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Proposed Talented and Gifted Education Plan

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Submitted by:

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Acknowledgements

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OVERVIEW 4

MISSION 7

Action Steps 9

Budgets..... 22

Talented and Gifted Programming Glossary 24

Appendix A. Wisconsin Gifted and Talented Statutes and Rule..... 28

Appendix B. National Association for Gifted Children Standards 29

Appendix C. Wisconsin WKCE Test Nov 2008 Results for MMSD 37

Appendix D. Talented and Gifted Advisory Committee Members 2008-09 38

Appendix E. MMSD Talented and Gifted Staff August 2009..... 39

Madison Metropolitan School District Proposed Talented and Gifted Plan

OVERVIEW

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

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

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

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

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

1. Comprehensive identification process

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

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

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

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

2. Programming options for identified students

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

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

3. Individualized student planning and monitoring

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

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

Student support of socio-emotional needs that required shared responsibilities between Talented and Gifted staff, Educational Services, and Student Services have been on an individual request basis. Students have typically not received support in this area due to the lack of a clear process and structure.

5. Professional development

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

6. Use of available technology

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

7. Consistent and effective communication

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

8. Ongoing program evaluation

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

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

MISSION

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

GOALS

Goal 1: Comprehensive identification process

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

Goal 2: Programming options for identified students

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

Goal 3: Individualized student planning and monitoring

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

* As of this Plan, the Instep will be referred to as the DEP to be in alignment with state nomenclature.

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

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

Goal 5: Professional development

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

Goal 6: Use of Available Technology

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

Goal 7: Consistent and effective communication

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

Goal 8: Ongoing program evaluation

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

Action Steps

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

Goal 1: Comprehensive identification process

Goal 2: Programming options for identified students

Goal 3: Individualized student planning and monitoring

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

Goal 5: Professional development

Goal 6: Use of available technology

Goal 7: Consistent and effective communication

Goal 8: Ongoing program evaluation

Goal 1. Comprehensive identification process

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

Timeline	Measurable Action Step	Visible Result	Resources Needed
Sept.-Nov. 2009	<p>Screening: Develop a District-wide, consistent screening process that incorporates:</p> <ul style="list-style-type: none"> • an established identification criteria (e.g., percentile scores) as part of comprehensive student evaluation • quantitative and qualitative data to identify academically talented and gifted students initially focusing in the areas of mathematics, reading and language arts, providing a baseline number of talented and gifted students • baseline data will be combined with current qualitative data • standardized screening tools will be used at grades 1, 5, and 8 – once in elementary, before transition to middle school, and prior to high school (Year 2-3) • utilization of assessment tools to determine a ceiling 	<ul style="list-style-type: none"> • Assessment tools • Report to schools documenting student data • District-wide screening process protocol and implementation plan • Inclusive TAG Identification and Screening Guidelines 	<ul style="list-style-type: none"> • WKCE, PMA, PLAA, Writing samples, TOMAGS, Middle School Math Assessment • Torrance Tests of Creative Thinking • Professional Development • Collaboration with other departments • Existing resources
Sept.-Nov. 2009	<p>Identification: Establish criteria and necessary components of developing student profiles. May include but not limited to:</p> <ul style="list-style-type: none"> • Screening data • Formative/summative assessment data • Parent/teacher checklists and report • Student portfolio • Student information regarding student interests, learning styles, and educational needs 	<ul style="list-style-type: none"> • Established criteria for student profiles • Student Profile 	<ul style="list-style-type: none"> • TAG Staff
Sept. 2009- June 2010	<p>Screening: In collaboration with the Research and Evaluation Division, research additional assessment tools that are non-biased, multi-cultural, and computer adaptive to identify intellectually or creatively talented students.</p>	<p>Research based decisions will be made to guide purchasing assessment tools (i.e., CogAT)</p>	<p>Budget for District-wide assessment tool(s)</p>
Sept. 2009- June 2012	<p>TAG Staff will collaborate with multiple departments and District leadership to increase identification of underrepresented students from populations (including</p>	<p>Data and input from constituents will inform</p>	<ul style="list-style-type: none"> • Collaboration and dedicated time

	students of color, low socioeconomic status, culturally and linguistically diverse students and students with disabilities) in talented and gifted programming.	identification and programming protocol	from Title I, Equity and Diversity, Title VII, ESL and Bilingual)
Sept. 2009- June 2010	Screening: Work with other District processes including MMSD Strategic Plan to establish universal assessment at all grade levels that measures individual student growth over time, including computer-adaptive tools.	Assessment tools (e.g., MAP)	<ul style="list-style-type: none"> • Budget for District-wide assessment tool(s) • Professional Development
Sept. 2009- June 2010	Screening and Referral: Collaborate with academic Divisions, beginning with the Mathematics Division to identify academically talented and gifted students in conjunction with the math task force.	Consistent recommendations that are from both TAG and math division consultations	<ul style="list-style-type: none"> • Collaboration and dedicated time from Math • Professional Development
Sept. 2009	Staff: Increase Teaching & Learning TAG Instructional Resource Teacher allocations	Additional TAG FTE	Additional 1 FTE
Sept. 2009- June 2012	Staff: Compare budgeting structures for TAG programming with surrounding districts and Minority Student Achievement Network (MSAN) Districts. Use comparison information to determine appropriate student/resource teacher ratios and future additional staffing needs for a high quality program.	Recommendations for consideration of additional FTE in 2010-11	T&L Executive Director, TAG Coordinator, Senior Management
Sept.2009- June 2011	Identification: Collaborate with the Fine Arts Division to identify creatively talented and gifted students in visual and performing arts, using the Music Identification Handbook as a guide and framework.	<ul style="list-style-type: none"> • Piloting tools and data 	<ul style="list-style-type: none"> • Collaboration and dedicated time from Fine Arts • Music Identification Handbook • Professional Development
Sept. 2009- June 2012	Identification: Research and incorporate assessment tools to measure students' abilities in leadership, creativity, and visual and performing arts domains.	Piloting tools and data	<ul style="list-style-type: none"> • Collaboration and dedicated time from T&L and TAG Advisory • Professional Development

Goal 2. Programming options for identified students

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

Timeline	Measurable Action Step	Visible Result	Resources Needed
Sept.- Dec.2009	<p>Collect and analyze school-specific baseline data regarding cluster grouping in preparation for implementation in 2010-11. TAG staff will assist schools in forming research based consistent guidelines for cluster groups. (See NAGC guidelines/glossary).</p> <ul style="list-style-type: none"> • Referral data • PLAA, PMA, WKCE Scores <p>Assist schools in implementing cluster grouping as best practice for TAG students at the elementary and middle school level.</p> <p>In MMSD, cluster grouping provides for scheduling instructionally-similar groups of students while maintaining classroom diversity reflective of the District's demographics. Elementary and middle school students are placed in classes based on student profiles, to create a classroom with a balance of academic performance, socio-emotional need and level of classroom support needed. Consistent guidelines for clustering high achieving students within classrooms according to research-based strategies will be developed and implemented within the District. Groups of students will be placed in classes with similarly academic performing peers to achieve functional instructional groups. Teacher teaming across classes will also be maximized to group students for instructional purposes.</p>	<p>Research based consistent guidelines for cluster grouping for elementary and middle school level TAG students implemented in 2010-11</p> <p>Increased cluster grouping in elementary and middle schools as documented in student plans and annual TAG reports based on guidelines</p>	<p>Assistant Superintendent, Principals, TAG Staff</p>
Feb.- May 2010	<p>Assist schools in implementing flexible grouping as best practice for TAG students at the elementary and middle school level. Within and across classrooms, teachers will use flexible grouping to allow TAG students to work with academic peers in identified areas.</p>	<p>Increased flexible grouping in elementary and middle schools as documented in student plans and annual TAG reports</p>	<p>Principals, TAG Staff</p>

Sept. 2009- June 2010	In collaboration with the implementation of the Strategic Plan (see Accelerated Learning), research options to provide advanced curricula to address the instructional needs of K-12 TAG students, including both pace and depth.	<ul style="list-style-type: none"> • Content specific curricular map to guide and inform K-12 programming options • Menu of advanced curricular options as measured by curricular map data • MMSD master course list (6-12) 	Principals, TAG Staff
Sept. 2010- June 2011	Review rigor of middle school courses in alignment with the Strategic Plan in order to determine need for advanced curriculum.	<ul style="list-style-type: none"> • Recommendations to inform decisions for advanced curriculum at middle school level 	Middle School Leadership Teams, Principals, Secondary Assistant Superintendent
Sept. 2009- June 2010	Research curricular replacement options required to meet the needs of highly gifted students (e.g., Northwestern Center for Talent Development, Wisconsin Center for Academically Talented Youth, university developed curriculum)	<ul style="list-style-type: none"> • Recommendations required for MMSD approval 	Board of Education, Senior Management, Legal Services
Sept.- Oct. 2009	In collaboration with current high school improvement efforts, conduct a study of advanced courses in the District to determine if there is a sufficient number of courses offered. Share results of study with high school administration and leadership teams.	<ul style="list-style-type: none"> • Matrix (will include MMSD advanced course offerings by school, content, and grade level; comparable WI and Minority Student Achievement Network district data) • Matrix information to inform MMSD master course list for 2010/11 school year 	High School Leadership Team, TAG Staff
February 2009	In collaboration with current high school improvement efforts, conduct a review of existing advanced courses and develop a plan to work toward greater consistency of courses offered across the District. Include in Plan, allowance for variation within courses once consistency is established. Share results of review with high school leadership teams.	<ul style="list-style-type: none"> • Plan to increase consistency of course offerings • Results and plan to inform MMSD master course list for 2010/11 school year 	High School Leadership Team, TAG Staff

February 2009	In collaboration with current high school improvement efforts, create a curricular map of advanced course offerings. Conduct an audit of courses and analyze results for sufficient and consistent curricula and rigor as well as student eligibility requirements/prerequisites.	<ul style="list-style-type: none"> • Audit results to inform course descriptions for 2011-12 • Audit results to inform consistent eligibility requirements • Curricular maps to support consistency in course offerings 	High School Leadership Team, TAG Staff
Sept. 2009- June 2012	Develop a plan to increase participation of students in advanced courses, including support systems for transition to and completion of courses, and greater consistency in eligibility requirements across the District.	Student Participation Expansion Plan	High School Leadership Team, TAG Staff
Feb 2009	Review the design, implementation, and requirements for District embedded honors courses. Survey teachers, parents, and students to determine effectiveness and interest.	Survey results used to inform future offerings of embedded honors courses	Assistant Superintendent, High School Leadership Team, TAG Staff
Sept. 2009- June 2010	In collaboration with Student Services, review District policies and implementation of the state-mandated Youth Options program to better serve students, including TAG students.	Review and recommendation document	Collaboration and dedicated time from Student Services
Sept. 2009- June 2010	Pilot vertical teaming through the DPI Advanced Placement Initiative (API) grant to support systematic changes toward implementation of vertical teaming and programming that allows teachers access to curriculum and instruction beyond grade level standards.	Secondary staff participation in API grant and resulting implementation of curricular strategies.	TAG Staff
Sept.- Dec. 2010	Explore International Baccalaureate Programs	Review of information	TAG Staff
Sept. 2009- June 2012	Explore programming options that support all five domains of giftedness as defined by the Wisconsin state statutes.	Review of programming options	TAG Staff

Goal 3. Individualized student planning

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

Timeline	Measurable Action Step	Visible Result	Resources Needed
Sept.- Oct. 2009	Develop a process to systematize Differentiated Education Plans (DEP) including consistent student progress monitoring. The DEP will be modified as each of the five domains of giftedness are addressed and implemented over the course of this Plan.	Differentiated Education Plan (DEP) process	Collaboration with Research and Evaluation
Sept.- Oct. 2009	Research and establish a timeline and communication protocol to ensure a timely process for the steps involving identification of students, development of a Differentiated Education Plan (DEP), implementation of programming options and communication with all stakeholders.	Timeline and communication protocol	TAG Staff
Sept.- Dec. 2009	Develop a protocol for student transitions from elementary school to middle school and middle school to high school, using results of universal assessments.	Transition protocol	High School Leadership Team, TAG Staff

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

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

Timeline	Measurable Action Step	Visible Result	Resources Needed
Oct. 2009- January 2010	Collaborate with Student Services to develop and pilot a non-academic support program to address the socio-emotional needs of identified students.	Minimum of 1 pilot program at each level (elementary, middle, high)	Collaboration and dedicated time with Student Services staff with gifted background and/or interest (psychologists, social workers, guidance counselors)
Sept. 2009- June 2012	Enlist the expertise of local and regional consultants to strengthen the knowledge and capacity of MMSD staff in providing support for students' socio-emotional needs.	Increased capacity of staff to provide student support	Consultants TAG Staff
Sept. 2009- June 2012	Research models, develop and implement a plan for on-going talent development of students from underrepresented populations (including students of color, low socioeconomic status, culturally and linguistically diverse students and students with disabilities).	<ul style="list-style-type: none"> • Recommendation of exemplary models • Support Plan • Student participation in talent development activities 	Collaboration and dedicated time with staff from Student Services, Cultural Relevance, Educational Services and partner agencies
Sept. 2010- June 2011	Collaborate with school-based staff, TAG Advisory, Parent/Family Organizations to host sessions focusing on the non-academic support services available for identified students.	Document of support services available and record of school-based sessions	TAG Staff develop and implement host sessions

Goal 5. Professional Development

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

Timeline	Measurable Action Step	Visible Result	Resources Needed
Sept. 2009- June 2010	Facilitate professional development sessions with instructional administrators and Doyle based staff to: <ul style="list-style-type: none"> • Introduce the TAG Plan (mission, timeline, action steps) • Share dialogue and discussion regarding: <ul style="list-style-type: none"> ○ alignment of the TAG Plan to the District Strategic Plan and commitment to TAG programming ○ best practices in gifted education ○ clarification of goals and action steps within Plan ○ implementation and evaluation status 	<ul style="list-style-type: none"> • Session in Fall 2009/March 2010 as documented on MMSD Principal agendas (Elementary, Middle School, High School) • Doyle based agendas 	Collaboration with Departments, Superintendent, Assistant Superintendents, School Planners and experts in the field
Sept. 2009- June 2012	Include TAG representation and consultation in existing and future MMSD programs, initiatives, and committees (e.g. Strategic Plan, Small Learning Community grant) and professional development initiatives, including collaboration with building based Instructional Resource Teachers (IRT), Learning Coordinators, Department Chairs.	Program and committee membership upon approval of TAG Plan	Collaboration and dedicated time with building-based leadership (IRT, LC, Department Chairs)
Sept. 2009- June 2012	In alignment with and support of the Strategic Plan, provide professional development to school-based Instructional Resource Teachers to develop capacity for increased curricular rigor and differentiation strategies for identified students.	IRT session agendas	Collaboration with IRT Planning Team
Sept. 2009- June 2012	Collaborate with building-based teacher leaders (Instructional Resource Teachers, Learning Coordinators, high school department chairs) to conduct professional development during staff in-service days to strengthen building based leadership and capacity to implement TAG education.	Building-based professional development session agendas	Collaboration with building-based leadership (IRT, LC, Department Chairs)
Sept. 2010- June 2011	Collaborate and consult with Teaching & Learning and Research and Evaluation staff regarding analysis and interpretation specific to screening and identification assessment tools.	Documentation of assessment tool use and interpretation	Collaboration and dedicated time with Teaching & Learning and Research and Evaluation

Sept. 2011- June 2012	Support building-based leadership in the analysis and interpretation specific to screening and identification assessment tools.	Building-based professional development session agendas	Professional Development
Sept. 2011- June 2012	Collaborate with the Title I/Professional Development Coordinator in the development of a system for monitoring professional development and programming options at each school in the District as well as out-of-district options.	Professional Development Results/Data	Dedicated time from Title I/Professional Development Coordinator
Sept. 2009- June 2012	TAG Staff will continue to seek opportunities for professional development in the study of gifted education. <ul style="list-style-type: none"> Contract with experts in the field to develop professional development opportunities for District TAG staff 	Continued education for TAG Staff	Existing Resources
Sept. 2009- June 2010	TAG Staff will: <ul style="list-style-type: none"> Organize a series of professional development seminars with local experts (e.g., UW-Whitewater faculty, DPI consultant) Participate in local and/or national workshops and/or conferences focused on TAG research, best practices and strategies Enroll in specific face-to-face or online courses to strengthen knowledge and understanding of TAG research and best practice (e.g., NAGC professional development sessions) Incorporate discussions around talented and gifted current research, best practice and literature in weekly staff meetings 		
Sept. 2010	In conjunction with District annual full-day inservice for teachers, secure well-known speaker in field of gifted education. Link presentation to District initiatives around equity.	Representation of gifted education at annual conference	Dedicated time on agenda

Goal 6: Use of Available Technology

The Division will expand relevant technological capabilities to increase ease and efficiency of identification, the creation and maintenance of Differentiated Educational Plans (DEPs), and monitoring program accountability. Please note, the DEP will replace the Individual Student Education Plan or InStep.

Timeline	Measurable Action Step	Visible Result	Resources Needed
Sept.-Nov. 2009	<p>Identification: Develop a District-wide, consistent electronic process that supports TAG identification and programming.</p> <ul style="list-style-type: none"> • using available technology, including Student Information Management System (SIMS) and Infinite Campus, to systematize and streamline use of student data, creation of DEPs, and record keeping • consult with Research and Evaluation to support interfacing of DEPs 	Electronic Differentiated Educational Plan (DEP)	<ul style="list-style-type: none"> • Collaboration and dedicated time from Research and Evaluation • Professional Development

Goal 7. Consistent and effective communication

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

Timeline	Measurable Action Step	Visible Result	Resources Needed
Sept.- Nov. 2009	Design Talented and Gifted Resource Guide (reproducible pages) in English, Spanish and Hmong. Distribute to school sites.	Resource guide	Existing Resources TAG Staff
Sept./Oct. 2009	Establish systematic use and maintenance of MMSD Talented and Gifted website.	Up-to-date information on website	Technical staff support
Sept. 2009- June 2010	Establish regular updates to schools, families, and BOE through quarterly newsletter.	Newsletter	Existing resources TAG Staff
Sept. 2009- June 2010	Sustain and enhance interactions with TAG Advisory Committee <ul style="list-style-type: none"> • gather input from committee regarding communication • regard committee as liaison in evaluation process 	TAG Advisory Committee meetings	Existing resources

Goal 8. Ongoing program evaluation

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

Timeline	Measurable Action Step	Visible Result	Resources Needed
Sept. 2009- June 2010	Design a formative and summative evaluation process to determine the quality and effectiveness of TAG programming in the MMSD to reflect continual improvement. Use evaluation process and results to encourage follow-through by stakeholders. Provide review and progress checks through the following: <ul style="list-style-type: none"> • quarterly updates to TAG Advisory Committee, BOE, and Superintendent • mid-year status report and summary (January, 2010) • end-of-year status report and summary (June, 2010), and annually thereafter • summary of recommended revisions for 2010/2011 school year (June-Sept 2010), and annually thereafter 	Evaluation criteria and data collection process (including student demographic disaggregated data)	Collaboration with educators, community members, experts in the field (e.g., Minority Student Achievement Network-MSAN)
Sept.2009- June 2010	Continue TAG Advisory Committee as a standing committee to review and advise the continuing TAG Plan development and implementation process. <ul style="list-style-type: none"> • Form Representative Subcommittee from larger Advisory group to work closely with TAG staff (2009-10) 	Regularly scheduled TAG Advisory Committee Meetings	Existing Resources
Sept./Oct.2009	Enlist the expertise of non-MMSD professionals in the field to review TAG Plan.	Review and recommendations for improvement	Existing Resources
Sept. 09-June 2010	Review TAG programming in area school districts to aide in development, implementation, and evaluation of programming in MMSD.	External review information	Existing resources
Sept. 09-June 2010	Develop Draft #2 of TAG Plan with Year 2 action steps and revisions of year 1 Plan progress toward goals.	Data/report	Collaboration with school and District leadership

COST TO CONTINUE BUDGET

COST TO CONTINUE BUDGET	2009-2010	
	FTE	BUDGET
Expenditures		
Office		
Salary & Benefits:		
Administrative	1	123,777
Office Total:	1	123,777
Operations		
Salary & Benefits:		
Instruction Resource Teachers	6.5	546,204
Substitutes		7,433
Purchased Services/Support		13,973
Purchased Services/Student Transportation		9,500
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)		3,038
Operations Total:	6.5	580,148
Formula		
Salary & Benefits:		
Extended Teacher Employment, PAC, Substitutes		13,051
Formula Budget Total:	0	13,051
		7.5 716,977

PROPOSED BUDGET

	2009-2010	
	FTE	BUDGET
Expenditures		
Office		
Salary & Benefits:		
Administrative	1	123,777
Office Total:	1	123,777
Operations		
Salary & Benefits:		
Instruction Resource Teachers	7.5	621,183
Substitutes		7,433
Purchased Services/Support		13,973
Purchased Services/Student Transportation		9,500
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)		3,038
Operations Total:	7.5	655,127
Formula		
Salary & Benefits:		
Extended Teacher Employment, PAC, Substitutes		20,325
Formula Budget Total:	0	20,325
	8.5	799,230

Talented and Gifted Programming Glossary

Acceleration	Grade level or subject level advancement to meet the learner's needs.
Accelerated Learning	A strategy of progressing through education at rates faster or ages younger than the norm.
Advanced Placement (AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas. (Note: Individuals interested in policies related to earning college credit should contact the college or university of their choice for specifics.)
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, a small instructional group of students with similar needs, talents, abilities, or interests are "clustered" in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students. The classroom teacher has received special training in meeting their needs.
Cognitive Abilities Test (CogAT)	A group administered ability test battery to assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols
Flexible Grouping	A classroom instructional strategy where students are grouped together to receive appropriately challenging instruction, permitting students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.
Flexible Instruction	Flexible instruction is responsive to individual student strengths and needs through learning experiences that are relevant and engaging and that require critical thinking from all students. Flexible instruction provides students with different avenues to acquire content and construct and make sense of ideas, and uses teaching tools/products ensuring that all students learn effectively regardless of ability level.

Gifted and Talented	The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)] Many states and districts follow the federal definition.
International Baccalaureate	A nonprofit educational foundation that offers three programs for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills.
Measure of Academic Progress (MAP)	Computer adaptive academic screening tool.
Mathfest	Yearly Madison event for 4 th and 5 th graders that involves mathematical problem solving through individual and team competitions.
Math Olympiad	Weekly math clubs explore topics and strategies using Creative Problem Solving in School Mathematics or practice for contests using non-routine problems from Math Olympiad Contest Problem books in order to prepare for five monthly contests, given from November to March. There are two grade appropriate divisions—4 th -6 th and 6 th -8 th for students who want to intensify their study of math.
Mentor	A community member who shares his or her expertise with a student of similar career or field or study aspirations.
Primary Language Arts Assessment	Reading Recovery is based on the work of Dr. Marie Clay. Clay’s observations of emergent reading behavior in New Zealand established the clinical basis of Reading Recovery. Through her research she developed the <i>Observation Survey of Early Literacy Achievement</i> (1993, 2002). This assessment tool measures six components of emergent literacy and was normed in order to support valid and reliable data gathering. District literacy specialists used this work as a model to create the MMSD Primary Language Arts Assessment (PLAA).
Primary Math Assessment (PMA)	The Primary Math Assessments are a series of tests that measure student's achievement in the areas of mathematics.

Socio-Emotional	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.
TAG Advisory Committee	An ongoing committee of parents, teachers, community members and TAG staff that will serve as an evaluative team to ensure the success of the TAG Plan. They will work to suggest revisions and improvements to the TAG Plan and sponsor family forums around Gifted Educational Topics.
Tracking	Tracking describes the manner by which students are separated into groups for all academic subjects, but “ability grouping,” on the other hand, is within-class separation of students into groups, based on academic ability. High ability groups are often assigned special work that is more advanced than that of the other students.
Twice Exceptional	A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being GT/LD.
Underrepresented Students	In MMSD, TAG programming has primarily served white and middle class students. This data is consistent with TAG programming nation-wide. (See references on next page.) MMSD commits to increasing the number of students who have been traditionally underrepresented in TAG programming, including students of color, low socioeconomic status, culturally and linguistically diverse students, and students with disabilities. Gender-related representation will also be monitored and addressed as appropriate.
Vertical Teaming	Communication and collaboration across grade levels and schools that provides the necessary structure for systematic and continuous curricula and programming for identified students.

Wisconsin Knowledge
And Concepts Exam

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

References

- Ford, D. Y., Grantham, T. C., & Harris III, J. J. (1998). Multicultural gifted education: A wakeup call to the profession. *Roepers Review*, 19, 72-78.
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- Frasier, M. M., Garcia, J. H., & Passow, A. H. (1995). *A review of assessment issues in gifted education and their implications for identifying gifted minority students*. Storrs: The National Research Center on the Gifted and Talented, University of Connecticut.
- Frasier, M. M. & Passow, A. H. (1994). *Toward a new paradigm for identifying talent potential*. Storrs: The National Research Center on the Gifted and Talented, University of Connecticut.
- Passow, A. H., & Frasier, M. M. (1996). Toward improving identification of talent potential among minority and disadvantaged students. *Roepers Review*, 18, 198-202.

Appendix A. Wisconsin Gifted and Talented Statutes and Rule

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

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

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

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

Appendix B. National Association for Gifted Children Standards

Pre-K–Grade 12 Gifted Program Standards

In 1998, NAGC developed and released the *Pre-K—Grade 12 Gifted Program Standards* to assist school districts in examining the quality of their programming for gifted learners. Recognizing that the ongoing evaluation and retooling of a successful gifted program is an evolutionary process, the NAGC Standards detail a framework including both *minimum standards* (nominal requirements for satisfactory programs) and *exemplary standards* (characteristics of excellence in gifted education programming).

To help you focus on important aspects of gifted programming, the current *Standards* are divided into seven criterion areas: Program Design, Program Administration and Management, Student Identification, Curriculum and Instruction, Socio-Emotional Guidance and Counseling, Professional Development, and Program Evaluation.

Several **organizing principles** guided the work of the task force, including:

- Standards should encourage but not dictate approaches of high quality.
- Standards represent both requisite program outcomes and standards for excellence.
- Standards establish the level of performance to which all educational school districts and agencies should aspire.
- Standards represent professional consensus on critical practice in gifted education that most everyone is likely to find acceptable.
- Standards are observable aspects of educational programming and are directly connected to the continuous growth and development of gifted learners.

Definitions

Gifted learners are “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” (*No Child Left Behind*, 2002).

Gifted education programming is a coordinated and comprehensive structure of informal and formal services provided on a continuing basis intended to effectively nurture gifted learners.

A standard is a criterion-based designated level of performance against which programming success is measured (Worthen, Sanders, & Fitzpatrick, 1997). The *Standards* here allow us to evaluate existing programs, compare services across schools and districts, and provide guidance for developing new programs for gifted learners. This document contains both **minimum standards**—requisite conditions for acceptable gifted education practice and **exemplary standards**—desirable and visionary conditions for excellence in gifted education practice.

Gifted Education Programming Criterion: Student Identification

Description: Gifted learners must be assessed to determine appropriate educational services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive and cohesive process for student nomination must be coordinated in order to determine eligibility for gifted education services.	1.0M Information regarding the characteristics of gifted students in areas served by the district must be annually disseminated to all appropriate staff members. 1.1M All students must comprise the initial screening pool of potential recipients of gifted education services. 1.2M Nominations for services must be accepted from any source (e.g., teachers, parents, community members, peers, etc.). 1.3M Parents must be provided with information regarding an understanding of giftedness and student characteristics.	1.0E The school district should provide information annually, in a variety of languages, regarding the process for nominating students for gifted education programming services. 1.1E The nomination process should be ongoing and screening of any student should occur at any time. 1.2E Nomination procedures and forms should be available in a variety of languages. 1.3E Parents should be provided with special workshops or seminars to gain a full meaning of giftedness.
2. Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.	2.0M Assessment instruments must measure the capabilities of students with provisions for the language in which the student is most fluent, when available. 2.1M Assessments must be culturally fair. 2.2M The purpose(s) of student assessments must be consistently articulated across all grade levels. 2.3M Student assessments must be sensitive to the current stage of talent development.	2.0E Assessments should be provided in a language in which the student is most fluent, if available. 2.1E Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices. 2.2E Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels. 2.3E Student assessments should be sensitive to all stages of talent development.
3. A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.	3.0M An assessment profile must be developed for each child to evaluate eligibility for gifted education programming services. 3.1M An assessment profile must reflect the unique learning characteristics and potential and performance levels.	3.0E Individual assessment plans should be developed for all gifted learners who need gifted education. 3.1E An assessment profile should reflect the gifted learner's interests, learning style, and educational needs.
4. All student identification procedures and instruments must be based on current theory and research.	4.0M No single assessment instrument or its results denies student eligibility for gifted programming services. 4.1M All assessment instruments must provide evidence of reliability and validity for the intended purposes and target students.	4.0E Student assessment data should come from multiple sources and include multiple assessment methods. 4.1E Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.
5. Written procedures for student identification must include, at the very least, provisions for informed consent, student retention, student reassessment, student exiting, and appeals procedures.	5.0M District gifted programming guidelines must contain specific procedures for student assessment at least once during the elementary, middle, and secondary levels. 5.1M District guidelines must provide specific procedures for student retention and exiting, as well as guidelines for parent appeals.	5.0E Student placement data should be collected using a appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification. 5.1E District guidelines and procedures should be reviewed and revised when necessary.

Gifted Education Programming Criterion: Professional Development

Description: Gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Guiding Principles	Minimum Standards	Exemplary Standards
1. A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	1.0M All school staff must be made aware of the nature and Needs of gifted students. 1.1M Teachers of gifted students must attend at least one professional development activity a year	1.0E All school staff should be provided ongoing staff development in the nature and needs of gifted learners, and appropriate instructional strategies. 1.1E All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development or graduate degree programs.
2. Only qualified personnel should be involved in the education of gifted learners.	2.0M All personnel working with gifted learners must be Certified to teach in the areas to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching. 2.1M All specialist teachers in gifted education must hold or be actively working toward a certification (or the equivalent) in gifted education in the state in which they teach. 2.2M Any teacher whose primary responsibility for teaching includes gifted learners, must have extensive expertise in gifted education.	2.0E All personnel working with gifted learners should participate in regular staff development programs. 2.1E All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education. 2.2E Only teachers with advanced expertise in gifted education should have primary responsibility for the education of gifted learners.
3. School personnel require support for their specific efforts related to the education of gifted learners.	3.0M School personnel must be released from their Professional duties to participate in staff development efforts in gifted education.	3.0E Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.
4. The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, curriculum.	4.0M School personnel must be allotted planning time to prepare for the differentiated education of gifted learners.	4.0E Regularly scheduled planning time (e.g., release time, summer pay, etc.) should be allotted to teachers for the development of differentiated educational programs and related resources.

Gifted Education Programming Criterion: Socio-Emotional Guidance and Counseling

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Gifted learners must be provided with differentiated guidance efforts to meet their unique socio-emotional development.	1.0M Gifted learners, because of their unique socio-emotional development, must be provided with guidance and counseling services by a counselor who is familiar with the characteristics and socio-emotional needs of gifted learners.	1.0E Counseling services should be provided by a counselor familiar with specific training in the characteristics and socio-emotional needs (i.e., underachievement, multipotentiality, etc.) of diverse gifted learners.
2. Gifted learners must be provided with career guidance services especially designed for their unique needs.	2.0M Gifted learners must be provided with career guidance consistent with their unique strengths.	2.0E Gifted learners should be provided with college and career guidance that is appropriately different and delivered earlier than typical programs.
3. Gifted at-risk students must be provided with guidance and counseling to help them reach their potential.	3.0M Gifted learners who are at risk must have special attention, counseling, and support to help them realize their full potential.	3.0E Gifted learners who do not demonstrate satisfactory performance in regular and/or gifted education classes should be provided with specialized intervention services.
4. Gifted learners must be provided with affective curriculum in addition to differentiated guidance and counseling services.	4.0M Gifted learners must be provided with affective curriculum as part of differentiated curriculum and instructional services.	4.0E A well-defined and implemented affective curriculum scope and sequence containing personal/social awareness and adjustment, academic planning, and vocational and career awareness should be provided to gifted learners.
5. Underachieving gifted learners must be served rather than omitted from differentiated services.	5.0M Gifted students who are underachieving must not be exited from gifted programs because of related problems.	5.0E Underachieving gifted learners should be provided with specific guidance and counseling services that address the issues and problems related to underachievement.

Gifted Education Programming Criterion: Program Evaluation

Description: Program evaluation is the systematic study of the value and impact of services provided.

Guiding Principles	Minimum Standards	Exemplary Standards
1. An evaluation must be purposeful.	1.0M Information collected must reflect the interests and needs of most of the constituency groups.	1.0E Information collected should address pertinent questions raised by all constituency groups, and should be responsive to the needs of all stakeholders.
2. An evaluation must be efficient and economic.	2.0M School districts must provide sufficient resources for program evaluation.	2.0E School districts should allocate adequate time, financial support, and personnel to conduct systematic program evaluation.
3. An evaluation must be conducted competently and ethically.	3.0M Persons conducting the evaluation must be competent trustworthy. 3.1M The program evaluation design must address whether or not services have reached intended goals. 3.2M Instruments and procedures used for data collection must be valid and reliable for their intended use. 3.3M Ongoing formative and summative evaluation strategies must be used for substantive program improvement and development. 3.4M Individual data must be held confidential.	3.0E Persons conducting the evaluation should possess an expertise in program evaluation in gifted education. 3.1E The evaluation design should report the strengths and weaknesses found in the program, as well as critical issues that might influence program services. 3.2E Care should be taken to ensure that instruments with sufficient evidence of reliability and validity are used, and that they are appropriate for varying age, developmental levels, gender, and diversity of the target population. 3.3E Formative evaluations should be conducted regularly with summative evaluations occurring minimally every five years or more often as specified by state or local district policies. 3.4E All individuals who are involved in the evaluation process should be given the opportunity to verify information and the resulting interpretation.
4. The evaluation results must be made available through a written report.	4.0M Evaluation reports must present the evaluation results in a clear and cohesive format.	4.0E Evaluation reports should be designed to present results and encourage follow-through by stakeholders.

Gifted Education Programming Criterion: Program Design

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Rather than any single gifted program, a continuum of programming services must exist for gifted learners.	1.0M Gifted programming services must be accessible to all gifted learners.	1.0E Levels of services should be matched to the needs of gifted learners by providing a full continuum of options.
2. Gifted education must be adequately funded.	2.0M Gifted education funding should be equitable compared to the funding of other local programming.	2.0E Gifted education programming must receive funding consistent with the program goals and sufficient to adequately meet them.
3. Gifted education programming must evolve from a comprehensive and sound base.	3.0M Gifted education programming must be submitted for outside review on a regular basis. 3.1M Gifted programming must be guided by a clearly articulated philosophy statement and accompanying goals and objectives. 3.2M A continuum of services must be provided across grades pre-K–12.	3.0E Gifted education programming should be planned as a result of consultation with informed experts. 3.1E The school or school district should have a mission/philosophy statement that addresses the need for gifted education programming. 3.2E A comprehensive pre-K–12 program plan should include policies and procedures for identification, curriculum and instruction, service delivery, teacher preparation, formative and summative evaluation, support services, and parent involvement.
4. Gifted education programming services must be an integral part of the general education school day.	4.0M Gifted education programming should be articulated with the general education program. 4.1M Appropriate educational opportunities must be provided in the regular classroom, resource classroom, separate, or optional voluntary environments.	4.0E Gifted services must be designed to supplement and build on the basic academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress through the program. 4.1E Local school districts should offer multiple service delivery options as no single service should stand alone.
5. Flexible groupings of students must be developed in order to facilitate differentiated instruction and curriculum.	5.0M The use of flexible grouping of gifted learners must be an integral part of gifted education programming.	5.0E Gifted learners should be included in flexible grouping arrangements in all content areas and grade levels to ensure that gifted students learn with and from intellectual peers.
6. Policies specific to adapting and adding to the nature and operations of the general education program are necessary for gifted education.	6.0M Existing and future school policies must include provisions for the needs of gifted learners.	6.0E Gifted education policies should exist for at least the following areas: early entrance, grade skipping, ability grouping, and dual enrollment.

Gifted Education Programming Criterion: Program Administration and Management

Description: Appropriate gifted education programming must include the establishment of a systematic means of developing, implementing, and managing services.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Appropriately qualified personnel must direct services for the education of gifted learners.	1.0M The designated coordinator of gifted education programming must have completed coursework or staff development in gifted education and display leadership ability to be deemed appropriately qualified.	1.0E The designated gifted programming coordinator must have completed a certification program or advanced degree program in gifted education.
2. Gifted education programming must be integrated into the general education program.	2.0M The gifted education program must create linkages between general education and gifted education at all levels.	2.0E Responsibility for the education of gifted learners is a shared one requiring strong relationships between the gifted education program and general education school- wide.
3. Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as with compliance agencies.	3.0M Gifted programming staff must establish ongoing parent communication. 3.1M Gifted programs must establish and use an advisory committee that reflects the cultural and socio-economic diversity of the school or school district's total student population, and includes parents, community members, students, and school staff members. 3.2M Gifted education programming staff must communicate with other on-site departments as well as other educational agencies vested in the education of gifted learners (e.g., other school districts, school board members, state departments of education, intermediate educational agencies, etc.).	3.0E The gifted education programming staff should facilitate the dissemination of information regarding major policies and practices in gifted education (e.g., student referral and screening, appeals, informed consent, student progress, etc.) to school personnel, parents, community members, etc. 3.1E Parents of gifted learners should have regular opportunities to share input and make recommendations about program operations with the gifted programming coordinator. 3.2E The gifted education program should consider current issues and concerns from other educational fields and agencies regarding gifted programming decision making on a regular basis.
4. Requisite resources and materials must be provided to support the efforts of gifted education programming.	4.0M Resources must be provided to support program operations. 4.1M Technological support must be provided for gifted education programming services. 4.2M The library selections must reflect a range of materials including those appropriate for gifted learners.	4.0E A diversity of resources (e.g., parent, community, vocational, etc.) should be available to support program operations. 4.1E Gifted education programming should provide state-of-the-art technology to support appropriate services. 4.2E The acquisition plan for purchasing new materials for the school should reflect the needs of gifted learners.

Gifted Education Programming Criterion: Curriculum and Instruction

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

Guiding Principles	Minimum Standards	Exemplary Standards
1. Differentiated curriculum for the gifted learner must span grades pre-K–12.	1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	1.0E A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	2.0M Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom. 2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals. 2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration. 2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated	2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom. 2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners. 2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners. 2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.
3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners' areas of strength and interest while allowing a sufficient ceiling for optimal learning.
4. Educational opportunities for subject and grade skipping must be provided to gifted learners.	4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
5. Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.	5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials. 5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.	5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available. 5.1E Differentiated educational program curricula for students pre-K–12 should be modified to provide learning experiences matched to students' interests, readiness, and learning styles.

Appendix C. Wisconsin WKCE Test Nov 2008 Results for MMSD

Wisconsin WKCE Test Nov 2008 Results for MMSD

Wisconsin Percentile Ranks						
Number/Percent of MMSD Students in Top 5% in Wisconsin						
	Reading			Mathematics		
Grade	Below 95th %ile	95th %ile	Total	Below 95th %ile	95th %ile	Total
Gr 3	1656	139	1795	1647	155	1802
Gr 4	1594	135	1729	1621	119	1740
Gr 5	1520	149	1669	1548	126	1674
Gr 6	1533	151	1684	1583	121	1704
Gr 7	1492	160	1652	1524	136	1660
Gr 8	1537	172	1709	1556	163	1719
Gr 10	1633	165	1798	1654	183	1837
Total	10965	1071	12036	11133	1003	12136

	Reading		Mathematics	
Grade	Below 95th %ile	95th %ile	Below 95th %ile	95th %ile
Gr 3	92%	8%	91%	9%
Gr 4	92%	8%	93%	7%
Gr 5	91%	9%	92%	8%
Gr 6	91%	9%	93%	7%
Gr 7	90%	10%	92%	8%
Gr 8	90%	10%	91%	9%
Gr 10	91%	9%	90%	10%
Total	91%	9%	92%	8%

MMSD Percentile Ranks						
Number of MMSD Students in Top 5% in Madison School District						
	Reading			Mathematics		
Grade	Below 95th %ile	95th %ile	Total	Below 95th %ile	95th %ile	Total
Gr 3	1707	88	1795	1713	89	1802
Gr 4	1641	88	1729	1653	87	1740
Gr 5	1584	85	1669	1588	86	1674
Gr 6	1603	81	1684	1616	88	1704
Gr 7	1568	84	1652	1577	83	1660
Gr 8	1622	85	1707	1633	86	1719
Gr 10	1709	89	1798	1746	91	1837
Total	11434	600	12034	11526	610	12136

By definition the above are 5% of the MMSD

Appendix D. Talented and Gifted Advisory Committee Members 2008-09

Nancy	Baumgardner	Elementary Teacher - Elvehjem
Bonnie	Berger-Durnbaugh	Parent
Kerry	Berns	IRT - T&L TAG
Lynn	Berton	Elementary Principal - Shorewood
Pam	Clinkenbeard	UW Whitewater
Lisa	Friend-Kalupa	Elementary Teacher - Glendale
Laurie	Frost	Parent - West
Shari	Galitzer	Parent - Marquette
Chris	Gomez Schmidt	Parent - Crestwood
Sara	Halberg	PST - Educational Services
John	Harper	Coordinator - Educational Services
Brad	Harrison	IRT - T&L TAG
Kathy	Huncosky	IRT - T&L Science
Kelly	Jetzer	Parent - Leopold
Linda	Kailin	Elementary Principal - Muir
Barbie	Klawikowski	Interim TAG Coordinator
Andrea	Kreft	Elementary Principal - Marquette
Bettine	Lipman	IRT - T&L TAG
Catherine	McMillan	Elementary Principal - Franklin
Wenda	Mincberg	Elementary Teacher - Randall
Peggy	Moore	Elementary Teacher - Marquette
Mary	Olsky	Community Member
Nola	Pastor	Student - East
Steve	Rankin	Parent - East
Jennie	Root	Parent - Shorewood
Lucia	Rowley	IRT - T&L TAG
Elizabeth	Scholz	Student - Hamilton
Shirley	Steinback	Community, retired teacher
Beth	Tarras	Teacher IRT - Shorewood
Carole	Trone	Organization - WCATY
Mikko	Utevsky	Student - O'Keeffe
Jody	Wollack	Parent - Elvehjem
Jane	Wood-Doughty	Parent - West
Jeff	Ziegler	IRT - T&L TAG

Appendix E. MMSD Talented and Gifted Staff August 2009

Interim TAG Coordinator	Barbara Klawikowski	663-5245	bklawikowski@madison.k12.wi.us
Resource Teacher – Elementary	Kerry Berns	663-5230	kberns@madison.k12.wi.us
Resource Teacher – High School	Brad Harrison	663-5230	bcharrison@madison.k12.wi.us
Resource Teacher – Elementary	Bettine Lipman	442-2153	blipman@madison.k12.wi.us
Resource Teacher – Elementary	Lucia Rowley	663-5221	lrowley@madison.k12.wi.us
Resource Teacher – K-12	Jeffrey Ziegler	442-2152	ziegler@madison.k12.wi.us
Resource Teacher – Elementary	1.0 vacancy		
Resource Teacher – Elementary	.5 vacancy		
Resource Teacher – High School	1.0 recommended		