Gifted Resource & Programming

Fanny Jackson Coppin School

Identification of Gifted and Talented Students

Who are Gifted and Talented Students?

Why we identify?

How we identify?

The process once identified

Programming Options

Equity

Bright Learner   vs   Gifted Learner

- Knows the answer

- Top group
- Absorbs information
- Learns with ease
- Is pleased with own learning

- Enjoys school
- Completes assignments

Asks the questions – sometimes
Deep, abstract, probing questions
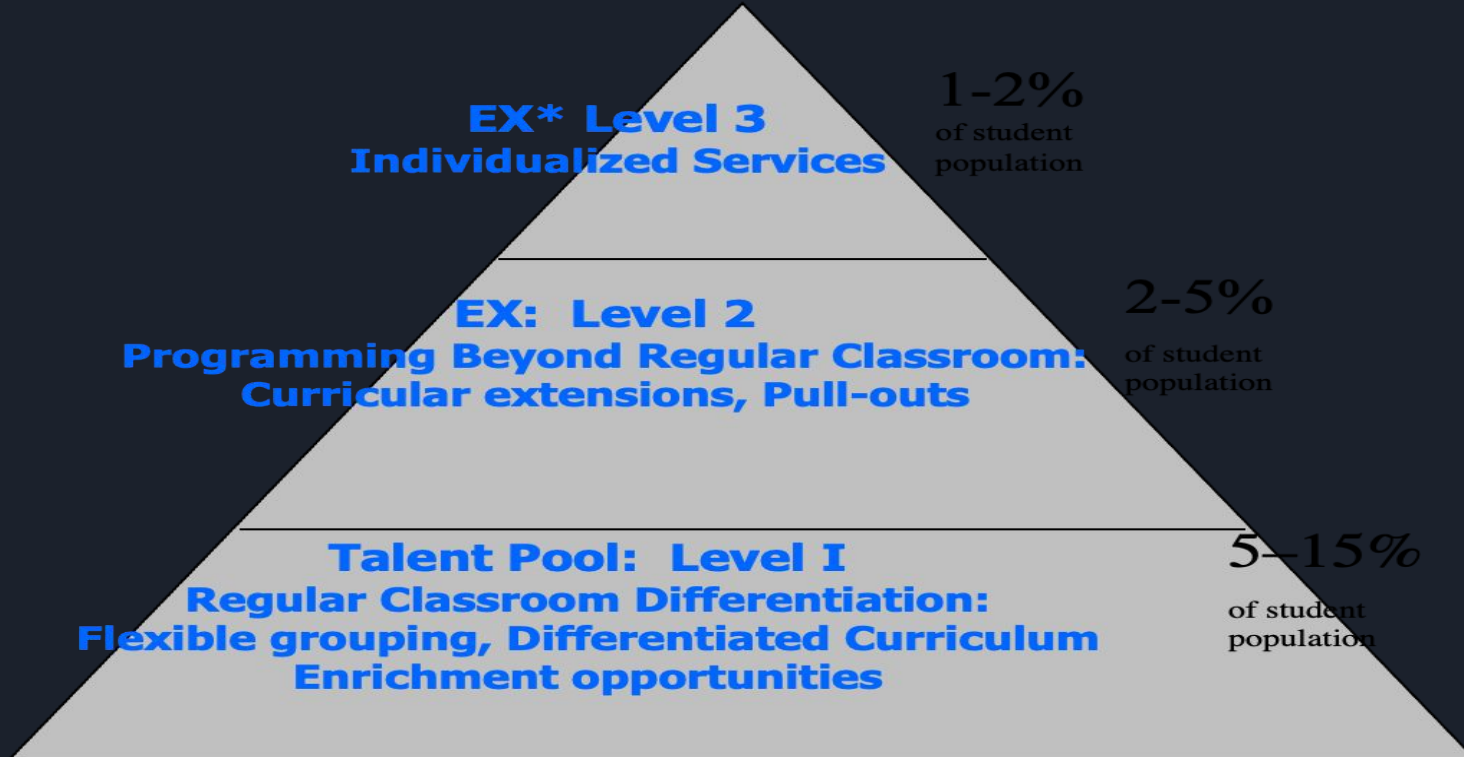Beyond top group
Manipulates information
Already knows
Is highly self-critical – can be
perfectionistic to a point
Enjoys learning –
Initiates projects

The Identification Pyramid

EX* Level 3
Individualized Services

1-2%
of student
population

EX: Level 2
Programming Beyond Regular Classroom:
Curricular extensions, Pull-outs

2-5%
of student
population

Talent Pool: Level I
Regular Classroom Differentiation:
Flexible grouping, Differentiated Curriculum
Enrichment opportunities

5–15%
of student
population

How do we identify?

MULTIPLE DATA SOURCES

- Data collection over time
- Consistent exhibition of qualifying behaviors
- Information from teacher & parent surveys
- Standardized test scores (consistent rank of 95% or higher on STAR & 97th%ile on NNAT)
- Top rankings in school based assessment
- New guidelines process of 60 school days before requests/cases are considered

The Gifted Process

Identification Process-Data needs to be at the center of all decision making
Accumulation of student data - typically identification begins in Grade 3 IOT
provide an extensive academic profile that includes:

- Naglieri Assessment –administered grade 2
  97%ile
- STAR Assessment – begins in Grade Kindergarten
  95%ile or higher in content areas and subtests
- Teacher Input
- Parent Input
- Academic Data
- Work Samples with evidence of consistent divergent thinking showing a year or more above grade level achievement

The Gifted Process Cont.

- After collection of all data points of the nationally normed assessments used throughout the Commonwealth, the school team then determines would there be benefit for a deeper look
- A student profile is compiled and sent to the psychologist and must be complete with all the components
- Psychologist review and makes initial contact to the parents/guardians providing a Permission to Evaluate form
- A date is scheduled for the evaluation
- The evaluation is conducted and results are sent to the school through IEP tracker
- School team meets and then comprises a GIEP using the data points for this strength based document with attainable overall and short term goals
- Meeting is held with parents to discuss the findings and the programming options
- Notice of Parental Rights for Gifted Students document provided
- Time effects the progression of the process

Qualifying as Gifted

- Acceleration vs. Enrichment- modified-content, process or product
- Gifted services can be classroom based provided by the homeroom teacher through rigorous and enriched instruction
- Enrichment instruction does not suggest acceleration
- Access to rigorous curriculum through an multiplied sequence
- Alternative curricular options can be implemented
- Access to the Gifted Resource teacher is contingent and not mandatory/guaranteed
- Gifted qualification in other educational agencies provides access to a rigorous, enriched/accelerated access to general education, it is not a specialty
- School's resources and budgets effects the available programming

Intellectual Prep Process

Teachers engage in weekly professional learning communities to engage in the intellectual prep process guided by administration

Intellectual Prep allows teachers to consider prerequisite and post requisite skill sets

Math Curriculum Example:
https://docs.google.com/document/d/111UMw1355sXvPR0PLyN12Ad1J4rVMFYmiiH9eghxVsQ/edit

Guidelines for Educational Opportunities

Talent Pool—Level 1

Differentiation within the **Regular Classroom**

Flexible grouping
Enrichment
Cooperative learning
Field trips,
Independent Projects/Products
Integrated Instruction
School-Wide Programs
Team Teaching Simulations
Technological Applications

Instructional Strategies which Differentiate:

Compacting

Contracting

Pre-testing

Modification of content, process, products

Learning Centers

Critical thinking skills

Use of Multiple Intelligences to provide choices

Guidelines for Educational Opportunities
EX Level 2

Academic Competitions

Content Area Acceleration

Cluster & Flexible Grouping

Resource Rooms

Group Guidance for Social/Emotional Support

Co-curricular/extra-curricular/electives

Clubs/Organizations

Leadership/Athletic, and/or Fine Arts Workshops

Guidelines for Educational Opportunities

EX Level 3

Grade Level/Subject Area Acceleration

Radical Acceleration

Individual Counseling
Internships
Mentorships
Independent Study
Apprenticeship
ILP
Specialty Schools

Enrichment Programming at Coppin

At our school, we provide enrichment to all students via:

- STEAM program (same program used for gifted students) - this program looks at multiple intelligences.
- Intellectual prep process for instructional planning - this allows for students to receive enrichment questions and/or tasks during Tier I instruction (i.e. whole group instruction on a grade level standard).
- Small group instruction based on individualized needs (ex. providing a text at a student's individual independent reading level while working with grade-level standards).

Thoughts to leave you with…

- All children are unique and have relative strengths and weaknesses S
- Students need to consistently demonstrate divergent thinking and high %ile ranking demonstrated in work and portfolio samples
- We identify to determine students who have exceptional learning needs using the assessment measures that comprise a comprehensive academic profile over time
- Rigorous curriculum in the general education classroom can meet the needs of gifted students
- Gifted qualification is a process that academic data influences
- Recommendations of students for the gifted process are made by the school team after several assessment measures are administered and considered
- Gifted resource and education is not considered a specialty by educational agencies; gifted educational opportunities are available to all educational personnel