development Department staff.  Collaboration with Professional Development Department, building-based leadership (IRT, LC, Department Chairs) National Staff Development Council Standards  Media-technician  Clerical	<b>Completed</b> Approximately 60 MMSD staff attended Rick Wormeli conference, Differentiated Lesson Plan From Scratch  On-line differentiation course offered in spring and summer annually Making Differentiation A Habit book study (completed 2010 by Sennett and Hamilton Middle  All-district Gifted 101 Professional Development August 2010  <b>On-going</b>
TAG Staff, Senior Management	3. Include TAG representation and consultation to inform decisions made in existing and future MMSD programs, initiatives, and committees (e.g. Strategic Plan, REaL grant, Instructional Design Initiatives, New Educators Support Course, C&A, Any content area scope and sequence committee, Assessment Committee) and professional development initiatives, including collaboration with building based Instructional Resource Teachers (IRT), Learning Coordinators, Department Chairs.	2	Sept. 2009- June 2012	Program and committee membership upon approval of TAG Plan	Collaboration and dedicated time with building-based leadership (IRT, LC, Department Chairs)	<b>2009-10</b> TAG Division representation on Strategic Plan, ReaL grant, Instructional Design, IRT Planning/Professional Development Committee, LC Professional Development sessions  <b>2010-11</b> LC Professional Development, Math Leadership, Science Leadership, Advanced Options, Assessment Committee

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordintaor, TAG Staff, Curriculum and Assessment, Information Services	4. Collaborate and consult with Curriculum and Assessment Department and Information Services Department regarding analysis and interpretation specific to screening and identification assessment tools.	1	Sept. 2009- June 2012	Documentation of assessment tool use and interpretation	Collaboration and dedicated time with Curriculum and Assessment, and Information Services	<p><b>On-going</b> Collaboration and consultation occurred in the 2009-2010 school year to utilize, analyze, and interpret existing data.</p> <p>Collaboration with Math Division on Middle School Math Assessment</p> <p>Implementing CogAT, Spring 2011</p> <p>Teacher Screener Study 2010-11 for implementation 2011-12</p> <p>Meeting with Professional Development Coordinator 11/2010</p> <p>CogAT Professional Development for TAG staff, Student Services and other Doyle based staff-11/2010</p>
TAG Staff, Professional Development	5. Support building-based leadership in the analysis and interpretation specific to screening and identification assessment tools.	2	Sept. 2010- June 2012	Building-based professional development session agendas	Professional Development	<p><b>On-going</b> Use of available assessment data to aide in identifying students' instructional needs.</p>

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Staff, Senior Management	<p>6. TAG Staff will continue to seek opportunities for professional development in the study of gifted education.</p> <ul style="list-style-type: none"> <li>• Contract with experts in the field to develop professional development opportunities for District TAG staff</li> <li>• Organize a series of professional development seminars with local experts (e.g., UW-Whitewater faculty, DPI consultant)</li> <li>• Participate in local and/or national workshops and/or conferences focused on TAG research, best practices and strategies</li> <li>• Enroll in specific face-to-face or online courses to strengthen knowledge and understanding of TAG research and best practice (e.g., NAGC professional development sessions)</li> <li>• Incorporate discussions around talented and gifted current research, best practice and literature in weekly staff meetings</li> </ul>	1	Sept. 2009- June 2012	Continued education for TAG Staff	<p>Dedicated time quarterly</p> <p>Budget allowance</p>	<p><b>Completed</b></p> <p>Series of professional development seminars completed: Jack Palmer, Scott Peterson, Penny Koloff</p> <p>Staff participated in local, state, and national conferences: NAGC, WATG, Illinois GT, Rick Wormeli</p> <p>Staff participated in on-line seminars through NAGC.</p> <p><b>On-going</b></p> <p>Staff continue to include discussions of research and best practices literature in staff meetings.</p>

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Staff, Senior Management	7. In conjunction with the two mandatory staff in-service days prior to the start of the school, provide a half day in-service for teachers; secure well known speaker in field of gifted education. Link presentations to District initiatives around equity.	2	By Aug. 2012	Half day in-service agenda	Dedicated time on agenda and follow-up included scope and sequence	<p>Professional development sessions for IRTs, LCs, and high school leadership teams to present Professional Development information for full in-service for fall of 2010 (held May 2010).</p> <p>August 2010: Professional Development sessions by IRTs, LCs and High School Leadership teams held district wide in place of all day district in-service with well known speaker- inconsistent results</p> <p>TAG Staff followed up with questions from professional development sessions.</p>

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## Goal 6: Use of Available Technology

The Division will expand relevant technological capabilities to increase ease and efficiency of identification, the creation and maintenance of Differentiated Educational Plans (DEPs), and monitoring program accountability.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
Information Services, TAG Staff	<p>1. <b>Identification:</b> Develop and implement a District-wide, consistent electronic process that supports TAG identification and programming.</p> <ul style="list-style-type: none"> <li>using available technology, including Student Information Management System (SIMS) and Infinite Campus, to systematize and streamline use of student data, creation of DEPs, and record keeping</li> <li>consult with Information Services to support interfacing of DEPs</li> </ul>	1	Sept. 2009-June 2012	Interventions recorded through SIMS and IC	<ul style="list-style-type: none"> <li>Collaboration and dedicated time from Information Services</li> <li>Professional Development</li> </ul>	<p><b>Timeline revised</b></p> <p><b>On-going</b></p> <ul style="list-style-type: none"> <li>TAG Division currently using SIMS to create Interventions</li> <li>SIMS modifications for TAG interventions</li> <li>Tab to be created in IC to record TAG areas and intervention level for data reporting services</li> </ul>

## Goal 7. Consistent and effective communication

The Division will develop and maintain consistent and effective systems for communicating about talented and gifted education (identification process, instructional methods, programming options, outside MMSD opportunities, etc.) throughout the District and to the larger community.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Staff, TAG Coordinator	1. Design Talented and Gifted Resource Guide (reproducible pages) in English, Spanish and Hmong. Distribute to school sites. Align to TAG website.	3	Sept. 2010 -June 2012	Resource guide on TAG Website and hard copy in each school	Existing Resources from other districts TAG Staff Translators	<b>In-process</b> In draft form; pieces of guidebook will be placed on website as they come to fruition
TAG Staff, TAG Coordinator	2. Establish systematic use and maintenance of MMSD Talented and Gifted website.	1	Sept.-2010-June 2012	Up-to-date information on website List serve created	Technical staff support	<b>On-going</b> Website is dynamic. Will be updated as changes occur. Will contain current information and event news.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Staff, TAG Coordinator, Information Services	3. -Provide information relevant to the TAG Division and the field of gifted education to community and staff through school newsletters throughout the school year.	2	Sept. 2009- June 2012	Newsletter Emails sent out List-serve established	Existing resources TAG Staff School messenger or list serve development Technical Staff Support	<b>On-going</b>
TAG Staff, TAG Coordinator, Advisory Committee	4. Sustain and enhance interactions with TAG Advisory Committee in order to <ul style="list-style-type: none"> <li>gather input regarding communication</li> </ul>	2	Sept. 2009- June 2012	TAG Advisory Committee meetings	Existing resources	<b>On-going</b> Communication sub-committee formed 2009-10  Should be revisited in the future

### Goal 8. Ongoing program evaluation

The Division will conduct an ongoing evaluation to ensure program effectiveness and program alignment with the MMSD Strategic Plan, the State of Wisconsin statutes and administrative rules, and the National Association for Gifted Children standards. The Division will use SIMs and IC data to generate a summary annual report on identification and programming of students.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordinator, Senior Management	1. Include Talented and Gifted Division in District program evaluation processes and review cycle.	3	Sept. 2010- June 2012	Evaluate outcomes provided by Hanover Research Council	Collaboration with Instructional Services Hanover Research Council Guidelines	After implementation of plan
TAG Coordinator, TAG Staff	2. Design an annual self-evaluation to determine quality and effectiveness of TAG programming in MMSD to reflect continual improvement.	2	Sept. 2010- June 2012	Evaluation Document Surveys	Evaluation documents from other districts NAGC Standards Surveys from other districts	<b>Ongoing</b>
TAG Coordinator, TAG staff	3. Provide review and progress checks to Board of Education through: <ul style="list-style-type: none"> <li>mid and end of year status reports (January, June 2011)</li> <li>summary of recommended revisions at end of school year (June 2011, 2012)</li> </ul>	1	Sept. 2010- June 2012	Status report to Board of Education	Dedicated time of staff to generate status reports and revisions	Progress checks completed through regular updates on website, to TAG Advisory Committee, and approval by Board of Education.

Responsible Personnel	Action Step	Priority	Time Frame	Visible Result	Resources Needed	Status
TAG Coordinator	4. Continue TAG Advisory Committee as a standing committee to review and advise the continuing TAG Plan	2	Sept.2009-June 2012	Regularly scheduled TAG Advisory Committee Meetings	Time and space	<b>On-going</b> Quarterly Meetings
TAG Coordinator, Senior Management	5. Continue to enlist the expertise of non-MMSD professionals in the field to review TAG Plan.	3	Sept. 2010-June 2012	Review and recommendations for improvement		<b>On-going</b> The Plan has been reviewed by university faculty, community organization leaders, and DPI consultant, and an outside professional evaluator.
TAG Staff, TAG Coordinator	6. Review TAG programming options offered in area school districts to aide in development, implementation, and evaluation of programming in MMSD.	2	Sept. 2010-June 2012	External review information		<b>On-going</b>
TAG Coordinator	7. Develop Draft #2 of TAG Plan with Year 2 action steps and revisions of year 1 Plan progress toward goals.	Completed	Sept. 2009-June 2010	Data/report	Collaboration with school and District leadership	<b>Completed</b>

## COST TO CONTINUE BUDGET

	2010-11	
	FTE	BUDGET
<b>Expenditures</b>		
<b>Office</b>		
Salary & Benefits:		
Administrative	1	89,172
<b>Office Total:</b>	<b>1</b>	<b>89,172</b>
<b>Operations</b>		
Salary & Benefits:		
Instruction Resource Teachers	7.5	615,649
Substitutes		7,594
Purchased Services/Support		12,108
Purchased Services/Student Transportation		9,595
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)		2,320
<b>Operations Total:</b>	<b>7.5</b>	<b>647,266</b>
<b>Formula</b>		
Salary & Benefits:		
Extended Teacher Employment, PAC, Substitutes		20,938
<b>Formula Budget Total:</b>	<b>0</b>	<b>20,938</b>
	<b>8.5</b>	<b>757,376</b>

## COST TO CONTINUE BUDGET

	FTE	2011-12 BUDGET
<b>Expenditures</b>		
<b>Office</b>		
Salary & Benefits:		
Administrative	1	
<b>Office Total:</b>	<b>1</b>	
<b>Operations</b>		
Salary & Benefits:		
Instruction Resource Teachers	7.5	
Site-based TAG Intervention Specialists (0.2/M.S.) (presently funded by grant)	2.2	
Site-based TAG Intervention Specialist (0.2/Elementary) (proposed)	6.4	
Substitutes		
Purchased Services/Support		
Purchased Services/Student Transportation		
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)		
<b>Operations Total:</b>	<b>16.1</b>	
<b>Formula</b>		
Salary & Benefits:		
Extended Teacher Employment, PAC, Substitutes		
<b>Formula Budget Total:</b>	<b>0</b>	
	<b>16.1</b>	

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## Talented and Gifted Programming Glossary

Acceleration	Grade level or subject level advancement to meet the learner's needs.
Accelerated Learning	A strategy of progressing through education at rates faster or ages younger than the norm.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (Note: Individuals interested in policies related to earning college credit should contact the college or university of their choice for specifics.)
Cluster Grouping	A grouping assignment for students with gifts in the regular heterogeneous classroom. Typically, five or six students with gifts with similar needs, talents, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students. A typical cluster grouping class also contains students whose achievement is average and below average, but not high-achieving students or those whose performance is far below average. This configuration allows for a slightly narrowed achievement range within the classroom. Classroom compositions are carefully structured with two main goals: (1) to ensure a balance of abilities throughout the grade level <i>without returning to the practice of tracking</i> and (2) reduce the learning range found in every classroom.
Cognitive Abilities Test (CogAT)	A group administered ability test battery to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols
Embedded Honors	A mixed-ability high school classroom which offers a choice of extended activities for additional credit in replacement (not addition to) the regular curriculum.
Flexible Grouping	A classroom instructional strategy where students are grouped together to receive appropriately challenging instruction, permitting students to move in and out of various grouping patterns, depending on the course content.

Grouping can be determined by ability, size, and/or interest.

Flexible Instruction

Flexible instruction is responsive to individual student strengths and needs through learning experiences that are relevant and engaging and that require critical thinking from all students. Flexible instruction provides students with different avenues to acquire content and construct and make sense of ideas, and uses teaching tools/products ensuring that all students learn effectively regardless of ability level.

Gifted and Talented

The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.

Intermediate Math Assessment (IMA)

Fourth and fifth grade test that measures students achievement in the area of mathematics.

International Baccalaureate

A nonprofit educational foundation that offers three programs for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills.

Measure of Academic Progress (MAP)

Computer adaptive academic screening tool.

Mathfest

Yearly Madison event for 4<sup>th</sup> and 5<sup>th</sup> graders that involves mathematical problem solving through individual and team competitions.

Math Olympiad

Weekly math clubs explore topics and strategies using Creative Problem Solving in School Mathematics or practice for contests using non-routine problems from Math Olympiad Contest Problem books in order to prepare for five monthly contests, given from November to March. There are two grade appropriate divisions—4<sup>th</sup>-6<sup>th</sup> and 6<sup>th</sup>-8<sup>th</sup> for students who want to intensify their study of math.

Mentor

A community member who shares his or her expertise with a student of similar career or field or study aspirations.

Middle School Math Assessment (MSMA)	End of the year sixth grade assessment generally given to 5 <sup>th</sup> graders to help determine math placement for middle school.
Primary Language Arts Assessment	Reading Recovery is based on the work of Dr. Marie Clay. Clay's observations of emergent reading behavior in New Zealand established the clinical basis of Reading Recovery. Through her research she developed the <i>Observation Survey of Early Literacy Achievement</i> (1993, 2002). This assessment tool measures six components of emergent literacy and was normed in order to support valid and reliable data gathering. District literacy specialists used this work as a model to create the MMSD Primary Language Arts Assessment (PLAA).
Primary Math Assessment (PMA)	The Primary Math Assessments are a series of tests that measure student's achievement in the areas of mathematics.
SIMS	Student Information Monitoring System
Socio-Emotional	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.
Scholastic Reading Inventory (SRI)	Computer assessment to determine Lexile levels. Lexile scores define a child's instructional reading comprehension level on a given day.
TAG Advisory Committee	An ongoing committee of parents, teachers, community members and TAG staff that will serve as an evaluative team to ensure the success of the TAG Plan. They will work to suggest revisions and improvements to the TAG Plan and sponsor family forums around Gifted Educational Topics.
Twice Exceptional	A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.
Underrepresented Students	In MMSD, TAG programming has primarily served white and middle class students. This data is consistent with



TAG programming nation-wide. (See references on next page.) MMSD commits to increasing the number of students who have been traditionally underrepresented in TAG programming, including students of color, low socioeconomic status, culturally and linguistically diverse students, and students with disabilities. Gender-related representation will also be monitored and addressed as appropriate.

#### Vertical Teaming

Communication and collaboration across grade levels and schools that provides the necessary structure for systematic and continuous curricula and programming for identified students.

#### Wisconsin Knowledge And Concepts Exam

These standardized tests are designed to measure Wisconsin academic standards. The WKCE measures achievement in reading, language applications, mathematics, science, and social studies using multiple-choice and short-answer questions. Students also provide a rough draft writing sample. Total WKCE test time varies by content area and grade.

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## Appendix A. Wisconsin Gifted and Talented Statutes and Rule

**Wisconsin Statute 121.02(1)(t):** Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

**Wisconsin Statute: s. 118.35, Wis. Stats.** Programs for gifted and talented pupils.

1. In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall:
  - a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies, and the school district operating under ch. 119 for the purpose of providing advanced curriculum and assessments for gifted and talented pupils.

**Administrative Rule 8.01(2)(t)2.** Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. **118.35(1)**, Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. **118.35(1)**, Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. **V** of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. **118.35(3)** and **121.02(1)(t)**, Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.

# Appendix B. 2010 Pre-K-Grade 12 Gifted Programming Standards

## Gifted Education Programming Standard 1: Learning and Development

### Introduction

For teachers and other educators in Pre K-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.

Standard 1: Learning and Development	
Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.	
Student Outcomes	Evidence-Based Practices
1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.	1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.
	1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.
1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.	1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.	1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.
	1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.
1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.	1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.
	1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.
1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.	1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.
1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.	1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.
	1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.
1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.	1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.
1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).	1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.
	1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

## Gifted Education Programming Standard 2: Assessment

### Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

Standard 2: Assessment	
Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.	
Student Outcomes	Evidence-Based Practices
2.1. Identification. All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
2.2. Identification. Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
	2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.
	2.2.3. Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.
	2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.
	2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.
	2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
2.3. Identification. Students with identified needs represent diverse backgrounds and reflect the total student population of the district.	2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
	2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.
	2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
2.4. Learn Progress and Outcomes. Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.
	2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.
	2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.

	2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.
	2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
2.5. Evaluation of Programming. Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.
	2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.
	2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.
2.6. Evaluation of Programming. Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.	2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.
	2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e)counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h)programming resources, and (i) programming design, management, and delivery.
	2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

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Gifted Education Programming Standard 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.

Standard 3: Curriculum Planning and Instruction	
Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.	
Student Outcomes	Evidence-Based Practices
3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.
	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.
	3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
	3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.
	3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.
	3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.
3.2. Talent Development. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents
	3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
3.3. Talent Development. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest,	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.
	3.3.2. Educators use school and community resources that support differentiation.
	3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
3.4. Instructional Strategies. Students with gifts and talents become independent investigators.	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
	3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
	3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

	3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
3.5. Culturally Relevant Curriculum. Students with gifts and talents develop knowledge and skills for giving and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
	3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.
	3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.
3.6. Resources. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

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Gifted Education Programming Standard 4: Learning Environments

Introduction

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

Standard 4: Learning Environments	
Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21 <sup>st</sup> century to ensure specific student outcomes.	
Student Outcomes	Evidence-Based Practices
4.1. Personal Competence. Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
	4.1.3. Educators create environments that support trust among diverse learners.
	4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
4.3. Leadership. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.	4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
4.4. Cultural Competence. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups. <sup>1</sup> They use positive strategies to address social issues, including discrimination and stereotyping.	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).
	4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.
	4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

<sup>1</sup> Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.



## Gifted Education Programming Standard 5: Programming

### Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for Pre K-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.

Standard 5: Programming	
Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.	
Student Outcomes	Evidence-Based Practices
5.1. Variety of Programming. Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.
	5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
	5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.
	5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.
	5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.
5.2. Coordinated Services. Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.
5.3 Collaboration. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating
5.4. Resources. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.
5.5. Comprehensiveness. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.
5.6. Policies and Procedures. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.
	5.7. Career Pathways. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.

Gifted Education Programming Standard 6: Professional Development  
Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.

Standard 6: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Student Outcomes	Evidence-Based Practices
6.1. Talent Development. Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.
	6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.
	6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).
	6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.
6.2 Socio-emotional Development. Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
6.3. Lifelong Learners. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.
	6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.
	6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.
	6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
6.4. Ethics. Students develop their gifts and talents as a result of educators who are ethical in their practices.	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.
	6.4.2. Educators comply with rules, policies, and standards of ethical practice.

## Appendix C. Wisconsin WKCE Test Nov 2009 Results for MMSD

### Top 5% Wisconsin Percentile Ranks Reading

Grade	Below 95th %ile	95th %ile	Total	95th %ile or higher
3	1787	169	1956	8.6%
4	1656	128	1784	7.2%
5	1581	157	1738	9.0%
6	1492	122	1614	7.6%
7	1495	186	1681	11.1%
8	1468	163	1631	10.0%
10	1546	175	1721	10.2%
<b>Total</b>	<b>11025</b>	<b>1100</b>	<b>12125</b>	<b>9.1%</b>

### Math

Grade	Below 95th %ile	95th %ile	Total	95th %ile or higher
3	1780	186	1966	9.5%
4	1645	148	1793	8.3%
5	1634	118	1752	6.7%
6	1514	107	1621	6.6%
7	1576	106	1682	6.3%
8	1491	142	1633	8.7%
10	1565	159	1724	9.2%
<b>Grand Total</b>	<b>11205</b>	<b>966</b>	<b>12171</b>	<b>7.9%</b>

### Count Top 5% Madison Percentile Ranks Reading

Grade	Below 95th %ile	95th %ile	Total
3	1855	101	1994
4	1692	92	1822
5	1650	88	1780
6	1528	86	1655
7	1596	85	1702
8	1545	86	1665
10	1634	87	1774
<b>Total</b>	<b>11500</b>	<b>625</b>	<b>12392</b>

### Mathematics Count Top 5% Madison Percentile Ranks

Grade	Below 95th %ile	95th %ile	Total
3	1860	106	1994
4	1703	90	1822
5	1664	88	1780
6	1535	86	1655
7	1594	88	1702
8	1547	86	1665
10	1633	91	1774
<b>Total</b>	<b>11536</b>	<b>635</b>	<b>12392</b>

## Appendix D. Talented and Gifted Advisory Committee Members 2010-11

Kerry	Berns	TAG Elementary
Lynn	Berton	Elementary Principal - Shorewood
Carl	Brad	Parent
Laurie	Frost	Parent - West
Chris	Gomez Schmidt	Parent - Crestwood
Kathy	Huncosky	IRT - C&A Science
Kelly	Jetzer	Parent - Leopold
Paul	Bishop	Interim TAG Coordinator
Bettine	Lipman	TAG Elementary
Mary	Olsky	Community Member
Steve	Rankin	Parent - East
Lucia	Rowley	TAG Elementary
Elizabeth	Scholz	Student - Hamilton
Carole	Trone	Organization - WCATY
Natalie & Forest	Aguirre	Parents
Nancy	Bach	Teacher – Stephens Elementary
Clara	Barbosa	BRS – Educational Services
Patti	Bast	Parent
Brand	Carl	Parent
Vania	Gillette	Parent
Sathish	Gopalrao	Parent
Wendy	Johnson	School Psychologist - Black Hawk Middle School
Lisa	Friend-Kalupa	Parent/Teacher - Glendale
Anina	Mblinvi	Parent
Chrissy	Mitlyng	Learning Coordinator - Sherman Middle School
Scott	Peters	Community member
Bill	Sandholm	Parent
Hank	Schmelz	Principal – Hamilton Middle School
Rosalind	Seow	Parent
Margaret & Eric	Wilcots	Parents
Lori	Raihala	Parent
Jeff	Sammer	TAG Elementary
Tricia	Crowley	TAG Secondary
Carmen	Lombard	TAG Secondary
Sue	Steffens	TAG Secondary
Cheryl	Saltzman	TAG Online Learning

## Appendix E. MMSD Talented and Gifted Staff-December 2010

Interim TAG Coordinator	Paul Bishop	663-5245	<a href="mailto:pbishop@madison.k12.wi.us">pbishop@madison.k12.wi.us</a>
Resource Teacher – Elementary	Kerry Berns	663-5230	<a href="mailto:kberns@madison.k12.wi.us">kberns@madison.k12.wi.us</a>
Resource Teacher – Elementary	Bettine Lipman	442-2153	<a href="mailto:blipman@madison.k12.wi.us">blipman@madison.k12.wi.us</a>
Resource Teacher – Elementary	Lucia Rowley	663-5221	<a href="mailto:lrowley@madison.k12.wi.us">lrowley@madison.k12.wi.us</a>
Resource Teacher - Elementary	Jeff Sammer	442-2929	<a href="mailto:jjsammer@madison.k12.wi.us">jjsammer@madison.k12.wi.us</a>
Resource Teacher - Secondary	Carmen Lombard	442-2900	<a href="mailto:cadavislomba@madison.k12.wi.us">cadavislomba@madison.k12.wi.us</a>
Resource Teacher - Secondary	Sue Steffens	442-2180	<a href="mailto:sksteffens@madison.k12.wi.us">sksteffens@madison.k12.wi.us</a>
Resource Teacher - Secondary	Tricia Crowley	442-2925	<a href="mailto:tlcrowley@madison.k12.wi.us">tlcrowley@madison.k12.wi.us</a>
Resource Teacher - Online Learning	Cheryl Saltzman	442-2155	<a href="mailto:clsaltzman@madison.k12.wi.us">clsaltzman@madison.k12.wi.us</a>

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