

EAST TROY

COMMUNITY SCHOOL DISTRICT

Committed to the Growth & Success of Each Student, Each Year

ADVANCED LEARNER PROGRAM BOOK



Revised: October 14, 2019

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Advanced Learner Programming Philosophy

The East Troy Community School District is committed to providing excellence in education for all students. The District acknowledges that some students, by virtue of their outstanding abilities, are capable of high performance. The District recognizes the right of these Advanced Learner students to receive educational opportunities that will complement the level of their capabilities. Therefore, appropriate programming and services will be provided to develop their particular level of giftedness.

Advanced Learner Program

According to the East Troy Community School District Advanced Learner philosophy, the majority of identified students will have their academic needs met in the regular classroom through a personalized curriculum. This may involve modifications to the content, process, product and/or assessment.

The Advanced Learner program at ETCSD is based on a personalized learning environment, which has a foundation based on individualized learning. While other Advanced Learner programs are based on differentiated instructional strategies that tend to focus on how the teacher delivers content, a personalized learning environment focuses on student-driven academic goals, curriculum, content, delivery method, and flexible pacing that are tailored to meet the preferences, interests, and needs of the individual student.

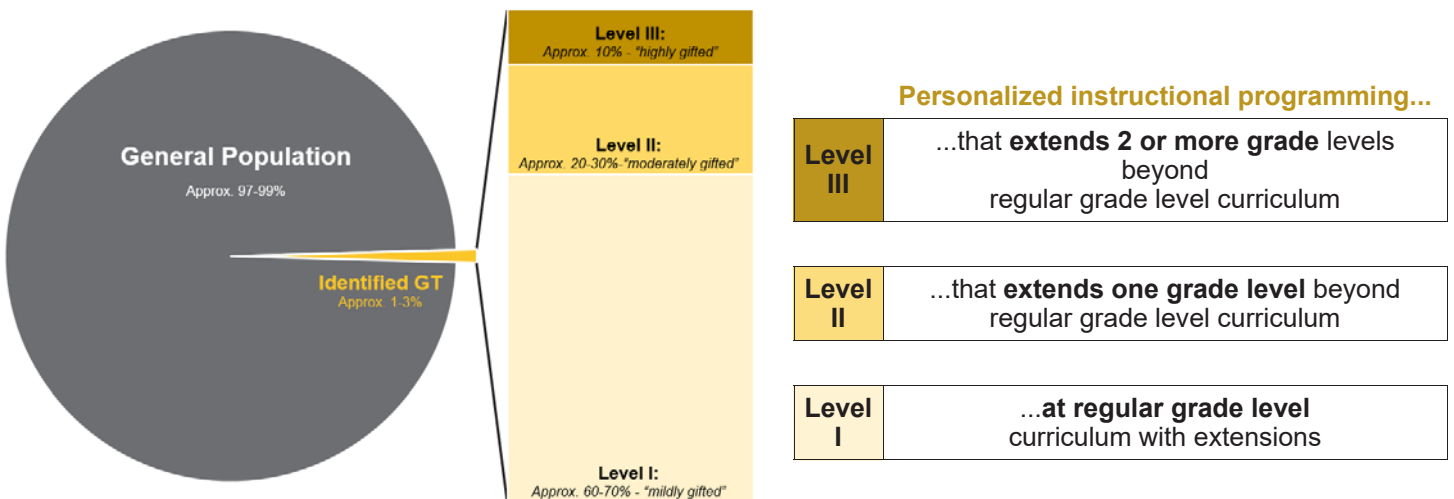
In special circumstances a few students may require additional educational experiences. The program will provide appropriate options to meet the needs of identified students in five potential areas: General Intellectual, Specific Academic, Creativity, Leadership, and Visual and Performing Arts; and at three distinct levels of giftedness. The program is based upon the State of WI Department of Instruction Gifted Pyramid Model as outlined in the Gifted Handbook dated May 2005.

Multiple criteria will be used to identify gifted learners. Rate of learning and modifications to meet this difference will be a foundation of Advanced Learner programming. Consideration will be given to the academic, social and emotional development of the child. Building a partnership between home and school will assist all in recognizing, understanding and nurturing advanced abilities and potential in our young adolescents.

Wisconsin Comprehensive Integrated Gifted Programming Model

ETCSD utilizes the "Pyramid Model" formally known as Wisconsin Comprehensive Integrated Gifted Programming Model. In this model, options and services become more specialized as the identified population becomes smaller. This model is compatible with the District's philosophy of meeting the needs of the majority of students in a regular classroom environment. The Pyramid Model also identifies support functions that are necessary for successful program implementation: coordination, staff development, talent assessment, parent involvement, flexible pacing, and counseling.

The Pyramid Model specifies **3 levels of programming for identified Advanced Learner students:**



Students identified for Advanced Learner services are not selected as a reward for either good performance or model behavior, but because they have different learning needs. Therefore, the goal of the identification process, is to apply comprehensive and unbiased procedures to find students who possess superior abilities and/or potential in one or more of the following state-identified areas of giftedness: General Intellectual, Specific Academic, Creativity, Leadership, Visual and Performing Arts.

Wisconsin Statutes § 118.35:

“Advanced Learner 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.

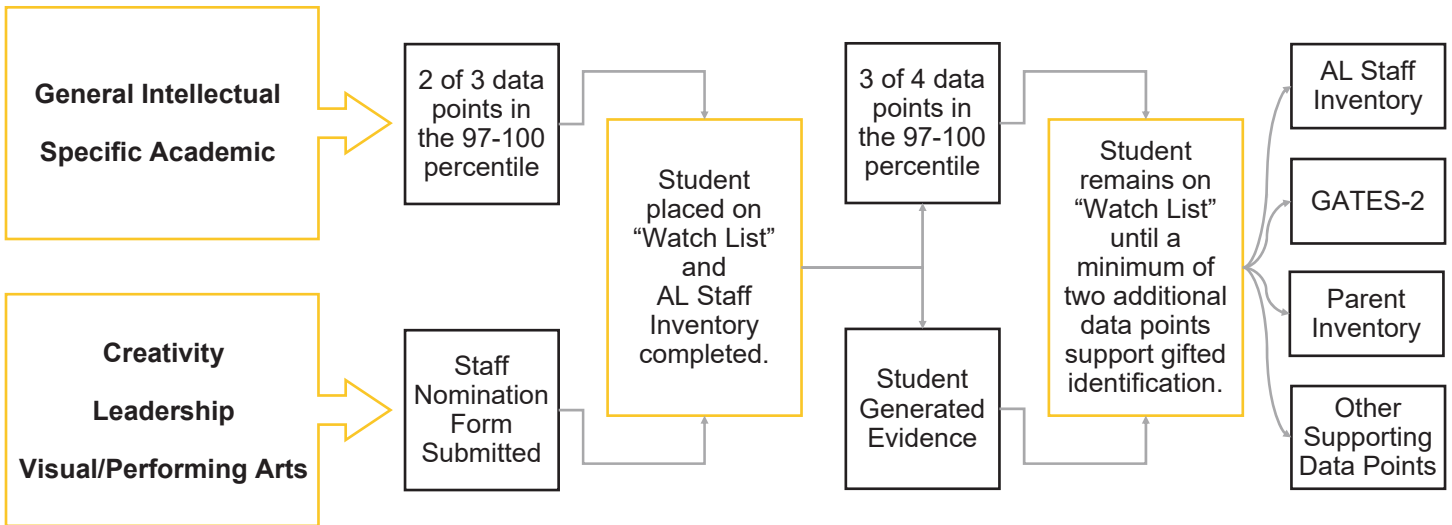
Bright vs Gifted

Children who are considered gifted have an exceptional ability as defined by Wisconsin DPI Statutes Section 121.02(1)(t), commonly referred to as Standard (t). The bright child has excellent educational strengths which can be supported and enhanced within the classroom environment. Additionally, with current innovative teaching practices and a facilitator who extends curriculum to meet learner needs, some of our gifted learners' needs can be met within the classroom environment. The information following can help when discussing with parents and teachers the difference between bright and gifted children.

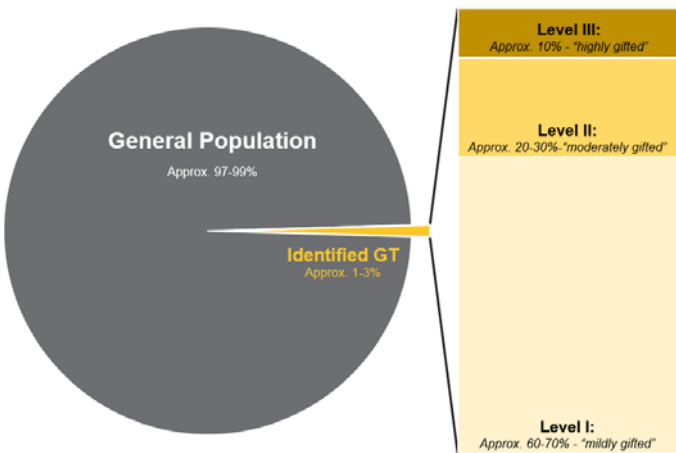
<u>BRIGHT CHILD</u>	<u>GIFTED LEARNER</u>
Knows the answers.	1 Asks the questions.
Is interested.	2 Is highly curious.
Is attentive.	3 Is mentally and physically involved.
Has good ideas.	4 Has wild, silly ideas.
Works hard.	5 Plays around, yet tests well.
Answers the questions.	6 Discusses in detail; elaborates.
Top group.	7 Beyond the group.
Listens with interest.	8 Shows strong feelings and opinions.
Learns with ease.	9 Already knows.
6-8 repetitions for mastery.	10 1-2 repetitions for mastery.
Understands ideas.	11 Constructs abstractions.
Enjoys peers.	12 Prefers adults.
Grasps the meaning.	13 Draws inferences.
Completes assignments.	14 Initiates projects.
Is receptive.	15 Is intense.
Copies accurately.	16 Creates new designs.
Enjoys school.	17 Enjoys learning.
Absorbs information.	18 Manipulates information.
Technician.	19 Inventor.
Good memorizer.	20 Good guesser.
Prefers straightforward tasks.	21 Thrives on complexity.
Is alert.	22 Is keenly observant.
Is pleased with own learning.	23 Is highly self-critical.



<p>General Intellectual</p> <p>demonstrated excellence in most academic areas</p>	<p>The intellectually gifted are children who exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.</p>	<ul style="list-style-type: none"> • Understands complex concepts • Draws inferences between content areas • Sees beyond the obvious • Thrives on new or complex ideas • Enjoys hypothesizing • Intuitively knows before taught • Uses an extensive vocabulary • Does in-depth investigations • Learns rapidly in comparison to peers • 1-2 repetitions for mastery • Manipulates information
<p>Specific Academic</p> <p>exceptional ability and performance in a single academic area</p>	<p>Academically able students are capable of making outstanding progress in one or more of the disciplines taught in school, which include math, science, social studies, reading, and language arts. Students in the 97th percentile, two standard deviations or above on nationally normed standardized tests in a particular subject, are an easily identifiable group. Effective education of academically able students should allow them to progress through the content area(s) at a pace and/or at the depth and breadth which reflects their considerable abilities.</p>	<ul style="list-style-type: none"> • Strong memorization ability • Advanced comprehension:1-2 rep mastery • Intense interest in a specific academic area • High academic capacity in special-interest area • Pursues special interests with enthusiasm • Operates at a higher level of abstraction than peers • Asks poignant questions • Discusses and elaborates in detail
<p>Creativity</p> <p>exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems</p>	<p>Creativity may cross all areas (academic, arts, leadership). Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity.</p>	<ul style="list-style-type: none"> • Independent and/or flexible thinker • Exhibits original thinking in oral and/or written expression • Possesses a keen sense of humor • Creates and invents • Intrigued by creative tasks • Improvises and sees unique possibilities • Risk Taker • Resists Conformity
<p>Leadership</p> <p>exceptional ability to relate to and motivate others</p>	<p>Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act, or not act in specific ways. Leaders are often self-confident and comfortable with their peers and have the ability to express themselves well.</p>	<ul style="list-style-type: none"> • Takes an active role in decision making • High expectations for self and others • Expresses self with confidence • Foresees consequences and implications of decisions • Follows through on a plan • Appears to be well liked by peers • Ideas expressed accepted by others • Sought out by others to accomplish a task
<p>Visual and Performing Arts</p> <p>ability to create or perform in music or paint, sculpt, photograph or arrange media in a way that suggests exceptional talent</p>	<p>Students can demonstrate unusual adeptness or skill in the field of drama, music, dance, and/or visual arts. Unlike the academic and intellectual areas, students may not have been exposed to these artistic area(s). Therefore, it is possible for students to have the potential, for outstanding contribution in the arts as they become involved in the arts.</p>	<ul style="list-style-type: none"> • Communicates their vision in visual/performing arts • Unusual ability for aesthetic expression • Compelled to perform/produce • Exhibits creative expression • Desire for creating original product • Keenly observant • Continues experimentation with preferred medium • Excels in demonstrating the visual/performing arts



GIFTED IDENTIFICATION LEVELS



Students identified for Advanced Learner services are not selected as a reward for either good performance or model behavior, but because they have different learning needs. Therefore, the goal of the identification process, is to apply comprehensive and unbiased procedures to find students who possess superior abilities and/or potential in one or more of the following state-identified areas of giftedness: General Intellectual, Specific Academic, Creativity, Leadership, Visual and Performing Arts.

LEVEL I

The majority of gifted learners, are one to two years advanced and can generally have their needs met through personalization within the classroom.

LEVEL II

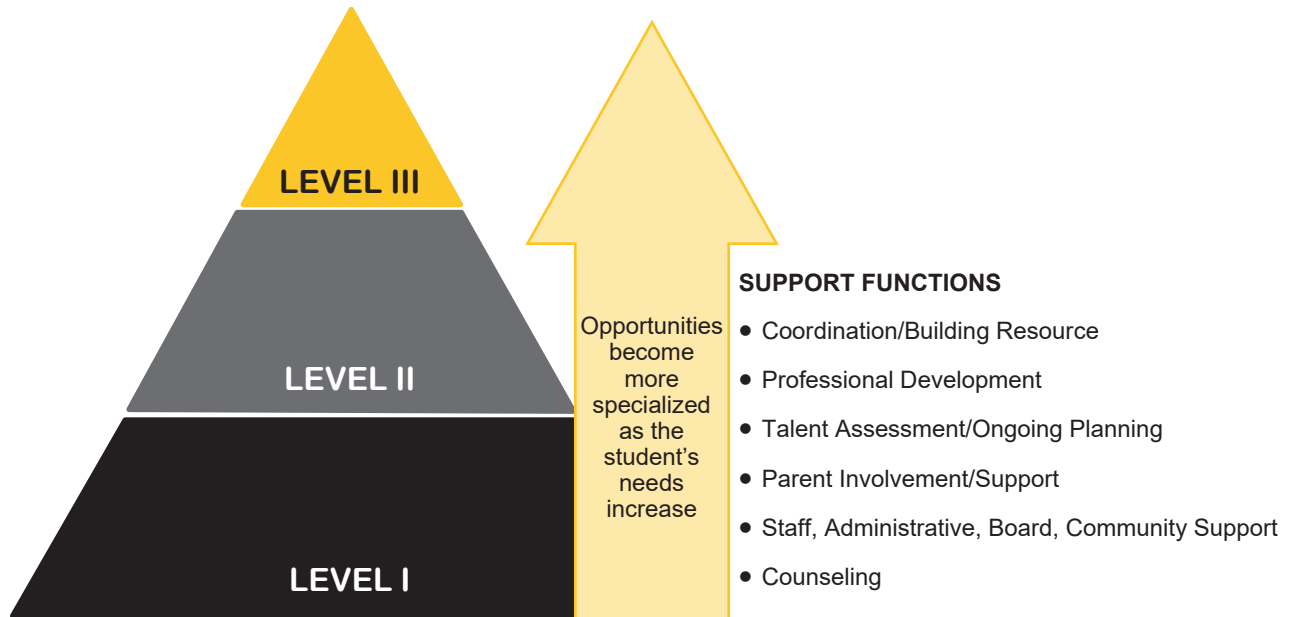
These students are two to three years advanced. Depending on the area of giftedness, these students generally require additional curricular strategies, such as advanced coursework, cluster grouping per subject area, and/or workshops/competitions in the identified Advanced Learner area

LEVEL III

These students are more than three years advanced. Generally speaking, this represents a handful of students. These students often require an individualized educational program, such as online coursework, problem-based learning projects with mentors, single subject acceleration, grade level acceleration, and/or dual enrollment in courses.

Advanced Learning Plans (ALP)

An ALP is created if students needs are to be met at Level II or Level III. A team of district staff, including the District AL Coordinator, building AL support staff, building principal, and classroom teacher will meet to review student data and develop an Advanced Learning Plan. The ALP is signed by all parties and copies given to all as well as placed in the student cumulative file. The ALP is reviewed every two years and revised as needed.



Personalized instructional programming that extends two or more grade levels beyond regular grade level curriculum

- Credit by Exam
- ALP
- Duel Enrollment
- Course Waivers
- Early Graduation/Entrance
- Grade Level Acceleration
- Independent Research
- Individual Counseling
- Internships
- Mentorships
- Radical Acceleration
- Youth Options



Personalized instructional programming that extends one grade level beyond regular grade level curriculum

- Academic Competitions
- AP/Advanced Courses
- Clubs/Organizations
- Co/Extra-Curricular/Electives
- Content Area Acceleration
- Cluster Ability Grouping
- Group Guidance
- Leadership, Athletic and/or Fine Arts Workshops
- Mini Courses/Workshops
- Peer Mediation
- Seminars
- Student Support Groups



Personalized instructional programming at regular grade level curriculum with extensions

- Grouping (Flexible, regrouping, within and across grade level)
- Compacting and/or contracting
- Continuous Progress Curriculum
 - quality mastery of basics (pre-testing)
 - modification of content, process, and products
 - enrichment
- Cooperative Learning
- Independent Projects/Products
- Personalized Instructional Strategies:
 - critical thinking skills, CRISS strategies, multiple intelligence, extend skill development, incorporate higher level thinking skills, decision making
- Integrated Instruction
- School-wide programs
- Team teaching
- Learning centers
- Simulations
- Technological Applications



MINIMUM OF 3 CRITERIA REQUIRED FOR IDENTIFICATION

The three criteria include the qualifying data point* and at least two supporting data points.

General Intellectual and Specific Academic

*Nationally Normed Standardized Test 97-100 Percentile on at least 3 of 4 data points

- Staff Inventory demonstrates giftedness
- Score GATES-2 appropriate subscale
- Parent Inventory
- Supporting Data Points administered by District Staff (as needed)

Creativity, Visual and Performing Arts, and Leadership

*Staff Nomination Form and Student Generated Evidence

- Staff Inventory demonstrates giftedness
- Score GATES-2 appropriate subscale
- Parent Inventory
- Letter(s) of Recommendations from Third Party
- Supporting Data Points (as needed)

If additional data points are needed, parents will receive a letter with an explanation of identification and request of permission to complete further assessment. Upon receipt of permission, appropriate assessments will be administered. A student profile consisting of several data points will be evaluated by the AL Coordinator, classroom teacher, principal and other relevant staff for the purpose of gifted identification. Parents will be notified of results and a recommendation letter will be sent home.

Assessment Data:

A wide variety of assessments can be utilized for Gifted identification. Most common are standardized tests. In addition, a wide variety of identification instruments exist, which can be used specifically to gather information regarding ability and achievement on an individual basis.

Supporting Data:

Information provided by school staff, parents, peers, physicians, and others can contribute to the profile of the student. These include but are not limited to letters of recommendation, and District provided inventories.

Student Generated Evidence:

A student's strengths can be documented by using products or performances (ie: artwork, and audio or visual recording, creative thinking activity/project, reflective essay of leadership experience) that are gathered within one year of the student's current grade level. Both school-related, community centered, and co-curricular activities should be considered.

Data points used by ETCSD may include, but are not limited to:

- | | |
|---|--|
| CAT: Cognitive Abilities Test | Nationally Normed Standardized Test (Percentile) |
| GATES-2: Advanced Learner Evaluation Scales | MAP: NWEA's Measures of Academic Progress |
| GES: Gifted Evaluation Scales | Otis-Lennon Mental Ability Test |
| GIFT: Group Inventory of Finding Creative Talent | Parent Inventory |
| GIFFI: Group Inventory for Finding Interests | Peabody Individual Achievement Test |
| GORT-5: Gray Oral Reading Test | Staff Inventory |
| IAS: Iowa Acceleration Scale | Stanford Achievement Test |
| KBIT-2: Kaufman Brief Intelligence Test | Stanford-Binet Intelligence Test (5th ed) |
| KTEA-3: Kaufman Test of Educational Achievement | SOI: Structure of Intellect Gifted Screening Form |
| MAT: Metropolitan Achievement Test | TOMAGS: Test of Math Abilities for Gifted Students |
| MTS: Midwest Academic Talent Search | Torrance Tests of Creative Thinking |
| MTSY: Midwest Academic Talent Search for Young Children | Wechsler Intelligence Scale for Children (4th ed) |
| MDSD: Multi-Dimensional Screening Device | Wisconsin State Assessment |



The widespread belief that giftedness means scoring high on intelligence tests and performing well in school does not match the research that has been documenting individuals since the 1970s. However, it wasn't until the 1990s that educators started to recognize that certain student behavior might be termed twice exceptional (2x).

Twice exceptional individuals have a gift or talent as well as a disabling trait that affects learning due to cognitive processes, social-emotional behavior, and/or other health impairment. Yet they are often able to conceptualize rapidly, reason abstractly, and solve novel problems as autonomously high ability, non-disabled students do. In many cases, the exceptionality disguises the giftedness and conversely, some gifted students are able to mask their disability. Twice exceptional students tend to perceive themselves as deficient more frequently in the academic areas, which in turn increases their desire to avoid school tasks. This may result in behaviors perceived as carelessness, aggressiveness, disruptive classroom behavior, and deficiency in tasks involving memory and perceptual abilities, which may hinder gifted identification. History has shown a host of twice exceptional individuals who have struggled in an educational setting but are recognized for lifetime achievements. Inventors, leaders, actors, writers, and visionaries such as Thomas Edison, Albert Einstein, Franklin D. Roosevelt, Eleanor Roosevelt, Stevie Wonder, Helen Keller, Robin Williams, and Emily Dickinson are just a few examples.

Establishing one set of identification standards for the 2x student is extremely difficult. When developing a student profile, there are some traits that help define a twice exceptional child such as an outstanding talent or ability, a processing deficit and a discrepancy between aptitude and achievement. When one considers these three areas of 2x evidence, along with the defining characteristics of giftedness and the identified disability, a closer evaluation is warranted. Most students with a disability are seldom identified as gifted. "Gifted students with disabling conditions remain a major group of underserved and under-stimulated youth " (Cline, 1999).

School districts find it difficult to identify and offer proper educational opportunities for twice exceptional students. Perhaps one of the greatest concerns for instruction of a twice exceptional student is the emphasis on the strengths rather than the weaknesses. It is also important to note that both giftedness and exceptionality are probably life-long attributes, and the student needs to learn compensation strategies. Staff development in 2x strategies is essential when developing a plan (see p.51, Modifications for the Twice Exceptional Student in Regular Education Classes) to prevent the disability from becoming a barrier to the talent. In many situations, it is a matter of presenting a challenging learning environment, with guidance, that can maximize the potential with appropriate curriculum and some special accommodations.

Diverse Populations of Gifted Children. Cline S. and Schwartz D. 1999.

Meeting the Learning Needs of Twice Exceptional Students: Remember, They Can Wear Many Hats. Guidelines & Programming Options suggested by Donna Rae Clasen, May 2003.

TWICE EXCEPTIONAL MODIFICATIONS

The following modifications are examples of recommendations that multidisciplinary teams make to increase the academic success of twice exceptional students enrolled in general and gifted education classes at all grade levels. For those students who have been identified with special education needs, an Individualized Education Plan (IEP) will be developed and implemented. The IEP team can select specific recommendations to meet the needs of a student, then attach the recommendations to the IEP forms used by the school district.

- Assistance from the Special Education Class
- Test Modifications
- Grading Modifications
- Assignment and Homework Modifications
- Modifications in Presentation of Information
- Modifications in Student Intake of Information
- Textbook and Worksheet Modifications
- Compensatory Tools and Techniques
- Modification in Disciplinary Interventions



What	Grades	When	Team of	# of Adults	Notes
MS Leadership Conference	6th - 8th	October	4	1 chaperone	
It's Sweet To Be Me	5th-6th 7th-8th	October	No Max		Social/Emotional Retreat
Arts Immersion Day	7th (2) 8th (2)	December	4	1 chaperone	
Southern Lakes Anthology	3rd - 8th	Judging in January Ceremony end of May	24 entries		1 free anthology per district
Science Immersion Day	5th 6th	January	4	1 chaperone	
HS Leadership Conference	9th - 12th	February	6	1 chaperone	
Math 24 Single Digits	4th	February & March	3	1 proctor per team	
Math 24 Double Digits	5th	February & March	3	1 proctor per team	
Math 24 Exponents/Integers	6th	February & March	3	1 proctor per team	
Math 24 Fractions/Decimals	7th	February & March	3	1 proctor per team	
Academic Bowl	6th-8th	March	5 each grade		
Math Meet (5th/6th Grade)	5th (4) 6th (4)	March & April	8 both genders	1 proctor per team	
Math Meet (7th/8th Grade)	7th (4) 8th (4)	March & April	8 both genders	1 proctor per team	
Touch of Red	9th - 12th	SLA Ceremony (May)			Art students display artwork and share their future goals at Southern Lakes Anthology Ceremony

Wisconsin Statute 121.02(1)(t):

Each school board shall provide access to an appropriate program for pupils identified as Advanced Learner.

Wisconsin Statute: s. 118.35, Wis. Stats.

Programs for Advanced Learner pupils.

1. In this section, "Advanced Learner 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 Advanced Learner pupils.
3. Each school board shall: Ensure that all Advanced Learner pupils enrolled in the school district have access to a program for Advanced Learner 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 Advanced Learner 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 Advanced Learner program. Advanced Learner 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.

Definitions of Terms

Access. An opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s. 66.30, Stats., and postsecondary education institutions (from PI 8.001, Wis. Admin. Code).

Appropriate program. A systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as Advanced Learner (from PI 8.01(2)(t), Wis. Admin. Code).

Advanced Learner. 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 (from s. 118.35(1), Wis. Stats.).

Ability Grouping	Small or whole class grouping of students based on similar abilities
Acceleration, Grade	Students are moved ahead one or more grade levels for their total program
Acceleration, Subject	Students move ahead one or more grade levels in a subject area but remain at the regular grade level for most of their programming.
Advanced Classes	The student takes the next level of a particular subject at an earlier age/grade level than normal.
Alternate assignments	Assignments given to a particular student or small group <i>instead of</i> the assignment given to the rest of the class. Designed to be more challenging or to capitalize on a student's special interests or skills.
Change in content/ process	Modification of what is or how it is taught or studied, in order to better match the learning styles or needs of talent pool student's.
Cluster groups/classes	An arrangement in which a group of students with similar talents are assigned to a classroom teacher in order to facilitate modifications of their curriculum.
Compacting	Allowing students to spend less time learning a topic, chapter, or unit by either 1) pretesting for mastery so some study can be eliminated, or 2) creating a study guide or other procedure for students to cover material at a faster pace or in less time than the rest of the class. The purpose of compacting is to move on to new material or to create class time for more challenging enrichment or accelerated activities.
Competitions	Competitions which encourage a student to perform at a high level of skill or thinking, to solve challenging problems, and/or to create new products such as inventions or creative writing. Competitions might include, but not be limited to, Odyssey of the Mind, Future Problem Solving, Mathcounts, Invent America, Westinghouse Science Talent Search, Academic Decathlon, various Olympiads, writing competitions, and competitions in the arts (visual/performing arts).
Creative thinking skills	Specific instruction in techniques that encourage the development of fluency, flexibility, elaboration, originality, complexity, curiosity, imagination, and risk taking.
Early entrance	An acceleration strategy in which a student enters elementary, middle, high school, or college earlier than the age usually prescribed.
Enriched Assignments	Provides students with opportunities to be challenged with more complex, higher-level thinking and/or broader based activities instead of regular classroom work (different-not more).
Flexible grouping	Grouping of students together based on similar interests or abilities, within a classroom or between classrooms in order to provide instruction or activities at an appropriate level in the students' talent areas. Groupings may be short term or long term and often change regularly depending on purpose or topic.
Electives in talent area	Courses which are not required but which students can choose to take.
Group guidance - 3D	Discussion and/or counseling program which provides small groups of students the opportunity to interact and discuss issues which specifically pertain to giftedness or talent.
Higher level thinking	Activities or assignments which require the students to operate at the levels of analysis, synthesis, and evaluation. May be enhanced by teaching students the differences between the levels of thinking and by discussing the thinking levels/skills used in various activities.
Honors/accel classes	Advanced classes offered in any discipline at the middle or high school level.
Independent study	A programming option in which students pursue an extensive study of an area of interest, or complete a course independently rather than by attending a class. In some cases, students may earn credit for the independent study program.
Individual groups/ guidance	Student receives individual guidance related to issues of talent, including help with under achievement, college and career planning, and social/emotional issues arising from giftedness.
Interest Grouping	A small class grouping of students based on similar interests or passions.

Invention activities	Activities or units in which students learn the process of invention and work through portions of or the entire process.
Leadership skills	Direct teaching of concepts and skills related to leadership, including concepts of leader and leadership, characteristics of leaders, communication skills needed for leadership, understanding of group processes and dynamics, decision making skills, planning skills, problem solving skills, conflict resolution, the study of leaders, and the taking of leadership roles.
Literature Circles	Students choose a book to read and then form groups to discuss and learn from the reading.
Mentorship	An option in which students are paired with a teacher, parent, or community volunteer in an area of expertise or interest. It is usually done on a one-to-one basis for an extended period of time to enable a student to develop knowledge and skills in a specific area and/or to develop a product from the experience.
Modification of Content, Process, and or Product	Curriculum which is qualitatively changed to better match the learning characteristics and needs of talented students.
Multimedia	Using technologies to enhance curriculum and provide student opportunities to see beyond the regular classroom.
Multiple Intelligences	Gardner's theory, which addresses different intelligences, (such as interpersonal, intrapersonal, musical, bodily, kinesthetic, logical- mathematical, visual special) and how they impact instructional methods and product development.
Online Advance Reading Class	A rigorous online class offered through the Wisconsin Center for Academically Talented Youth. Taken for one quarter and will replace another regular class for that quarter.
Open-ended projects	Projects which allow students to create their own options and that encourage problem solving, higher level and/or creative thinking.
Other enrichment	Any other whole class, small group, or individual activity which provides an additional level of challenge.
Other services	Any other services which provide for the specific needs of a gifted individual, such as continuous progress curriculum, early graduation, correspondence courses, post-secondary options, and credit by exam.
Peer mediation	A leadership program in which students receive specific instruction and skill development in mediating conflicts between other students.
Pretesting for mastery	Assessment in which students demonstrate mastery of basic skills that are planned for instruction with the regular class, in order to eliminate some work and allow students to move on to new material.
Pretesting	A way to compact the curriculum or modify/streamline the curriculum in order to eliminate repetition or previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills.
Pull-outs over time	Programming in which students meet once or twice a week over several weeks to a year to participate in specific enrichment activities in their talent areas, usually under the guidance of a Advanced Learner resource teacher or other adult.
Research projects	Activities in which students may identify a topic or subject for study, narrow the focus of study, gather resources, locate information through reading or other means (surveys, interviews, audiovisual material, etc.), and/or create a product or presentation. May be used to pursue an area of interest either related or unrelated to the grade level curriculum.
Simulations	Participatory units of study where students learn curricular content by imitating or living it in real life.
Workshops	Programming in which students participate for a block of concentrated time, generally from a half day to two full days.

GATES-2: Advanced Learner Evaluation Scales (2nd Ed)

Ages: 5–18 | **Testing Time:** 5-10 minutes | **Administration:** Individual

The GATES-2 is an innovative, quick approach for identifying students 5 through 18 years of age who are Advanced Learner. Based on the most current federal definitions, the GATES-2 has 5 scales: General Intellectual Ability, Academic Skills, Creativity, Leadership, and Artistic Talent. Each scale has 10 items.



New Features of the GATES-2

- All new normative data were collected in 2013 and 2014.
- The demographic characteristics of the sample conform to those of the population reported by the 2013 U.S. Census Bureau.
- Twenty-two items from the first edition were retained and twenty-eight new items were added or revised.
- All new reliability and validity studies.
- The overall look of the test has been improved.

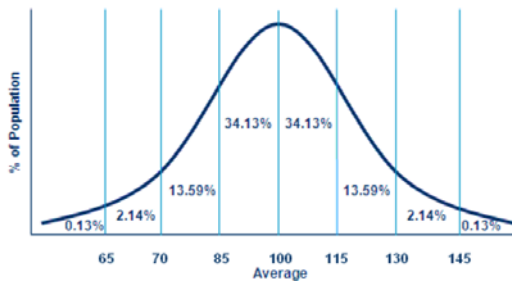
Referenced from Pro-Ed Publisher

Descriptive Categories:

The table below provides a general description of what your child's KBIT scores mean:

Score	Description
130 and above	Upper extreme
120 -129	Well above average
110 - 119	Above average
109 - 90	Average
80 - 89	Below average
70 - 79	Well below average
69 and below	Lower extreme

The graph below details KBIT score distribution:



K-BIT-2

How Are KBIT-2 Test Scores Calculated?

Three scores are generated by the KBIT-2 Test:

- Verbal (assesses crystallized ability)
- Nonverbal (assesses fluid reasoning)
- Overall IQ composite

Overall IQ. The Overall IQ (or Composite IQ) score is generally what people are referring to when discussing a person's IQ. This score is based on the verbal and nonverbal subtests of the KBIT-2 Test. The average IQ score ranges from 90-110. This is the score you will see in your child's test results.

The Overall IQ Score is found by converting the Raw Score (the total number of points earned on each subtest) into a standard score, with a mean of 100 and a standard deviation of 15 (see bell curve below). The range of the Overall IQ Score is between 40 - 160.

Eligibility for Gifted Programs

Gifted schools and programs vary on their admission requirements. Programs using the KBIT-2 generally expect a score between 125 - 130.

TOMAGS: Test of Mathematical Ability for Gifted Students

Grades: K–6 | **Testing Time:** 30–60 minutes | **Administration:** Individual

The TOMAGS measures students' ability to use mathematical reasoning and mathematical problem solving.

The TOMAGS was written to reflect the following National Council of Teachers of Mathematics curricular and evaluation standards: number sense and numeration; concepts of whole number operations; whole number computation; numbers and number relationships; number systems and number theory; estimation; geometry and spatial sense; measurement; statistics and probability; patterns and relationships; and algebra. The TOMAGS has reliability coefficients above .80 at all 1-year age intervals. Content validity is addressed, and several criterion-referenced studies favorably compare the TOMAGS to other measures of quantitative reasoning ability, including the *Cognitive Abilities Test*.



Basic	Intermediate	Advanced
121-130	131-144	145+

Referenced from Prufrock Press

GIFTEDNESS LEVEL SCORE GUIDELINES

At East Troy, gifted identification is not necessarily based upon one assessment score but more importantly how individual student needs can be met by personalized instructional programming. Below are typical score ranges that may guide identification of giftedness level.

	General Intellectual			Specific Academic		
	1	2	3	1	2	3
Nationally Normed Standardized Test %ile	97	98	99	97	98	99
Informal Teacher Inventory	6-7	8-9	10-11	5-6	6-7	7-8
Parent Inventory	48-52	53-58	59-64	24-26	27-30	31-32
GATES-2*	108-112	113-124	125-130	108-112	113-124	125-130
GES*	14-15	16-18	19-20	14-15	16-18	19-20

*Score on corresponding subtest

	Creativity			Visual/Performing Arts			Leadership		
	1	2	3	1	2	3	1	2	3
Informal Teacher Inventory	5-6	6-7	7-8	5-6	6-7	7-8	5-6	6-7	7-8
Parent Inventory	30-33	34-37	38-40	15-16	17-18	19-20	30-33	34-37	38-40
GATES-2*	108-112	113-124	125-130	108-112	113-124	125-130	108-112	113-124	125-130
GES*	14-15	16-18	19-20	14-15	16-18	19-20	14-15	16-18	19-20
Torrance Test of Creative Thinking	95-96	97-98	99	NA			NA		

*Score on corresponding subtest


NWEA MAP 2015 NATIONAL GRADE LEVEL NORMS

2015 READING Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30



Form can be downloaded from the Staff Login Forms webpage or from the ETCSO AL Coordinator.



EAST TROY
COMMUNITY SCHOOL DISTRICT
Committed to the Growth & Success of Each Student, Each Year

**ADVANCED LEARNER
STAFF NOMINATION**
CREATIVITY, LEADERSHIP, ARTISTIC

Student: _____ Gr: _____ Date: _____ Staff: _____

Please indicate how often the student listed above has shown the following behaviors by checking the appropriate column.

		1	2	3	4	
1 Comes up with unusual, unique, or clever responses.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please list specific example/evidence of each statement you rated "3" or "4"
2 Keenly aware of possibilities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3 Thinks with focused concentration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4 Does not fear being different		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5 Extends, manipulates, and experiments with ideas and products		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6 Responds to aesthetic qualities spontaneously & creatively		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7 Imaginative in expressing, shaping, and refining ideas		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8 Revises ideas thoughtfully and perceptively		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9 Demonstrates adventurous spirit or willingness to take risks		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10 Demonstrates willingness to improve products		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11 No matter the situation, student has a plan		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12 Generates a large number of solutions, ideas, or questions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13 Is reluctant to or has difficulty transitioning away from creative activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14 Self-motivated; works independently on creative activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15 Critiques and refines ideas and products		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16 Shows persistence and perseverance on creative tasks; may be resistant to collaborate		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

In what creative applications does the student display unusual talent? Please give an example for each area.

Please share a brief account of the student's attitude toward creative opportunities.

Please list the creative activities in which the student is involved in, either in or outside of school.

What are the student's learning needs in creative aspects as you see them?

Please list any school district personnel you have talked with in the past year regarding the student's creative abilities and needs.


If additional space is needed, please attach additional pages.

Revised: 10/24/19

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Form can be downloaded from the Staff Login Forms webpage or from the ETCS D AL Coordinator.



EAST TROY

COMMUNITY SCHOOL DISTRICT

Committed to the Growth & Success of Each Student, Each Year

ADVANCED LEARNER PARENT NOMINATION

CREATIVITY, LEADERSHIP, ARTISTIC

Student: Gr: Date: Parent:

Part A (To be completed by the parent or guardian): We want to learn what your child is doing outside of school, and what types of creative activities or interests you have observed at home. Please check the number that you feel most closely represents how often you observe your child in the following activities:

	1	2	3	4	
1 = Seldom or Never 2 = Some of the Time 3 = Most of the Time 4 = All of the Time					Please list specific example/evidence of each statement you rated "3" or "4"
A sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The ability to come up with unusual, unique, or clever responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
An adventurous spirit or willingness to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The ability to generate a large number of ideas or solutions to problems or questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The ability to adapt, improve, or modify objects or ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intellectual playfulness, a willingness to fantasize and manipulate ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enjoys spending free time in creative pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shows focused concentration when doing creative activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is self-motivated to spend time and effort on creative activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Describe creative activities your son/daughter does outside of school, including church or community groups, lessons, family activities, etc:

Fold here so that your student does not see your answers.

Part B (To be completed by the Student): Please check the responses below that apply to you.

- I am comfortable being different from other kids.
- I enjoy making up products or projects that are different or unusual.
- I like to create music, art, poetry, projects, and things.
- I like to experiment with and try new things.
- I think I am good at coming up with new, unique, or unusual ideas and products.
- I can think of many different ways to do something.
- I am currently involved in creative activities outside of school (theater, music, art, teams, writing, etc.).

What creative activities do you like?

Describe what you like best about the creative things you do.

If additional space is needed, please attach additional pages.

Revised: 10/24/19

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EAST TROY
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**ADVANCED LEARNER
PARENT INVENTORY**

Student: _____ Gr: _____ Date: _____ Parent: _____

Please check the following statements to describe your child as you see him or her.

	Seldom or Never	Some of the Time	Most of the Time	All of the Time
1 Displays a good deal of intellectual playfulness, fantasizes, imagines, manipulates ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Has self-stimulated curiosity; shows independence in trying to learn more about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Chooses difficult problems over simple ones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Is selected by peers for positions of leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Adapts readily to new situations; flexible in thought and action; not disturbed in the normal routine is changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Organizes and brings structure to things, people, and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Uses unique and unusual ways to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Displays a great deal of curiosity about many things, often beyond knowledge of conventional limits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Possesses a large storehouse of information about a variety of topics beyond the usual interests of the age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Reasons things out, thinks clearly, comprehends clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Expresses interest in understanding self and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Has interest of older children or of adults in games and reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Is alert and keenly observant and responds quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Strives toward perfection, is self critical, is not easily satisfied with own speed or products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Excels in coordination and agility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Can perform more difficult mental tasks than peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Seems to sense what others want and helps accomplish it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Tends to direct others in activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Sticks to a project or idea once it is started, not easily distracted or discouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Has many different ways of solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Challenges authority when sense of justice is offended, structures alternative approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Enjoys and responds to beauty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Has unusually advanced vocabulary for age level, uses terms in a meaningful way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

February 2000 Adapted from Joseph Renzulli

Revised: 10/24/19

Parent Signature

Date:

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EAST TROY
COMMUNITY SCHOOL DISTRICT

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**ADVANCED LEARNER
PARENT PERMISSION FOR ASSESSMENT**

Dear Parent or Guardian,

Your child's performance on district assessments or a submitted nomination form has nominated your son or daughter for consideration of Advanced Learner identification. Additional assessments are needed to assist with determining if further personalized programming is necessary to better meet the needs of your child's educational plan. Please review the following information, sign and return for permission to administer further assessments. Results from further assessments will assist in our decision making process to best meet the needs of your child.

Student Name: _____ Date of Birth: _____ Grade: _____

Parent Name(s): _____

Address: _____

Phone: _____ Phone: _____

Email: _____ Email: _____

COPY

I am granting permission for professionals at the East Troy Community School District to conduct diagnostic testing with my child. I understand that this testing may include General Intellectual, Specific Academic, and Leadership, Creative Thinking and/or Visual and Performing Arts Ability tests. The results will be kept in confidence and will not be released to any outside agency without written permission from the parents. A list of potential assessments can be viewed in the Advanced Learner handbook found on the East Troy Community School District web site.

Parent Signature Date:

Building Level Support Signature Date:

Advanced Learner Coordinator Signature Date:

Please contact me with any questions you may have.

Thank you,

Jodi Didenko
Advanced Learner Coordinator
East Troy Community School District
(262) 642 - 6710 ext. 1229
didjod@easttroy.k12.wi.us

Return this permission slip to:
Attn: AL Coordinator
2040 Beulah Avenue
East Troy, WI 53120

Revised: 10/24/19