

**APPENDIX MMM-5-2****November 29, 2010**

**To: Members of the Student Achievement and Performance Monitoring Committee**

**From: Paul Bishop, Interim Talented and Gifted (TAG) Coordinator and TAG Supervisors Pam Nash and Jennifer Allen, Assistant Superintendents**

**Date: November 1, 2010**

**Subject: Talented and Gifted Education Plan Status Update**

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Under the district re-organization plan the Talented and Gifted Department of the Madison Metropolitan School District consists of one coordinator who reports to the assistant superintendents and 7.5 teacher support positions. Four of these positions support elementary schools with 8 schools assigned to each teacher. One half time position provides advanced mathematics for elementary students through the GEMS (Growing Every Math Student) program. Two and one half positions support middle and high school students. The final half time position supports online education for TAG students. Each teacher position is responsible for support to the district for a specific area like electronic record keeping, coordinating Advanced Placement testing, facilitating math meets and other competitions, screening for middle school mathematics assessment, facilitating participation in College for Kids and teaching advanced math courses for elementary students.

Currently, we are in the process of hiring teachers for 2 of these positions, one elementary and one secondary.

**Talented and Gifted Education Plan update**

The TAG Education Plan has been written over the past 2 years by the TAG staff and the Talented and Gifted Advisory Committee which is made up of parents, teachers, principals and community members. The Plan was completed and approved in June of 2010. It identifies 8 major goals for TAG in the district and establishes time guidelines for progress. Below we describe progress within the first month of this school year toward each of these goals.

**TAG Plan****Goal 1: Comprehensive Identification Process**

We have created a grid of district assessments used by our TAG department as screeners to identify possible academic needs of students. (Appendix A)

Identification of students with needs beyond the core curriculum in one of the TAG areas must involve the use of multiple measures and screeners including parent input, screeners completed

by teachers, ability measures completed by students, as well as performance testing. While TAG has traditionally used several measures, we are now working with the District Assessment Committee to coordinate and expand all measures to be used.

We are meeting with a representative of the CogAT (Cognitive Ability Test) on Oct. 19, 2010 to evaluate this screener of student potential for wide use. This instrument is completed by students.

We are working with an assistant professor in the Department of Educational Foundations at UW Whitewater whose specialization area is TAG. He is researching three different screeners that are designed to be completed by teachers. Teachers in 8 elementary schools will participate. We are hopeful that this research will identify the most culturally neutral instrument so that we can identify a representative group of students with TAG abilities.

We have met with a Director of Curriculum and Instruction from a neighboring district concerning the use of MAP and the EXPLORE-PLAN-ACT which are performance tests which actually provide feedback as to areas of strength and specific areas where instruction is needed for individuals and groups. Through our work with the District Assessment Committee we are hopeful that tests like these will soon be used by the district and will be helpful in equitably identifying the needs of all students including TAG.

TAG continues to coordinate participation in a grant to expand Advanced Placement course offerings and AP participation in schools currently less active in this area. Offerings and participation are increasing as staff participates in communication with feeder schools and are involved in 2 two day conferences/ workshops per year.

**Goal 2: Programming options for identified students:**

Four teacher resource positions are currently allocated to support elementary schools. Each staff member is assigned to support 8 schools. Support includes monitoring data to identify potential students who may need the next level of challenge and responding to parent and teacher requests for assessment of students perceived to be in need of program differentiation. Staff consult with teachers in the buildings to help them modify curriculum to meet student needs. They work with school staff to modify student schedules and to cluster TAG students in designated classes. They help arrange for placement of students in upper grade levels or middle school programs in specific content areas. TAG staff coordinate student work with tutors in content areas where advanced placement is not possible.

An additional .5 position is allocated at the elementary level to teach a pull-out program called GEMS (Growing Every Math Student) that brings TAG students from several elementary schools together to study advanced mathematics. We currently have 2 sections of GEMS I each of which meet 3 times per week to provide 7<sup>th</sup> and 8<sup>th</sup> grade math to small groups of elementary students. We also provide 1 section of GEMS II which meets 3 times a week to provide algebra I honors instruction to elementary students. This position also provides facilitation for elementary students who are provided with tutors to learn very advanced material frequently in mathematics.

There are two and a half (2.5) resource positions currently allocated to supporting secondary schools. These positions work with students, parents, and schools (their staff) at the middle and high school level in collaborative efforts to meet the instructional needs of the students through best practices and the use of data and additional assessment when needed. TAG resource teachers provide professional development opportunities to other staff and work directly with them in regards to modifying their curriculum when needed as well as with implementing best practices in the classroom. Staff also works with other content area specialists in a variety of capacities to provide appropriate instruction for students. In addition, the resource teachers act

as liaisons between middle schools and high schools as well as coordinate advanced courses for middle school students at the high school level (including transportation). TAG staff work to provide additional opportunities for students both within the school day and outside of the classroom. This year, TAG staff will also be coordinating the Advanced Placement testing for the district.

In addition, there is a .5 position dedicated to coordinating, monitoring and supporting TAG students involved in online learning options through Madison Virtual Campus, district online curricula (CLO, Odysseyware, class.com), and WCATY (Wisconsin Center for Academically Talented Youth) a University of Wisconsin Extension. WCATY provides extensive online course offerings both as enrichment and replacement for the school curriculum. Courses meet terms 2, 3 and 4 and are designed for gifted middle school students. Students access these services due to a variety of individual compelling needs such as schedule conflicts, accessing courses not available at their home school, etc. We are currently involved in discussions that could result in additional participation in programs provided by WCATY. This increased district involvement would require support at each middle school and financial support to pay for registrations and transportation to class face to face sessions 3 times per quarter.

Starting in 2011-2012 all high schools will have the start to an accelerated pathway and a preparatory pathway. The accelerated pathway will be open without any cut-offs. The ACT Suite, EXPLORE-PLAN ACT, will be used to inform families as course selection is under way.

### **Goal 3: Individualized student planning and monitoring**

Our TAG staff is currently transitioning from the use of the INSTEP model for planning and recording major modification of a student's program to the DEP (differentiated education plan), which more inclusively records all modifications for the student including modifications of the curriculum in the regular classroom (See Appendix B). Further planning support will take the form of an ILP for all students. With some modification the district's Infinite Campus and SIMS (Student Information Monitoring System) software can be used to monitor student programs.

### **Goal 4: Support for socio-emotional needs**

TAG is coordinating a district initiative to pilot the clustering of groups of identified TAG students in classrooms to provide peers who can support each other and work together on enriched materials when appropriate.

We are encouraging participation in a conference being held at UW Whitewater focusing on the socio-emotional needs of talented students. We have a commitment that many school social workers, psychologist and counselors will join our TAG staff at this conference.

### **Goal 5: Professional Development**

It is the nature of the TAG department mission that we provide support and training to teachers as they differentiate instruction to meet the needs of all students. We look forward to working with the new director of professional development who will meet with our TAG staff within the near future.

The TAG Department organized a professional development session used at all MMSD schools on August 30 or 31, 2010. Instructional Resource Teachers and Learning Coordinators were trained in June to facilitate this session. Topics included characteristics of the gifted, identification, myths about the gifted, best practices in gifted education, research on acceleration and grouping and strategies to meet the needs of gifted learners.

**Goal 6: Use of available technology**

The TAG staff along with other departments are modifying Infinite Campus and SIMS(Student Information Monitoring System), to make these district wide programs more responsive to the needs of the TAG department. A progress and needs assessment of SIMS is attached. (Appendix C)

**Goal 7: Consistent and effective communication**

TAG currently provides announcements of important meetings to be included in parent newsletters at all schools. Letters are also translated into Spanish and Hmong. Over the last year we have updated and improved the TAG section of the MMSD website to provide current information for parents and the community. We continue to meet with parents and community members via the Talented and Gifted Advisory Committee and general informational meetings open to parents, teachers and the community. We intend to gather email addresses at these meetings to provide a more direct way to communicate with interested people.

**Goal 8: Ongoing program evaluation**

We currently provide information to the district regarding the number of students served and types of programming delivered. This will be greatly facilitated by the completion and full implementation of electronic data collection. (See Goal 6)



**Madison Metropolitan School District**  
**Talented and Gifted (DEP) Differentiated Education Plan**

Current School: \_\_\_\_\_

Initiation Date: \_\_\_\_\_

Student Name (last, first) \_\_\_\_\_ Current Grade \_\_\_\_\_ Graduation Year \_\_\_\_\_ Student ID# \_\_\_\_\_

All Parties signed below agree that the interventions listed below are appropriate for this student. Any exception to this intervention(s) is noted next to the individual signatures below.

**Option chosen:** \_\_\_\_\_  
\_\_\_\_\_

Agree with the above interventions  
Comments: \_\_\_\_\_  
 Disagree with the above interventions  
Comments: \_\_\_\_\_  
Student: \_\_\_\_\_ Date \_\_\_\_\_

Agree with the above interventions  
Comments: \_\_\_\_\_  
 Disagree with the above interventions  
Comments: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Date \_\_\_\_\_

Agree with the above interventions  
Comments: \_\_\_\_\_  
 Disagree with the above interventions  
Comments: \_\_\_\_\_  
TAG Resource Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Agree with the above interventions  
Comments: \_\_\_\_\_  
 Disagree with the above interventions  
Comments: \_\_\_\_\_  
School Principal: \_\_\_\_\_ Date \_\_\_\_\_

Agree with the above interventions  
Comments: \_\_\_\_\_  
 Disagree with the above interventions  
Comments: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Agree with the above interventions  
Comments: \_\_\_\_\_  
 Disagree with the above interventions  
Comments: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Agree with the above interventions  
Comments: \_\_\_\_\_  
 Disagree with the above interventions  
Comments: \_\_\_\_\_  
Other: \_\_\_\_\_ Date \_\_\_\_\_

**Background Notes:**

1. What assessment data has been collected? INCLUDE interview data, observations, etc. as well as "traditional" assessment. Look for the whole child's strengths.
2. Look for historical information (i.e., CAS, IEP, previous special programming . . .)

**For each assessment instrument, discuss:**

3. How does the DEP Team interpret this data?
4. How does this data relate to the student's peer group?

**Background Notes:**

**Assessment Instrument:**

**What does it mean?**

**PLANNING MEETING & SHARING MEETING**

**Viable Options:**

When discussing options, be sure to include ALL viable options. Remember that the choice is up to the student/parents and should be made after **all** options are presented and discussed. Add any additional advantages/disadvantages as the **student and parent(s)** provide their input.

**Option A: STATUS QUO**

What if we do nothing? This helps define why we are planning a DEP and helps us look at what is appropriate and what might need to change.

<b>Advantages</b>	<b>Disadvantages</b>
This list should be generated from discussion in the planning/staffing meeting. It will be shared with the parent(s) and student, who will add their own points.	

**Option B:**

Describe the option:

<b>Advantages</b>	<b>Disadvantages</b>
This list should be generated from discussion in the planning/staffing meeting. It will be shared with the parent(s) and student, who will add their own points.	





**SHARING MEETING OUTCOME** *(write up on a second sheet of paper, if necessary):*

1. Which option has been selected?
  
2. How will this option be implemented? Be sure to address (at least) the following issues:
  - Will counseling or transitional help be needed for the student to participate in the option selected, and if so, how will this counseling or transitional help be provided?
  
  - How will student be evaluated? Who is responsible for this evaluation?
  
  - Is transportation needed, and if so, how will it be provided?
  
  - How will NLC programming be provided in this option and who will communicate this to the parents on a regular basis?
  
  - Will the classroom teacher require additional support and assistance to implement this option? What does the additional support consist of and who will provide it?
  
  - If the option consists of delivery of services at another location, who will ensure communication between sites?
  
  - How will records be maintained?
  
  - What is the follow-up schedule (details)? When will transition to the next school year be discussed?
  
3. Did the student and parent(s) have a chance to provide input and to address concerns?
  
4. Are all parties satisfied that the option chosen is systematic and continuous?

## Appendix C

### Student Information Monitoring System Update

Additions have been made in the following categories:

- Objective field under "Assign Goal" has been expanded from just math and language arts to:
  - General Intellectual
  - Social Studies
  - Fine Arts
  - World Language
  
- The category of "Accelerated Learner Talented and Gifted" has been added and the intervention tiers under this include 10 more TAG related interventions under Tier 1 including:
  - Competitions/Talent Exhibitions
  - Curriculum Compacting
  - Differentiated Instruction
  - Enrichment Opportunities: Extra Curricular
  - Flexible Grouping
  - Independent Study Project
  - In School Enrichment:
    - Concept Development
    - Exposure
    - Extension
  - NUMATS (Northwestern University Midwest Academic Talent Search)

Staff has begun entering new and ongoing "cases" to the SIMS notes section. It has been discussed that once an intervention has been determined, all subsequent comments will be added to the intervention area.

#### Next Steps:

Meet with Tonya to discuss the following changes:

- Change link to Intervention – flexible grouping in math
- "Edit intervention" – could the edits be limited to participants only?
- Could we upload a Teacher Referral document on the Menu Bar and include it in a folder with all documents related to TAG?
- Add tier 2 and tier 3 interventions so that reminders can be sent out to staff for follow up and documentation.

"Creating an Intervention Scaffold" has been started, with assigned grouping, titles, and descriptions. Staff discussions are being scheduled to discuss progress monitoring tools, rubric creation, and checklists to further complete the scaffold area.