



GIFTED AND TALENTED PROGRAM NEWSLETTER

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Program News

By Ben Hunsanger

Spring is here. Second trimester for K-5 ended on Monday, March 7th. For those of you with students at that level you should have received your child's Gifted and Talented Differentiation Record Form by this time. If not, contact your school's GT Advocate, you can find a listing on the GT webpage.

<http://gt.waukesha.k12.wi.us/contactus.asp>

You will receive a copy of the Record Form again with the report card at the end of the year.

Transitional reviews for 3rd graders were completed in early March. During this transitional review time, Advocates met with classroom teachers to consider the student's gifted area(s) of identification and level(s) of programming and to determine if gifted programming would continue at the next grade level. Parents were asked to complete questionnaires for their input in the process.

Transitional reviews for 8th graders will be completed in early April. The 6-8 GT Advocates will work with teachers and parents to complete recommendations for the 8th graders for high school.

The middle school gifted students, grades 7 & 8, have participated in three of the quarterly seminars offered during the school year. Seventh grade seminars cover self advocacy, learning styles, and goals. In eighth grade topics include 21st Century skills, careers and rigor.

This is the second school year the GT Coordinator has held quarterly office hours at the three high schools. The GT students have the opportunity to make an appointment and discuss, for example, course selection, colleges, ACT prep, etc.

Our GT Parent Advisory Board has met three times thus far this school year (each quarter). The 4th quarter GT Advisory Board meeting is scheduled for Tuesday, May 24, 6-7:30 pm. at Lindholm, Rooms 213-215. Dana Monogue, Chief Academic Officer for the school district, will be our guest and answer questions from the board concerning the program.

RtI 2.0 and Gifted Education

The District is in the process of updating their Response to Intervention plan. Originally conceptualized as an early identification system for struggling students, Response to Intervention (RtI) holds promise for supporting the academic and behavioral success of *all* students, including those who need additional academic challenge. Like RtI, Gifted Education provides a tiered model of programming and in our district relies on consistent differentiation in the regular classroom. Also, gifted education uses strength-based interventions and strength-based programming, rather than remediation-based interventions to describe tiered instruction. The framework of gifted education within the RtI model consists of a rigorous core curriculum that's differentiated to respond to individual differences, plus additional challenge based on student need. Also included is a review of student progress and teacher collaboration. The District supports RtI 2.0 including Gifted Education to benefit *all* students.