



# *Gifted & Talented Program Guide*

*September 2010*

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# Gifted & Talented Program Staff

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## **Assistant Superintendent of Curriculum & Instruction & Secondary Education**

Dana E. Monogue

Work Phone: 262.970.1015

Email: [dmonogue@waukesha.k12.wi.us](mailto:dmonogue@waukesha.k12.wi.us)

## **Executive Director of Elementary Education & Standards & Assessment**

**Jennifer Wimmer**

Work Phone: 262.970.1077

E-mail: [jwimmer@waukesha.k12.wi.us](mailto:jwimmer@waukesha.k12.wi.us)

## **Gifted & Talented Program Coordinator**

Ben Hunsanger

Work Phone: 262-970-1146

E-mail: [bhunsang@waukesha.k12.wi.us](mailto:bhunsang@waukesha.k12.wi.us)

## **Gifted & Talented Program Secretary**

Stephanie Peterson

Phone: 262-970-1086

Email: [speterso@waukesha.k12.wi.us](mailto:speterso@waukesha.k12.wi.us)

## **Office/Library**

Lindholm Building, Room 217

### Administrative Rule

PI 8.01(2)(t)2

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

# **SDW - Gifted and Talented Programming Philosophy**

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The School District of Waukesha is committed to providing excellence in education for all students. The district acknowledges that some students, by virtue of their outstanding abilities, are capable of high performance. The district recognizes the right of these gifted and talented students to receive educational opportunities that will complement the level of their capabilities. Therefore, appropriate programming and services will be provided to develop their particular level of giftedness. Gifted programming supports students in five areas: General Intellectual Ability, Specific Academic Areas, Creativity, Leadership and Visual or Performing Arts.

## **What is the School District of Waukesha's Gifted and Talented Program?**

According to the School District of Waukesha's Gifted and Talented Program philosophy, the majority of identified students will have their academic needs met in the regular classroom through a differentiated curriculum. This may involve modifications to the content, process and/or product.

Gifted and talented students will remain in the classroom most of the time, but some may need additional resources and modifications. In special circumstances a few students may require additional educational experiences. The program will provide appropriate options to meet the needs of identified students.

Rate of learning and modifications to meet this difference in rate will be a foundation of Gifted and Talented programming. Consideration will be given to the academic, social and emotional development of the child.

## **Eagle - The Early Gifted Learner Program**

Wisconsin State law mandates K-12 programming. The K-3 years are important for gifted learners. However, identifying early gifted learners proves to be a challenge. Some children appear gifted in the K-3 years because they are advanced in relation to the other children within their age group. This could be due to an enriched home environment, pre-school experience and/or sibling influence. As the other students' learning and life experiences catch up, those students once in need of differentiation may no longer require special programming. Those who show continued programming needs will be transitioned into the G/T Program.

# Gifted & Talented Program Model

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The School District of Waukesha uses the **Wisconsin Comprehensive Integrated Gifted Programming Model**, sometimes referred to as the Pyramid Model. In this model, options and services become more specialized as the identified population becomes smaller. For example, the small number of Advanced Level students will require more specialized services than Intermediate or Basic Level students. This model is compatible with the District's philosophy of meeting the needs of the majority of students in a regular classroom environment.

The Pyramid Model specifies **three levels of programming options**:

- **The Basic Level** includes programming options for students whose primary needs can be met through regular classroom differentiation. These students would be classified as “mildly gifted” and will most likely include approximately 60-70% of our identified students.
- **The Intermediate Level** includes programming options for students whose primary needs require special group programming beyond the regular classroom. These students would be classified as “moderately gifted” and will include about 20-30% of our identified students.
- **The Advanced Level** includes programming options for students who need individualized services beyond regular classroom differentiation or special group programming. These students would be classified as “highly or severely gifted” and will include approximately 5-10% of our identified students.

In addition to the programming options, the Pyramid Model also identifies support functions that are necessary for successful program implementation:

- Coordination
- Staff Development
- Talent Assessment
- Parent Involvement
- Flexible Pacing
- Counseling

# Pyramid of GT Programming Levels

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## Advanced Level

(Approx. 5% - 10% of Identified Students)

### **SERVICES:**

Programming may include all services provided at the Basic and Intermediate Levels in addition to acceleration, or independent study options.

### **PROVIDERS:**

Classroom teacher is the provider-classroom teacher may request team intervention-specialists (if applicable) principal, librarian, G/T coordinator, social worker, guidance counselor or school psychologist.

## Intermediate Level

(Approx. 20% - 30% of Identified Students)

### **SERVICES:**

Programming may include: flexible grouping-compacting-differentiated pace-variety of media usage-independent study options-cluster grouping-expansion-alternate assignments generated by student or teacher.

### **PROVIDERS:**

Classroom teacher is the provider-classroom teacher may request assistance from specialists or GT Coordinator in planning differentiated learning activities.

## Basic Level

(Approx. 60%-70% of Identified Students)

### **SERVICES:**

Programming may include: Pre/post testing-independent projects-enrichment-flexible grouping-creative problem solving-learning centers.

### **PROVIDERS:**

Classroom teacher is the provider-classroom teacher consults with other classroom teachers-informal collaboration-joint exploration of problems-sharing of ideas for intervention. (i.e. G/T roundtable discussions)

# Gifted & Talented Program Overview

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## Nomination Process

The following is a list of ways a student can be nominated for testing into the EAGLE/Gifted and Talented Program:

- Parent/Guardian Nomination
- Teacher/Specialist Nomination
- Peer Nomination (middle and high school levels)
- Self Nomination (middle and high school levels)
- Product or Performance
- Standardized Test Score of 97% or Higher
- WKCE Scale Scores

After the classroom teacher collects two nominations for the student, the nominations should go to the Gifted and Talented Teacher Advocate. The Gifted and Talented Teacher Advocate will then forward the nomination forms to the Gifted and Talented Program Coordinator.

## Identification Process

Once two nominations have been received, the student qualifies for the identification process.

During the identification process, the classroom teacher will:

- Review the student's cumulative file.
- Talk with teachers, specialists, and support staff who has worked with the child.
- Gather additional information- student work samples, letters, anecdotal observations, etc.
- Multiple measures shall be used to create a student profile, see pages 17 & 18 for various identification tools that are used.
- Review data with the Gifted and Talented Teacher Advocate and the Gifted and Talented Coordinator and collectively make a recommendation determining the need for gifted programming and the level of service required and/or for additional assessments.

If gifted programming is recommended, the parents/guardians will be notified of the recommendation. If parents/guardians agree to place their child in the program, a meeting will be scheduled with the classroom teacher to sign the Gifted and Talented Program Placement Form and to review the Elementary Differentiation Record Form. If gifted programming is not recommended, the parents/guardians will be notified of the recommendation.

A blue GT folder will be created for the identified student. This folder will be placed in the student's cumulative folder. All GT related information and forms would be collected in this folder. The classroom teacher will maintain the folder.

# The Programming Process

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## **K-8 Program**

According to the School District of Waukesha's Gifted and Talented philosophy, the majority of identified students will have their academic needs met in the regular classroom through a differentiated curriculum. This may involve modifications to the content process and/or product. Gifted and talented students will remain in the classroom most of the time, but some may need additional resources and modifications. In special circumstances a few students may require additional educational experiences. The program will provide appropriate options to meet the needs of identified students. Rate of learning and modifications to meet this difference in rate will be a foundation of Gifted and Talented programming. Consideration will be given to the academic, social, and emotional development of the child. Middle school students will have the option to participate in quarterly seminars focused on social-emotional and academic needs.

## **High School Program**

The primary path for meeting the programming needs of high school gifted learners is through the curriculum. Following the Wisconsin Comprehensive Integrated Gifted Programming Model, about 60-70% of identified students can have their needs met within the regular classroom. The majority for students find that classes at the high school level are faster paced and that the content of high school classes is broader and deeper than those they had at the middle school level. According to the model, another 20-30% of gifted learners can have their needs met through honors or advanced placement courses. The final 5-10% of gifted students may need programming beyond what the normal curriculum offerings can accommodate. The goal of all gifted education is to achieve systematic and continuous programming. The High School Gifted and Talented Program seeks to meet the programming needs of its students by challenging them to develop their own potential to the fullest without burning them out. Balance is the key. High school students will have the option to attend individual or group sessions centered on career exploration, flexible scheduling, academic and/or social-emotional support.

# The Review Process

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## Monitoring of GT Programming

Programming will be monitored through the Transitional Review Periods and the Elementary Differentiation Forms that are completed by the teachers who work with the student.

Copies of the **Elementary Differentiation Forms** should be sent home to parents/guardians or given out at parent-teacher conferences two times per year. (End of second and fourth quarters) **The principal should monitor the completion of these forms by their teachers.**

The review procedure allows for reevaluation the student's needs on a regular basis. During the review, the appropriateness of the identification and level of programming will be addressed.

## Transitional Reviews

Teachers are expected to informally review the identification and level of programming for identified gifted students each year to see if change is necessary. In addition to these informal reviews, transitional reviews will be conducted at natural transition points in grades 3, 6, and 8. This is a formal process that involves a comprehensive review of the student's programming levels and needs.

- Written feedback is solicited from parents and teachers at transition periods.
- Meetings are held with teachers and or parents as needed.
- Additional assessments may be requested as part of this process.
- As the needs of students change, modifications may be made in the areas of identification based on the review.

Classroom teachers, Gifted and Talented Teacher Advocates, and the Gifted and Talented Program Coordinator will work collaboratively to notify parents of the results of the review and of any changes in the identification and the level of programming at the end of the process.

## Discontinuation of Gifted Programming

Sometimes discontinuation of gifted programming is recommended. When a student's educational needs have changed (i.e. outside expectation, expanded interests or frustration), or when the G/T designation carries responsibilities and obligations that the student is unable to meet, the exit procedure may be initiated. This is rare and done only after careful investigation, conferences, observation, and discussion.

# Administrators

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## Roles / Responsibilities

**Major Role:** Monitor and manage GT programming in their building

### Responsibilities:

- Monitor and ensure implementation and continuous delivery of GT programming in their buildings.
- Work with GT Teacher Advocates, teachers, support staff, and parents to nominate appropriate students for GT programming.
- Assist in clarifying GT programming expectations and services at all identification levels for staff and parents.
- Monitor differentiation for GT students at all programming levels. At the elementary level, review and sign the Elementary Differentiation Record Forms that go home the 2<sup>nd</sup> and 4<sup>th</sup> quarter grading periods.
- Provide a mailbox/space for the nomination forms and a testing place for the testing aides.
- Collaborate with the GT Teacher Advocate and the GT Coordinator.
- Include information about the GT Program in building handbooks for teachers and newsletters for parents.
- Communicate to staff on the GT Service Delivery Model and disseminate GT student list to relevant staff.
- Work with the GT Teacher Advocate and/or GT Coordinator to schedule GT staff development initiatives.

### Accountability:

- Area administrators are the evaluators of building administrators and must hold principals responsible for their assigned tasks.
- Steps to follow when you have a concern, question, or a problem that needs attention:
  1. First, contact the classroom teacher. If there is a serious issue, you may wish to schedule a meeting rather than phone.
  2. If no resolution has been reached, or if your concern is school-wide, please contact the building principal. The building principal may access the GT Coordinator for collaboration.
  3. If resolution is still not reached, please contact the Area Administrator for your cluster.
  4. Unresolved issues may be appealed to the Superintendent of Schools.
  5. The final step in the district appeal process is the Board of Education. Appeal requests should be submitted in writing to the President of the Board of Education.

# Gifted & Talented Coordinator

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## Roles / Responsibilities

### Major Role:

Monitor GT programming in the K-12 buildings and provide resource and support

### Responsibilities:

- Work with classroom teachers and GT Teacher Advocates to provide staff development including: providing resources, planning assistance, modeling, and providing assistance with differentiation strategies to meet the needs of these students. Provide resources and expertise to support staff, students, and parents.
- Provide leadership along with the building principal and the GT Teacher Advocate to provide expertise in determining the appropriate identification and level of programming need for nominated students.
- May work directly with students whose programming needs require direct contact. These students will be in the “Advanced Level.”
- Provide principals, GT Teacher Advocates, and classroom teachers with accurate lists of identified students, their areas of identification, and programming levels.
- Gather data and submit assessment requests.
- Interpret assessments administered by the testing assistant.
- Provide new teachers with background and information about the GT Program.
- Provide training for GT Teacher Advocates.
- Collaborate with the middle school guidance counselors to develop seminars for middle school students.
- Collaborate with the high school guidance counselors to offer individual or group sessions centered on career exploration, flexible scheduling, academic and/or social-emotional support.

### Accountability:

- Assistant Superintendent, Curriculum and Instruction or designee is the evaluator of the Gifted and Talented Program Coordinator and must hold this staff member responsible for their assigned tasks.

# Gifted & Talented Teacher Advocates (Grades K – 5)

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## Roles / Responsibilities

### Major Role:

Resource and Support

### Responsibilities:

- Serve as a liaison between students, parents, classroom teachers, GT coordinator, and building administrators.
- Assist with building level coordination of co-curricular activities such as Destination Imagination, Chess Club, Stock Market, Future Problem Solvers/Town Hall, Lego League/Vex Robotics, and/or site specific initiatives. (Will facilitate at least one activity)
- Inform classroom teachers of identified gifted students and their areas of strength.
- Provide consultation/differentiation strategies to classroom teachers
- Provide communication/information to teachers, GT students and parents.
- Assist with the transitional review process at 3<sup>rd</sup> grade.
- Assist with the completion of reports for newly identified students and distribute to parents and teachers.
- Support initiatives to increase a broader diversity of students identified as gifted.
- Attend Advocate Cluster meetings, Parent Advisory Group meeting, participate in GT professional development opportunities.

Teacher Advocate tasks will be performed outside the regular school day and/or during the day when not involved with instruction of his/her students. It is estimated the Teacher Advocate responsibilities will require an average of two-four hours per week.

### Accountability:

Principals are the evaluators of teachers and must hold staff members responsible for their assigned tasks.

# Gifted & Talented Teacher Advocates (Grades 6 – 8)

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## Roles / Responsibilities

### Major Role:

Resource and Support

### Responsibilities:

- Serve as a liaison between students, parents, classroom teachers, GT coordinator, and building administrators.
- Assist with building level coordination of co-curricular activities such as Destination Imagination, Chess Club, Lego League/Vex Robotics, Math Counts, etc. and/or site specific initiatives. (Will facilitate at least one activity)
- Inform classroom teachers of identified gifted students and their areas of strength.
- Provide communication/information to teachers, GT students and parents.
- Provide consultation/differentiation strategies to teachers.
- Assist with the transitional review process at 8<sup>th</sup> grade.
- Assist with the completion of reports for newly identified students and distribute to parents and teachers.
- Support initiatives to increase a broader diversity of students identified as gifted.
- Attend Advocate Cluster meetings, Parent Advisory Group meeting, participate in GT professional development opportunities.

Teacher Advocate tasks will be performed outside the regular school day and/or during the day when not involved with instruction of his/her students. It is estimated the Teacher Advocate responsibilities will require an average of two-four hours per week.

### Accountability:

Principals are the evaluators of teachers and must hold staff members responsible for their assigned tasks.

# Classroom Teachers & Specialists

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## Roles / Responsibilities

### Major Role:

Nomination and Delivery Agent of Programming

### Responsibilities:

- Nominate students with potential for the GT Program.
- Provide feedback in the identification process.
- If needed, participate in GT Building Collaboration Teams or Problem Solving Teams.
- Work with the GT Teacher Advocate and/or the GT Coordinator and other support staff to meet the needs of identified students in their classrooms based on students' identifications and programming levels.
- Elementary teachers complete differentiation forms at the end of second and fourth quarter and send one copy home. At the end of the year, place one copy in the blue GT folder.
- Review each identified GT student's blue folder at the start of each school year.

### Accountability:

- Principals are the evaluators of teachers and must hold staff members responsible for their assigned tasks.
- Elementary teachers turn in differentiation forms to the building principal at the end of second and fourth quarter for principal's signature.

# Support Staff

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## Roles / Responsibilities

[If applicable, RLAS, Library Media Specialists, Guidance Counselors, Psychologists, Social Workers]

### Major Role:

Support

### Responsibilities:

- **All support staff** may nominate students with potential or talent for the GT Program, attend GT meetings when appropriate and may work with students whose programming needs require direct contact.
- **Reading Language Arts Specialists (RLAS)** will watch out for potential or special talent in the reading and writing areas, perform assessments to determine giftedness in reading and writing when appropriate. RLAS will work with the classroom teachers to provide resources, strategies, and ideas for working with gifted readers and writers.
- **Middle/High School Library Media Specialists** will work with the classroom teachers to provide resources, strategies, and ideas for working with gifted students.
- **Middle/High School Guidance Counselors** will address the unique social and emotional needs of identified gifted students. They will provide assistance with course scheduling, Youth Options, Independent Study Options, and college planning.
- **School Psychologists and Social Workers** also play an important role and should not be overlooked. They will work with the classroom teacher to provide resources, strategies, and ideas for working with gifted students.

### Accountability:

Principals are the evaluators of teachers and must hold staff members responsible for their assigned tasks.

# Gifted & Talented Parent Advisory Board

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The GT Parent Advisory Board is a group of parents and educators who:

- Advocate for gifted and talented students.
- Promote the cause of gifted and talented programming.
- Support students and staff who participate in gifted and talented programming.
- Monitor program effectiveness.
- Support parents in education of gifted and talented students.

Membership is open to any district parent or staff member. Meeting schedule will be determined in the fall of each new school year.

# Gifted & Talented Resource Library

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The Gifted & Talented Resource Library is located in the GT Office at the Lindholm Building, 222 Maple Avenue, Waukesha 53186. The GT Office is on the second floor in room 217. There is an extensive collection of materials for students, parents, guidance counselors, administrators, support staff, and teachers.

## Resources include the following:

- Research Journals
- Periodicals
- Videotapes
- Textbooks
- Parenting Books
- Guidance and Counseling Resources
- Student Resources
- Teacher Resources on General Topics/Instructional Strategies and Content-Specific Topics
- General GT Resources

## Check-out Policy

Teacher resources form the backbone of individualizing/differentiating instruction for identified GT students. In order to have resources available to as many staff as possible, please be thoughtful in the selection of your materials and the length you keep them.

**Everyone who removes materials from the library must check them out.** This way we can keep track of who has which materials. Please try to adhere to a 2-week time frame for check-out. If some materials tend to be in high demand, we should consider ordering additional copies.

## Return of Materials

Materials can be returned to the GT Office via inter-school mail or returned to the GT library in person.

## Visiting the GT Resource Library

The GT Resource Library is closed when the GT Program Coordinator is not in the office. If you would like to visit the library, please contact the GT Coordinator and arrange a time to browse through our resources.

# Gifted & Talented Program – Identification Instruments

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## General Intellectual / Specific Academic:

- KBIT2 (Kaufmann Brief Intelligence Test – Verbal and Figural)
- Naglieri Nonverbal Ability Test
- WISC-IV\* (Wechsler Intelligence Scale for Children)
- Woodcock-Johnson III Tests of Cognitive Abilities and Tests of Achievement\*
- GATES (Gifted & Talented Evaluation Scale)
- GES (Gifted Evaluation Scale)
- GRS (Gifted Rating Scales)
- SAGES-2 (Screening assessment for Gifted Elementary and Middle School Students)
- SIGS (Scales for identifying Gifted Students)
- TOMAGS (Test of Mathematical Abilities for Gifted Students)
- Purdue Rating Scale (High School)
- Nelson Denny Reading Skills Test (Grade 5 and up)
- QRI (Qualitative Reading Inventory) – Administered by Communication Arts Specialist
- Puddle Questions Performance Assessment Investigations – Science
- Puddle Questions Performance Assessments in Mathematical Thinking
- Standardized Achievement Tests
- Scantron Performance Series in Math/Reading – Administered by the GT Chair

\* ***Must be administered by a licensed psychologist.***

## Leadership:

- GATES
- GES
- Roets Self Rating Leadership Scale
- SIGS
- Leadership Skills Inventory
- Letters of Recommendation
- Portfolio
- Teacher Anecdotes/Narrative

# Gifted & Talented Program – Identification Instruments (cont.)

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## **Creative Thinking:**

- Torrence Test of Creative Thinking – Figural and Verbal (Professionally scored by Scholastic Testing Service)
- GATES
- GES
- GRS
- Portfolio
- Product
- SIGS
- Specialist Recommendations
- Teacher Anecdotes/Narrative

## **Visual / Performing Arts:**

- GATES
- GES
- GRS
- Portfolio
- Product
- Performance
- Specialist Recommendation
- Letters of Recommendation
- Teacher Anecdotes/Narrative

## **Acceleration:**

IAS (Iowa Acceleration Scale)

# General Intellectual Criteria Guidelines

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## Advanced Level Programming

**BCT consensus and two of the following criterion:**

1. Acceptable IQ composite score\* of  $\geq 145$
2. Two or more scores at the 99<sup>th</sup> national percentile on district standardized testing\*\* (Reading Composite, Math Composite, Language Composite, or Total Score)
3. A score of 125-130 on the intellectual subscale of the GATES, or a score of 19 or 20 on the intellectual subscale of the GES

## Intermediate Level Programming

**BCT consensus and two of the following criterion:**

1. Acceptable IQ composite score\* of 135-144
2. Two or more scores at the 98<sup>th</sup> national percentile on district standardized testing\*\* (Reading Composite, Math Composite, Language Composite, or Total Score)
3. A score of 113-124 on the intellectual subscale of the GATES, or a score of 16-18 on the intellectual subscale of the GES

## Basic Level Programming

**BCT Consensus and two of the following criterion:**

1. Acceptable IQ composite score\* of 130-134
2. Two or more scores at the 97<sup>th</sup> national percentile on district standardized testing\*\* (Reading Composite, Math Composite, Language Composite, or Total Score)
3. A score of 108-112 on the intellectual subscale of the GATES, or a score of 14 or 15 on the intellectual subscale of the GES

- K-BIT2, WISC IV (not WISC-R), Woodcock Johnson III Tests of Cognitive Abilities,
- Stanford Binet IV (not Stanford Binet LM)

\*\* To be determined by district testing coordinator

# Specific Academic Criteria Guidelines

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## Advanced Level Programming

**BCT consensus and two of the following criterion:**

1. Scores at the 99<sup>th</sup> national percentile on district standardized testing\*\* in areas of nomination
2. A score of 125-130 on the intellectual subscale of the GATES, or a score of 19 or 20 on the intellectual subscale of the GES
3. Supporting assessment by special area teacher
4. Supporting assessment by G/T staff
5. Writing portfolio submitted and approved

## Intermediate Level Programming

**BCT consensus and two of the following criterion:**

1. Scores at the 98<sup>th</sup> national percentile on district standardized testing\*\* in areas of nomination
2. A score of 113-124 on the specific academic subscale of the GATES, or a score of 16-18 on the specific academic subscale of the GES
3. Supporting assessment by special area teacher
4. Supporting assessment by G/T staff
5. Writing portfolio submitted and approved

## Basic Level Programming

**BCT Consensus and two of the following criterion:**

1. Scores at the 97<sup>th</sup> national percentile on district standardized testing\*\* in areas of nomination
2. A score of 108-112 on the specific academic subscale of the GATES, or a score of 14 or 15 on the intellectual subscale of the GES
3. Supporting assessment by special area teacher
4. Supporting assessment by G/T staff
5. Writing portfolio submitted and approved

**\*\* To be determined by district testing coordinator**

# Creative Thinking Criteria Guidelines

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## Advanced Level Programming

**BCT consensus and two of the following criterion:**

1. A score at the 99<sup>th</sup> national percentile on either the figural or verbal sections of the Torrance Tests of Creative Thinking
2. A score of 125-130 on the creative thinking subscale of the GATES, or a score of 19 or 20 on the creative thinking subscale of the GES
3. Student generated evidence of creative thinking – journals, projects, games, humor, imagination, etc.

## Intermediate Level Programming

**BCT consensus and two of the following criterion:**

1. A score at the 97<sup>th</sup> or 98<sup>th</sup> national percentile on either the figural or verbal sections of the Torrance Tests of Creative Thinking
2. A score of 113-124 on the creative thinking subscale of the GATES, or a score of 16-18 on the creative thinking subscale of the GES
3. Student generated evidence of creative thinking – journals, projects, games, humor, imagination, etc.

## Basic Level Programming

**BCT Consensus and two of the following criterion:**

1. A score at the 85-96<sup>th</sup> national percentile on either the figural or verbal sections of the Torrance Tests of Creative Thinking
2. A score of 108-112 on the creative thinking subscale of the GATES, or a score of 14 or 15 on the creative thinking subscale of the GES
3. Student generated evidence of creative thinking – journals, projects, games, humor, imagination, etc.

# Leadership Criteria Guidelines

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## Advanced Level Programming

**BCT consensus and a score of 125-130 on the leadership subscale of the GATES, or a score of 19 or 20 on the leadership subscale of the GES**

Plus one of the following two criterion:

1. Student generated evidence of leadership
2. Roets Leadership Scale score at the 9<sup>th</sup> stanine
3. Letter of recommendation from a third party

## Intermediate Level Programming

**BCT consensus and a score of 113-124 on the leadership subscale of the GATES, or a score of 16-18 on the leadership subscale of the GES**

1. Plus one of the following two criterion:
2. Student generated evidence of leadership
3. Roets Leadership Scale score at the 8<sup>th</sup> stanine

## Basic Level Programming

**BCT consensus and a score of 108-112 on the leadership subscale of the GATES, or a score of 14 or 15 on the leadership subscale of the GES**

1. Plus one of the following two criterion:
2. Student generated evidence of leadership
3. Roets Leadership Scale score at the 7<sup>th</sup> stanine

# Visual and Performing Arts Criteria Guidelines

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## Advanced Level Programming

**BCT consensus and confirmation by chairperson (confirmation by two G/T teachers may be used for drama) plus one of the following criterion:**

1. A score of 125-130 on the artistic subscale of the GATES, or a score of 19 or 20 on the performing and visual arts subscale of the GES
2. Letter(s) of recommendation
3. List of award/honors received
4. Written narrative about importance of the arts (H.S. only)

## Intermediate Level Programming

**BCT consensus and confirmation by chairperson (confirmation by two G/T teachers may be used for drama) plus one of the following criterion:**

1. A score of 113-124 on the artistic subscale of the GATES, or a score of 16-18 on the performing and visual arts subscale of the GES
2. Letter(s) of recommendation
3. List of award/honors received
4. Written narrative about importance of the arts (H.S. only)

## Basic Level Programming

**BCT consensus and confirmation by chairperson (confirmation by two G/T teachers may be used for drama) plus one of the following criterion:**

1. A score of 108-112 on the artistic subscale of the GATES, or a score of 14 or 15 on the performing and visual arts subscale of the GES
2. Letter(s) of recommendation
3. List of award/honors received
4. Written narrative about importance of the arts (H.S. only)