U46

ACADEMIC
SUCCESS
FOR ALL

Board of Education Update: Gifted Identification

April Wells, Gifted Coordinator
Dr. Josh Carpenter, Asst. Supt. for Teaching and Learning
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PURPOSE

- Update Board on the process we have used to identify students

- Inform the Board of our move to include building norms as part of the identification process

GIFTED KNOWS NO BOUNDARIES

SEE ME!
High-achieving children in poverty and from minority groups are 2.5X LESS likely to be identified for, and served in, gifted and talented programs in schools. Children deserve fair identification strategies.

Join the movement to SEE, UNDERSTAND, TEACH, and CHALLENGE gifted and talented children from all backgrounds. Sign up to be part of the *Giftedness Knows No Boundaries* team.

NATIONAL ASSOCIATION FOR
Gifted Children
www.GiftednessKnowsNoBoundaries.org

UNDERSTAND ME!
Some of the brightest children underachieve in school for a variety of reasons. Children need informed counselors, teachers, and parents who can help children overcome their personal challenges.

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TEACH ME!
Gifted and talented children have unique learning needs that set them apart from their peers. These learners benefit most when taught by teachers trained to identify and support them. Invest in training and professional learning.

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CHALLENGE ME!
Gifted children know nearly 50 percent of early elementary school material on the very first day of class. Imagine how frustrating it is to sit through content you already know.

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GIFTED PROGRAMMING IN U-46

Gifted Definition

- Students who perform, or who show the potential to perform, at significantly advanced levels of accomplishment when compared with students their comparable age, and background
- Gifted students are represented in all racial, ethnic, disability groups and across all socioeconomic groups
- 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. (National Association for Gifted Children, NAGC)

EQUITY AND ACCESS

Gifted education is only as equitable as the students with most marginalized identities experience it to be.

CURRENT IDENTIFICATION/SELECTION PROCESS

· **Screening**

- CogAT
- MAP
- Teacher Inventory of Learning Strengths

· **Criteria**

- Determined each year from the district candidate pool

EQUITABLE ACCESS IN GIFTED EDUCATION

- Talent Development

- Universal Screening

- Local norms

TALENT DEVELOPMENT

- AIM- grades 2 and 3
- Informally Talent development refers to the deliberate cultivation of ability or giftedness in a specific domain
- Talent development to refer to a particular framework for viewing giftedness and the education of gifted children
- Support then identify
- Belief
- Not new, was introduced to the field approximately 20 years ago

UNIVERSAL SCREENING

- Systematic screening for all students in a grade level

- Equitable access to the selection process

- Expand the candidate pool

- Important tool for addressing underrepresentation

- Leverage data, develop local norms

USING BUILDING NORMS IN GIFTED IDENTIFICATION

- For 2019-2020 gifted identification, we are moving from solely using group specific norms (comparing students to other students from the same subgroup- African American and Latino) to using building norms to make comparisons for gifted identification.

- Building norms are the most acute local norms we can use that is most aligned with equitable identification for gifted services.

"Certain student groups score differently than others because as a society we treat them differently." Scott Peters, Ph.D.

ARGUMENTS AGAINST LOCAL NORMS…
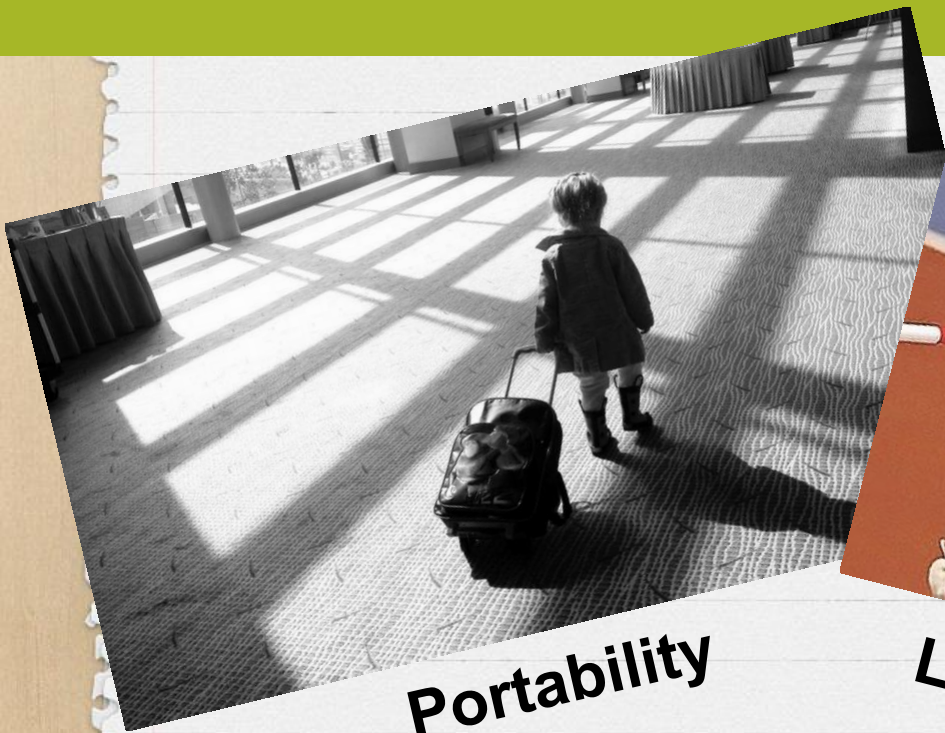
Portability

Lowered standards

EQUITY

Equity is achieved when student outcomes are not predicated by gender, race, ethnicity, class, or special needs and where all students reach a level of efficacy and competence that supports a rewarding and productive life. This requires elimination of the inequities that contribute to disproportionate learning and achievement by students of certain social groups while ensuring students are prepared for a productive and meaningful life.

Taken from the Connecticut Center for School Change Presentation on Equity