

Marshall School District Advanced-Learning Program

“Hide not your talents. They for use were made. What's a sundial in the shade?”
– Benjamin Franklin

Parent Guide
2017-2018



Parents and Family Members of the Marshall Public Schools Community:

The following document has been compiled to help the parents of our students understand how we deliver services for students whose learning needs exceed the standard curricula offered in the Marshall Public Schools. Our goal is to be sure that we are meeting the needs of all students. In order to do this, we have expanded our target population beyond just students who historically would be identified as *Talented and Gifted* based on standardized test scores to include those who are highly able, interested, and motivated, recognizing that children reside along a spectrum of ability, interest, and motivation. When deciding how best to meet the needs of these students, we use data and collaboration. Each plan is unique and many are carried out by the classroom teacher with support from the Advanced-Learning Specialist. The following document articulates the process and procedures we use. If you have any questions about these services, you can email or call either one of us:

We look forward to working with you and your children!

Joe Wells
Advanced-Learning Specialist
655-1310 x552
jwells@marshallschools.org

Brian Sutton
Director of Instruction
655-4481 x1003
bsutton@marshallschools.org

Introduction

The goal of this guide is to explain the key components of Marshall School District's advanced-learning program. There are two sections in this guide: Identification and Programming. It is our hope that this document helps communicate information about what our district does to meet the needs of highly able students. It provides common talking points for parents and teachers so that we can work together to meet all students' needs.

In defining "giftedness", the Wisconsin Department of Public Instruction encourages schools to view intelligences as "fluid and not fixed". In addition, DPI guidelines stress that multiple measures should be used to identify student needs for programming of advanced-learning services. This necessitates continual monitoring and assessment of all students to determine student need and an appropriate instructional response.

For more information about legislation, administrative rules, and programming of advanced-learning services, you can visit the DPI's webpage about gifted education webpage (http://cal.dpi.wi.gov/cal_gift-overview)

Identification

The Wisconsin Department of Public Instruction encourages schools to view intelligence as “fluid and not fixed.” In addition, DPI guidelines stress that multiple measures should be used to identify student needs for programming of advanced-learning services. This necessitates continual monitoring and assessment of all students to determine student need and an appropriate instructional response.

Areas for Identification

There are five areas in which students can be identified for services. Students can be identified in one or more of these categories. These five areas include:

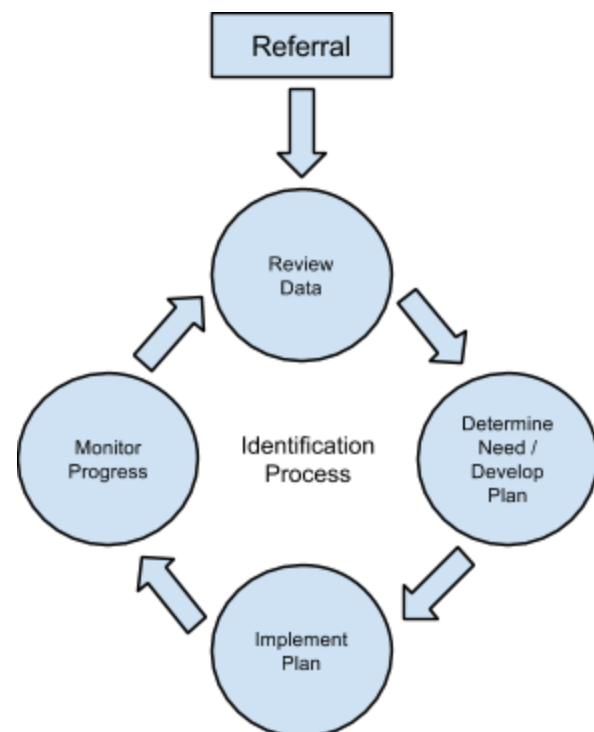
- ❖ Intellectual: Students exhibiting the ability to analyze and generalize information, grasp concepts quickly, discuss complex issues, and reason abstractly. They often have extensive vocabularies and a broad and varied knowledge base.
- ❖ Academics: Students performing at exceptionally high levels in one or more subject areas. Often the students have intense interest and may have high recall of information in the academic area(s).
- ❖ Creativity: Students expressing new understandings either verbally or nonverbally through the number, diversity, originality, or elaboration of ideas. These students are often risk-takers, open to new possibilities and therefore able to force an association between two seemingly dissimilar elements. They embrace complexity and ambiguity to synthesize the known and the new.
- ❖ Artistic: Students demonstrating special talents in the visual or performing arts include music, dance, drama, graphics, painting, and sculpting.
- ❖ Leadership: Students show ability to organize, direct, and guide others to make a decision or develop a plan of action. These students are confident, independent, adaptable, goal-oriented, well-liked, influential, and adept at problem solving.

Identification Process

Our identification process focuses on determining student need rather than labeling students. This approach reflects the idea that potential and ability are dynamic and our program for each student should be responsive and fluid. Marshall School District uses multiple measures to identify student needs. This will include both quantitative and qualitative sources. Examples of quantitative data may include standardized tests, standardized academic assessments (MAP, WKCE, Smarter/Balanced Assessments), and classroom assessments (unit tests, rubric scores). Examples of qualitative assessment may include interest inventories, student interviews, classroom observation, parent interviews and inventories, and review of anecdotal notes.

The following process is intended to be collaborative in nature and should ultimately assure that each child’s need is met:

1. A referral is made. A referral can come from a teacher, a parent or another staff member.
2. Review data and determine area(s) of need. For specific academic areas, determine if the student meets benchmarks for potential acceleration.
3. Develop a plan to meet student needs.
4. Monitor student progress.
5. Review data and revise services as needed.



MARSHALL SCHOOL DISTRICT
ADVANCED-LEARNING SERVICE DELIVERY
(Intellectual, Academic, Creative, Artistic, Leadership)

IDENTIFICATION

Use of multiple criteria including: Pre-assessments, Classroom formative assessments, Measures of Academic Progress (MAP), Midwest Academic Talent Search (MATS), Wisconsin Knowledge and Concepts Exam (WKCE), and Teacher observations



DIFFERENTIATION
Content, Process, Product, Learning Styles

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> ● Regular classroom differentiation ● Flexible grouping | <ul style="list-style-type: none"> ● Special group servicing beyond the regular classroom | <ul style="list-style-type: none"> ● Individualized services ● Possible differentiated educational plan |
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ENRICHMENT OPPORTUNITIES
(This list may not be all inclusive nor will the district limit options only to these)

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| ELEMENTARY:
Drama activities, Chorus, Band, Art Shows, Math 24, Math Meet Team, Cardinal Cast, MESAC, Research, Independent Project, Battle of the Books, Spelling Bee, Geography Bee, Haiku Writers Contest, Talent Show |
| MIDDLE:
Drama activities, Chorus, Band, Clubs/ Organizations, Academic Competitions, Math 24, Math Meet Team, Geography Bee, Spelling Bee, Student Government, Research, Specialized Field Trips, Science Olympiad, Independent Project, Flex, FFA |
| HIGH:
Drama activities, Chorus, Swing Choir, Youth Options, Course Options, Poetry Out Loud, Community Service, Independent study, Band, Clubs/ Organizations, Academic Competitions, Math Meets, Academic Decathlon, Academic Bowl, Advanced Placement Courses, Forensics, Student Government, Research, Specialized Field Trips, Science Olympiad, Flex, FFA |

SUPPORT SERVICES

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Professional Development ● Advanced-Learning Specialist ● Advanced-Learning Advisory Council ● Guidance/ Pupil Services ● Parent Network | <ul style="list-style-type: none"> ● Community Resources ● Wisconsin Department of Instruction ● Greater Dane County Advanced Learner Network ● Wisconsin Center for Academically Talented Youth (WCATY) |
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Referral Form for Advanced-Learning Services

This referral form requests that the child indicated be screened for advanced learning needs. Candidates can be assessed for advanced learning needs in the following areas:

- Intellectual
- Creative
- Artistic
- Leadership
- Specific Academic Areas of English Language Arts or Mathematics

Please complete Information on this referral form in order to give us as much information as possible about the child so we are able to best meet his or her needs. If you need to attach additional documentation, feel free to do so.

Upon receiving this form, data will be reviewed to evaluate the student in a variety of ways including a review of academic records. In addition, the child may be asked to complete some other assessments in order to determine his or her ability. Submitting this form does not lead to an automatic identification for advanced-learning services. It will, however, provide information that will allow the child's teachers to best meet his or her needs. A wide variety of options may be considered.

Parents or guardians will be contacted after staff have had an opportunity to review this information along with other data to determine next steps.

If you have any questions about the process, please feel free to call or e-mail.

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Referral Form for Advanced-Learning Services

Name:		Grade:		Date:	/ /
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Referral Made By / Relationship:	
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Area(s) to consider:

___ Intellectual ___ Creative ___ Leadership ___ Artistic _____

Specific Academic Area ___ Language Arts ___ Math ___ Other _____

Reason for Referral:

Quantitative Data to support referral:
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Qualitative Data to support referral:

Steps:

- Copy of form to classroom teacher Date: _____
- Copy of form to parent Date: _____
- Create Student Profile (RtI Form) Date: _____
- Complete any testing / data gathering Date: _____
- Develop plan Date: _____
- Inform parent Date: _____

Submit to Joe Wells, Advanced-Learning Specialist