

Gifted and Talented Programming: Information Meeting



Nicole Brown and Robin Schlei

November 14th, 2017

Mequon-Thiensville School District



The **mission** of the Mequon-Thiensville School District, an active partnership of staff, school board, parents and community, is to **maximize the academic achievement**

and **personal growth** of **all** students so they have the skills necessary to meet the challenges of a changing global environment.

The **vision** of the Mequon-Thiensville School District is to be an exemplary educational leader that **supports** and **challenges all** students to achieve their full potential.

MTSD Gifted/Talented

The **mission** of the MTSD Gifted and Talented Program is to provide all gifted students, including those at-risk, with differentiated opportunities for learning. The program is designed to identify, nurture and encourage students who possess extraordinary talents and abilities.

Vision:

To promote autonomous lifelong learners in their specific area(s) of ability while developing a sense of responsibility to self, school and society.

G/T Identification Process

We must identify **gifted** students not just high achievers, so a cognitive ability score is needed for identification

Assessment:

OLSAT (Otis Lennon School Ability Test)

The OLSAT assess three (3) different areas:

- verbal reasoning gives the verbal subscore
- quantitative reasoning and nonverbal/figural reasoning comprise the nonverbal subscore

Identification:

- Begins in grade 3
- All 3rd graders, 6th graders, and students **new** to the district in grades 4, 5, 7 and 8 take the OLSAT before the end of October
- MTSD identifies students with a score of **95% or higher** on the composite and/or subscore on the OLSAT

All Gifted/Talented students will:

- demonstrate giftedness through various self-directed and self-selected means of creative expression
- **enhance critical thinking, creative thinking and problem solving skills**
- investigate more and different content areas at advanced levels (according to their readiness)
- utilize critical and creative thinking skills to generate a variety of original products appropriate to his or her giftedness
- develop a **healthy self-concept** relative to his or her giftedness
- learn by **interacting effectively with others**
- develop an understanding and respect for the differences in people



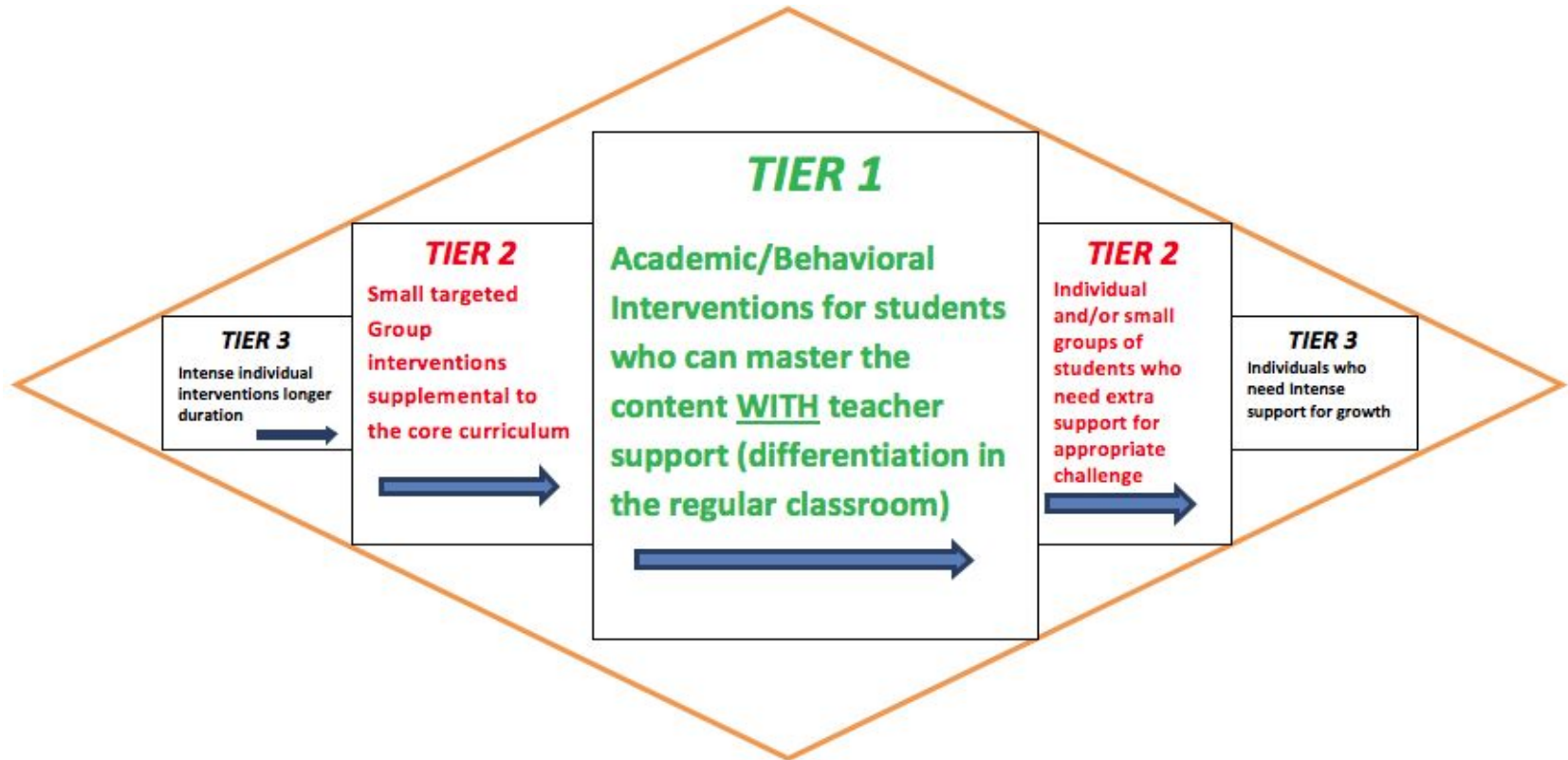
K-2 Advanced Learners

We do not identify for giftedness at the K-2 level.

We meet students' needs through:

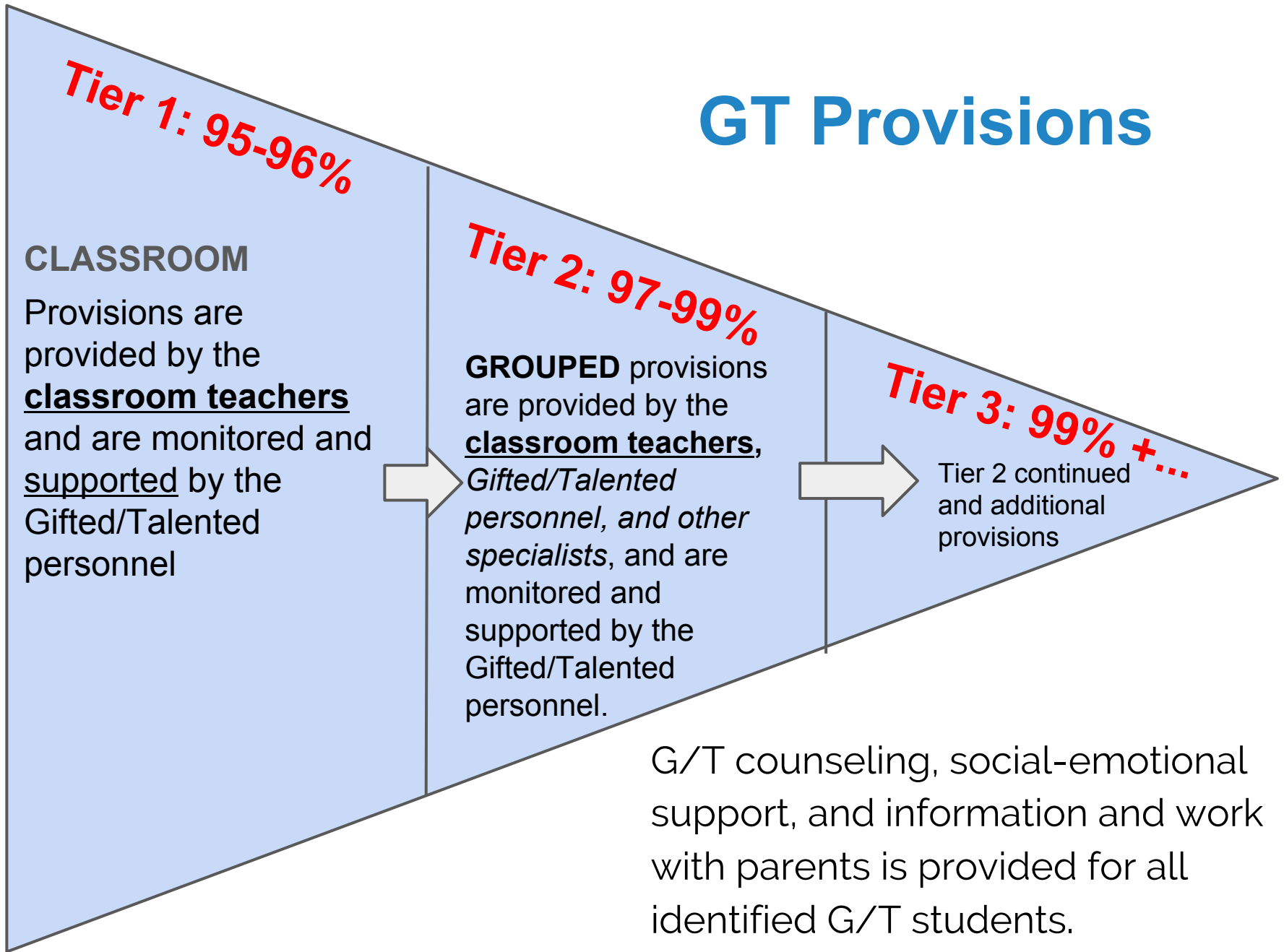
- Analyzing data including but not limited to test scores, reading level, teacher observations, etc.
- flexible groupings
- challenging books
- emphasis on higher level question
- pre-assessing student's readiness level
- providing opportunities for extensions, real world, thinking outside the box
- Origo Think Tank Problem Solving Tasks

Response to Intervention (RtI) Tiers of Identification



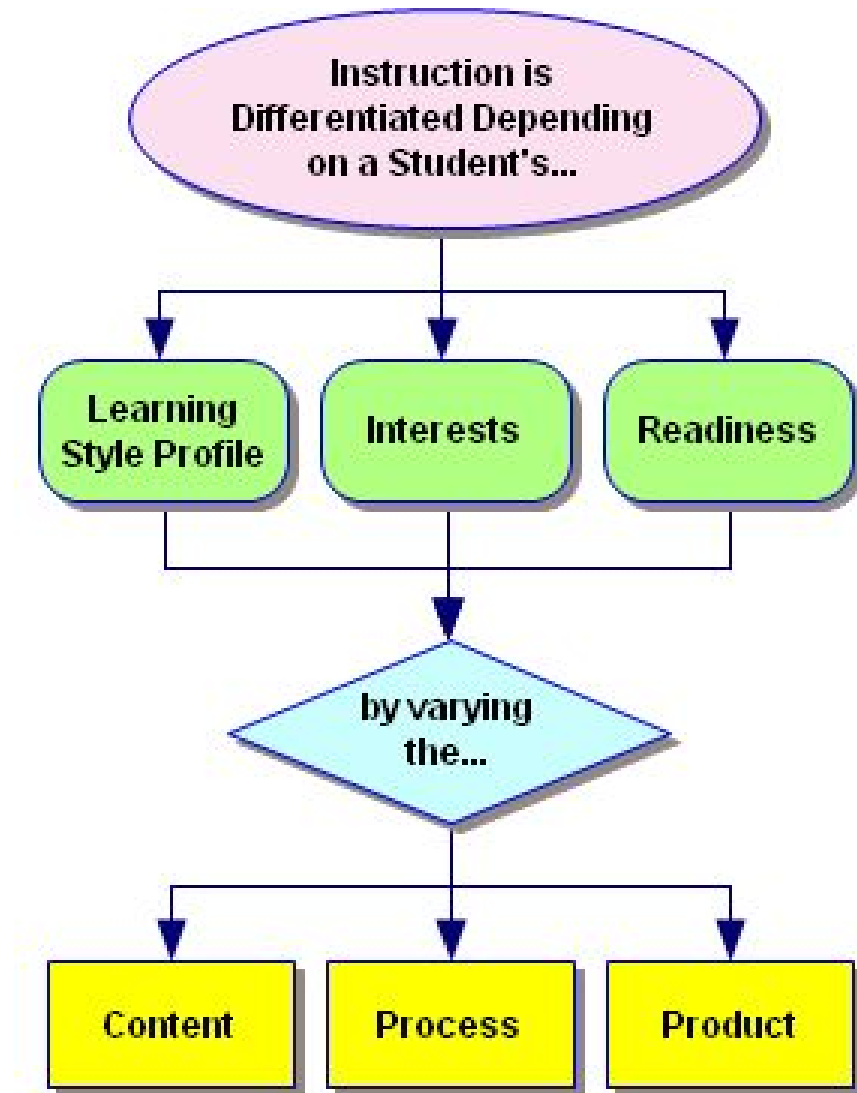
The tier a student is identified for may change over time based on student demonstrated achievement and readiness for instruction.

GT Provisions



G/T counseling, social-emotional support, and information and work with parents is provided for all identified G/T students.

Differentiation is Key: Providing Appropriate Challenge



Classroom Resources

MATH

- Beast Academy (3-5)
- Art of Problem Solving (6-12)
- Math Olympiad (4-8)
- Continental Math (5-8)
- AMC Math Competition Problems (6-12)
- Origo Think Tanks (K-5)
- Online Math Challenges (6-8)

READING

- Junior Great Books (K-8)
- Differentiated independent reading books (K-8)
- Various websites that provide challenging reading resources, e.g. NewsELA, SIRS, etc.

Teacher Professional Development:

- Early Engagement Day
- 1:1 Teacher meetings
- PLC meetings
- Grade Level Meetings
- Collaboration with Math and Literacy Specialists
- Professional Development focused directly on Differentiation
- Coaching Meetings
- Class placements: consultation with principals on placements

General Intellectual Ability

All identified G/T students have General Intellectual Ability (GI) .

General Intellectual Ability means means they can

- learn content more quickly
- process more deeply and
- make connections more readily.



General Intellectual Ability: Provisions

All G/T-identified students, regardless of whether or not they are in a Tier of Service for Reading/Math receive the following provisions within the classroom:

- Classroom differentiation to meet their needs.
- Level of questioning
- An emphasis on critical and creative thinking.
- Open-ended activities and projects that provide the ability to go above and beyond grade level expectations
- Real World Application
- Opportunities for inquiry, problem-based learning, etc.
- Underachievement intervention, if warranted.

Homestead Gifted/Talented Programming

- A wide variety of honors, Advanced Placement (AP), and dual enrollment courses in every department
- Clubs, teams/competitions available to develop talents and interests, e.g.
 - Science/STEM: GEMS, Robotics, etc.
 - Book Club, Philosophy Club, Model UN
 - Forensics, Debate
- Competitions in math, computer science, writing, art, music, etc.
- Independent Study and AP Capstone Program
- G/T counseling
- PURSUIT Lunch

Some Enrichment Opportunities

Elementary:

- Destination Imagination
- Girls on the Run
- Student Council
- Cross-age mentoring

Middle Level:

- Math Counts
- AMC 8 Math Competition
- Odyssey of the Mind

Grades 6-12:

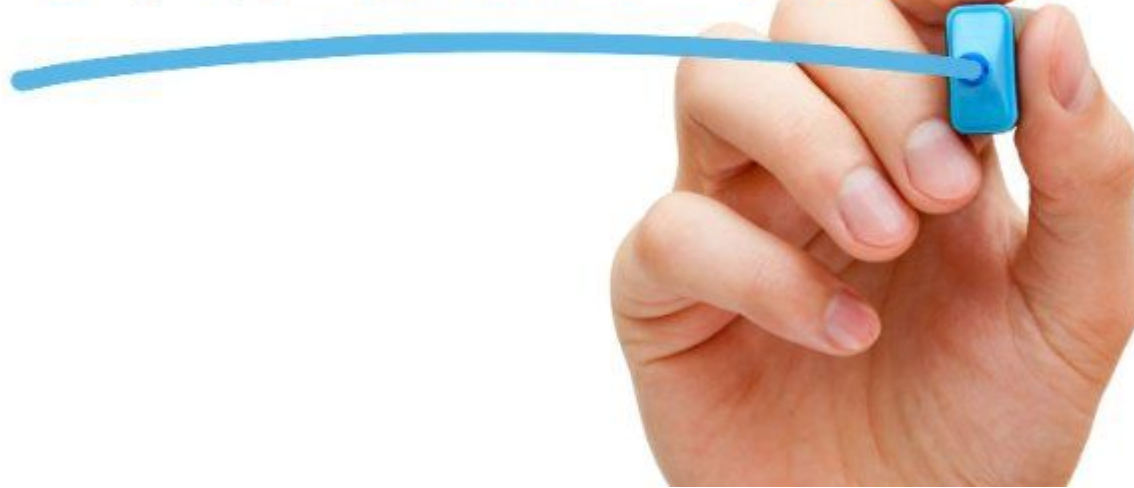
- Forensics
- Student
-produced
newspaper
- Yearbook
- Robotics
- Student Council
- AMC 10 & 12
Math
Competitions

Presentation Posted Online

- The presentation has been uploaded to the MTSD website.

<http://www.mtsd.k12.wi.us/about/giftedandtalented.cfm>

THANK YOU



Nicole Brown

Grades K-5 G/T Coordinator

nbrown@mtsd.k12.wi.us

Robin Schlei

Grades 6-12 G/T Coordinator

rschlei@mtsd.k12.wi.us