

Middleton School District
#134

*Providing Quality Education
Preparing Responsible Citizens
Promoting Lifelong Learning*

Middleton School District
#134

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Revised September 2007



Gifted and Talented District Plan 07-08

Middleton School District
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Philosophy Statement

All current students with substantiated gifts and /or talents in the Middleton School District shall be provided with an opportunity designed to enrich, sustain, challenge and ensure continued growth. We recognize that these students may require differentiated instruction and opportunities. Administrators, facilitators, and teachers will work together with parents and community to ensure that the educational needs of our gifted and/or talented students are met. It is our goal to provide the settings that best help these students to reach their potential.

Definition of Gifted and Talented Children

“Gifted and talented children” refers to those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in specific academic, intellectual, creative, or leadership areas, or ability in the performing or visual arts. These students require services or activities not ordinarily provided by the school in order to fully develop their capabilities.

Specific Academic: as demonstrated by superior ability in mastering skills and concepts in one or more curriculum areas.

Intellectual: as demonstrated by superior ability for:

- Understanding facts, concepts, generalizations and their relationships
- Identifying patterns
- Verbal and nonverbal reasoning
- Spatial perceptions
- Developing and evaluating ideas

Creativity: as demonstrated by superior abilities in:

- Fluency, flexibility, originality and elaboration
- Divergent thinking skills
- Problem solving strategies

Leadership: as demonstrated by a variety of outstanding characteristics, which may include:

- Responsibility
- Rapid insight into cause-effect relationships
- Interpersonal intuition
- Ability to motivate the performance of others

Visual and Performing Arts: as evidenced by a superior aptitude for demonstrating, typically through exhibition or performance, aesthetic, critical, historical and production aspects of dance, music, theater and/or the visual arts.

Program Goals

The Middleton School District #134 Gifted and Talented Program extends the School District's mission by providing services to children who have unique social, emotional and cognitive needs. The program provides, to these substantiated children, a faster pace of instruction, a greater depth of exploration of topics, exposure to advanced curriculum, frequent choice of what and how to learn and the opportunity to interact with gifted and talented peers. The program also provides consultation to classroom teachers to support their efforts at differentiating curriculum for gifted and talented students in the general education classroom.

Specific Academic

Goal:

To provide a challenging opportunity to learn academic skills that exceed Idaho grade level standards.

Students will:

- Recognize and use their specific abilities and interests
- Explore topics of interest
- Use research skills and methods
- Participate in activities that enrich and extend content areas
- Move at a pace appropriate to their abilities and interests

Intellectual

Goal:

To help students use their intellectual abilities and interests to their greatest potential and expand their repertoire of skills in responding to the problems presented in their environment.

Students will:

- Develop critical and creative thinking skills
- Develop problem-solving skills
- Develop research skills and methods
- Create products that synthesize major concepts

Creativity

Goal:

To provide a wide range of opportunities and experiences that allow students to experiment, create products, and broaden their thinking skills as they explore their creativity.

Students will:

Invent and experiment
Create products that are unique
Develop problem-solving skills
Work on open-ended tasks

Leadership

Goal:

To help students develop the skills and habits of successful leaders.

Students will:

Participate in school organizations
Develop self-understanding and assist others in the process
Create their own opportunities to serve and lead others

Visual and/or Performing Arts

Goal:

To provide opportunities and experiences that allow GT students to develop their abilities and strengths in specific areas in the visual and/or performing arts [e.g., drawing, painting, theater, music, film, visual arts].

Students will:

Participate in the production and performance of a musical or theatrical event
Study historical, aesthetic and critical accounts in specific artistic domains
Use visual and performance arts to communicate

Identification Procedures

Screening Process

GT facilitator(s), teachers, and administrators will review student assessment data in grades three through ten after the Fall and Spring ISAT. Students who score in the advanced ranges on any two of the three sub-tests on their Fall or Spring ISAT may be referred for further data collection and possible testing for eligibility.

Nomination/Referral

A student may be referred for the GT program by a teacher, parent, community member, administrator, or by self referral in grades K through 12. Parents/Guardians and the classroom teacher will be asked to complete the Gifted and Talented Evaluation Scales (GATES) for the referred student.

Move in from another District GT Program

GT students who move into the Middleton School District from another school district will be screened for eligibility in the Middleton program. The Building Team will review the previous school's eligibility documentation and determine if further evaluation is needed to meet the Middleton School District GT Program eligibility.

Assessment Process

After a student has been referred to the GT program a letter is sent to the parents/guardians and they are asked to sign a 'Permission to Screen and Assess' form and complete a copy of the GATES survey.

The teacher(s) is also given a copy of the GATES survey.

After the 'Permission to Screen and Assess' form is completed the Gifted and Talented Facilitator(s) collects available data. Assessments may include, but are not limited to:

- **PIAT-R** - the Peabody Individual Achievement Test Revised (PIAT-R) is an assessment that provides screening in six content areas: General Information, Reading Recognition, Reading Comprehension, Mathematics, Spelling, and Written Expression. (*Administered by Gifted and Talented Program Facilitators*)
- **WISC** - The Wechsler Intelligence Scale for Children-III (WISC-III) is a battery of tests that evaluates intellectual abilities and consists of two scales, the Verbal Scale and the Performance Scale. (*Administered by the School Psychologist*)
- **TONI-2** - a test of nonverbal intelligence. (*Administered by the School Psychologist*)

A Building Team meeting is scheduled and the parents are invited to attend. The Building Team is a group of staff members including, but not limited to the classroom teacher(s), the building principal, the parents and the GT Facilitator. The team makes recommendations to ensure a plan for the student is developed to provide the most appropriate educational experience possible. If a student is eligible a 'Permission to Participate' form is signed by a parent or guardian.

Eligibility Criteria for Formal Gifted and Talented Identification

There are three criteria for placement in the GT program. Students must qualify on **one** formal assessment and **two** informal assessments to be eligible.

Formal

WISC-3	95 percentile
PIAT-R	95 percentile
TONI-2	95 percentile

Informal

GATES- Teacher
GATES- Parent/Guardian
Torrance Tests of Creative Thinking
Student product/portfolio
Expert recommendation
Direct Writing Assessment (DWA)
Direct Math Assessment (DMA)
Grade Point Average
Personal Interview
Audition Rating Form/Music
Art Portfolio Evaluation Form
Drama Rating Scale
Student Product Evaluation

Cessation of Services Process

If a student or their parents/guardians wish to opt out of gifted and talented services, a letter outlining the issues will be requested. A meeting of the Building Team and parents/guardians will be scheduled to problem solve concerns. After that meeting, if satisfactory solutions can not be reached, the parents/guardians will be asked to sign a "Cessation of Services" form and the child will be exited from services. If the family changes their mind in the future the child can start over in the referral process.

Purpose of Program Evaluation

Identifies components of the GT program that need improvement.
Provides useful information about future program decisions.

Evaluation Process:

1. Complete a year end evaluation survey of different components of GT program, including curriculum, professional development, identification, process, products for program organization
2. Collect and review program data
 - a. How many students were served in the GT Pull Out?
 - b. How many students were served in advanced groups? How many hours?
 - c. How many students were referred and qualified for services?
 - d. How many teachers participated in professional development and what kinds?
3. Collect Stakeholder Feedback
 - a. Parents and teachers will complete a satisfaction survey in the spring every other year for evaluating program goals
 - b. Students will complete an end of the year program evaluation
4. Invite GT Specialist [SDE] to conduct an “external” evaluation of the District’s GT program every four years.
5. Review GT program finances each year in the fall.

Middleton School District Gifted and Talented Program Overview

K-1	2-5	Middle School	High School
<ul style="list-style-type: none"> • Informal Identification • Consultation and Support Materials for the Classroom Teacher • Cross-grade grouping for curriculum acceleration • Differentiated Curriculum 	<ul style="list-style-type: none"> • Formal Identification • Pull out program with the Gifted and Talented Facilitator ½ day a week • Consultation and Support Material for the Classroom Teacher • Cross-grade grouping for curriculum acceleration • Differentiated Curriculum • Independent Project/Study Contracts 	<ul style="list-style-type: none"> • Opportunities for differentiation and challenge projects coordinated by Team teachers • Opportunities for advanced math classes • Enrichment activities/Competitions <ul style="list-style-type: none"> ▪ Band ▪ Choir ▪ Drama ▪ GT Visual Arts Program ▪ The Stock Market Game ▪ Great Books ▪ Mars Rover Project ▪ Ed Tech Quest ▪ Academic Bowl • Independent Project/Study Contracts 	<ul style="list-style-type: none"> • College Releases/Dual Enrollment • Advanced Placement Classes <ul style="list-style-type: none"> ▪ Visual and Fine Arts ▪ Advanced Theater ▪ French 5-6 ▪ Madrigals ▪ Student Government ▪ Advanced Math ▪ Math Analysis ▪ Calculus ▪ Advanced Biology ▪ Physics ▪ Chemistry ▪ Leadership Class • Activities/Competitions <ul style="list-style-type: none"> ▪ Academic Decathlon ▪ Viking Service Projects ▪ Mentorships

