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

The vision, mission, and values of the Fox Point- Bayside School District reflect the priorities of our community and are aligned with district policies and relevant state statutess, which guide the programming for pupils identified as gifted and talented. Wisconsin State Statute 121.02(1)(t) and 118.35 both outline school district responsibilities in identifying and serving students through gifted and talented programming. For more information, see the Wisconsin Department of Public Instruction's page on Gifted and Talented Education in Wisconsin at https://dpi.wi.gov/families-students/programs-initiatives/gifted-talented.

The Talent Development department strives 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 caregivers regarding student participation in Talent Development Services.

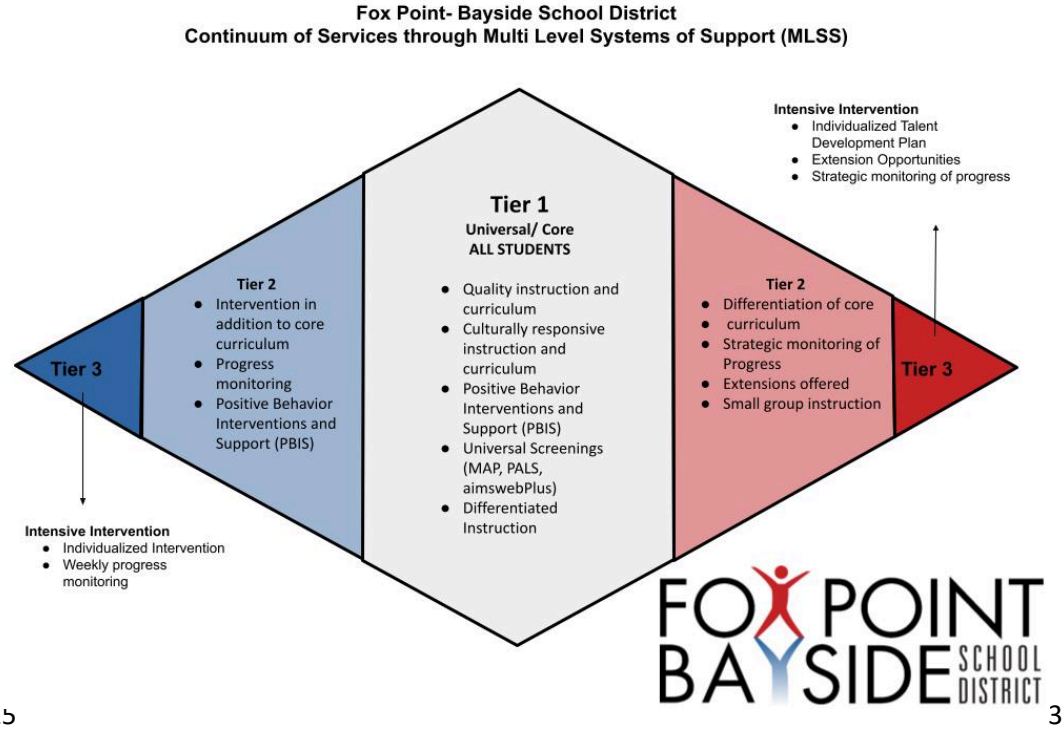
Levels of Service Model Program Overview

The district screens all students to determine needs that go beyond the universal curriculum through universal assessments given multiple times per year. 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. This could include opportunities to work on a parallel curriculum, incorporating independent study projects, or participation 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, caregivers, 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

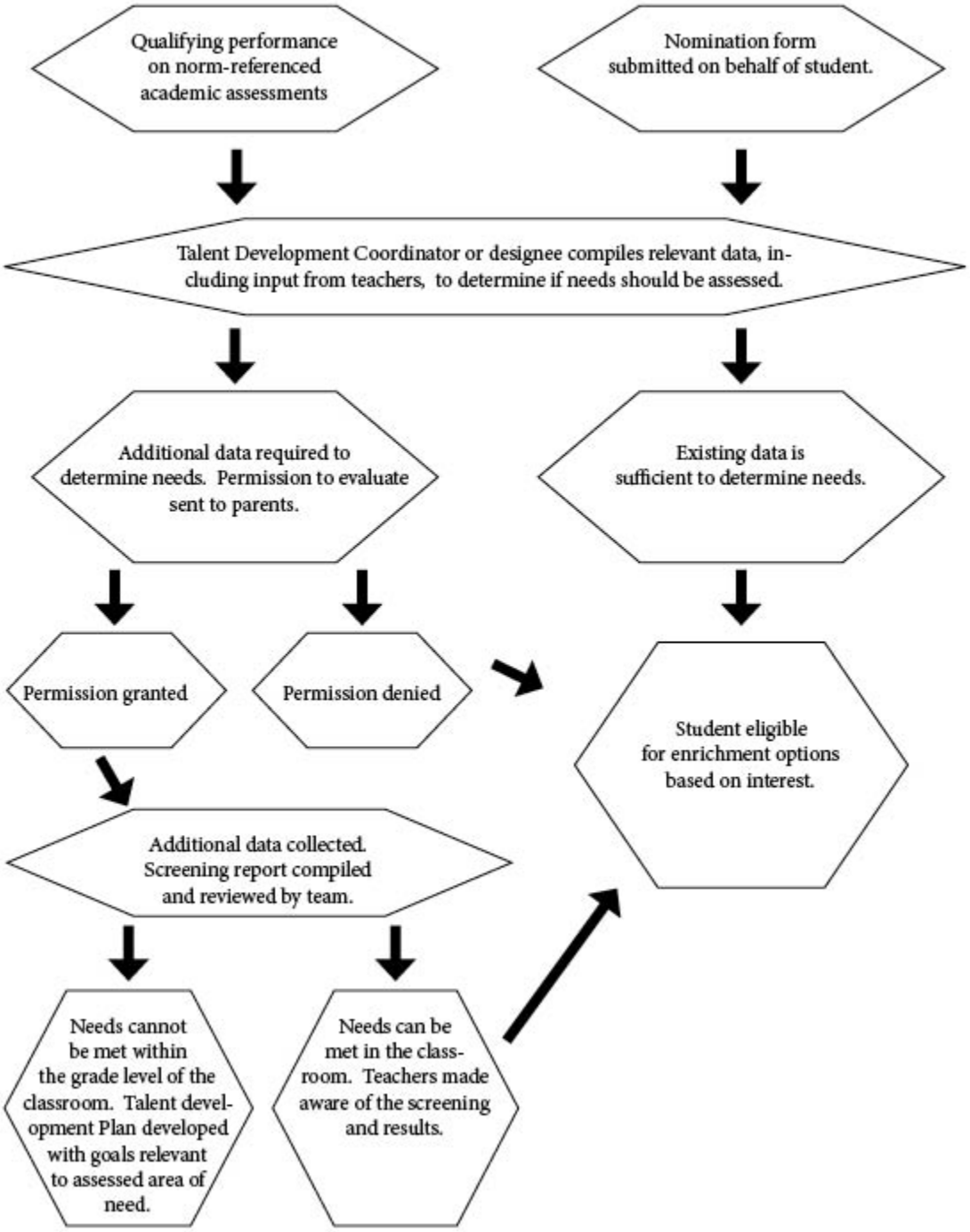
There are multiple ways for a student to enter the Talent Development referral process. Parent(s)/guardian(s), teachers, and other school personnel may recommend the student for review. Students may be referred based on data available to the school. Throughout the school year, the Talent Development 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 the parent/guardian's 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 a need for Tier 3 services.

*A referral form is included on page 13 of this document.

Talent Development Identification Flow Chart



Roles and Responsibilities

Roles	Responsibilities
Director of Teaching and Learning Laura Dahm ldahm@foxbay.org	• Coordinate districtwide Talent Development services • Oversee implementation of the Talent Development programming • Monitor the identification process and oversee delivery of all three levels of service • Allocate resources to facilitate delivery of Talent Development services
Building Principals Andrew Joseph, Stormonth Elementary ajoseph@foxbay.org Jodi Hackl, Bayside Middle School 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 districtwide. • Implement Talent Development Plans primarily at the middle school. • 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 elementary 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(s)	• Provide classroom differentiation • Facilitate acceleration when appropriate • Nominate students to be screened or provided services • Participate in the identification process. • Collaborate with Talent Development department to meet needs of identified students and those who would benefit from extensions or challenges.

School Psychologist Nicole Higgins nhiggins@foxbay.org 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

Fox Point-Bayside School District students 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 need for Talent Development services.

Assessment Screener	Grade	Administration	Area Assessed	Purpose of Assessment
Classroom Assessments	K-8	Classroom Teacher	All subject areas	Measure of student progress formative ongoing basis
Cognitive Abilities Test (CogAT)*	K-8	Talent Development Teachers	Cognitive abilities	Measures verbal reasoning, nonverbal reasoning and quantitative reasoning
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
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
Leveled Reading Assessment (Fountas and Pinnell or Serravallo Independent Reading Assessment, Qualitative Reading Inventory)*	K-8	Reading or Talent Development Teacher	Reading Comprehension	Measure of student reading ability
Measures of Academic Progress (MAP)	K-8	Classroom Teacher	Math and reading	Measure of student progress on formative ongoing basis
Pearson aimswebPlus	K-3	Reading Specialist or Teacher	Reading	Measure of student reading ability

Scales for Identifying Gifted Students (SIGS)*	K-8	Talent Development Teachers	General intellect, subject specific, creativity, leadership	Comprehensive observational identification instrument collects data from multiple sources
Teacher's Observation of Potential in Students (TOPS)	Ages 5-9	Teachers	General intellect, subject specific, creativity, leadership	Tool to collect observations and recognize students who have strengths and potential in areas not assessed through standardized testing at that age.
Test of Mathematical Ability of Gifted Students (TOMAGS)*	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.
Torrance Tests for Creative Thinking (TTCT)*	K-8	School Psychologist or Talent Development Teachers	Creativity	Nationally norm-referenced test used to determine extent of creativity.
Wechsler Individual Achievement Test-3rd edition (WIAT-III)*	K-8	School Psychologist or Talent Development Coordinator	Academic Achievement	Nationally norm-referenced test used to determine academic achievement in all subject areas.
Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)*	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 by calculating a Full-Scale Intelligence Quotient (FSIQ).
Woodcock Johnson Test of Achievement-3rd Edition (WJIV)*	K-8	School Psychologist or Talent Development Coordinator	Academic Achievement	Nationally norm- referenced test used to determine academic achievement in all subject areas.

*Targeted screener

Talent Development Services Identification Criteria

The tables below identify identification criteria in the areas of general intellect, math, reading, creativity, leadership and visual arts/music. 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. It is important to note that numerous 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.

General Intellect Identification Criteria

Tier	Universal Screener:	First Targeted Screener	Second Targeted Screener
3	Score within the 98-99% of national norms two consecutive times on reading and math screeners (MAP or aimswebPLUS). **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	Score within the 98-99% of national norms two consecutive times on reading and math screeners (MAP or aimswebPLUS) **and/or** Jot Down Chart **and/or** Teacher/parent recommendation	CogAT total score between 129 and 134	N/A

Math Identification Criteria*

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 for class student will be accelerated past.

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

Reading Identification Criteria*

Tier	Universal Screener	First Targeted Screener	Second Targeted Screener
3	Score within the 97-99% of national norms two consecutive times within one year on reading screeners (MAP or aimswebPLUS).	Evidence of strong reading aptitude provide through a review of classroom data.	Fountas and Pinnell or QRI-7 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	Score within the 97-99% of national norms two consecutive times within one year on reading screeners (MAP or aimswebPLUS).	Evidence of strong reading aptitude provide through a review of classroom data.	Fountas and Pinnell or QRI-7 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.			

Creativity Identification Criteria

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
2	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	SIGS standard leadership score between 120-130	Portfolio for leadership evaluated with rubric

Visual Arts or Music

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

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 influence the tier level. Extension activities are constantly changing and growing depending on students' needs, interests, and availability of opportunities. Offerings are determined by administration and teachers in consideration of student needs and interests as well as district resources.

Tier 1	Tier 2	Tier 3
Academic Competitions Academic Field Trips Artist in Residence Band Choir Creative Writing and Journalism Electives Earth Ambassadors Guitar Club Forensics Library Advisory Committee Lunch Bunch/Book Groups National History Day Orchestra PALS Math Extensions School Clubs/Extracurricular Spelling Bee Tech Clubs Touchstones Yearbook Scholastic Art Scholastic Writing	Academic Field Trips Art Club Art Shows Artist in Residence Chamber Choir Community Service Club Compaction Destination Imagination Garden/Nature Area Club National History Day Independent Study Drama Activities Jazz Ensemble Junior Great Books Leadership Activities Library Advisory Committee Lunch Bunch/Book Groups Math Extensions Mentorship School 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 Destination Imagination National History Day Independent Study Enrichment Activities Jazz Ensemble Leadership Activities Lunch Bunch/Book Groups Mentorship Math Counts Science Fair Wisconsin Math League Writing Contests

Referral for Talent Development Evaluation

Nomination Suggestions

A nomination can be a strong indicator for further investigation of a student when identifying 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. Please access this link to complete the form electronically or print, complete, and submit this page.

Fox Point-Bayside School District 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?		