



Talent Development Handbook

"The person born with a talent they are meant to use will find their greatest happiness in using it. "

— Johann Wolfgang von Goethe

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Fox Point-Bayside School District Mission, Vision, and Values

Mission

Our mission is to prepare all children to flourish as compassionate, engaged, and productive citizens well prepared to make meaningful contributions to our world.

Vision

Our vision is to inspire children through innovative and academically rigorous learning experiences that meet the unique talents, interests, and needs of every child.

Values

We hold value for:

- A caring and collaborative School Community working together as one
- Developing the whole child, academically, socially, and emotionally
- Honoring diversity and the unique needs and contributions of each individual
- Meeting the needs of all students through a rigorous academic program
- Holding a forward thinking and progressive mindset
- Creating a healthy environment that fosters respectful use of resources
- An orientation of generosity and service to others

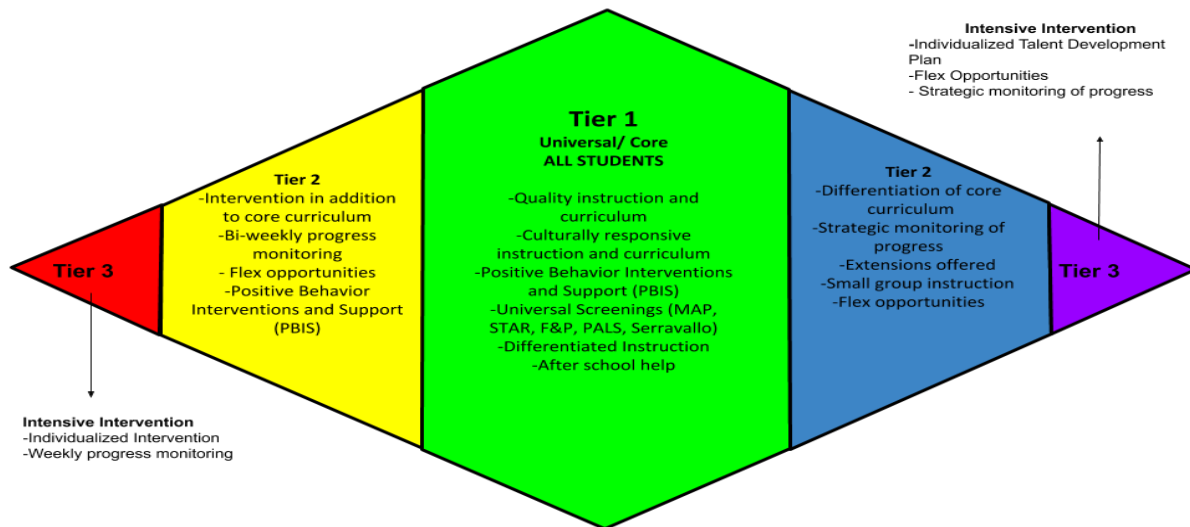
Talent Development Services

Talent Development will strive to support the district's mission, vision, and values through the following goals:

- Provide engaging opportunities for all students to enrich and extend their learning.
- Support the implementation of differentiated instruction to challenge students in order to optimize potential.
- Use multiple criteria to identify students whose academic, intellectual, creative, artistic, and/or leadership capabilities transcend the regular curriculum.
- Sustain a nurturing environment that supports the social and emotional growth and unique needs of students whose capabilities transcend the universal curriculum.
- Provide professional development opportunities that foster increased ability to recognize and support the needs of students whose capabilities transcend the regular curriculum.
- Communicate effectively with staff, students, and parent(s)/guardian(s) regarding student participation in Talent Development Services.

Levels of Service Model Program Overview

Fox Point- Bayside School District Continuum of Services through Response to Intervention (RTI) and Professional Learning Communities (PLC)



The district screens all students to determine needs that go beyond the universal curriculum. Operating under the levels of service model, we seek to provide programming based on students' needs. These services can be thought of along three general levels which students can move fluidly between.

Tier 1 Services – Universal

Tier 1 provides differentiation and supports a variety of unique needs within the classroom setting. Teachers may employ one or more of the following strategies to engage students: pre-testing, curriculum compacting, incorporating independent study projects, planning for the development of creative and critical thinking skills, or providing access to higher level material.

Tier 2 Services – Selected

Tier 2 provides additional challenges beyond those offered as part of the universal curriculum. Depending on the type of challenge, these extensions may be provided in or out of the classroom. The following are examples of what this might look like: opportunities to work on a parallel curriculum, incorporating independent study projects, or participate in small-group activities facilitated by either the classroom teacher or the Talent Development teacher to extend the universal curriculum.

Tier 3 Services – Intensive

Approximately 1-3% of students will be identified as needing intensive interventions that go beyond the universal and selected levels outlined so far. Talent Development Plans (TDPs) will be developed in collaboration with the Talent Development teacher, a regular education teacher, parent(s)/guardian(s), and the student when appropriate. The TDP team will evaluate the student's strengths and plan specific ways to capitalize and expand on them throughout the school year. Students at this level may be considered candidates for single-subject or whole-grade acceleration.

Identification and Referral Process for Talent Development Services

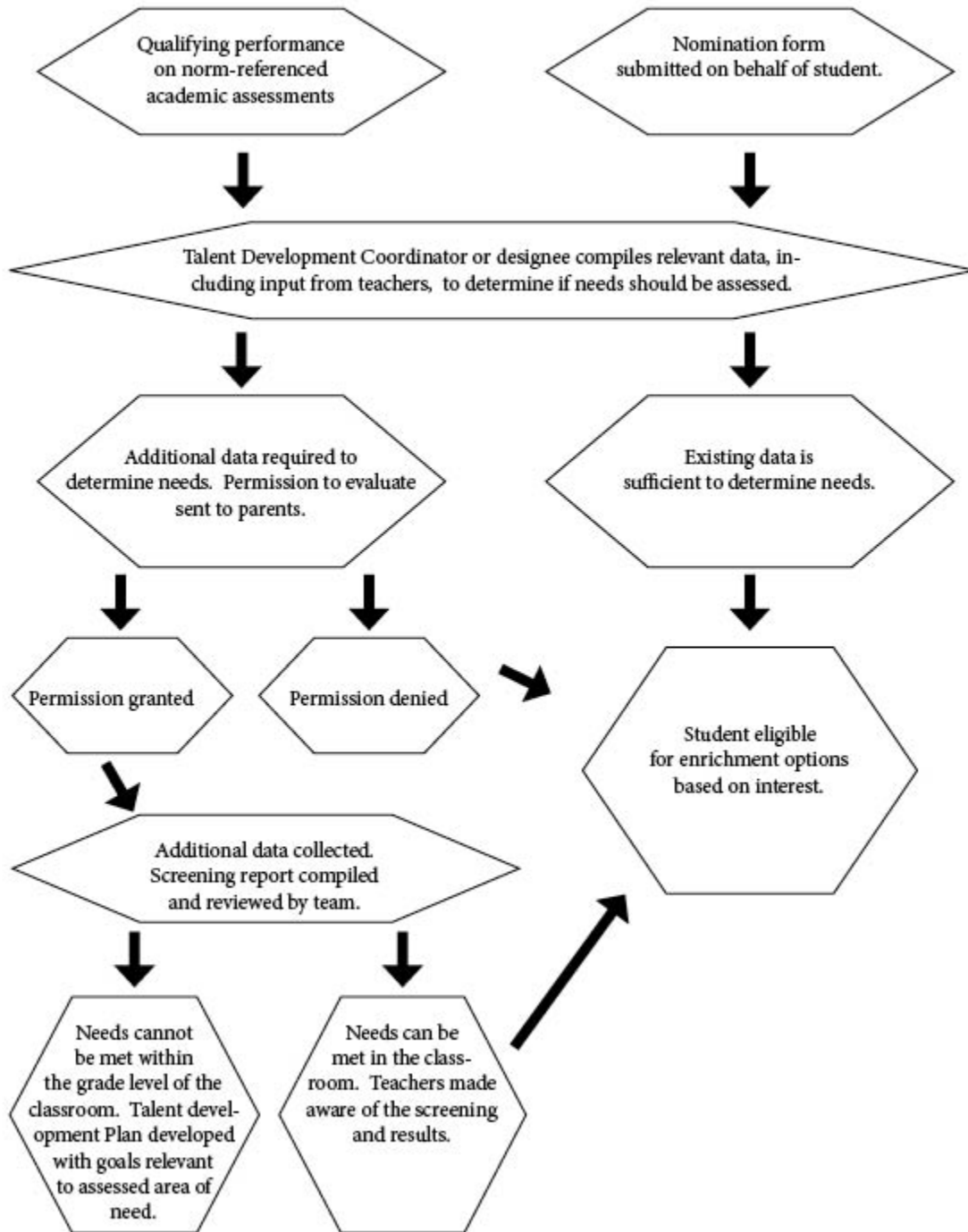
There are multiple ways for a student to enter into the referral process. Parent(s)/guardian(s), teachers, and other school personnel may recommend the student for review. Students may be referred based on data available to the school. Throughout the school year, the Talent Development teachers will review relevant data to identify students who may benefit from challenges beyond those offered through the universal curriculum. Talent Development teachers will work with teachers to determine how to best meet the needs of these students.

It may be necessary to gather further information through additional targeted assessments to determine a student's level of need and area of strengths. When this is the case, parent(s)/guardian(s) will be notified in writing if further evaluations for Talent Development services are warranted. Targeted assessments will only be administered if the families return written consent.

If additional assessments are required, the district will have 45 days to conduct the evaluation. The 45-day evaluation period starts when parent/guardian consent is received by the school district. At the conclusion of the evaluation process, parent(s)/guardian(s) will be notified of the outcome. Talent Development Plans (TDP) will be developed for students who demonstrate need for Tier 3 services.

****A referral form is included on page 14 of this document.***

Talent Development Identification Flow Chart



Roles and Responsibilities

Roles	Responsibilities
Director of Curriculum and Instruction Laura Dahm ldahm@foxbay.org	Coordinate Talent Development services between the two buildings. Oversee implementation of the Talent Development programming. Participate in identification process and oversee delivery of all three levels of service. Allocate resources to facilitate delivery of Talent Development services.
Stormonth Elementary School Principal Andrew Joseph ajoseph@foxbay.org Bayside Middle School Principal Jodi Hackl: jhackl@foxbay.org	Verify differentiation strategies being employed by teaching staff through the evaluation process. Allocate building resources to facilitate delivery of Talent Development services.
Talent Development Coordinator Kris Lockhart: klockhart@foxbay.org	Oversee the identification process and implementation of Talent Development Plans. Coordinate enrichment options for students. Support classroom teachers with coaching on differentiation techniques. Provide instructional support and/or instruction for students. Communicate with all stakeholders regarding the different aspects of Talent Development services.
Talent Development Teacher Jennifer Cosgrove: jcosgrove@foxbay.org (Stormonth)	Lead the identification process at the elementary level. Implement Talent Development Plans. Coordinate enrichment options for students. Support classroom teachers with coaching on differentiation techniques. Provide instructional support and/or instruction for students. Communicate with teachers and families regarding Talent Development services.
Classroom Teacher	Provide classroom differentiation, facilitate acceleration when appropriate, monitor student progress, communicate with parent(s)/guardian(s), participate in identification process, collaborate with Talent Development coordinator to meet needs of identified students.
School Psychologist Jonathan Leuthner jleuthner@foxbay.org	Provide testing and assessments as needed. Participate in identification process, collaborate with all stakeholders.
Parent(s)/Guardian(s)	Nominate student for referral and provide additional information to inform decision regarding eligibility.
Students/Peers	Nominate self or peers for referral and provide additional information to inform decision regarding eligibility.

Assessment Data

Students at Fox Point-Bayside School District are assessed throughout the year using a variety of measures based on their grade level. The following chart lists the different assessments that may be used as measures of growth for students or as a screener to determine the need for Talent Development services.

Assessment Screener	Grade	Administered By	Area Assessed	Purpose of Assessment
Measures of Academic Progress (MAP)	K-8	Classroom Teacher	Math, reading, and language arts	Measure of student progress on formative ongoing basis
Fountas & Pinnell	K-4	Classroom Teacher	Reading	Measure of student progress on formative ongoing basis
Jot Down Chart	K-8	Classroom or subject area teachers	All potential areas of GT	Form developed by Dr. Sandra Kaplan for the Texas Education Agency with adaptations by Jackie Drummer to collect observations by teachers over time related to talents
Serravallo Independent Reading Assessment*	2-8	Reading Specialist or Reading Teacher	Reading Comprehension	Measure of student progress on formative ongoing basis
Qualitative Reading Inventory 6 (QRI-6)	K-8	Reading Specialist or Reading Teacher	Reading	Measure of student reading ability
TOMAGS* Test of Mathematical Ability of Gifted Students	Ages 6-12	Gifted Teachers	Math Problem Solving	The TOMAGS is a standardized, norm-referenced test designed to assess mathematical talent in children 6-12 years. The TOMAGS requires students to use mathematical reasoning and problem-solving skills to understand how to communicate mathematically to solve problems.
Classroom Assessments	K-8	Classroom Teacher	Reading, math, writing, and science	Measure of student progress on formative ongoing basis
WISC-V* Wechsler Intelligence Scale for Children-Fifth Edition	K-8	Psychologist	Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed	The WISC-V is a standardized norm-referenced cognitive test designed to measure a child's overall intellectual ability calculating a Full-Scale Intelligence Quotient (FSIQ).
CogAT* Cognitive Abilities Test	K-8	Talent Development Teachers	Cognitive abilities	Measures verbal reasoning, nonverbal reasoning and quantitative reasoning
SIGS* Scales for Identifying Gifted Student*	K-8	Talent Development Teachers	General intellect, subject specific, creativity, leadership	Comprehensive observational identification instrument collects data from multiple sources
Iowa Scales for Acceleration*	K-8	School Psychologist	A Guide for Whole-Grade Acceleration K-8	Collects information to make informed decisions about whole-grade acceleration
WIAT-III* Wechsler Individual Achievement Test-3rd edition*	K-8	School Psychologist or Talent Development Coordinator	Academic Achievement	Nationally norm-referenced test used to determine academic achievement in all subject areas.
WJIV* Woodcock Johnson Test of Achievement-3rd Edition*	K-8	School Psychologist or Talent Development Coordinator	Academic Achievement	Nationally norm-referenced test used to determine academic achievement in all subject areas.
TTCT* Torrance Tests for Creative Thinking	K-8	School Psychologist or Talent Development Coordinator	Creativity	Nationally norm-referenced test used to determine extent of creativity.

*Targeted screener

Talent Development Services Identification Criteria

General Intellect:

Tier	Universal Screener:	First Targeted Screener	Second Targeted Screener
3	Map: 98-99% of national norms in both math and reading two consecutive times within one year and/or Jot Down Chart and/or Teacher/parent recommendation	CogAT total score of 135 or higher	Full-scale IQ greater or equal to 130 and SIGS standard General Intellectual Ability score greater than 130
2	MAP: 97-99% of national norms in both math and reading and/or language usage two consecutive times within one year and/or Jot Down Chart and/or Teacher/parent recommendation	CogAT total score between 129 and 134	N/A

*Math**

Tier	Universal	First Targeted Screener	Second Targeted Screener
3	MAP Math: 97-99% of national norms two consecutive times within one year and/or Jot Down Chart and/or Teacher/parent recommendation	TOMAGS score equal to or greater than 130 as compared to gifted norms. Iowa score greater than 99%	85% or higher on the End of the Year Math Test.
2	MAP Math: 97% of national norms two consecutive times within one year and/or Jot Down Chart and/or Teacher/parent recommendation	TOMAGS between 127 and 130 as compared to gifted norms. Iowa 97%-98%	N/A

*Reading**

Tier	Universal Screener	Universal Screener	Targeted
3	MAP Reading: 98-99% of national norms two consecutive times within one year	Jot Down Chart	Fountas and Pinnell or QRI-6 at least two grade levels above current grade level benchmark. A reading log, kept by the student for one trimester, will be submitted. An interview will be conducted by the Talent Development teacher. Facts such as quantity, complexity, and engagement will be considered to determine if Tier 3 opportunities are appropriate.
2	MAP Reading: 95-99% of national norms two consecutive times within one year	Jot Down Chart	Fountas and Pinnell or QRI-6 at least one grade level above current grade level benchmark. A reading log, kept by the student for one trimester, will be submitted. An interview will be conducted by the Talent Development teacher to determine if Tier 2 opportunities are appropriate.

*If more data is needed to determine eligibility, the SIGS (Scales for Identifying Gifted Students) can be completed by teachers and/or parents.

Opportunities are provided for all students to develop their talents in creativity, leadership, and visual arts or music. Please see the list of extension activities for further information regarding opportunities made available. If collected data indicates that a student’s needs are not being met, a formal identification process will be undertaken and a Talent Development Plan will be developed.

Creativity

Tier	Universal	Universal	Targeted	Targeted	Targeted
3	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	SIGS standard creativity score greater than 130	Portfolio evaluated with rubric (see appendix)	Torrance Tests for Creative Thinking
2	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	SIGS standard creativity score between 120-130	Portfolio evaluated with rubric (see appendix)	N/A

Leadership

Tier	Universal	Universal	Targeted	Targeted
3	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	SIGS standard leadership score greater than 130	Portfolio for leadership evaluated with rubric (see appendix)
2	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	SIGS standard leadership score between 120-130	Portfolio for leadership evaluated with rubric (see appendix)

Visual Arts or Music

Tier	Universal	Universal	Targeted
3	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	Portfolio evaluated with rubric (see appendix)
2	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	Portfolio evaluated with rubric (see appendix)

Extension Activities

The following are some extensions that have been or may be offered either within the classroom or as an extracurricular. While divided into tiers, some overlap exists as the duration and intensity influences the tier level.

Tier 1	Tier 2	Tier 3
Academic Competitions Academic Field Trips Artist in Residence Band Choir Creative Writing and Journalism Electives Earth Ambassadors Geography Bee Guitar Club Forensics Lunch Bunch/Book Groups Orchestra PALS Quiz Bowl Math Work Place Extensions Recycle-Bulls Club School Clubs/Extracurricular Spelling Bee Tech Clubs Touchstones Yearbook Scholastic Art & Writing	Academic Field Trips Art Club Art Shows Artist in Residence Chamber Choir Community Service Club Compaction Composers' Club Garden/Nature Area Club History Day Independent Study Drama Activities Jazz Ensemble Junior Great Books Leadership Activities Lunch Bunch/Book Groups Makerspace Student Advisory Board Math Counts Mentorship Science Fair Spring Musical Student Council Wisconsin Math League WordMasters Writing Contests	Academic Field Trips Single Subject and Whole Grade Acceleration Art Club Art Shows Compaction Composers' Club History Day Independent Study Enrichment Activities Jazz Ensemble Leadership Activities Lunch Bunch/Book Groups Mentorship Math Counts Science Fair Wisconsin Math League Writing Contests

(Offerings are determined by administration and teachers in consideration of student needs and interests as well as district resources.)

Referral for Talent Development Evaluation

Nomination Suggestions

Coupled with the Inventory Form, a nomination can be a strong indicator for further investigation of a student when identifying for gifts and talents. Nominations are an excellent way to gather performance and/or supporting data. Peers, parents, counselors, teachers, and the students themselves can provide valuable insight.

Fox Point-Bayside Public Schools Talent Development Nomination Form		
Student Name:	School:	Date:
Person Nominating the Student:	Relationship to Student	
What indicators of giftedness do you see in this student?		
What products, activities, or behaviors suggest to you that this student is gifted?		
What indicates that the student's needs are not being met within the classroom?		

CREATIVITY Rating Scale¹
For Product/Performance/Portfolios

Student Name: _____ Grade: _____ Date of Evaluation: ____/____/____

Persons Completing Rubric (minimum of 3 qualified evaluators):

	1	2	3	4
Originality	Copied other's ideas; used other's ideas without changes	Typical; Cliched; Few novel ideas or thoughts	Moves beyond more typical ideas	Unique; Novel; Exhibits a fresh perspective
Elaboration	No clear focus; details are confusing	Limited explanation; few supporting details or details are conflicting	Idea is clear; details add some interest	Details increase interest and meaning; insightful; articulate
Fluency	Insufficient number of ideas; insignificant or irrelevant	Limited number of ideas; simple, basic information generated	Able to generate above average number of ideas; integrates topics	Able to generate numerous ideas; multiple perspectives and/or alternatives
Flexibility	Difficulty in generating ideas; much repetition of ideas or themes	Limited variety of ideas; some repetition and/or similarity of ideas; repeated themes	Several varied ideas; occasional similarity of ideas; staying "in the box"	Wide variety of ideas; extending or breaking boundaries; enhances total effect
Process	Did not complete	Completed with frequent assistance and prompting; minimal effort	Minimal support to complete; evidence of revision; put forth effort	Autonomous; evidence of ongoing revision and reflection; considerable effort evident
Imagery	Lack of expressiveness; vague; needs frequent prompt; shows one common point of view; single interpretation	Typical of interpretation or expressiveness; needs few prompts; basic perspectives	Begins to express emotions and visualization; several perspectives evident	Emotional expressiveness; unique visualization; novel perspectives

Total Points _____

¹ Form shared by Colorado Department of Education with some adaptations by FPBS

Visual and Performing Arts

Identification Tools and Process ²

Characteristics that may be observed in a talented student during each stage of schooling for each talent are listed in this tool. When all or most of the listed characteristics are observed, the students may be targeted for programming interventions through a response to intervention problem solving approach. Formal identification of a talent area can follow when there is a need for more advanced individualized instruction. At that point an individualized gifted education plan (IGEP) will be developed.

Listed below are characteristics to look for in placing students with visual and performing arts strengths and potential in a targeted interventions talent pool or watch group. When such interventions prove inadequate for the needs of the individual student, formal identification may be appropriate. The following characteristics are intended to be a brief observation checklist for teachers to use.

Characteristics of those talented in VISUAL ARTS:

Elementary School

Characteristics of those talented in VISUAL ARTS:

Elementary School

- Exhibits interest in artistic pieces of work
- Experiments continually with a preferred art medium
- Becomes absorbed in art tasks
- Spends free time involved in artistic work
- Doodles, sculpts, draws cartoons while listening

Middle School - displays above characteristics and in addition

- Manipulates a variety of art mediums with success
- Is known as an "artist" by peers
- Spends free time working on art more than on other tasks
- Enjoys learning about art and artists

Characteristics of those talented in MUSIC:

Elementary School:

- Uses repeated rhythmic patterns
- Sings all the time
- Memorizes songs easily
- Sings in tune (on pitch)

Middle School:

² Form shared by Colorado Department of Education with some adaptations by FPBS

- ___ Shows an interest in learning more
- ___ Shows an understanding of their role in larger group ensembles
- ___ Shows an interest in a variety of musical genres or instruments

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 (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

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.