

District U-46 Gifted Overview



**APRIL WELLS
COORDINATOR~ GIFTED,
ACADEMIES, AP & WORLD
LANGUAGES**

Gifted Definition



The District defines gifted students as those who **perform**, or who show the **potential** to perform, at remarkably high levels of accomplishment when compared with students their comparable age, experience, or environment.

These students exhibit high performance capacity in intellectual ability, creativity, and/or a specific academic field.

Gifted students are identified in **all** racial, ethnic or disability groups or within any socio-economic stratum.

They require specialized instruction, services, and/or activities not ordinarily provided by the general education program in order to maximize the academic and social and emotional pursuits.

Gifted Continuum of Services



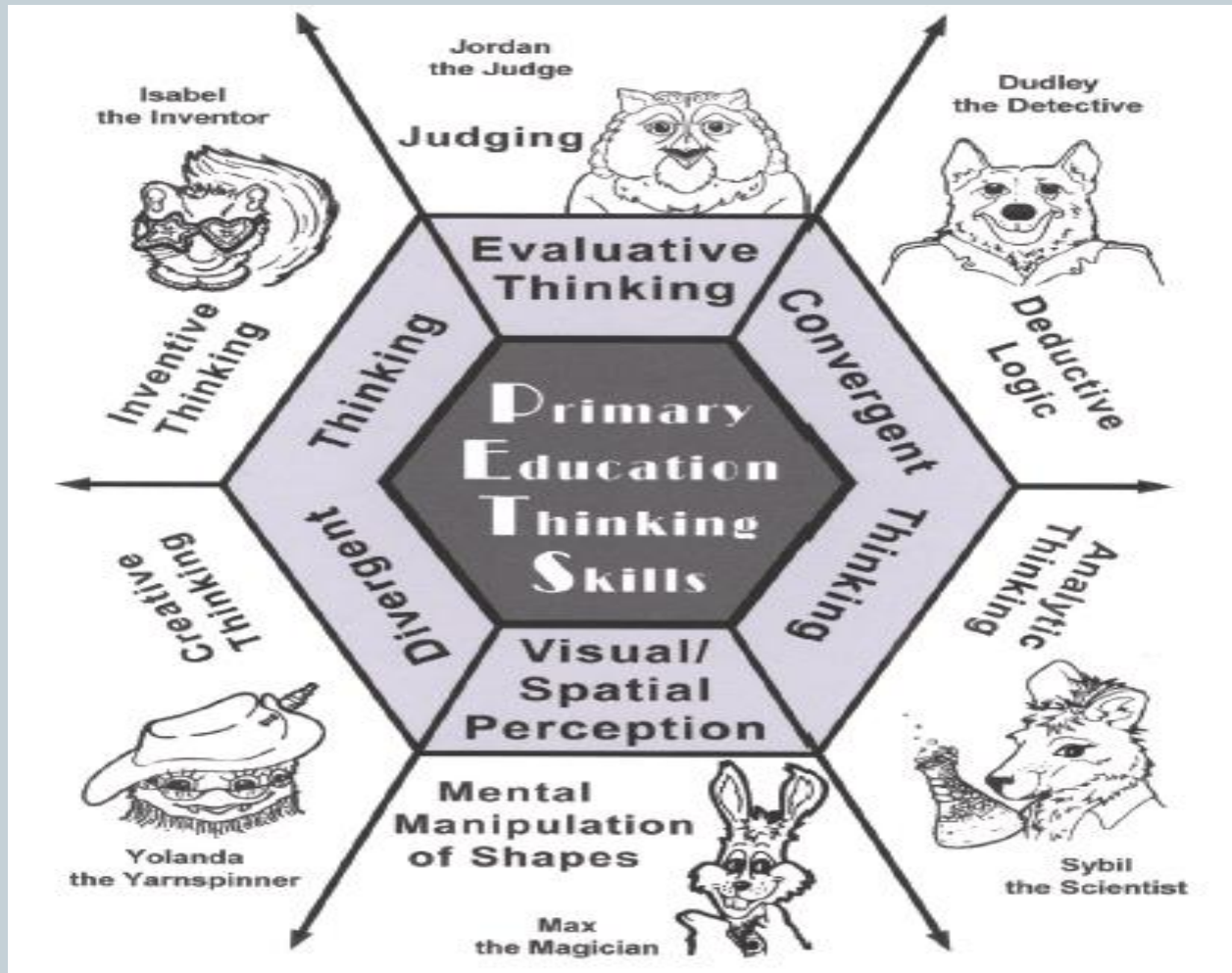
- Articulated programming
- Best practices
- Appropriate placement
- District U-46 Innovation

AIM Talent Development Program



- Access to Inquiry and Meaning (AIM) is a talent development program designed to provide enrichment opportunities for the development of student potential in students from underrepresented populations
- Direct services
 - Weekly whole group instruction
- Consultant-based services

PETS Overview



2017-2018 AIM Elementary Sites



- Century Oaks
- Channing
- Coleman
- Creekside
- Garfield
- Harriet Gifford
- Heritage
- Highland
- Hillcrest
- Huff
- Lords Park
- Lowrie
- McKinley
- Oakhill
- Parkwood
- Ronald D. O'Neal
- Washington

Elementary Gifted and Talented



- Elementary Gifted Services
 - Gifted Services for Grades 4-6
 - Core Academic Gifted Classes
 - Dual Language 4-6 Core Academic Gifted Classes

Elementary programming



- IGNITE (Inquiry and Gifted Network for Ingenuity Talent and Exploration) is a school-within-a-school program for students who demonstrate achievement or specific academic aptitude in the areas of Mathematics and English Language Arts and perform beyond the norm for their age group.

Elementary Programming



- Dual Language IGNITE (Inquiry and Gifted Network for Ingenuity Talent and Exploration) is a school-within-a-school program for bilingual, biliterate and bicultural students who demonstrate achievement or specific academic aptitude in the academic areas of Mathematics and English Language Arts and performing beyond the norm for their age group.

Depth and Complexity



- Unique content exploration
- Allows for access to deeper meaning
- Culturally responsive practices
- Evidence-based instructional strategies to:
 - Develop talent
 - Enhance learning
 - Give students tools to contribute to a multicultural, diverse society

IGNITE Sites



- Clinton
- Creekside
- Glenbrook
- Horizon
- Ronald D. O'Neal*
- Ridge Circle*
- Sunnydale
- Sycamore Trails

Middle School Gifted



- Since 2016-2017 the program is housed at all eight middle schools
- Language Arts, Social Studies and Science
- Integrated curriculum, to the degree possible
- Dual Language Gifted (5 sites)

Elementary Gifted and Talented Program



- Ability Assessment
- Achievement Assessments
- Observation checklist
- Talent Development Program Information
- Gifted Identification Committee
- Gifted Appeals Committee

Universal Screening



- CogAT Screening Form 7
- Three batteries (10-minute timed sections)
- Universal screening measures students **abilities and potential** as to opposed traditional assessments which measure achievement.
- The universal screener is designed to “cast a wide net”
- Group online administration

CogAT Administration



- One sitting
- Timed test
- English Language Learners Accommodations
- IEP and 504 Accommodations

Potential characteristics of high-ability learners



- Shows superior reasoning powers and marked ability to handle ideas
- Shows persistent intellectual curiosity
- Has a wide range of interests
- Is markedly superior in quality and quantity of written and/or spoken vocabulary

Characteristics, contd.



- Reads avidly and absorbs books well beyond his/her years
- Learns quickly and easily and retains what is learned
- Shows insight into mathematical problems that require careful reasoning and grasps mathematical concepts readily
- Shows creative ability of imaginative expression in such things as music, art, dance, drama

Characteristics contd.



- Sustains concentration for lengthy periods
- Sets realistically high standards for self
- Shows initiative and originality in intellectual work
- Observes keenly and is responsive to new ideas
- Shows social poise and an ability to communicate with adults in a mature way
- Gets excitement and pleasure from intellectual challenge

Traits that tend to obscure high-ability behaviors



- Questions authority and rules
- Sometimes acts without planning
- Fails to complete homework and classroom assignments
- Appears bored and withdrawn, yet capable when pressed; may be bashful
- Has extensive knowledge in some out-of-school oriented topic

Traits that tend to obscure high-ability behaviors, contd.



- Reads a lot and may often choose reading in place of doing classwork
- Is a risk-taker; is willing to take an unpopular stand even if it means losing friends and/or respect
- Is alert to stimuli in environment; is observant; may appear to be “day-dreaming” or distracted
- Is determined
- Likes to do things that are difficult; may be stubborn in this.
- Likes to be alone; prefers to work independently; needs minimal direction

Traits that tend to obscure high-ability behaviors, contd.



- Has high energy; sometimes finds it difficult to sit still; may be impatient
- Is a non-conformist
- Likes to be “the best;” may not accept imperfection of any kind; may not take constructive criticism
- A behavior problem
- Tends to dominate or “take charge” of an activity in which she/he is involved

Potential obstacles to identification



There are, however, obstacles to identifying gifts and talents, and some students may be overlooked due to:

- Race/Culture/Ethnicity
- Socioeconomics
- Instructional Practices
- Gender Inequality
- Sexual Orientation/Gender Identity
- Asynchrony
- Student Behavior
- Other Exceptionalities
- Hiding Gifts and Talents
- Affective Characteristics

Teacher observation



- Teachers use checklists for observations they make
- Focus on demonstration of certain trait or characteristic during instruction or at other times in the school environment
- Instructed to complete for the top 1/3 of each class

2017-2018 District Timeline



- Universal Screening – CogAT
 - 3rd (students who were absent or enrolled since spring 2017) and 6th Grade- Oct. 2- Oct. 16, 2017
- Placement Decisions mailed
 - Nov. 20, 2017
- Open House
 - Dec. 4-8, 2017
- Placement decisions due
 - Dec. 18, 2017

Elementary Gifted and Talented Program



- Professional Development
 - PD for all Elementary Administrators and Teachers
 - Diversity in gifted education
 - Bilingual and dual language pedagogy
 - Cultural competencies

Elementary Gifted and Talented Program



- Parent Advisory Group
 - Racially and ethnically diverse group
 - Provide feedback on the implementation of gifted initiatives
 - Focus group

Elementary Gifted and Talented Program



- Communication and Outreach
 - Develop and implement communication and outreach strategies
 - Present research and best practices from the state and national perspective
 - Consistency and uniformity

Gifted Identification Committee



- Call to committee
- Teachers, Gifted Specialists, School Psychologist, Principal, ELL Administrator, and Gifted Coordinator
- Triangulation of data
- Appropriate Placement

Appeals committee



- Call to Committee
- Teachers, Gifted Specialists, Principal
- Review process
- Committee decision is final

Elementary Gifted and Talented Program



- Evaluation
 - Evaluation of the implementation annually
 - Program Analysis
 - National Standards

Things that make you go hmmm.....



“Bright kids go to school and never encounter anything that makes them extend effort. They grow up thinking being smart means they don’t have to work very hard. The first time they encounter something difficult they think they are not smart enough.”

~ Sally Reis Renzulli

Questions?

