

Talent Development Handbook
Fox Point-Bayside School District

Table of Contents

- Mission Statement
- Levels of Service Model Program Overview
- Fox Point-Bayside Continuum of Services
- Identification and Referral Process
- Roles and Responsibilities
- Assessment Data
- Identification Criteria
- Extension Activities
- Appendix
 - Jot Down Chart
 - Response to Intervention (RtI) Form
 - Permission to Evaluate
 - Referral for Talent Development Evaluation
 - Determination Data Sheet
 - Talent Development Plan (TDP)
 - Creativity Rating Scale
 - Visual and Performing Arts Checklist
 - Leadership Nomination Forms
 - Statute T

**Fox Point-Bayside School District
Talent Development Services
Mission Statement**

The Fox Point-Bayside School District's Talent Development Services strive to recognize and support the growth of students who have demonstrated their capabilities transcend the universal curriculum in areas ranging from academic, intellectual, creative, and/or leadership.

Goals:

- Use multiple criteria to identify students whose academic, intellectual, creative, artistic, and/or leadership capabilities transcend the regular curriculum.
- Support the implementation of differentiated instruction to challenge students in order to optimize potential.
- 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.

The Talent Development Student:

All students come to school with their own unique talents and gifts. The teachers at Fox Point-Bayside School District seek to nurture these strengths so that students reach their highest potential. Often the universal instruction provided within the classroom will suffice. However, some students will need more than the universal curriculum to achieve at their highest level. Through the talent development criteria, we seek to identify students who come to the classroom with strengths that require different levels of service to continue to develop these areas.

Levels of Service Overview

The Fox Point-Bayside Talent Development Program screens all students regularly to identify those who would benefit from extensions and challenges beyond the universal curriculum. Operating under the levels of service model, we seek to provide programming based on assessed student needs. These services can be thought of along three general levels.

Tier 1 Services – Universal

These students thrive in the classroom environment where differentiation supports a variety of unique needs. Teachers may employ one or more of the following strategies to engage these learners: pre-testing, curriculum compacting, incorporating independent study projects, planning for the development of creative and critical thinking skills, providing access to higher level material.

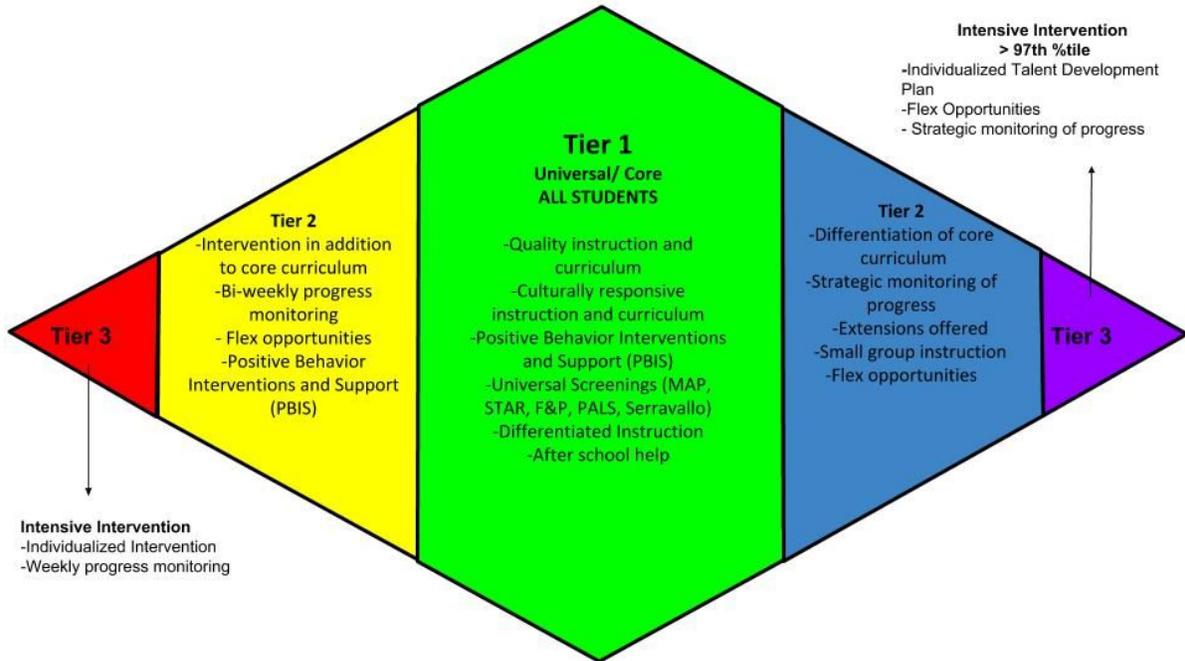
Tier 2 Services – Selected

These students require 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, access to online courses, 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, 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.

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



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. Referral forms are included as an appendix to this document.

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.

Roles and Responsibilities

Roles	Responsibilities
Director of Teaching, Learning, and Special Services	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.
Building Principal	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	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	Participate in the identification process. 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	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
Wisconsin Forward Exam	3-8	Classroom Teacher	Achievement of state standards in English Language Arts and Math	Measure of student progress toward state standards in English Language Arts and Math
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
BASC-3* Behavior Assessment System for Children-Third Edition*	K-8	School Psychologist	Social Emotional and Behavioral Development	The BASC-3 assesses the behaviors and emotions of children and adolescents.
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	Universal Screener	First Targeted Screener	Second Targeted Screener	Second Targeted Screener
3	MAP: 98-99% of national norms in both math and reading and/or language usage two consecutive times within one year	Jot Down Chart	CogAT total score of 135 or higher	SIGS standard General Intellectual Ability score greater than 130	WISC-V - 130; Woodcock-Johnson -4; Stanford-Binet Intelligence Test
2	MAP: 97-99% of class in both math and reading and/or language usage two consecutive times within one year	Jot Down Chart	CogAT total score between 129 and 134	N/A	N/A
1	MAP: 92-96% of class in both math and reading and/or language usage two consecutive times within one year	Jot Down Chart	CogAT total score of 128 or below	N/A	N/A

*Math**

Tier	Universal	Universal Screener	Targeted	Targeted
3	MAP Math: 97-99% of national norms two consecutive times within one year	Jot Down Chart	TOMAGS score 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	Jot Down Chart	TOMAGS between 127 and 130 as compared to gifted norms. Iowa 97%-98%	N/A
1	MAP Math: 90-97% of national norms two consecutive times within one year	Jot Down Chart	N/A	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	Serravallo (Stormonth) 2 levels above benchmark or QRI-6 (Bayside) at least two grade levels above current grade placement
2	MAP Reading: 95-99% of national norms two consecutive times within one year	Jot Down Chart	Serravallo (1 level above benchmark) or QRI-6 one grade level above current grade placement
1	MAP Reading: 90-95% of national norms two consecutive times within one year	Jot Down Chart	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.

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
1	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	SIGS standard creativity score between 110-120	Portfolio evaluated with rubric (see appendix)	N/A

Other criteria to consider including in the identification process for creativity: [Raven's Progressive Matrices](#), [Naglieri](#)

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)
1	Parent, Teacher, Student, or Peer recommendations	Jot Down Chart	SIGS standard leadership score between 110-120	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)
1	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 Geography Bee Guitar Club Lunch Bunch/Book Groups Creative Writing and Journalism Electives Orchestra PALS Photo Club Positively Bayside Student Quiz Bowl Recycla-Bulls Club School Clubs/Extracurricular Spelling Bee Tech Clubs Yearbook Scholastic Art & Writing Compaction	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 Forensics Drama Activities Jazz Ensemble Leadership Activities Lunch Bunch/Book Groups Mentorship Math Counts Newberry News Book Club and Blog Science Fair Spring Musical Student Council Watch a Book Club Wisconsin Math League Writing Contests Makerspace Student Advisory Board App Development Battle of the Books	Academic Field Trips Art Club Art Shows Compaction Composers' Club History Day Independent Study Enrichment Activities Jazz Ensemble Leadership Activities Lunch Bunch/Book Groups Mentorship Math Counts Newberry News Book Club and Blog Science Fair WCATY Wisconsin Math League Writing Contests Earth Ambassadors

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

Jot Down Chart - IDENTIFICATION FOR TALENT DEVELOPMENT

School Month/Year: JUNE, 2019

Teacher filling out form: _____

Grade Level: _____

<p>JOT DOWN the students in your classes who show evidence of the following characteristics. Please list only students who exhibit UNUSUAL STRENGTH in the category by considering FREQUENCY (behavior occurs often) and INTENSITY (much more pronounced than other grade level students).</p>			
Absorbs information quickly	Sees cause and effect relationships	Asks why and how things work	Displays qualities of leadership
Indicates intense interest in ONE area of study (List student and area)	Displays task commitment	Uses extensive vocabulary accurately	Sees beyond the obvious
Notes details or provides additional information	Adapts easily	Demonstrates superior writing skills	Displays originality
Understands complex concepts	Displays keen sense of humor	Enjoys performing, creating artistic products	Other (Specify)

NOTE: Some students may fit in more than one category. Others may fit in just one. It is likely that many students will not be listed on the form. Some boxes may be left open if you have students who do not fit that descriptor. Form developed by Dr. Sandra Kaplan for the Texas Education Agency with adaptations by Jackie Drummer.



Response to
Intervention
Intervention/Extension Tracking Form

Student Information			
Student Name:		Grade:	
Parent/Guardian Name(s):		Date of Birth:	
Parent/Guardian email(s):		Parent Phone:	
Discipline/Attendance for current year:			
Number of major PBIS referrals:		Number of suspensions:	
Number of absences:		Number of tardies:	

Recognized Areas of Strength	
Identify student strengths and known interests.	
1	
2	
3	

Areas Targeted for Growth	
Identify up to three targeted areas for growth (i.e. listening comprehension, behavioral needs, oral expression, written expression, math, organization, etc.) Please list in order of priority.	
1	
2	
3	

Parent Contact Log

As your team is working to support this student, please document your continued communications with their parent/guardian. Add lines as needed.

Date	Contact Information (Parent name, phone # used or email address)	Notes

Tier 1 Strategies and Supports Implemented

Targeted Behavioral/Academic Outcome:

Specific Strategy / Support:	Point Person(s):
-------------------------------------	-------------------------

Date Implemented	Date Reviewed	Progress Notes	Effectiveness		
			Very Effective	Somewhat Effective	Not Effective

(Please add lines as needed.)					
Intervention/ Extension Decision (Please check appropriate box.)	<input type="checkbox"/> Discontinue - Intervention/ Extension Successful	<input type="checkbox"/> Continue- Progress made through Intervention/ Extension	<input type="checkbox"/> Intervention/ Extension Not Successful- Implementing New Intervention/ Extension		

Tier 1 Strategies and Supports Implemented					
Targeted Behavioral/Academic Outcome:					
Specific Strategy / Support:				Point Person(s):	
Date Implemented	Date Reviewed	Progress Notes	Effectiveness		
			Very Effective	Somewhat Effective	Not Effective
(Please add lines as needed.)					
Intervention/ Extension Decision (Please check appropriate box.)	<input type="checkbox"/> Discontinue - Intervention/ Extension Successful	<input type="checkbox"/> Continue- Progress made through Intervention/ Extension	<input type="checkbox"/> Intervention/ Extension Not Successful- Implementing New Intervention/ Extension		

Tier 1 Strategies and Supports Implemented	
Targeted Behavioral/Academic Outcome:	
Specific Strategy / Support:	Point Person(s):

Date Implemented	Date Reviewed	Progress Notes	Effectiveness		
			Very Effective	Somewhat Effective	Not Effective
(Please add lines as needed.)					
Intervention/ Extension Decision (Please check appropriate box.)	<input type="checkbox"/> Discontinue - Intervention/ Extension Successful	<input type="checkbox"/> Continue- Progress made through Intervention/ Extension	<input type="checkbox"/> Intervention/ Extension Not Successful- Implementing New Intervention/ Extension		

Tier 2 Individually Identified Referral		
<p>Once your team has determined that you have exhausted all appropriate Tier 1 Interventions/Extensions without achieving expected growth in targeted areas, please complete this section and send to the RtI Team for review. The RtI team will schedule a meeting with your team. We will either develop a Tier 2 Plan or have suggestions for continued Tier 1 interventions/extensions.</p>		
Meeting Date:	Team members in attendance:	
What is the Targeted Behavioral/Academic Outcome with which the student continues to need to make growth?		



601 E. Ellsworth Lane
Bayside, Wisconsin 53217
Phone: 414-247-4253
Fax: 414-540-0293

<Date>

<Address>

Dear Parent(s)/Guardian(s),

The Fox Point-Bayside School District seeks to challenge all students at their instructional level. The district regularly screens all of our students to ensure that participation within the Talent Development program meets their needs.

<Student Name> has earned scores and demonstrated abilities that qualify him or her to move forward in the screening process. I am asking your permission to evaluate your child to determine if Tier 3 Talent Development Services for General Intellect would meet his or her needs.

If you agree to a formal evaluation, I will complete a comprehensive profile of your child to include all significant test scores (MAP scores, standardized cognitive testing, and any other assessments that may have been done or may be indicated as necessary based on a review of data), as well as teacher and parent input. In addition to small group testing administered by me, the district school psychologist may administer an individual intelligence test which would provide us with a full scale IQ. This process could include up to four hours of testing spread over a few school days. Following the data collection phase, the comprehensive profile and educational recommendations will be reviewed with you.

While the Talent Development website (<http://tinyurl.com/fpbstd>) will provide further information about the identification process and what services may look like, please feel free to contact me if you have any questions.

Please return the second page of this letter indicating how you would like to proceed.

Sincerely,

Kris Lockhart
Talent Development Coordinator
klockhart@foxbay.org
(414)247-4233

**PARENT CONSENT/PERMISSION TO ADMINISTER
ASSESSMENTS AND OTHER EVALUATION MATERIALS
AS PART OF AN INITIAL TALENT DEVELOPMENT EVALUATION**

Regarding student: <Student Name>

I understand the action proposed by the school district and

(please check appropriate box below, sign and date, and return one copy to the school district)

- Yes, we give permission for the formal evaluation and would like to be a part of the decision-making team.
- No, we believe that our student's needs are currently being met and do not feel a formal identification is needed at this time.

Signature of parent or legal guardian

Date

For School District Use Only

Date school district received parent consent

(mo/day/yr)

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?		

**Fox Point/Bayside School District
Determination Data Sheet**

Student Name:	Parent(s)/Guardian(s) Name:
School Year:	School:
Grade:	DOB:

Information from Teachers:

Information provided by parent(s)/guardian(s):

CogAt:

Battery	Grade Percentile Rank in __ Grade	Grade Percentile Rank in __ Grade
Verbal		
Quantitative		
Nonverbal		
Composite (V+Q+N)		

MAP:

MAP testing	Fall – __ Grade (RIT-%)	Winter – __ Grade (RIT-%)	Spring – __ Grade (RIT-%)	Fall – __ Grade (RIT-%)	Winter– __ Grade (RIT-%)	Spring – __ Grade (RIT-%)	Fall – __ Grade (RIT-%)
Language							
Math							
Reading							

State Testing:

State Testing scores	__ Grade	__ Grade	__ Grade
Language			
Math			
Reading			

Science			
Social Studies			

Lexile Range as assessed through the most recent MAP:

Extracurricular Activities and Other Interests:

Other information relevant to identification:

Is additional information required before a decision can be made? Yes No

Does student meet criteria for Talent Development services? Yes No Revisit Later

If yes, in what area does the student qualify?

For which level of service does the student qualify? Level 1 Level 2 Level 3

**Fox Point/Bayside School District
Talent Development Plan (TDP)**

Student Name:	Parent/Guardian Name (s):
School Year:	School:
Grade:	DOB:
Meeting Date:	Meeting Attendees:

Student Present Levels of Performance (i.e. testing results, classroom performance, extracurricular activities, etc.):

Grades from the ___ Trimester:

MAP:

MAP testing	Date (RIT-%)					
Mathematics						
Language Usage						
Reading						

Lexile Range as assessed through the most recent MAP:

Cognitive Abilities Test:

Battery	Standard Age Score	Age Percentile Rank
Verbal		
Quantitative		
Nonverbal		
Composite (V+Q+N)		

Scales for Identifying Gifted Students:

	School		Home	
	Standard Score	Percentile Rank	Standard Score	Percentile Rank
General Intellectual Ability				
Language Arts				
Mathematics				
Science				
Social Studies				

Other information provided by parents through SIGS form:

State Testing:

WISC-V (Please see Psycho-educational Report for detailed information on scoring):

Extracurricular Activities and Other Interests:

Identified Area: General Intellectual Ability – Level III

ANNUAL GOALS

1.

SDI	Projected Date for Initiation	Anticipated Frequency	Responsibility	Anticipated Duration
1.				
2.				

2.

SDI	Projected Date for Initiation	Anticipated Frequency	Responsibility	Anticipated Duration
1.				
2.				

Parent/Guardian Signature: _____ Date: _____

CREATIVITY Rating Scale¹
For Product/Performance/Portfolios

Student Name: _____ Grade: _____

Date of Product/Performance: 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

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

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 _____

Visual and Performing Arts

Identification Tools and Process ²

Recognition

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

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

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:

- 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

Fox Point-Bayside School District: Talent Development

Self-Rating Scale for Leadership

Name:

Date:

Age:

Grade:

Read each statement. Mark the statement with the number you believe describes you.

**1 = Almost always
Never**

2 = Quite often

3 = Sometimes

4 = Not Often

5 =

1. _____

I have strong beliefs about things.

2. _____

When I believe in something, I work hard to promote it.

3. _____

I listen to both sides of the issue before I make up my mind.

4. _____

I have self confidence.

5. _____

I am able to say my opinions in public.

6. _____

I usually am satisfied with the decisions I make.

7. _____

When I am criticized for some action I have taken, I can usually go about my work.

8. _____

I like to be in charge of events.

9. _____

I am able to see what materials are needed to complete a project.

10. _____

I am able to see the steps that are needed to complete a project.

11. _____

When I am convinced of something, I have courage to act for it.

12. _____

I often lead in projects.

13. When I see somebody who is a leader, I think that I could do as well as that leader.
14. I can speak to persons in authority.
15. I have energy to complete projects that I am interested in completing.
16. I can understand the viewpoints of others.
17. I am willing to change my mind if new facts suggest that I should change my mind.
18. I get anxious and excited and am able to use this energy to complete a task.
19. I am able to work with many types of persons and personalities.
20. I am willing to try new experiences when these seem like a wise decision.
21. I know when to lead and when to follow others.
22. I admire people who have achieved great things.
23. I dream of the day and time when I am able to lead myself or others to great accomplishments.
24. I feel at ease asking people for help or information.
25. I can be a "peacemaker" if I want to be.
26. I have a strong desire to help others.
27. I am a good role model to my peers/friends.
28. I often have new ideas to share, but respect the ideas of others as well.
29. I respect the feelings of others and understand I can learn from others.

Please write 3-5 sentences about why you believe you are a leader. Include details about the characteristics you have that make you a leader. (Please attach another piece of paper if you need more space to write.) Please give 1-2 examples of when and how you have been in a leadership role outside of school. Explain how this leadership role has contributed to the needs of the community and how being a leader impacts your life. (Please attach another piece of paper if you need more space to write.)

Fox Point-Bayside School District: Talent Development

Teacher Rating Scale for Leadership

Student Name:

Date:

Age:

Grade:

Name of Teacher submitting form:

Read each statement. Mark the statement with the number you believe describes the child both inside and outside of the school environment.

**1 = Almost always
Never**

2 = Quite often

3 = Sometimes

4 = Not Often

5 =

1. Makes decisions easily.

2. Is eager to learn new ideas.

3. Is curious and engages in questioning often.

4. Sees things in many different ways.

5. Offers unique or unusual solutions.

6. Understands implications or consequences easily.

7. Is willing to take risks.

8. Is comfortable with disagreements.

9. Sets own goals and plans to meet the goals.

10. Is enthusiastic about interests and activities.

11. Needs little external motivation when pursuing preferred tasks.

- 12. Does not give up easily.
- 13. Completes projects in a timely manner.
- 14. Is eager for new challenges.
- 15. Assumes responsibility.
- 16. Independently explores areas of interest.
- 17. Is open to trying different methods to solve problems.
- 18. Is tolerant and flexible with peers.
- 19. Organizes and leads groups.
- 20. Is sometimes overbearing.

Please write a few sentences about how the student exhibits leadership characteristics both inside and outside of school. (Please attach another piece of paper if you need more space to write.)

Fox Point-Bayside School District: Talent Development
Community Member Rating Scale for Leadership

Student Name:

Date:

Age:

Grade:

Name of Community Member submitting form:

Relationship to Student Candidate:

Read each statement. Mark the statement with the number you believe describes the student candidate outside of the school environment.

1 = Almost always
Never

2 = Quite often

3 = Sometimes

4 = Not Often

5 =

1. _____

Makes decisions easily.

2. _____

Sets examples for others to follow.

3. _____

Shares information openly with others.

4. _____

Helps others achieve greatness.

5. _____

Makes sound decisions based on the good of others.

6. _____

Strives to be an effective communicator.

7. _____

Works toward goals.

8. _____

Maintains a high level of responsibility.

9. _____

Maintains a sense of good will and fairness at all times.

10. _____

Listens to followers and other leaders.

11. _____

Volunteers for tasks.

- 12. Excels at making decisions or solving problems.
- 13. Influences the behavior, beliefs, or actions of peers.
- 14. Embraces new challenges or initiatives.
- 15. Displays an energetic drive of high levels of ambitions.
- 16. Takes or naturally assumes a leadership role.
- 17. _Demonstrates character and integrity.
- 18. Is self-confident with both age level peers and adults.
- 19. Can express self clearly.
- 20. _ Is cooperative.

Please briefly describe the leadership characteristics of the student candidate. (Please attach another piece of paper if you need more space to write.)

Fox Point-Bayside School District: Talent Development

Parent Rating Scale for Leadership

Student Name:

Date:

Age:

Grade:

Name of Parent/Guardian submitting form:

Read each statement. Mark the statement with the number you believe describes your child both inside and outside of the school environment.

**1 = Almost always
Never**

2 = Quite often

3 = Sometimes

4 = Not Often

5 =

1. Makes decisions easily.

2. Is eager to learn new ideas.

3. Is curious and engages in questioning often.

4. Sees things in many different ways.

5. Offers unique or unusual solutions.

6. Understands implications or consequences easily.

7. Is willing to take risks.

8. Is comfortable with disagreements.

9. Sets own goals and plans to meet the goals.

10. Is enthusiastic about interests and activities.

11. Needs little external motivation when pursuing preferred tasks.

- 12. Does not give up easily.

- 13. Completes projects in a timely manner.

- 14. Is eager for new challenges.

- 15. Assumes responsibility.

- 16. Independently explores areas of interest.

- 17. Is open to trying different methods to solve problems.

- 18. Is tolerant and flexible with peers.

- 19. Organizes and leads groups.

- 20. Is sometimes overbearing.

Please write a few sentences about how your child exhibits leadership characteristics both inside and outside of school. (Please attach another piece of paper if you need more space to write.)

Please briefly describe your child's major interests, hobbies, and activities, as well as any leadership roles your child has had within these areas. (Please attach another piece of paper if you need more space to write.)

LEADERSHIP CANDIDATE DIRECTIONS

Dear Leadership Candidate:

In order to be considered for additional leadership opportunities, please complete the following by the due dates listed:

1. Fill out the Talent Development Self-Rating Scale for Leadership and turn it into the Talent Development teacher by _____.
2. Take home the Talent Development Parent Rating Scale for Leadership and ask a parent/guardian to complete the form. Bring this form back to school and turn it into the Talent Development teacher by _____.
3. Take home the Talent Development Community Member Rating Scale for Leadership and discuss with your parents who may be a good community member to ask to fill out the leadership form for you. This person should be someone who you have worked with in the community and who would be able to describe how you are a leader. Once you have decided, contact the person and ask the person if s/he would be willing to fill out the form for you. Have the form completed and return the form to the Talent Development teacher by _____.
4. Ask your teacher to complete the Talent Development Teacher Rating Scale for Leadership. Turn in the completed form to the Talent Development teacher by _____.

The Talent Development teacher will notify you of your acceptance to the leadership opportunities by _____.

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.