



Advanced Learner Plan

Monday, September 8, 2014



Overview

- 1. What are our legal obligations?**
- 2. What will be different this year?**
 - Advanced Learner IRT
 - Identification process
 - Services for advanced learners
 - Monitoring progress
- 3. What have we done to prepare for these changes?**
- 4. What's next?**
 - Update on DPI Requirements for 2014-15

What are our legal obligations?

- **Wisconsin state statute 118.35 (3)**
 - Each school board shall ensure that all gifted and talented pupils enrolled in the school district have **access** to a program for gifted and talented pupils
- **Section PI 8.01(2)(t)2, Wis. Admin. Code**
 - Each school district board shall establish **a plan** and designate a person to coordinate the gifted and talented program
 - Identification shall occur in K-12 in the areas of **general intellectual, specific academic, leadership, creativity, and visual and performing arts**
 - Identification process and tools shall be **responsive**
 - School district board shall provide **access, without charge** for tuition, to appropriate programming
 - School district board shall provide an opportunity for **parental participation**



2014 Advanced Learner (AL) Plan

- Shift from Talented and Gifted to Advanced Learner
- Move from a fixed definition to a fluid definition

Who is an Advanced Learner?

A student who **demonstrates high performance capability** or the **potential for high performance** in one or more of the following domains: **general intellectual, specific academic, visual and performing arts, leadership and creativity.**

2014 AL Plan

Great Teaching Matters Framework

MMSD's *Great Teaching Matters Framework* communicates the district's vision and goals for effective teaching that is responsive to the cultural and language assets of all students. This vision signifies our commitment to all students as we prepare them to be college, career and community ready. The Plan, Teach, Reflect & Adjust cycle is grounded in Culturally and Linguistically Responsive Practices and represents key teacher actions that advance student learning.



PLAN

What do we want students to know and be able to do?
How will we know they have learned it?

- Use standards to identify common learning targets for ALL students
- Determine how progress toward learning targets will be measured and monitored
- Plan for coherent standards-based instruction using the Gradual Release of Responsibility Framework

TEACH

What instructional strategies will we use?

- Deliver coherent standards-based instruction using the Gradual Release of Responsibility Framework
- Make frequent adjustments during instruction based on checks for understanding
- Provide daily opportunities for students to engage in academic language

REFLECT & ADJUST

How will we respond when they haven't learned it?
What will we do for those who already know it?

- Analyze student achievement data to examine growth and mastery of standards
- Analyze teacher practice data
- Adjust instruction based on student achievement and teacher practice data

- Based on the **Great Teaching Framework**
 - Using the MTSS structure
- Includes assessments to be used in identification



What will be Different This Year? Advanced Learner IRT

An Advanced Learner Instructional Resource Teacher (AL-IRT) is:

- An **instructional facilitator/coach** for teachers and teacher teams to supporting flexible groupings as well as teaching how to build extensions for units
- The **interventionist** for the few students who need advanced interventions (Tiers 2 & 3)
- A **resource** to sit on curriculum discussions for adoptions, differentiation and compacting at building and district levels

What will be different this year?

Systematic Identification

Types of Qualitative Data:

- U-Stars: Teacher's Observation of Potential in Students (TOPS) inventories
- Parents/Guardians inventories
- Student Work Samples
- Educator Rating Scales
- Leadership, Creative, and the ARTS Rating Scales
- Jot Forms

All Students

Data indicators

Advanced Learner

Convergence

Student needing Advanced Intervention (Tier 2&3)

Types of Quantitative Data: (not exhaustive)

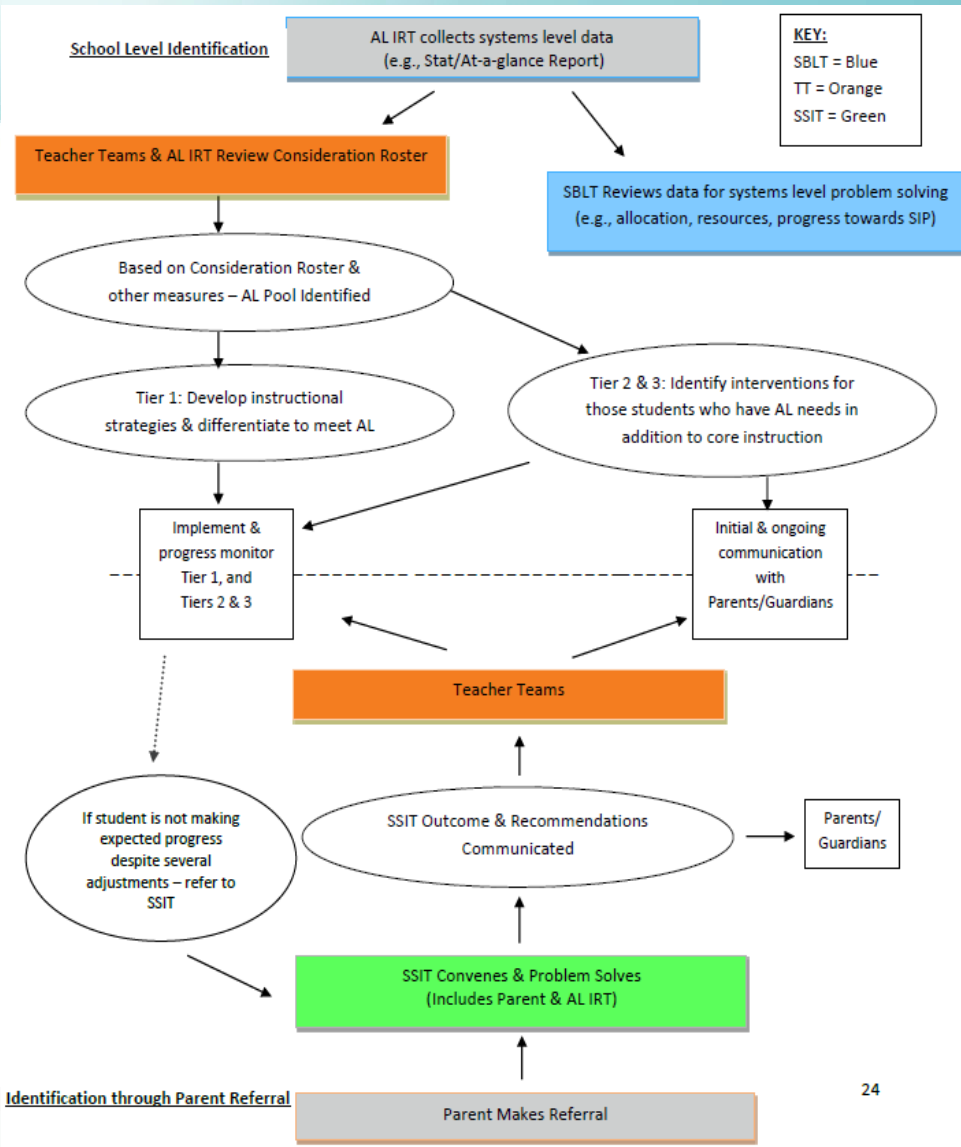
- MAP – Grades 3 – 8
- WCKE – Grades 4, 8, & 10
- Smarter Balanced – Grades 3 – 8
- ASPIRE – Grades 9 & 10
- ACT – Grade 11
- CogAT screener– Grades 2 & 5

Convergence:

Needing three pieces of data to identify a student needing advanced interventions



Identification Process



- **Clear paths** for educators and parents in process
- Identify which **teams** play a role in identification
- Provide **greater access**, especially for under-represented groups
- Just one **part of a year round process**



Case Study Examples - Maria

Maria

- 4th Grade
- ELL
- 97th Percentile on MAP in Math
- 99th Percentile on MAP in Math for ELL
- Advanced in Math on 3rd Grade WKCE
- 95th Percentile on CogAT in 2nd Grade

In Data Dashboard:

- Maria would be on a Advanced Learner Consideration Roster (both Nationally and Locally-Normed)

AL IRT would review Maria's math placement:

- As a part of the a 4th Grade Teacher Team meeting or individually

Maria would be placed in Advanced Learner Pool:

- After review of Maria's placement, could be moved to a higher tier



Case Study Examples - Shelly

Shelly

- 4th Grade
- Has been a part of Madison Youth Choir for 2 years
- Parents thinks daughter has talents in singing
- Music teacher states she is bored in music class because she knows the material already at a high level

On a UStars TOPS jot form

- Shelly may show up on the ARTS area based on observations

Parent request referral form from building main office

- Lists Youth Choir experience
- AL IRT Sends Nomination Form to Choir director and Parent

Parent meeting set up

- Review TOPS and nomination forms
- Student placed in Advanced Learner Pool
- Focus on depth of music instruction



What will be Different This Year? Differentiated Core Instruction

What is it:

- Built from a **standards-based** scope and sequence
- Using results from **assessments** to determine **what the students knows**
- Providing instruction **where the student is at**
- Looking for **student growth**

Instructional practices used with AL in a Differentiated Core:

- Clustering
- Compacting
- Flexible Grouping
- Extensions
- Learning Contracts
- Alternative, or Flexible, Assignments/Assessment
- Independent Research/Inquiry
- Class Placement Considerations



Tiered Interventions

Intervention Examples:

NOTE – All interventions are not available in all buildings

Tier 2 Some Students

- AP classes
- Advanced/Honors Classes
- Academic Competitions
- Co-curricular/Extra-curricular Activities
- Mentors
- Link Leaders
- Student Unions
- School Service Club
- Visioneers
- Artist in residence

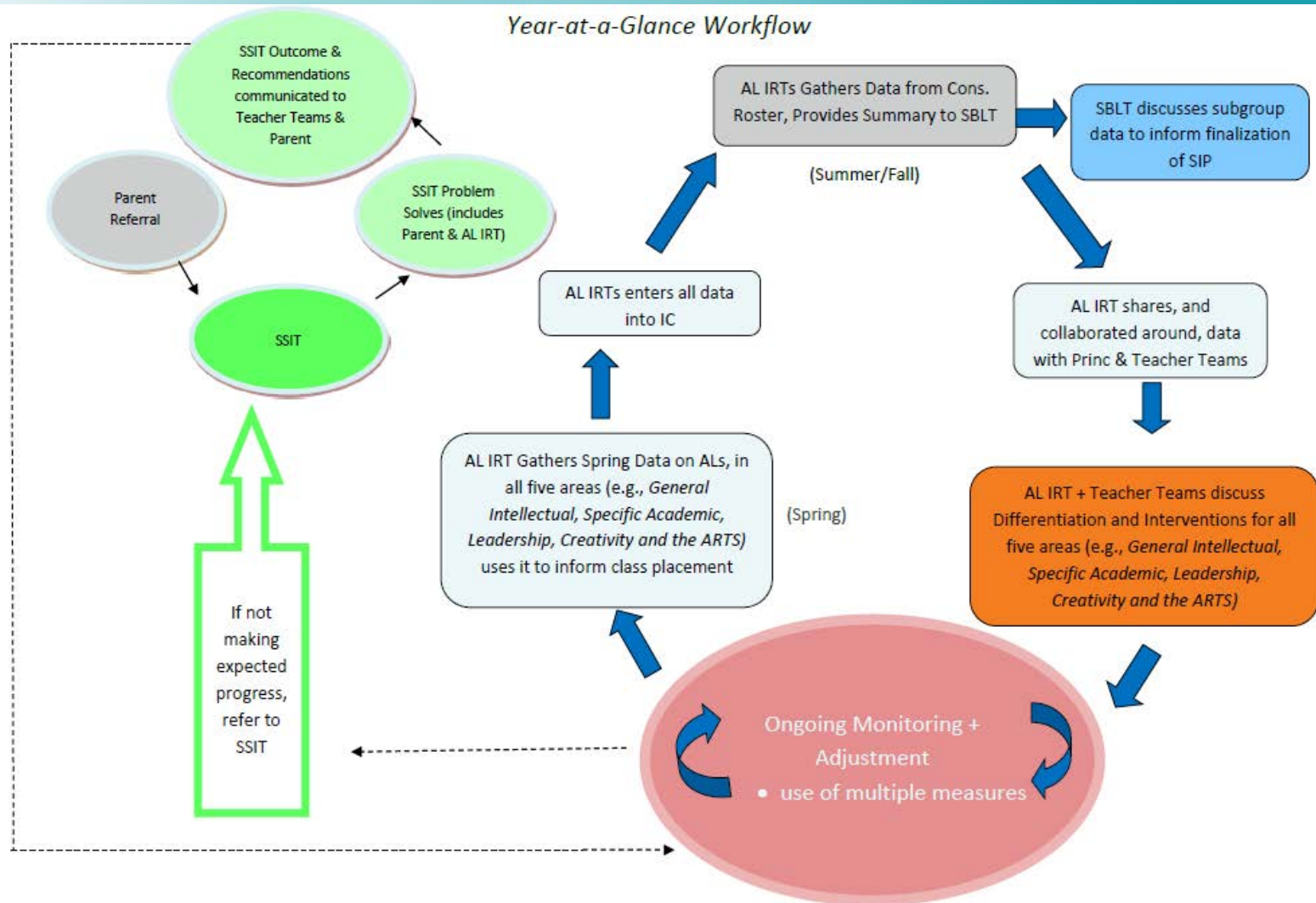
Tier 3 Few Students

- Whole Grade Acceleration
- Subject Acceleration
- Tutors
- Dual Enrollment
- Radical Acceleration
- Curriculum Replacement
- Course & Youth Options
- Early Graduation/Entrance
- Apprenticeship in the Arts
- Youth Court
- AP Music Theory or AP Studio Art



What will be different this year?

Monitoring



What have we done to prepare for these changes?

- **Personnel**
 - Hired new staff
- **Department Retreat**
 - Built a common vision
 - Defined the new roles of an AL IRT
 - Created a cohesive team
- **Developed tools for identification**
 - Build off what we have done well
 - Connect services to identification
- **Webinar for Principals**
 - Guidance Document

Continuing Work

- Working with building principals to implement AL Plan with fidelity
- Improving intervention resources and data reports for buildings and department
 - Building new At-a Glance and STAT reports that overlay services with benchmarking data
 - Refine resource map for buildings
- Collaboratively working with all Teaching and Learning departments
- Rebuilding the Parent Advisory Council

DPI Requirements for 2014-15

- **New approved plan based on new Board Policy**
- **Initial submission at the end of September / early October (Paper Compliance)**
 - Evidence of identification process of AL in areas of Leadership, Creativity and the Arts
 - Evidence of providing Interventions for AL in areas of Leadership, Creativity and the Arts
 - Evidence of progress monitoring in all areas
- **DPI site visit, date to be determined collaboratively**
- **Final report from DPI in spring**

Closure

Thank you



DRAFT



Department of
Teaching & Learning

High Standards • Great Teaching • Data Use

Advanced Learner Plan



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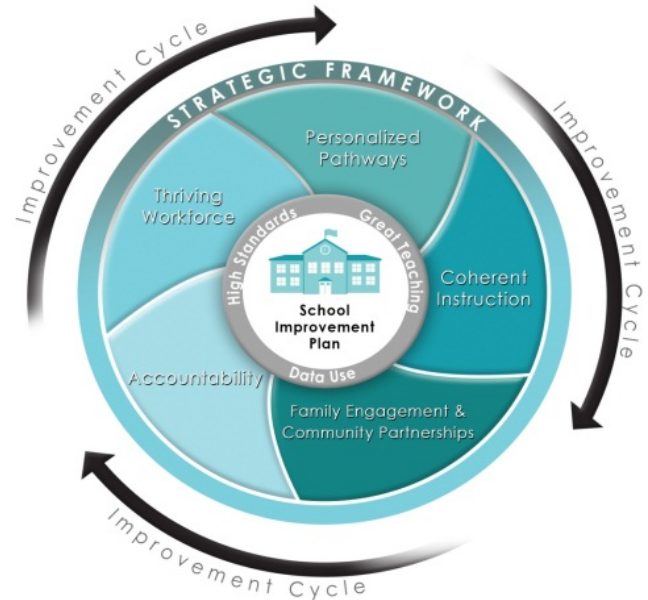


Executive Summary

A thriving school is one in which all students and adults are recognized for their strengths, challenged to do better, and supported to succeed. Organized around collaborative work and mutual accountability, a thriving school is also clearly focused on preparing all students for college, career, and community readiness.

In alignment with our district's Strategic Framework, our Board recently approved a new Talented and Gifted (TAG) policy for the district. The MMSD TAG Policy (Section 3) states that the district is committed to providing strong coherent instructional core curriculum, which results in growth for all students. Students identified as advanced learners, like other special groups in the school population, possess unique abilities, interest, and needs, which can be addressed only through differentiating the regular curriculum as well as designing specialized programs and interventions. In short, an Advanced Learner is a student who demonstrates high performance capability or the potential for high performance in one or more of the following domains: general intellectual, specific academic, the Arts, leadership and creativity. The population of advanced learners should embody the diverse populations of our school communities including twice exceptional learners, English Language Learners, homeless and high-mobility students, and students from other groups historically underrepresented in the district's programs for advanced learners.

Consistent with Board Policy and recommendations by the Wisconsin Department of Public Instruction (DPI), the district's procedures for identifying Advanced Learners utilizes the Multi-Tiered System of Supports (MTSS) model and is grounded in the Great Teaching Framework. The Great Teaching Framework uses Culturally & Linguistically Responsive Practices along with a cycle of Plan,





Teach, Reflect and Adjust to establish a coherent, standards-based and differentiated core instruction in every classroom. The plan provides a clear definition of an Advanced Learner and consistent process for identifying them. This plan not only provides the structure for identifying Advanced Learners, it outlines the access to rigorous enrichment and/or acceleration interventions as appropriate.

Finally, this Advanced Learner Plan is designed to be a resource for Administrators, Teachers and Instructional Resource Teachers (IRTs). This document will provide direction to schools as to how Advanced Learners will be identified, serviced, and monitored throughout the year. As research and resources change, this plan is intended to advance based on current best practices and research.



Vision

Definition of an Advanced Learner:

An Advanced Learner is a student who demonstrates high performance capabilities or who demonstrates the capacity for high performance.

The vision of the Advanced Learner Department (formerly the Talented and Gifted Department) is to create and maintain a robust, culturally and linguistically responsive system for identifying, monitoring and serving Advanced Learners. Building a responsive system also means aligning our practices with the National Association of Gifted Children (NAGC) Programing Standards (Appendix B). To achieve our vision of Great Teaching and align to NAGC standards, we must:

- Identify advanced learners who represent the diverse populations of our school communities including twice-exceptional learners, English Language Learners, and students from other groups historically underrepresented in the District's programs for advanced learners
- Meet our obligation to create and maintain a robust, culturally-responsive system for identifying, monitoring, and serving advanced learners consistent with Great Teaching
- Recognize that such students may have learning needs that require additional supports and interventions beyond the differentiated core instruction within a general education classroom





- Provide consistent and on-going professional development to schools around best practices for Advanced Learners
- Ensure that advanced learners have equal and timely access to appropriate interventions at no cost to families
- Engage parents/guardians of advanced learners through collaboration, outreach, on-going communication and parent education

Statement regarding cost to parents

Pursuant to state law and regulations, no student shall be required to pay nor shall the district charge tuition for appropriate instruction and/or intervention for students receiving advanced learner interventions necessary for continued growth, including those that may be online or at institutions of higher learning.



Policy and Statutes

The classification of Advanced Learners comes from state statute, which requires each district to establish a plan for identifying and providing access to programming. Wisconsin §118.35 defines Advanced Learners under the term “gifted and talented pupils.” Specifically:

"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 interventions or activities not ordinarily provided in a regular school program in order to fully develop such capabilities (WI §118.35 (1)).

In MMSD, an Advanced Learner is any student that the district can identify as having the following characteristics:

- Demonstrating high performance ability in intellectual, creative, or artistic areas
- Exhibiting an unusual leadership capacity
- Excelling in specific academic area(s)

MMSD Policies

The MMSD Board of Education approved [Board Policy 3555](#), which established the district’s programs for advanced learners. The policy establishes an expectation for protocols and procedure around identification, interventions, and monitoring of advanced learners. It also outlines the personnel (Appendix F) assigned to carry out these duties as well as how they function within the district to support Advanced Learners.



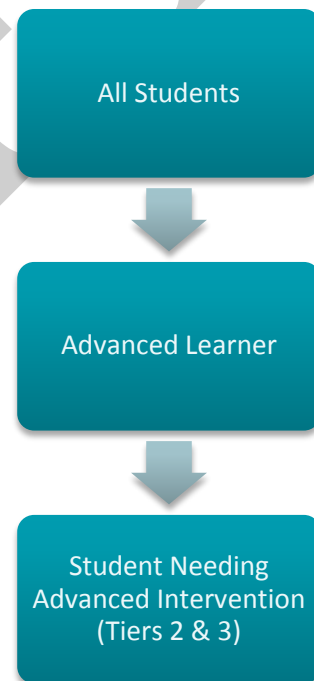
Identification

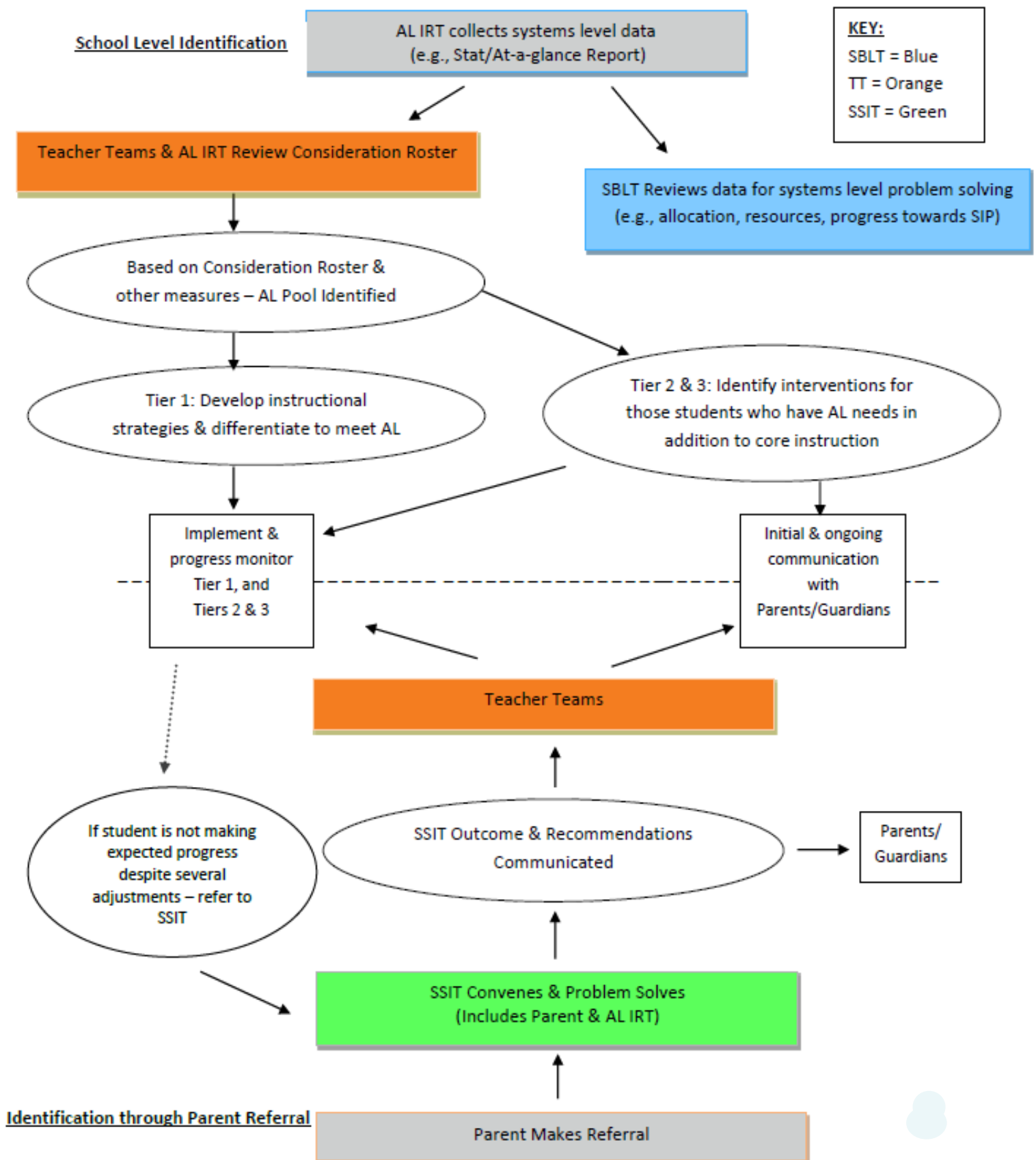
In developing a systematic and consistent process for identifying Advanced Learners, the goal is to find students who need more than the core curriculum in order to adequately grow over the course of an academic year. The MTSS process uses data, not only to help identify Advanced Learners, but also to establish which students are needing Advanced Interventions, as shown below.

Definition of a Student Needing Advanced Intervention:

(Subset of advanced learners), A student needing advanced interventions is a student who has been identified as an advanced learner AND requires advanced interventions beyond differentiated core instruction in order to meet their individual learning needs.

The identification process looks at students through multiple lenses. In the Identification flowchart, the process of identifying students can happen either by the school or through parent referral. The school level identification process uses tools such as screeners, classroom observations and other anecdotal information, in addition to nationally-normed and locally-normed data, to inform decisions. Schools utilize existing structures, such as School-Based Leadership Teams (SBLT), Teacher Teams, and Student Support and Intervention Teams (SSIT) to identify Advanced Learners as well as students needing Advanced Intervention. Once decisions are made, timely communication with parents/guardians is made and meetings to discuss differentiation and/or interventions will be held if needed.







Data

At the beginning of the multi-step identification process from the school level, on the previous page, the buildings analyze district-wide benchmarking and aptitude data from MAPS, WKCE and CogAT (Appendix A). Additional quantitative data will be considered on a case-by-case basis, if available. Within the district's Data Dashboard, quantitative data will be analyzed to create a consideration roster of Advanced Learners report for buildings (see Chart 1).

Types of Quantitative Data: (not exhaustive)

- MAP – Grades 3 – 8
- WKCE – Grades 4, 8, & 10
- Smarter Balanced – Grades 3 – 8
- ASPIRE – Grades 9 & 10
- ACT – Grade 11

Chart 1:

Assessment	Norming Criteria	Level for Consideration
MAP	National-normed	95+ percentile
CogAT	National- & Local-normed	95+ percentile
Smarter Balanced	National-normed	95+ percentile
ASPIRE/ACT	National-normed	95+ percentile

The consideration roster will be further refined to include additional students based on local norms. These are students who show aptitude for performing at unusually high levels (top 3 – 5%) when compared with other students of similar age, experience, or environment. After applying these two lenses the considerations roster of Advanced Learners is reviewed by the Advanced Learner department staff and forwarded to buildings to be used by teacher teams to inform their instruction.

To adequately identify students as potential students needing Advanced Intervention, the consideration roster may not be enough. Teachers and Teacher Teams will need to collect additional qualitative data from screener, recommendations, and evaluation of student work to look for convergence of multiple pieces of data in order to make a decision, or refer to Student Support and Intervention Teams (SSIT) for discussion and possible identification. In later sections of this plan, specific criteria for identifying students into each of the five



areas (General Intellectual, Specific Academic, Leadership, Creativity, and the Arts) will be articulated.

Advanced Academics

An alternative way to identify students for the Advanced Learner Pool will be to focus on the student that might be excluded from formal quantitative and qualitative data (Peters, 2014). This method is called advanced academics. In advanced academics, students access advanced coursework through self-selection into courses, recommendation into a program, or random placement. Through the Multi-Tiered Systems of Support (MTSS) model, if a student responds to an intervention positively, then an unidentified need is being met. By this rationale, a student could be identified through systematic observation and documentation of progress with a system of support where other advanced learners are also being supported.

An example of this would be, if a student enrolls in a series of honors or advanced placement classes within a content area and is consistently in the top 10% of the class, a teacher/school should consider the students for Advanced Learner consideration. Students are identified through advanced academics; they will be identified as an Advanced Learner with Talent Development. These students should be monitored along with all other Advanced Learners for possible identification and supports in one or more areas.

Parent Referral

Parents/Guardians provide an immense amount of information about their child and are always encouraged to contact their child's teacher to discuss progress or express concerns. If a parent/guardian or teachers feel a child's needs are not being met through differentiation of core within the general education classroom, then a student referral should be made. A referral form (Appendix E) can be obtained in one of two ways:

Types of Qualitative Data:

- U-Stars: Teacher's Observation of Potential in Students (TOPS) inventories
- Parents/Guardians inventories
- Student Work Samples
- Educator Rating Scales
- Leadership, Creative, and the Arts Rating Scales
- Jot Forms



- off of the Advanced Learner website at mmsd.org/advancedlearning or;
- from the building main office or at central office room 125.

Once the referral is completed, it should be given to the building-based AL IRT, who will work with the building administration to submit to Student Support and Intervention Teams (SSIT) or problem solve in an alternative way.

Parents/Guardians and teachers should examine student work, progress monitoring data, universal screening data and achievement to date. This communication informs decision-making in regards to a student's need for continuing growth. Parent referrals are noted in the advanced learner database and kept for reference.

Parent referrals are accepted year round for:

- New families to the district
- Previously identified advanced learners

New referrals from existing district families will also be accepted, but may be held because of the availability of certain interventions. Though it is not necessary for a parent to submit a referral each year, parents should contact the AL IRT if concerns arise.

School staff will process parent/guardian referrals in a timely and efficient manner. The referral process steps are outlined below:

- Submission of referral
- Acknowledgement email of received referral
- Referral is investigated based, evidence collected, and results processed within a 30-day time window; a 60-day time window may be needed for some referrals because of the need to collect data related to frequency and intensity
- Notification letter is sent to parents (Appendix C)
- A meeting is set up with appropriate school staff and parents/guardians for determination



Tiers of Support

The purpose of multi-tiers system of support is to ensure that there is uniform access to appropriate challenge for advanced learners based on student need in General Intellectual, Specific Academic, Leadership, Creativity, and the Arts.

Ideally, the academic needs of students will be met in the place where they spend most of their time. For most students, this is in the regular education classroom with their peers, by subject, or with their music or art teachers. By differentiating instruction, teachers provide students with a variety of opportunities and options for success. However, when differentiating is not enough for a student to grow, the Advanced Learner Department must be a collaborative partner with school staff as they move through the MTSS model.

The Advanced Learner Plan supports schools by first identifying who are our Advanced Learners, determine the levels of support needed to enhance and challenge students within the regular education environment, and to regularly monitor their progress to determine if they continue to grow academically. If necessary, the Advanced Learner Department will work with schools to refine and adjust support/interventions between tiers. Finally, the Advanced Learner Department will provide professional development opportunities to increase the capacity of the classroom supports.

Academic and Learning Systems

Tier III: Intensive Interventions
Support for a few students who need Individualized Interventions in addition to or in place of Tiers I and II

Tier II: Strategic Interventions
Support for some students who need more support/ extensions in addition to Tier I

Tier I: Core Curriculum and Instruction
Support for all students





The Advanced Learner Department is grounded in three different tiers of support (Appendix D):

- **Tier 1** – These supports are provided in the classroom by the general education teacher. Differentiated Core Instruction uses a standards-based scope and sequence along with data to know where a student is at, and uses extensions, curriculum compacting, and other strategies typically considered “great teaching” to intervene for Advanced Learners. AL IRTs, along with other building-based IRTs, can support general education teachers in expanding their repertoire of differentiation skills. Students identified for differentiation are monitored and supported through the MTSS process.
- **Tier II** – Tier II support represents a smaller number of students whose needs become more unique and interventions become more specialized. In addition to differentiated core instruction, the classroom teacher collaborates with the AL IRT, specialists, and perhaps grade level colleagues to plan learning activities to meet the student’s demonstrated need. A variety of options are provided so that students have rich and varied experiences on which to build their skills. These opportunities are provided during the school day so that all students may participate, but there may be enrichment opportunities that extend beyond the school day. An example of this would be a student who does coursework in preparation for an academic decathlon.
- **Tier III** – Tier III support represents a very small number of students who need either subject or grade acceleration or a unique combination of replacement offerings. These interventions are for students who are significant outliers (97-99th percentile) or have also shown mastery of content in addition to a score of 95 percentile or higher or significant outlying score.

There are several points to keep in mind when thinking about tiered levels of instruction and the MTSS model, including:

- Student movement through the tiers is intended to be a fluid process based on the student’s qualitative and quantitative data as well as a collaborative team decisions about students’ response to instruction.



Students may be receiving multiple interventions in a variety of the tiers depending on their needs.

- MTSS allows for the diversity of individual needs of student who demonstrate high performance capabilities or who demonstrate the ability for high performance.
- Encouraging interest and persistence in pursuit of excellence is as important as the acquisition of academic knowledge and skills; identifying opportunities for talent development must be done with other tiers of support in mind.

Progress Monitoring

Progress monitoring is the process of continually collecting information about what the child knows and how the child is growing as a learner. Learning is dynamic and adjustments to the pace, depth, and complexity of a subject is made based on what the child shows they have learned. The goal is to promote a match between student needs and their curriculum and experiences.

Consistent checkpoints aligned to assessments (Appendix A) that are reviewed in team meetings provide a consistent way of supporting Advanced Learners (see Year-at-a-Glance Workflow on next page). In August, AL IRTs revisited recommendations made in the previous spring. AL IRTs, in conjunction with school grade level teams, decide/verify best learning environments and/or tiers of support for students within the advanced learner pool. Teams will determine if:

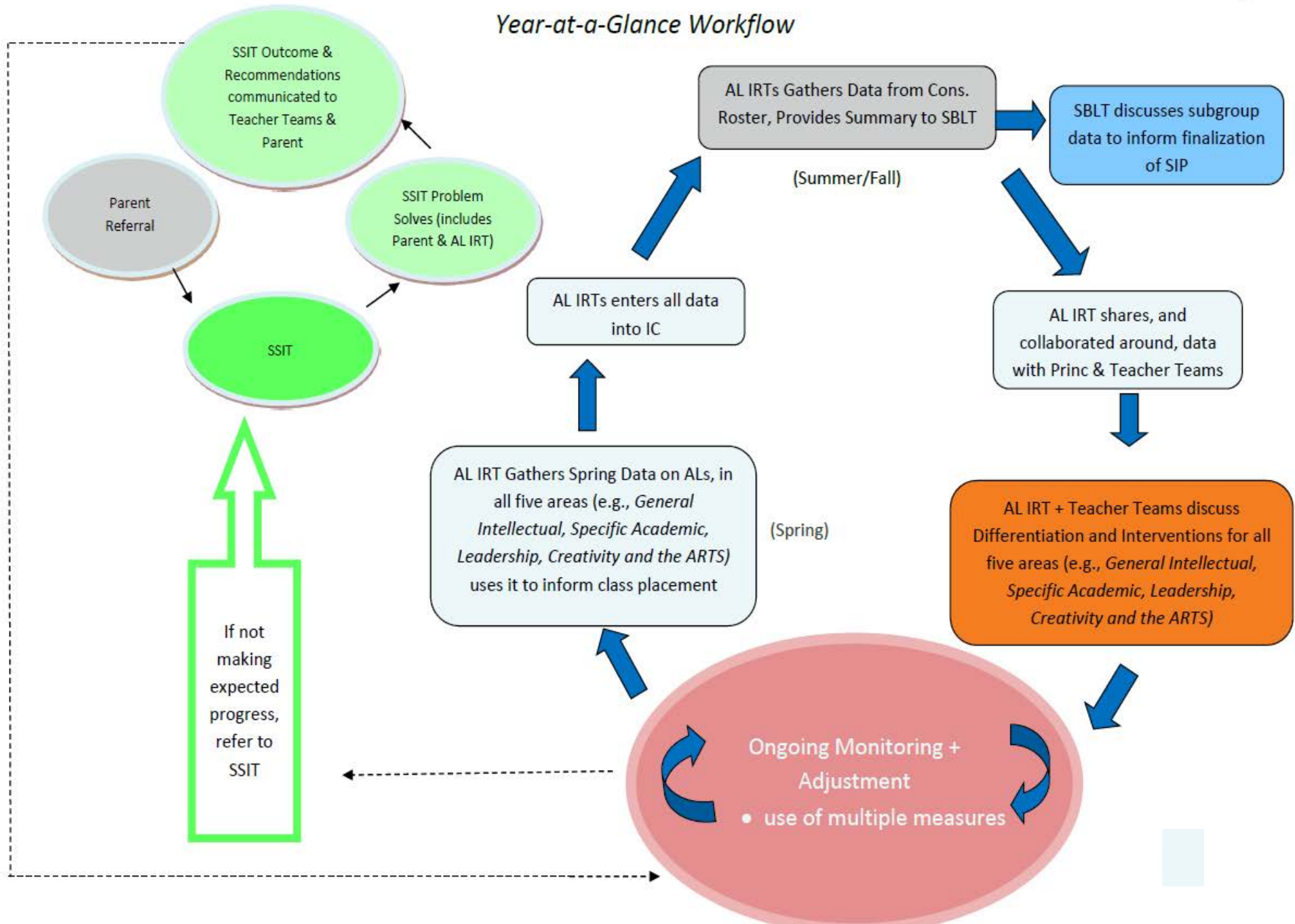
1. Needs are best met in the classroom with academic peers and strong core instruction
2. Needs are best met through differentiation/extension of the core curriculum
3. Needs are best met with a Tier 2 or 3 intervention

Then again in the spring (April/May) AL IRTs collect data on growth for advanced learners to help building administrators and teacher teams make:

1. Student placements that maximize the strong core instruction for advanced learners, while narrowing the range of learners within a balanced classroom.
2. Help inform course recommendations for the following school year.
3. Communicate recommendations with parents/guardians.



Year-at-a-Glance Workflow





Social Emotional Support

As parents and teachers, we do need to be sensitive and alert to a student's social –emotional needs, and to communicate with one another when we suspect a student may need some guidance. Academically talented students deal with a variety of social – emotional issues. Some of these are typical age-appropriate responses, while others may be specifically related to their advanced talents. Students may be able to work through some of these issues on their own, but they may also need some adult guidance and discussion. For issues that continue unresolved over a period of time, counseling or intervention may be needed as a part of their continued support. Students are not always able to verbalize what they are feeling and experiencing. Below is a list of behaviors that can give insight as to how a child is adjusting to an intervention.

Signs of Adjustment

Positive Signs	Signs of Difficulties
<ul style="list-style-type: none"> • Willing to tackle challenging work. • Able to listen closely and work hard. • Able to put forth more effort when work is challenging. • Able to work through frustrations caused by challenging work. • Able to ask for help without reduction in self-esteem. • Gains confidence through mastering challenges. • Is socially comfortable in a variety of academic settings. • Recognizes personal strengths and abilities, but without excessive comparison to others. 	<ul style="list-style-type: none"> • Is unwilling to go to school. • Frequently complains of headaches or upset stomach. • Often cries about school-related issues. • Refuses to talk about school. • Experiences frequent anxiety. • Is frequently unable to complete work. • Refers to self in negative ways. • Wants to sleep more than usual. • Teases or bullies other students. • Has difficulty establishing and maintaining friendships.



If any signs of difficulty continue over a period of time without being resolved, it is a good idea for staff and parents to communicate with each other. School psychologists, social workers and/or the AL IRT are all resources to support families and students. Through collaboration, we may be able to identify some steps that can be taken to support students in dealing with significant issues. These could include, but not limited to:

- Guidance groups to address specific issues
- Formal/Informal check-ins
- Referral to outside agencies

While some parent may be reluctant to seek this type of help for their child, there are times when this is very much needed.

Infinite Campus and OASYS

The ultimate goal of a strong MTSS model is to provide access for all students to a challenging and well-rounded education. Identifying supports, interventions, and enriching activities for talent development must be coordinated within the design of all three tiers and must include rigorous instruction and progress monitoring. To keep track of Advanced Learner identification and interventions, MMSD has tracked this information in Infinite Campus as well as school binders. Moving forward, these two systems will be combined into a data-management system, called OASYS.

Five areas of Advanced Learner

In the next several pages, you will see the outline for each Advanced Learner area: General Intellectual, Specific Academic, Leadership, Creativity and the Arts. Each area will provide a definition, list of characteristics of an Advanced Learner in that area, criteria for identification, and a list of evidence sources. In most cases, there will also be a MTSS triangle listing some possible resources available to buildings. Each list does not indicate a comprehensive list of resources for all buildings, but simply an example.



General Intellectual

Definition: Students identified as Advanced Learners in the area of General Intellectual display the following characteristics (not inclusive):

- Formulates abstractions
- Processes information in complex ways
- Observant
- Excited about new ideas
- Enjoys hypothesizing
- Learns rapidly
- Uses a large vocabulary
- Inquisitive
- Self-starter

Identification for Advanced Learner:

- Students who score at the 95th + percentile on one of the Evidence Sources, and at least two other forms of evidence.
- Students who score at the 95th + percentile on the CogAT based on local norms and at least two other forms of evidence.

Identification for student needing Advanced Intervention:

- In the Advanced Learner Pool, and at least two other forms of evidence

Evidence Sources:

- Cognitive Abilities Test (CogAT)
- WCKE/ WAA for SwD
- Measures of Academic Progress (MAP)
- Smarter Balanced and/or ACT/ASPIRE

Other Evidence Sources: arrange example documents in this order

- [Observed Characteristics of Students with Gifts and Talents Teacher Checklist](#)
- [Students Work Protocol](#)
- [Teacher Nomination Form for Advanced Learner - General Intellectual](#)
- [Teacher's Observation of Potential in Students \(TOPS\) – USTARS](#)
- [Gifted and Talented Evaluation Scales \(GATES\)](#)
- [Silverman/Waters Teacher Checklist](#)



Multi-Tiered System of Supports: Advanced Learning Supports in the area of General Intellectual

Supports and/or resources provided at _____ School

Tier 3 Few Students

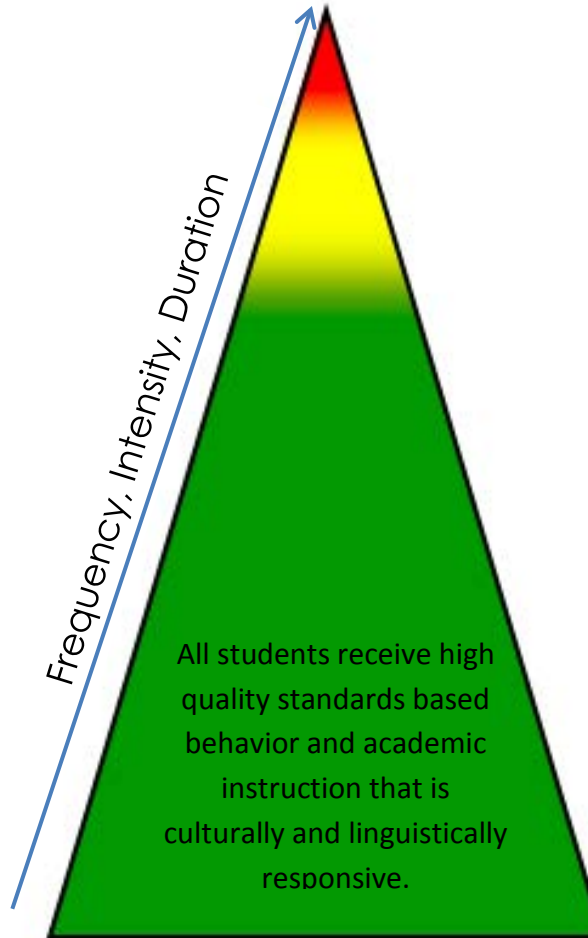
Tutors, Dual Enrollment, Radical Acceleration, Curriculum replacement, Course & Youth Options, Early Graduation/Entrance

Tier 2 Some Students

Subject Acceleration, Whole Grade Acceleration, AP classes, Advanced/Honors Classes, Academic Competitions, Co-curricular/Extra-curricular Activities, Mentors

All Students

Clustering, Compacting, Contracting, Standards-based Assessment and Teaching, Independent Research/Inquiry, Class Placement Considerations, Differentiated Instructional Strategies



Identification & Access

Tier 3 Access: A few students who need a replaced curriculum as determined by test scores and other measures or as indicated by tier 2 response to intervention. Teachers and AL IRT reviews progress every 6-8 weeks.

Tier 2 Access: Some students who score in the top 5-10% on XX measures along with qualitative data. These students demonstrate a need for additional challenge beyond core instruction. Teachers and AL IRT reviews progress every 6-8 weeks.

Tier 1 Access: All students receive high quality standards based core instruction that is culturally and linguistically responsive. Teacher teams & AL IRT review data at least 3x/year

<p>Decision Rules:</p>	<p>80% Decision Rule: If 80% of students by subgroup are showing growth, celebrate success of your core instructional program. If less than 80% are showing growth, review Core Programing with Team.</p>	<p>20% Decision Rule: The 20% of students for whom the core does not allow them to grow, will receive strategic group intervention(s) in addition to their core instruction.</p>	<p>Intensify/Change Intervention Rule: When students do not show expected growth, intensify or change the intervention.</p>	<p>Individualize Instruction Rule: When students do not show expected growth after two consecutive small interventions, gather appropriate data and move to the individual level.</p>
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Specific Academic

Definition: Students identified as Advanced Learners in the area of Specific Academic display the following characteristics (not inclusive):

- Good memorization ability
- Advanced comprehension
- Acquires basic skill knowledge quickly
- Widely read in special interest area
- High academic success in special interest area
- Pursues special interest with enthusiasm and vigor

Identification for Advanced Learner:

- Students who score at the 95th + percentile on one of the Evidence Sources within a specific academic area
- Students who score at the 95th + percentile on the CogAT based on local norms and advanced within a specific academic area
- Scoring advanced on a nationally-normed assessment at least two years ahead of typical peers (i.e., taking and doing well on the EXPLORE in 5th grade)

Identification for student needing Advanced Intervention:

- In the Advanced Learner Pool, and at least two other forms of evidence

Evidence Sources:

- Cognitive Abilities Test (CogAT)
- WCCE/WAA for SwD
- Measures of Academic Progress (MAP)
- Smarter Balanced and/or ACT/ASPIRE

Other Evidence Sources:

- [Observed Characteristics of Students with Gifts and Talents Teacher Checklist](#)
- [Teacher Nomination Form for Advanced Learner – Specific Academic](#)
- [Students Work Protocol](#)
- [Teacher’s Observation of Potential in Students \(TOPS\) – USTARS](#)
- [Gifted and Talented Evaluation Scales \(GATES\)](#)



Multi-Tiered System of Supports: Advanced Learning Supports in the area of

Specific Academic

Supports and/or resources provided at _____ School

Tier 3 Few Students

Junior Great Books; GEMS; Math Innovations (replaced curriculum); CMP (replaced curriculum); Evidence Based Strategies (Acceleration, groupings)

[Refer to MTSS Guiding Language for more information on intervention Math and Literacy](#)

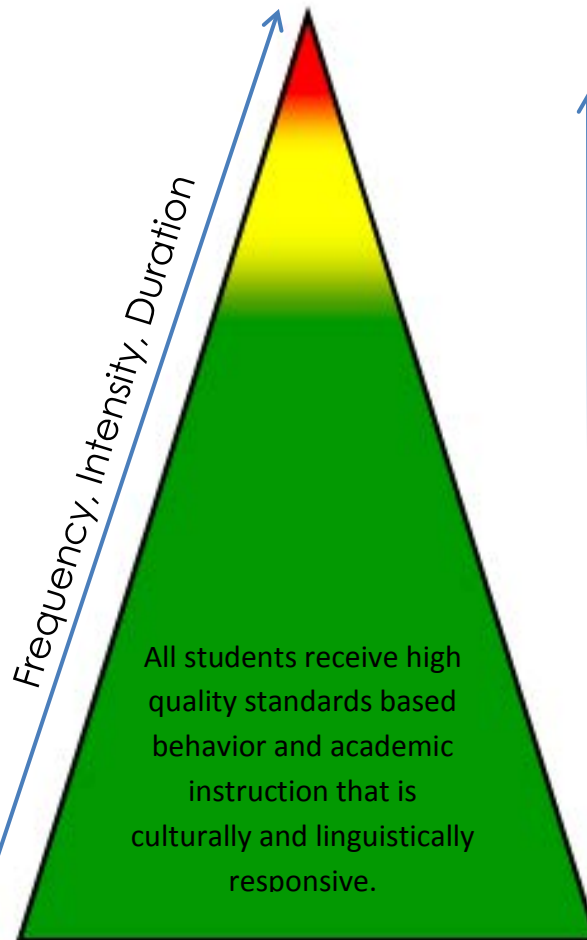
Tier 2 Some Students

College of William and Mary Navigator Series*; College of William and Mary Language Arts curriculum; Jacob's Ladder; Michael Clay Thompson*; Project Math Squared; Project Math Cubed; Evidence based strategies

[Refer to MTSS Guiding Language for more information on interventions for Math and Literacy](#)

All Students

CCSS- Differentiated Instruction; Mondo curricular materials and targeted assessments; Calle; Leveled Bookroom Books; MMSD CCEs, Investigations Math curriculum



Identification & Access

Tier 3 Access: A few students who need a replaced curriculum as determined by test scores and other measures or as indicated by tier 2 response to intervention. Teachers and AL IRT reviews progress every 6-8 weeks.

Tier 2 Access: Some students who score in the top 5-10% on XX measures along with qualitative data. These students demonstrate a need for additional challenge beyond core instruction. Teachers and AL IRT reviews progress every 6-8 weeks.

Tier 1 Access: All students receive high quality standards based core instruction that is culturally and linguistically responsive. Teacher teams & AL IRT review data at least 3x/year

Decision Rules:	<p>80% Decision Rule: If 80% of students by subgroup are showing growth, celebrate success of your core instructional program. If less than 80% are showing growth, review Core Programing with Team.</p>	<p>20% Decision Rule: The 20% of students for whom the core does not allow them to grow, will receive strategic group intervention(s) in addition to their core instruction.</p>	<p>Intensify/Change Intervention Rule: When students do not show expected growth, intensify or change the intervention.</p>	<p>Individualize Instruction Rule: When students do not show expected growth after two consecutive small interventions, gather appropriate data and move to the individual level.</p>
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Leadership

Definition: Students identified as Advanced Learners in the area of Leadership display the following characteristics (not inclusive):

- Assumes responsibility
- High expectations for self and others
- Fluent, concise self-expression
- Foresees consequences and implications of decisions
- Good judgment in decision making
- Likes structure
- Well-liked by peers
- Self-confident
- Organized

Identification for Advanced Learner:

- At least three evidence source considered, and at least two showing consistencies

Identification for student needing Advanced Intervention:

- At least three evidence source considered, and at least three showing consistencies

Evidence Sources:

- [Teacher's Observation of Potential in Students \(TOPS\) – USTARS](#)
- [Gifted and Talented Evaluation Scales \(GATES\)](#)
- [Students Work Protocol](#)
- [MMSD Parent/Community Advanced Learner Nomination Form](#)
- [Roets' Self-Rating Scales](#)



Multi-Tiered System of Supports: Advanced Learning Supports in the area of

Leadership

Supports and/or resources provided at School

Tier 3 Few Students

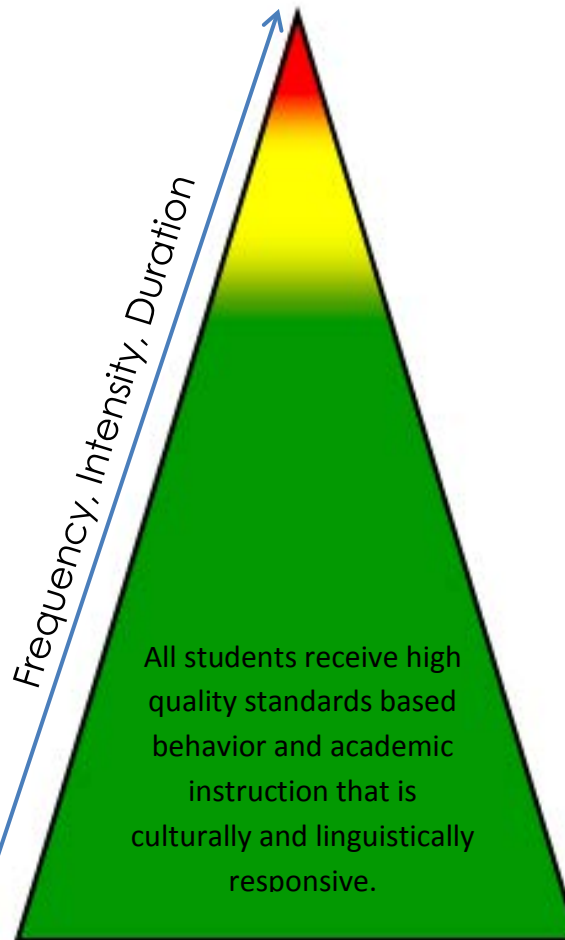
Principal's Club, Ambassadors, Black Student Union Leadership, Asian Student Leadership, Hispanic Student, Leadership, Student government officers, Class officers, National Honor Society officers, Link Crew leadership, Peer tutors, Gay Straight Alliance leadership, DECA, Youth Court/ Restorative Justice, Mock Trial, Forensics/ Debate

Tier 2 Some Students

Peer to peer helpers, Playground leaders, patrol leaders, Student Council, Grade level student leaders, Equity and diversity council, Youth Court leaders, Black Student union, Asian Student Union, Hispanic Student Union, Student Government, Link crew, Youth Service organizations, Key club, Athletic leadership, Arts Leadership, GSAFE

All Students

Classroom leadership, School Service Club, Gay Straight Alliance, Diversity alliance



Identification & Access

Tier 3 Access: A few students who need a replaced curriculum as determined by test scores and other measures or as indicated by tier 2 response to intervention. Teachers and AL IRT reviews progress every 6-8 weeks.

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School Leadership and Service Programs:

School Level	Leadership Program	Contact person
Elementary School	Classroom leaders Playground Leaders School Service Club Patrol Leaders Peer to Peer helpers School Council Principals Club	Student Leadership point person Program/Club Advisors AL IRT
Middle School	Student Council Grade Level student Leadership Ambassadors Equity and Diversity Council Student Service Club GSA Youth Court Peers helping Peers	Student Leadership point person Program/ Club Advisors AL IRT
High School	Student Government National Honor Society Class Officers Link Crew Peer tutors Ambassadors Black Student Union Asian Student Union Hispanic Student Union Gay Straight Alliance Youth Service organizations DECA Youth Court/Restorative Justice Key Club Mock Trial Diversity Alliance Forensics/ Debate Student Support Foundation Athletics and Leadership	Student Leadership point person Program/ Club Advisors Assistant Principals AL IRT



Creativity

Definition: Students identified as Advanced Learners in the area of Creativity display the following characteristics (not inclusive):

- Independent thinker
- Exhibits original thinking in oral and written expression
- Comes up with several solutions to a given problem
- Possesses a sense of humor
- Creates and invents
- Challenged by creative tasks
- Improvises often
- Does not mind being different from the crowd

Identification for Advanced Learner:

- At least three evidence source considered, and at least two showing consistencies

Identification for student needing Advanced Intervention:

- At least three evidence source considered, and at least three showing consistencies

Evidence Sources:

- [Teacher's Observation of Potential in Students \(TOPS\) – USTARS](#)
- [Gifted and Talented Evaluation Scales \(GATES\)](#)
- [Students Work Samples and other Evidence \(e.g., writing samples, awards, published works, etc.\)](#)
- [MMSD Parent/Community Advanced Learner Nomination Form](#)
- [Williams Scale for Parents & Teachers](#)
- Torrance (alternative to GATES)



Multi-Tiered System of Supports: Advanced Learning Supports in the area of

Creativity

Supports and/or resources provided at _____ School

Tier 3 Few Students

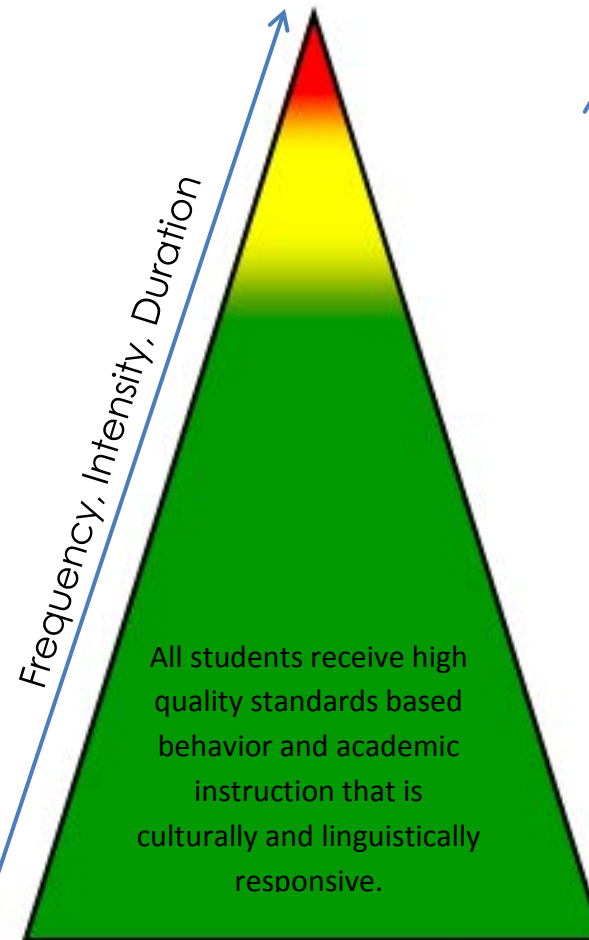
Principal's Club, Ambassadors, Black student Union Leadership, Asian Student Leadership, Hispanic Student Leadership, Student government officers, Class officers, National Honor Society officers, Link Crew leadership, Peer tutors, Gay Straight Alliance leadership, DECA, Youth Court/ Restorative Justice, Mock Trial, Forensics/ Debate

Tier 2 Some Students

Peer to peer helpers, Playground leaders, patrol leaders, Student Council, Grade level student leaders, Equity and diversity council, Youth Court leaders, Black Student union, Asian Student Union Hispanic Student Union, Student Government, Link crew, Youth Service organizations, Key club, Athletic leadership, Arts Leadership

All Students

Classroom leadership, School Service Club, Gay Straight Alliance, Diversity alliance



Identification & Access

Tier 3 Access: A few students who need a replaced curriculum as determined by test scores and other measures or as indicated by tier 2 response to intervention. Teachers and AL IRT reviews progress every 6-8 weeks.

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Visual and Performing Arts (the Arts)

Definition: Students identified as Advanced Learners in the area of Visual and Performing Arts display the following characteristics (not inclusive):

- o Outstanding in sense of spatial relationships
- o Unusual ability in expressing self, feeling, moods, etc., through dance, drama, music, etc.
- o Good motor coordination
- o Exhibits creative expression
- o Desire for producing “own product” (not content with mere copying)
- o Observant

Identification for Advanced Learner:

- o At least three evidence source considered, and at least two showing consistencies

Identification for student needing Advanced Intervention:

- o At least three evidence source considered, and at least three showing consistencies

Evidence Sources:

Visual Arts:

Students will be identified using multiple and varied measures, including the following:

- o [Teacher’s Observation of Potential in Students \(TOPS\) – USTARS](#)
- o [Gifted and Talented Evaluation Scales \(GATES\)](#)
- o [Visual Arts/Sketchpad Student Work Review](#)
- o [Teacher rating scale](#)
- o Letter(s) of recommendation from parent, community members, teachers, and or extra/co-curricular advisors
- o List of honors/extra-curricular involvements

Music/Performing Arts/Drama:

Students will be identified using multiple and varied measures, including the following:

- o [Teacher’s Observation of Potential in Students \(TOPS\) – USTARS](#)
- o [Gifted and Talented Evaluation Scales \(GATES\)](#)



- o [Music Evidence/Student Review](#)
- o [Teacher rating scale](#)
- o Letter(s) of recommendation from parent, community members, teachers, and or extra/co-curricular advisors
- o List of honors/extra-curricular involvements

Student Support Intervention Team (SSIT)

Since the areas of visual arts and music do not utilize standardized assessment data with quantitative data like general intellectual or content specific identification, a school support team with the addition of a certified art and/or music specialist, and AL staff member will meet to consider the criteria outlined above.

A formal screening process of all third grade students will occur during the spring of each school year. The purpose of this formal screening process will be to provide all students, regardless of background and experience, an opportunity to be recognized as an advanced learner in the arts. Students in other grades who present characteristics of advanced learning in these areas can also be considered during this timeframe.

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Multi-Tiered System of Supports: Advanced Learning Supports in the area of

the Arts

Supports and/or resources provided at _____ School

Tier 3 Few Students

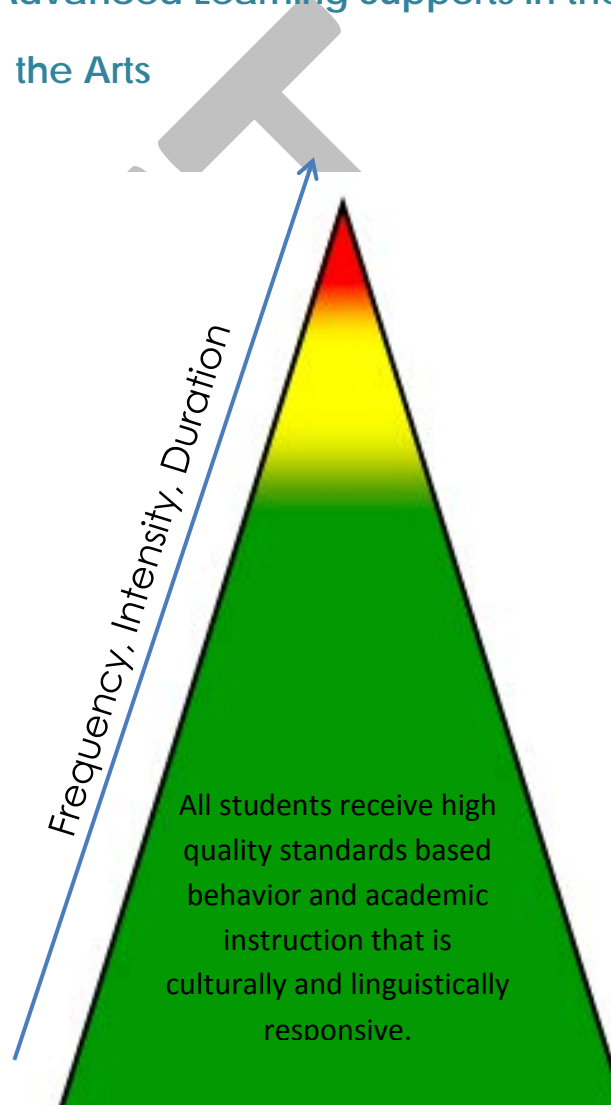
Mentorships, apprenticeships, Independent Study, Regional/National opportunity to showcase art form, Content Area Acceleration, Pull-out instruction, AP Studio Art, AP Music Theory, Youth Options

Tier 2 Some Students

Classroom differentiation with instrument choice and art media extensions; Learning Contracts; Independent Projects; Portfolio development Support; State Honors Project (music); Artist in Residence extensions; Special focus role in performance or exhibit; Visioneers Design Challenge; Community arts organization membership

All Students

MMSD District Standards; Wisconsin Model Academic Standards; CCSS; Differentiated Instruction; "Music in Education" curriculum; silver Burdett "Making Music"; World Drumming; Link up; Recorder Karate; Arts Edge integrated lessons; Student-Created Museums; SMART Project



Tier 3 Access: A few students who need a replaced curriculum as determined by test scores and other measures or as indicated by tier 2 response to intervention. Teachers and AL IRT reviews progress every 6-8 weeks.

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Visual and Performing Arts (the Arts) Examples of Interventions

Examples of Tiered Services and Interventions

This chart represents examples of options. Not all options are available to all students at all times. Individual student interventions are determined through a collaborative process.

Differentiated Core in Music	Differentiated Core in Visual Art
<ul style="list-style-type: none"> ○ Classroom differentiation ○ Classroom station groupings ○ Student choice with instruments ○ Flexible Grouping ○ Learning contracts ○ Enrichment opportunities (available to all) ○ Tiered lessons ○ Independent projects ○ Open-ended assignment ○ Computer delivered curriculum ○ Recorder Karate ○ Link Up Recorder curriculum – Gr. 4 ○ Composition project ○ Performances ○ Field trips ○ MIE keyboard lab curriculum ○ Differentiated choice-solo/group parts ○ Student song selection ○ Improvisation ○ iPad – composition and music theory 	<ul style="list-style-type: none"> ○ Classroom differentiation ○ Classroom station groupings ○ Student choice with instruments ○ Flexible Grouping ○ Learning contracts ○ Enrichment opportunities (available to all) ○ Tiered lessons ○ Independent projects ○ Open-ended assignment ○ Computer delivered curriculum ○ Local artists – designer instruction ○ Museum visits ○ Student exhibits ○ School art clubs ○ Online gallery exhibits ○ Community collaborations



<ul style="list-style-type: none"> o SmartMusic software o Instrumental music – instrument choice o Leveled parts in music (Tpt1, Tpt 2) 	
Tier 2 Music	Tier 2 Visual Art
<ul style="list-style-type: none"> o Differentiated Education Plan o Classroom Differentiation o Cluster groupings o Student choice with instruments o Learning contracts o Enrichment opportunities (select opportunity) o Small group pull-out for content area instruction o Independent project o State Honors Audition process o Composition project o Solo/Ensemble participation o Portfolio preparation for auditions o Flexible grouping o Leadership in section o Artist in residence extended opportunity o Software access for composition o Journal (blog, web page) o Interdisciplinary music event o Special focus role in concert 	<ul style="list-style-type: none"> o Differentiated Education Plan o Classroom Differentiation o Cluster groupings o Student choice with instruments o Learning contracts o Enrichment opportunities (select opportunity) o Small group pull-out for content area instruction o Independent project o Visioneers Design Challenge o Solo/Ensemble participation o Portfolio preparation for auditions o Flexible grouping o Leadership in section o Artist in residence o Different end project o Software access for composition o Journal (blog, web page) o Interdisciplinary music event o Special focus role in concert o Sketchbook o Journal (blog, web page) o Observation protocol o Art show participation o Interdisciplinary art event o MMoCA – Young at Art



Tier 3 Music	Tier 3 Visual Art
<ul style="list-style-type: none"> ○ Differentiated Education Plan ○ Accelerated content area cluster grouping ○ Individualized program ○ Socio-Emotional support group ○ Formal Mentorship ○ Content area acceleration ○ Concurrent courses ○ Pull-out instruction ○ Independent music course ○ Apprenticeship with musician ○ Portfolio development ○ College for Kids ○ Leadership – conduct for performance ○ Advanced solo with large ensemble ○ AP Music Theory 	<ul style="list-style-type: none"> ○ Differentiated Education Plan ○ Accelerated content area cluster grouping ○ Individualized program ○ Socio-Emotional support group ○ Formal Mentorship ○ Content area acceleration ○ Concurrent courses ○ Pull-out instruction ○ Independent art course ○ Apprenticeship with artist ○ Portfolio development ○ Visioneers Design Challenge ○ College for Kids ○ Youth Options ○ Independent study with teachers who have dual expertise (i.e. art and tech) ○ Regional/National opportunity to showcase art ○ AP Portfolio Art

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Family Engagement

The MMSD new Family and Community Education Standards are a priority within each school's School Improvement Plan (SIP), which will support the data-based problem-solving approach to collaborating around the needs of all learners and their families. The Family and Community website [<https://face.madison.k12.wi.us/face-standards>] has an explanation of the MMSD's Standards for Family and Community Engagement (FACE).

Parent education and community outreach are critical to our success as we serve advanced learners. Parent education and outreach serve to both inform the community about Advanced Learner needs and also engage families in two-way communication. Classroom teachers, the AL IRT, support staff, administrators, families and students share the responsibility for implementation of appropriate supports for Advanced Learners. Through communication, collaborative problem solving and community outreach, the families of the Madison Metropolitan School District will experience the full benefit and intent of the MMSD Talented and Gifted Policy.

Annually the Advanced Learner Department will schedule meetings with an Advanced Learner Parent Advisory Committee. The committee will be made up of parents and community volunteers, which will provide context as to how the Advanced Learner Plan is being carried out. These meetings will also be an opportunity for the district to share information about the district's improved strategy and any changes to the Advanced Learner policy or plan.

	2014-2015	2015-2016	2016-2017
Parent Engagement	<p>A: Communication-inform parents of student identification</p> <p>B: Communication-progress report at least once per year</p> <p>C: Documentation-explanation of intervention to parents</p> <p>-Parent Survey regarding identification and intervention</p>	<p>A: Communication-inform parents of student identification</p> <p>B: Communication-progress report 2x year</p> <p>C: Documentation-explanation of intervention to parents</p> <p>-Parent Survey regarding identification and intervention</p>	<p>A: Communication-inform parents of student identification</p> <p>B: Communication-progress report 2x year</p> <p>C: Documentation-explanation of intervention to parents (A, B, & C with Fidelity) Parent Education & outreach Opportunities</p> <p>-Parent Survey regarding identification and intervention</p>



Professional Development

Professional development is critical in meeting the needs of Advanced Learners. DuFour states, “effective professional development increases the understanding of how to provide supports that are responsive to the developmental needs of children...” (1998, p. 255). The professional development content focuses on three levels within the district to best serve all stakeholders.

- **District level** – District level professional development serves to educate all stakeholders about the advanced learner systems within MMSD. The Advanced Learner Department functions within the Teaching and Learning Team and will create cross-functional work groups to strengthen and expand high-quality systems. Advanced Learner IRTs will participate in district-wide professional development to support the implementation of coherent instruction in all schools, which is anchored in the district’s definition of Great Teaching.
- **Department level** - Advanced Learner Department professional learning will focus on establishing a scope and sequence of content to support Advanced Learner IRTs in their work with schools, students and families. To best serve schools, the focus will be on developing capacity among Advanced Learner IRTs so that Advanced Learner needs are met through strong instructional practices, research-based pedagogy, and differentiation strategies. A mentoring framework and Professional Learning Community will be created to support and enrich the work of AL IRTs.
- **School level** - School level professional development will be anchored in the development of tools and resources to support implementation of the AL Policy, Advanced Learner Plan and associated handbooks. Professional development will be ongoing, job-embedded and linked to each school’s individual SIP. School level professional development will serve to build the capacity of school-based staff utilizing a Gradual Release of Responsibility Model. Clear communication and support will be a priority to best serve all stakeholders at each school.



Department Learning Outcomes 2014-2015

A [yearlong Professional Development Plan](#) is designed to establish a clear and ongoing system for developing knowledge and skills of the Advanced Learner Instructional Resource Teachers.

	2014-2015	2015-2016	2016-2017
Professional Development: District and Building levels	<ol style="list-style-type: none"> 1. Compile a comprehensive list of advanced learner interventions and share with schools 2. AL IRTs conduct an inventory of current advanced learner interventions, tiers 2&3, offered by each school in the district and create building list for each area 3. Communicate with schools to learn what PD opportunities are needed in each building 4. Provide K-12 Professional learning to staff related to matching student needs with strong differentiated core instruction and/or appropriate tier 2 and 3 intervention within all five domains; the MTSS model 5. Research and implement additional Tier 2 and 3 interventions based on student need 	<ol style="list-style-type: none"> 1. Cross reference district advanced learner interventions with recommended best practices in gifted and talented research 2. Support schools in selecting and refining advanced learner interventions that work within their school's unique learner profile 3. Continue to assist schools in bridging advanced learner needs with interventions currently available in the school to implement the continuum of service 4. Continue to create school partnerships throughout the district to support an increase of advanced learner options that provide challenging and well-rounded educations 	<ol style="list-style-type: none"> 1. All schools within the Madison Metropolitan School District systematically match advanced learner need with appropriate interventions 2. Schools are able to sustain intervention matching in response to documented needs and student strengths resulting in robust learning



Summary

Student growth and well-being are the intent of the TAG Policy (Advanced Learner Policy) and the Advanced Learner Plan. With systematic and consistent processes in place to support the identification, tiers of support, progress monitoring and communication, it will be important to identify and problem-solve around both student achievement and student growth. By using qualitative and quantitative data, it will be important to determine what strategies are working to identify and serve more students from various demographic groups. Customer service in the form of communication with parents is a critical component of support for advanced learners. The Advanced Learner Department will need continual feedback to improve interventions and support to schools and students. Embedded coaching, consultation with school-based teams and relevant professional development will support the growth and well-being of advanced learners.

Creating a systematic and ongoing monitoring system for record keeping of the advanced learner pool and those within that pool receiving an intervention will ensure that each student has access to a continuous system. The AL plan and program will be reviewed annually and adjusted to ensure that it provides a seamless and coherent extension of the district's curriculum scope and sequence, while allowing the students' ability to continue to be challenged.



Appendix A:

MMSD State and Local Assessments

September	MAP – Reading, Language Usage, and Math – <u>Interim</u> - http://www.nwea.org
October	WKCE/WAA for SwD – Science & Social Studies – <u>Summative</u> - http://oea.dpi.wi.gov/oea_wkce CogAT – Verbal and Nonverbal Ability – <u>Universal Screener</u> - http://www.riversidepublishing.com/products/cogAT7/screening.html ASPIRE - English, Reading, Writing, Math, and Science – <u>Summative</u> - http://www.discoveractaspire.org/
November	
December	ACCESS for ELLs – Speaking, Listening, Reading, and Writing – <u>Summative</u> - http://oea.dpi.wi.gov/oea_access
January	
February	
March	Smarter Balanced – Reading, Writing, and Math – <u>Summative</u> - http://www.smarterbalanced.org/ Dynamic Learning Maps (DLM) – Reading, Writing, and Math – <u>Summative</u> - http://dynamiclearningmaps.org/ ACT+Writing & WorkKeys - English, Reading, Writing, Math, and Science – <u>Summative</u> - http://www.act.org/
April	ASPIRE - English, Reading, Writing, Math, and Science – <u>Summative</u> - http://www.discoveractaspire.org/
May	Advanced Placement – various areas – <u>achievement</u> - http://apcentral.collegeboard.com/



Appendix B:

NAGC Pre-K-Grade 12 Gifted Programming Standards

Standard 1: Learning and Development Description

Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

The AL IRT will work with school counselors and classroom teachers to assist gifted and talented students with interventions to meet their unique academic as well as socio-emotional needs.

Standard 2: Assessment Description

Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

MMSD RtI/ MTSSI teams in collaboration with the AL IRT, school psychologist, and district assessment coordinator will meet to determine appropriate testing necessary to identify and serve students with gifted and talented needs as described in this plan.

Standard 3: Curriculum Planning and Instruction Description

Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.



MMSD will use the Wisconsin's RtI framework and Key Characteristics of Effective Gifted Education Plans. Specific interventions are included in the Gifted and Talented Program Continuum Services. The Continuum will be used to get the big picture to see where more interventions are needed.

The Principal and Director of Advanced Learning will be responsible for implementing the program at the building level. The Gifted and Talented Coordinator and the Director of Curriculum and Instruction will ensure that provision for curriculum that meets the needs of gifted students is part of the ongoing curriculum work.

Standard 4: Learning Environments Description

Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages and adapt instruction appropriately. Students with gifted and talented needs are able to access advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

Standard 5: Programming Description:

Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive interventions for students with a variety of gifts and talents to ensure specific student outcomes.



As outlined in this plan, MMSD will offer high quality, challenging learning opportunities for gifted students through differentiation techniques and programming described.

Standard 6: Professional Development Description

All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

The district professional development committee will be responsible for coordinating professional learning opportunities to ensure that all staff understands the unique academic needs of students with gifts and talents and that all teachers have the tools necessary to meet these needs. Classroom teachers will use differentiation and other strategies to meet the needs of all students, including the gifted.



Appendix C:

MTSS Sample letter to Parents for Enrichment at Tier 2

Date,

Dear Parents/Guardians of _____,

This letter is to inform you that it has been determined that your child has strengths in the area of _____ and would benefit from receiving enrichment.

Communication between your child's teachers and the AL department will be open. If at any time it is determined that the content is not developmentally appropriate for your child or that your child is not demonstrating readiness, an alternate plan will be decided. It is our intent that your child receive interventions that best suit her/his needs. Any changes will be communicated to you.

The AL Plan for identification of students needing advanced interventions is based on MMSD's Multi-Tiered Services of Support. The MTSS Plan is MMSD's response to a national effort promoting provision of varied levels of interventions to help all students succeed and progress academically, socially-emotionally and behaviorally in school. The goal for students who receive enrichment is to learn and grow in deeper ways. Determination is made based on current levels of mastery and indicators of readiness for the unit of study at hand. Therefore, rather than students being identified for a specific "program," they may participate in advanced interventions at some times during the year, but not necessarily at all times or in the same domain. Thus, interventions become fluid and may take a variety of forms, based on a student's developmental academic and talent needs. Every attempt is made to offer enrichment during the time that the subject being enriched is being taught. Your child will not miss instruction of core subject content.

My role as the AL Instructional Resource Teacher for _____ (school) includes problem-solving, collaborating, and monitoring student progress with classroom teachers of students that are demonstrating a need for enrichment of core standards. I also work closely with the Instructional Resource Teachers and school support staff.

Should you have questions or concerns, it is encouraged that you first contact your child's classroom teacher. You may also contact me at any time.

Sincerely,

Advanced Learner Resource Teacher

545 West Dayton St.

Madison, WI 53703

608-xxx-xxxx

mmsd.org/advancedlearner

Parent Copy Principal Copy Teacher Copy AL Office



Appendix D:

Advanced Learner MTSS Ideas

Tier 1 Strategy for Differentiating Instruction

Abstraction	Content that goes beyond surface detail and facts to underlying concepts, generalizations, and symbolism.
Active Engagement	Instructional strategies that result in relevance and engagement for students.
Agendas	A personalized list of tasks that a particular student must complete in a specified time.
Choice	Provide opportunities for choices and flexibility. Many GT students love the opportunity for choice and given an opportunity will construct their own differentiated choices.
Choice boards, Tic-tac-toe	Students make a work selection from a certain row or column. Teachers can provide for student learning needs while giving students choice.
Flexible Grouping/Cluster Grouping	Identify and place four to eight high ability students in the same grade level in one class with a teacher who likes them, is trained to work with them, and will devote proportional class time to differentiating for them.
Compacting	This strategy should be done at <i>all</i> levels to prevent repetition and re-teaching of content that students have already mastered. To compact, the teacher must pre-test students in the content to be presented. Students mastering, or nearly mastering the content, then move on to an advanced level of difficulty. According to research done by Dr. Karen Rogers, compacting has a .83 effect size, particularly when math and science content is compacted.
Conceptual discussions	High level discussions of themes, concepts, generalizations, issues, and problems, rather than a review of facts, terms and details.
Extensions	Offer relevant extension options for learners who need additional challenges.



Flexible Assessments	Offer different assessment options that allow students to demonstrate their mastery of new concepts, content, and skills.
Flexible tasks	Allowing students to structure their own projects and investigations according to their strengths and interests.
Flexible project deadlines	Students negotiate for more or less time to complete a learning experience and its matching product or assessment.
Grouping	Regular opportunities to work in whole groups, small groups, with a partner, or in an independent setting.
Higher-order thinking skills	Questioning in discussion or providing activities based on processing that requires analysis, synthesis, evaluation, or other critical thinking skills.
Independent study	Students research a teacher or self-chosen topic, developing either traditional or non-traditional products to demonstrate learning.
Jigsaw/Cooperative learning	Just as in a jigsaw puzzle, each piece-each student's part is essential for the full completion and full understanding of the final product.
Learning centers or stations	Activity stations that demonstrate awareness of different academic needs and learning style preferences.
Learning contracts	Students negotiate individually with teacher about what and how much will be learned and when product will be due; often connected with an individual or independent project (see Appendix A).
Learning programs	Computer programs or websites to meet learners' needs.
Mini-lessons	Mini-lessons provide levels of scaffolding, support and challenge as needed for students of like ability/need.
Most difficult first	Students can demonstrate a mastery of a concept by completing the five most difficult problems with 85 percent accuracy. Students who demonstrate mastery do not need to practice any more.
Open-ended assignments	Providing students with tasks and work that do not have single right answers or outcomes. The tasks may have timelines and a sequence of activities to be accomplished, but outcomes will vary for each student.
Orbital study	Independent investigations, generally of three to six weeks. They orbit or revolve around some facet of the



	curriculum. Students select their own topics for the orbital, and they work with guidance and coaching from the teacher to develop more expertise on the topic as well as learning the skills of an investigator.
Pre-assessment	An array of pre-assessment options can guide instruction. By regularly pre-assessing students, teachers can flexibly group students by ability and readiness levels. Pre-assessment is also essential for compacting.
Problem-based learning	A student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences. Learning is driven by challenging, open-ended problems. Students work in small collaborative groups. Teachers take on the role as "facilitators" of learning.
RAFT	Provides students choice in a writing assignment varying Role, Audience, Format, and Topic.
Subject integration "Theme-based" units	Uniting two or more disciplines and their content through a conceptual theme, such as "origins," "change" or "friendship."
Tiered assignments	Varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.
Vary levels of complexity	Books and instructional materials at different levels of complexity allow students to study the same concepts but at levels of depth and complexity to fit their learning needs.
Vary pacing	Planning to accommodate varied pacing allowing students to move through content at a pace appropriate for their learning needs.
Vary tasks	Providing different homework options, journal prompts, and questions.

Adapted from: The Differentiated Classroom: Responding to the Needs of All Learners, Carol Ann Tomlinson.



Tier 2 Grouping Strategies

The identified strengths of a gifted student will cause *all gifted students to experience at least Tier 2 interventions so that ceilings are not placed on learning*. These interventions might be classroom based, a small group with a specialist, a specialized program delivered by the classroom teacher or specialist, or classes to meet the individualized needs of gifted students. Nevertheless, Tier 1 and Tier 2 Differentiation will involve grouping students.

Strategy	Definition
Cooperative learning groups	Providing grouped activities for the purpose of developing peer interaction skills and cooperation. May be like or mixed ability groups.
Cross-graded classes, cross-age grouping	Grouping children by their achievement level in a subject area rather than by grade or age level. Also known as multi-age classrooms.
Flexible skills grouping	Students are matched to skills by virtue of readiness, not with the assumption that all need the same spelling tasks, computation drill, writing assignment, etc. Movement among groups is common and based on readiness on a given skill and growth in that skill.
Full-time ability grouping	Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. Ability grouping can be full or part-time, permanent or flexible sorting.
Like-ability cooperative learning	Organizing groups of learners in three to four member teams of like ability and adjusting the group task accordingly.
Regrouping by achievement for subject instruction	A form of grouping, usually (but not always) sorted for once a year, that delivers appropriately differentiated curriculum to students at a specific ability or achievement level.
Within class performance grouping	Sorting of students, topic by topic or subject by subject, within one classroom for the provision of differentiated learning for each group.

The above table is based on Re-forming Gifted Education, Karen B. Rogers.



Tier 3 Types of Acceleration

These interventions move a student through an educational program faster than the usual rate or at an age younger than the typical age:

<p>Single subject acceleration</p>	<p>A student bypasses the usual progression of skills and content mastery in one subject where great advancement or proficiency has been observed. The learner will progress at the regular instructional pace through the remaining subject areas.</p>	<p>Research based gains: .57 Subject acceleration in mathematics resulted in significant positive academic increases for both elementary and secondary students. Socialization was neither harmed nor enhanced; the psychological effects were unclear. It seems logical that since this form of acceleration accounts for only a small time change in the regular routine, no significant differences in emotional and social well-being would be noted.</p>
<p>Grade Acceleration/Whole-grade skipping</p>	<p>A learner is double promoted to bypass one or more grade levels.</p>	<p>Research based gains: .49 academic, .31 social Grade skipping for bright children also appears to be very beneficial. Its greatest research-supported academic and social effects appear to be in grades 3-6.</p>
<p>Early entrance to school</p>	<p>A gifted child who shows readiness to perform schoolwork enters kindergarten or first grade one to two years earlier than the usual beginning age.</p>	<p>Research based gains .49 academic Early entrance to school appears to be a relatively safe accelerative option for bright children. Social and psychological adjustment were neither enhanced nor threatened by this practice. If this was the only option offered to a gifted</p>



		<p>child, it would capitalize on a child's natural intelligence as early as possible and would allow the child to establish a peer group early. As a result, the challenge of making new friends would be encountered only once, instead of with each decision to accelerate.</p>
<p>Non-graded classroom</p>	<p>A learner is placed in a classroom undifferentiated by grade levels where he/she works through the curricular materials at a pace appropriate to individual ability and motivational level.</p>	<p>Bright students in a non-graded or multi-grade classroom environment showed substantial, positive academic gains at the elementary grade levels. Although no research on social outcomes could be located, it seems likely that bright children who can move through the curriculum at a comfortable, but accelerated pace, would not find social rejection as readily as when they stand out as significantly different at one grade level.</p>
<p>Curriculum Compacting</p>	<p>The regular curriculum of any or all subjects is tailored to the specific gaps, deficiencies, and strengths of an individual student. The learner tests out or bypasses previously mastered skills and content, focusing only on mastery of deficient areas, thus moving more rapidly through the curriculum.</p>	<p>Research based gains: .83 (one year and eight additional months) of growth per year: Curriculum compacting-whereby the student begins each school year at his/her actual level of performance in each subject-results in significantly positive academic effects, especially in mathematics.</p>



		The single study of social outcomes suggested no differences in socialization, and the psychological impact of this option was unclear.
Grade telescoping	A student's progress is reorganized through junior high or high school to shorten the time by one year. Hence, junior high may require two years instead of three, or high school may require three years instead of four.	Research based gains: .40 Another implication from our analysis is that allowing children to progress through three years' curriculum in two years' time-grade telescoping- showed very positive academic outcomes for both junior and senior high students. The option neither enhanced nor harmed socialization or psychological adjustment.
Concurrent enrollment	A student attends classes in more than one building level during the school year—for example, high school for part of the day and junior high for the remainder.	Research based gains: .22
AP courses	A student takes courses with advanced or accelerated content (usually at the secondary level) in order to test out or receive credit for completion of college level course work. (Although one such program--the College Board's AP and Pre-AP classes--is actually designated "Advanced Placement," several such programs exist— for example, International	Research based gains: .27 The research on Advanced Placement did not support significant outcome changes for students <i>once they entered college full time</i> . Social and psychological outcomes were unclear. This does not mean, however, that Advanced Placement is not a viable accelerative option for bright high school students. If nothing else, the research clarifies that participants are not



	Baccalaureate.)	harmful at the college level by having been credited for some courses. Also worth mentioning are the potential, positive effects of students having been adequately challenged and having been given more time to enroll in courses better suited to their interests and ability levels.
Mentorship	A student is placed with a subject matter expert or professional to further a specific interest or proficiency, which cannot be provided within the regular educational setting.	Research based gains: .57 academic, .47 socialization, .42 self-esteem
Early admission to college	Student skips some of high school and attends college.	Research based gains: .30 Allowing bright students to bypass at least one year of high school to enter college full-time resulted in significantly positive academic outcomes. Socialization and psychological adjustment showed no change. There has to be some concern, however, for the high school student who opts for early admission, not completing a high school diploma. Financial constraints, poor health, family crises, or any combination of circumstances could keep the student from completing college, in which case he or she has



		no educational certification.
Credit by examination	Through successful completion of tests, a student is allowed to receive a specified number of college credits upon entrance to college. (Advanced Placement and the College Level Examination Program are two examples.)	Research based gains: .59 There appeared to be a strong relationship between testing, out of college courses (credit by examination) and subsequent college performance in those subject areas.
Distance learning	Enrollment in college or other challenging courses while still enrolled with age peers (Stanford University's EPGY for example).	Similar to subject acceleration.
Extra-curricular programs	Midwest Academic Talent Search.	
<p>Acceleration: What we do vs. what we know Association for Supervision and Curriculum Development (ASCD) October 1992.</p> <p>Effect size and comments (third column) from research by Karen B. Rogers and Richard Kimpston.</p>		



Appendix E:

Parent/Guardian Pre-Referral Form for MMSD Advanced Learner

Student _____ Grade _____
 Teacher _____ School _____
 Home Language _____ IEP? ___yes ___no

In an effort to comply with state guidelines, Madison Metropolitan School district has adopted a systematic process to match students with appropriate interventions based on set criteria. If you are concerned that your child needs additional/advanced intervention in the classroom, the first step in this process is to speak with your child's teacher. If you and/or the classroom teacher feel that your child's needs cannot be met in the classroom, please fill out this form and submit to drkeyser@madison.k12.wi.us and write PRE-REFERRAL in the subject line. The Advanced Learner Office will also submit this form to your child's school. An Advanced Learner Resource Teacher will follow up with the school and contact you within two weeks.

The purpose of this form is to gather information regarding your child to initiate a discussion between school staff and Advanced Learner personnel. The process for a match with appropriate interventions includes multiple steps that involve information gathering and possible additional assessments or interview. Please attach copies of information that you think will be helpful in considering options that are in the best interest of your child.

If further assessments are needed, you have my permission to do so.

 Parent Signature _____ Date _____



Reason for Referral	
Request for information/assistance understanding data or service delivery for advanced students.	Please Explain:
Share Information about my child.	Please Explain:
Discuss student's instructional needs in a particular subject area.	Subject(s): _____ Please Explain:
Discuss concerns about my child's ability to learn and progress in school.	Please Explain:
Discuss/problem solve around social-emotional concerns that appear to be related to my child's high ability level.	Please Explain:
Have you brought specific questions or have you brought specific questions or concerns to your child's current teacher? If not, why not? ___ Not sure how to start the conversation. ___ I would like a better understanding of what we mean by gifted or advanced learner before initiating a conversation.	___ Other - Please Explain:
Please list any previous or existing interventions or differentiation that you know is being used with your child, or has been used with your child in the past.	
Please list any previous or existing curricular supplementation or learning opportunities your child is/has participated in outside of school.	
In what way are you hoping that the Adv. Learning Department can provide assistance to you or to your child?	

Please return this form to the MMSD Advanced Learner Department

Mail: 545 W. Dayton, 53703 / Fax: 442-2160 / Email: Advanced Learner Resource Teacher for your school

Date Received:

Copies to:

LC/IRT

Principal

Teacher



Appendix F:

Job Description: Advanced Learner Teacher Leader

Advanced Learner Teacher Leader (AL TL)

Job Summary:

The Advanced Learner Teacher Leader (AL TL) is an educator, based at Central Office, who works within the Advanced Learner (AL) Department to facilitate identification and interventions for advanced learners in the high schools and to further the work of the AL Department across the District. The AL TL has expertise around instruction and differentiation for advanced learners and will lead and provide professional development for building-based AL IRTs across the district.

The AL TL will:

- Provide systems-based support and leadership within the AL Department, including participation on cross-functional teams
- Assist instructional teams and school-based administrators in determining structures to support systemic access to advanced curriculum and instruction in the five domains outlined by the State of Wisconsin (General Intellectual, Specific Academic, Leadership, Creativity, and Visual and Performing Arts (the Arts))
- Provide support for case management of advanced learners including documentation
- Develop a strong relationship with parents of advanced learners and communicate regularly with them
- Help coordinate building-based identification and documentation of advanced learners
- Participate on the School Based Leadership Team and the Student Support and Intervention Team as needed
- Lead, design and deliver professional development for school-based administrators and the AL IRTs regarding academic and social-emotional needs of advanced learners, differentiation of instruction, and resources available for instruction of advanced learners
- Research best-practices and develop curriculum for the Advanced Learner Department to support advanced learners
- Regularly participate in professional development to stay current in research and best practice regarding advanced learners
- Participate in regularly scheduled meetings at sites and the Advanced Learner Department

Reports to: Director of Advanced Learning



Allocation Source: AL – Central Office

Licensure Required: Wisconsin State Teacher Certification required, Supplemental Gifted and Talented licensure preferred

Qualifications:

- Deep knowledge base and excellent teaching skills
- Deep knowledge of the Common Core State Standards
- At least three years of experience as a licensed classroom teacher providing documented differentiated instruction for advanced learners in one or more disciplines
- Demonstrated knowledge of academic, social, emotional and behavioral issues in the lives of advanced learners
- Demonstrated skill in systems-based thinking and procedures
- Demonstrated ability to work collaboratively with principals, staff and parents in order to solve challenges and implement change in accordance with department and district initiatives
- Ability to manage multiple priorities
- Ability to apply Multiple Tiered Systems of Support (MTSS) principles including collection and analysis of data to inform instruction
- Data literacy and assessment literacy to inform instructional practices
- Excellent written and oral communication skills
- Reliable vehicle for transportation between work sites

Focus Area	Advanced Learner Teacher Leader's Roles and Responsibilities
<p>1. Participation in Instruction</p>	<ul style="list-style-type: none"> • Assist teams in using student performance data to increase student achievement and growth • Provide instruction and assistance to teams in designing and implementing strategies for students who have demonstrated high potential in one or more of the five domains • Provide instruction and assistance to teams in designing and implementing strategies for students who have evidenced high potential in one or more of the five domains but are under-performing • Provide coaching and/or feedback to staff relative to matching instructional practice to student need
<p>2. Multi-tiered System of Supports (MTSS)</p>	<ul style="list-style-type: none"> • Participate on the School Based Leadership Team (SBLT) as needed to analyze data regarding the range of advanced learners, including those performing at high levels, English Learners, students from diverse groups and students who evidence potential but are under-performing • Participate in and provide input regarding problem-solving for the needs of advanced learners within Student Support and



	<p>Intervention Team (SSIT) meetings</p> <ul style="list-style-type: none"> • Assist staff in providing high quality/effective instruction and intervention practices for advanced learners (e.g., implementing evidence-based academic, socio-emotional and/or behavioral interventions; assessment/data collection; and analysis of student learning to determine growth) • Work collaboratively with principals and other staff to develop school infrastructure to support a multi-tiered system of support (MTSS), including service delivery models, progress monitoring practices, staff roles/responsibilities and data analysis practices
<p>3. Compliance & Quality Practices</p>	<ul style="list-style-type: none"> • Provide support to staff to interpret assessments that inform instruction and advanced interventions • Assist staff in developing and implementing quality DEPs that guide instruction and support progress monitoring and growth • Support high school staff to ensure compliance with all State legal requirements for “gifted and talented” • Support staff in using Infinite Campus, Data Dashboard and the Consideration Roster tools
<p>4. Professional Development</p>	<ul style="list-style-type: none"> • Assist in designing and implementing professional development priorities and/or initiatives as directed by the Director of Advanced Learning • Coordinate and facilitate professional development regarding advanced learners with multiple stakeholders, including Student Services staff • Identify building needs and provide coaching related to assessment, instructional practices, interventions, legal requirements and district policies and procedures for advanced learners • Provide district-mandated PD regarding advanced learners • Participate in professional development regarding systems-based work and advanced learners
<p>5. School Improvement</p>	<ul style="list-style-type: none"> • Proactively support and be involved in systems change efforts and District initiatives • Actively participate on central office and other cross-functional teams and team projects
<p>6. Other</p>	<ul style="list-style-type: none"> • Attend regular meetings and professional development sessions as determined by Teaching and Learning and the Advanced Learner Department • Other duties as assigned by the Director of Advanced Learning



Job Description: Advanced Learner Instructional Resource Teacher

Advanced Learner Instructional Resource Teachers (AL IRT)

Job Summary:

The Advanced Learner Instructional Resource Teacher (AL IRT) works in collaboration with building administration and the Director of Advanced Learning. The primary role of the AL IRT is to support the education of advanced learners at school sites in a variety of ways. AL IRTs will:

- Assist teachers, instructional teams, and school-based administrators in determining structures to support systemic access to advanced curriculum and instruction in the five domains outlined by the State of Wisconsin (General Intellectual, Specific Academic, Leadership, Creativity, and Visual and Performing Arts (the Arts))
- Coordinate building-based identification and documentation of advanced learners
- Participate on the School Based Leadership Team (SBLT) and the Student Support and Intervention Team (SSIT) as needed
- Assist school-based administrator in planning/providing professional development for staff regarding academic and social-emotional needs of advanced learners, differentiation of instruction, and resources available for instruction of advanced learners
- Provide case management of advanced learners including documentation
- Coach school-based staff to deliver engaging, high level instruction for advanced learners
- Provide limited enrichment and/or direct instruction as determined by data and school site need
- Develop a strong relationship with parents of advanced learners and communicate regularly with them
- Regularly participate in professional development to stay current in research and best practice regarding advanced learners
- Participate in regularly scheduled meetings at sites and the Advanced Learner Department

Reports to: Director of Advanced Learning, and is in consultation with building principal

Allocation Source: Advanced Learner Department – Central Office

Licensure Required: Wisconsin State Teacher Certification required, Supplemental Gifted and Talented licensure preferred



Qualifications:

- Deep knowledge base and excellent teaching skills
- Deep knowledge of the Common Core State Standards
- At least three years of experience as a licensed classroom teacher providing documented differentiated instruction for advanced learners in one or more disciplines
- Demonstrated knowledge of academic, social, emotional and behavioral issues in the lives of advanced learners
- Demonstrated ability to work collaboratively with principals, staff and parents in order to solve challenges and implement change in accordance with department and district initiatives
- Ability to manage multiple priorities within two or more buildings
- Ability to apply Multiple Tiered Systems of Support (MTSS) principles including collection and analysis of data to inform instruction
- Data literacy and assessment literacy to inform instructional practices
- Excellent written and oral communication skills
- Reliable vehicle for transportation between work sites

Focus Area	AL IRT's Roles and Responsibilities
<p>1. Participation in Instruction</p>	<ul style="list-style-type: none"> • Assist teachers and or instructional teams in creating universally designed and differentiated curriculum and instructional practices for advanced learners • Assist teachers in using student performance data to increase student achievement and growth • Provide instruction and assistance to teachers in designing and implementing strategies for students who have demonstrated high potential in one or more of the five domains • Provide instruction and assistance to teachers in designing and implementing strategies for students who have evidenced high potential in one or more of the five domains but are underperforming • Provide instruction and assistance to teachers in designing and implementing advanced modifications to the core curriculum when needed • Provide modeling/coaching and/or feedback to staff relative to matching instructional practice to student need • In collaboration with Principals and teachers, provide direct instruction to students based on data and site needs
<p>2. Multi-tiered System of Supports (MTSS)</p>	<ul style="list-style-type: none"> • Participate on the School Based Leadership Team (SBLT) as needed to analyze data regarding the range of advanced learners, including those performing at high levels, English Learners, students from diverse groups and students who evidence potential but are under-performing • Participate in and provide input regarding problem-solving for the



	<p>needs of advanced learners within Student Support and Intervention Team (SSIT) meetings</p> <ul style="list-style-type: none"> • Assist education staff in providing high quality/effective instruction and intervention practices for advanced learners (e.g., implementing evidence-based academic, socio-emotional and/or behavioral interventions; assessment/data collection; and analysis of student learning to determine growth) • Work collaboratively with principals and other staff to develop school infrastructure to support a multi-tiered system of support (MTSS), including service delivery models, progress monitoring practices, staff roles/responsibilities and data analysis practices
<p>3. Compliance & Quality Practices</p>	<ul style="list-style-type: none"> • Provide support to staff to interpret assessments that inform instruction and advanced interventions • Assist staff in developing and implementing quality DEPs that guide instruction and support progress monitoring and growth • Support staff to ensure compliance with all State legal requirements for “gifted and talented” • Support staff in using Infinite Campus, Data Dashboard and the Consideration Roster tools
<p>4. Professional Development</p>	<ul style="list-style-type: none"> • Assist in designing and implementing professional development priorities and/or initiatives as directed by Administration • Coordinate and facilitate building-based professional development regarding advanced learners • Identify building needs and provide coaching related to assessment, instructional practices, interventions, legal requirements and district policies and procedures for advanced learners • Provide district-mandated PD regarding advanced learners • As a school-based staff member, participate in building-based PD as a way to support all learners
<p>5. School Improvement</p>	<ul style="list-style-type: none"> • Assist principal and leadership team in analyzing data to identify gaps/growth areas, School Improvement Plan (SIP) goals, and professional development plans/activities • Proactively support and be involved in systems change efforts and District initiatives • Collaborate with principal and instructional coaches (Instructional Resource Teacher, Learning Coordinator, Literacy Coach) to improve student achievement and growth for advanced learners
<p>6. Other</p>	<ul style="list-style-type: none"> • Attend regular meetings and professional development sessions as determined by Teaching and Learning and the Advanced Learner Department • Other duties as assigned by the Director of Advanced Learning



Resources and References:

Advanced Learner Websites

Belin-Blank Center for Gifted Education and Talent Development - University of Iowa
www.uiowa.edu/~belinctr

Camp Invention www.Campinvention.org

Center for the Improvement of Early Reading Achievement (CIERA) www.ciera.org

Center for Talent Development - Northwestern University <http://ctdnet.acns.nwu.edu>

Center for Gifted Youth – Johns Hopkins University www.cty.jhu.edu

Club Invention www.clubinvention.org

Creative Learning Press www.creativelearningpress.com

Florida PALS Homepage <http://members.gnn.com/ETaylor/flaghome.html>

Future Problem Solving Program www.fpsp.org

HighIQWorld www.s-2000.com/hi-iq/intelligence/gifted_kids.html

Hoagies Gifted Education Page www.hoagiesgifted.org

Hollingworth Center for Highly Gifted Children www.hollingworth.org

Identification Program – Duke University www.tip.duke.edu

International Baccalaureate Organization www.ibo.org

Iowa Talent Search, Iowa State University www.public.iastate.edu/~opptag_info

Jacob Javits Gifted and Talented Education Program
http://www.ed.gov/prog_info/Javits/ also



www.ecc.uconn.edu/~www.gt/nrcgt.html

Johns Hopkins University (including center for gifted youth (CTY))
<http://www.jhu.edu/~gifted/index.html>

Mensa Foundation for Gifted Children (MFGC) www.mfgc.org.uk/mfgc/links.html

Mindspring.Com www.mindspring.com/~mensa/pages

NAGC in the United Kingdom <http://www.rmple.co.uk/orgs/nagc/index.html>

National Research Center on the Gifted and Talented www.nagc.org
National Research Center on the Gifted and Talented
<http://buerkle.arc.leon.k12.fl.us/ericgifted.html>
Odyssey of the Mind www.odyssey.org

Prufrock Press (publisher of *Gifted Child Today* and *Journal of Secondary Gifted Education*)

<http://www.prufrock.com>

Supporting Emotional Needs of Gifted www.sengifted.org

[Underachievement in Gifted and Talented Students with Special Needs](http://www.gifted.uconn.edu/general/faculty/reis/GiftedUnderachievers.html)

<http://www.gifted.uconn.edu/general/faculty/reis/GiftedUnderachievers.html>

AL Family Network <http://www.teleport.com/~rkaltwas/tag>

University of Virginia Gifted Ed Homepage
<http://curry.edschool.virginia.edu/curry/dept/edes/gifteded>

Wisconsin Art Association www.wiarted.org

Wisconsin Association for Talented and Gifted www.watg.org

Wisconsin Center for Academically Talented Youth www.wcaty.org

Wisconsin Department of Public Instruction <http://www.dpi.state.wi.gov>



ACT's Plan Program <http://www.actstudent.org/plan/score/measureup.html>

Resources

Clasen, D. and Clasen, R. (1987). *Gifted and Talented Students: A Step by Step Approach to Programming*. Wisconsin Department of Public Instruction.

Landrum, M. Callahan, C., and Shaklee, B. (2001). *Aiming for Excellence: Gifted Program Standards*. Waco, Texas: Prufrock Press Inc.

Renzulli, J. and Reis, S. (1997). *Schoolwide Enrichment Model: A Comprehensive Plan for Educational Excellence*, 2nd Edition. Creative Learning Press.

Stone, S., Himebauch, R., Mursky, C., Ginter, G., Kohn, Y., and Kueht, J. (2005). Wisconsin Department of Public Instruction: *Gifted and Talented Resource Guide For Educators, Coordinators, and Administrators in Wisconsin Public Schools* retrieved on November 15, 2009, from <http://www.dpi.wi.gov/cal/gift-rsrc.html>.

Szabos, J. (1989) *The Bright Child, The Gifted Learner*. *Challenge Magazine*, (4).

Davis, G., Rimm, S., Siegle, D. (2011). *Education of the Gifted and Talented*, sixth Edition. Pearson.

Assouline, S., Colangelo, N., Lupkowski-Shoplik, A., Lipscomb, J., Forstadt, L. (2009). *Iowa Acceleration Scale, 3rd Edition*. By the Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development. Great Potential Press, Inc.

Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Acknowledgments

The Madison Metropolitan School District would like to acknowledge the following school districts whose gifted and talented handbooks provided guidance during our own development process: Baraboo, Lake Mills, Wauwatosa, Jefferson, Wisconsin Rapids, CESA 5 and Cedarburg.