

# District 196 Gifted and Talent Development Identification and Service Model



**DISTRICT 196**  
One District. Infinite Possibilities.

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Gifted and talented children are those students with outstanding abilities and capable of higher performance when compared to others of similar age, experience, and environment.

They have significantly different educational needs from their peers and require educational differentiation as a regular part of their school day to ensure they reach their full potential.

# GT Service Model\*

- Engage and empower learners across the full day
- Enrich, enhance, and extend core classroom curriculum and instruction within the literacy workshop and math workshop blocks
- Equip PLC teams and individual teachers to embed creative thinking, critical thinking, problem solving, and inquiry into instruction
- Empower collaboration among classroom teachers, GT specialists, coaches, parents, and community

\* Established by program review team in 2016-17

# Flexible and Fluid Tiered Service Model\*

- **Tier 1, Core classroom**
- **Tier 2, Guided groups**
- **Tier 3, Focused on individualized need**

**Inclusive Model-** GT identification not required to receive support for high ability and advanced achievement needs

**Flexible Model-** using current classroom assessment of student learning needs according to the content and standards being presented for that unit

\* Established by program review team in 2016-17

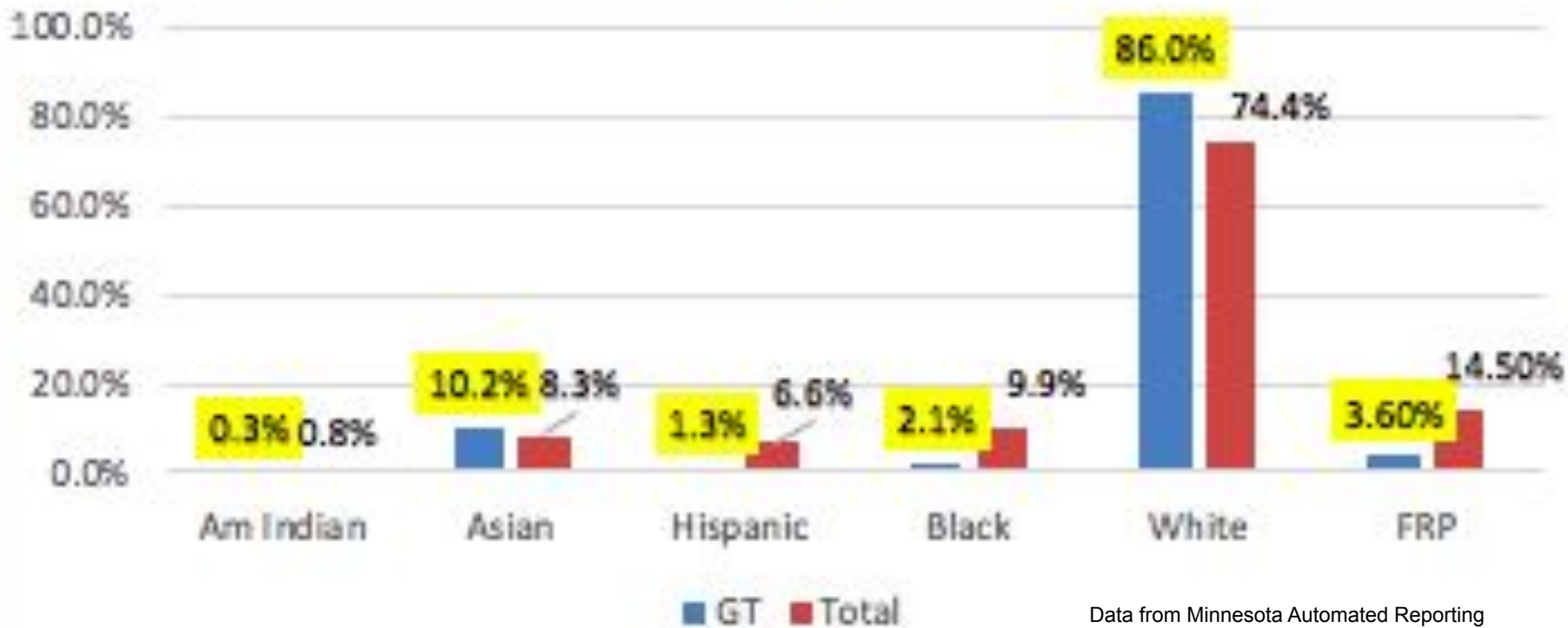
# Why initiate a change to identification?



To implement recommendations from current research for a more equitable process resulting in GT identification that more closely reflects the school and district population

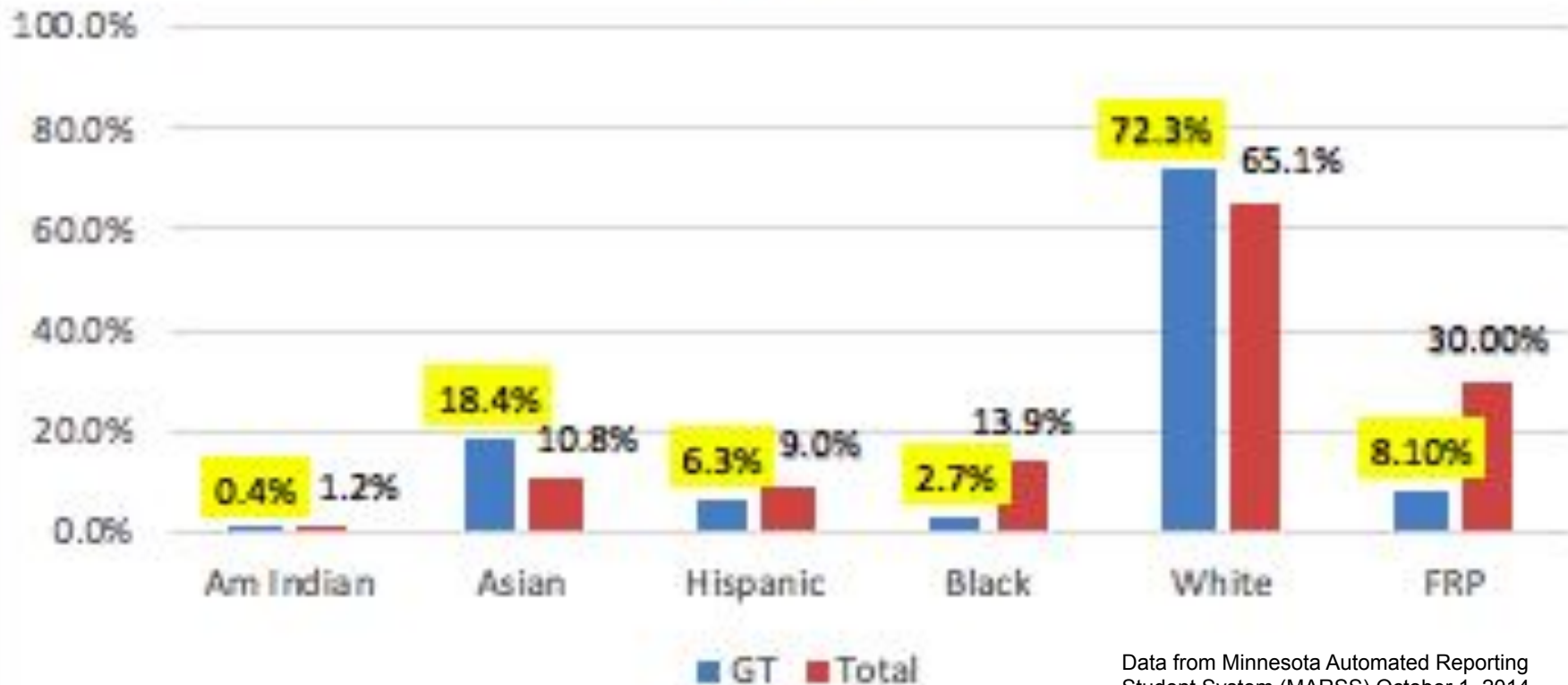
\*MN Statute 120B.15

# K-5 GT Identified 2007



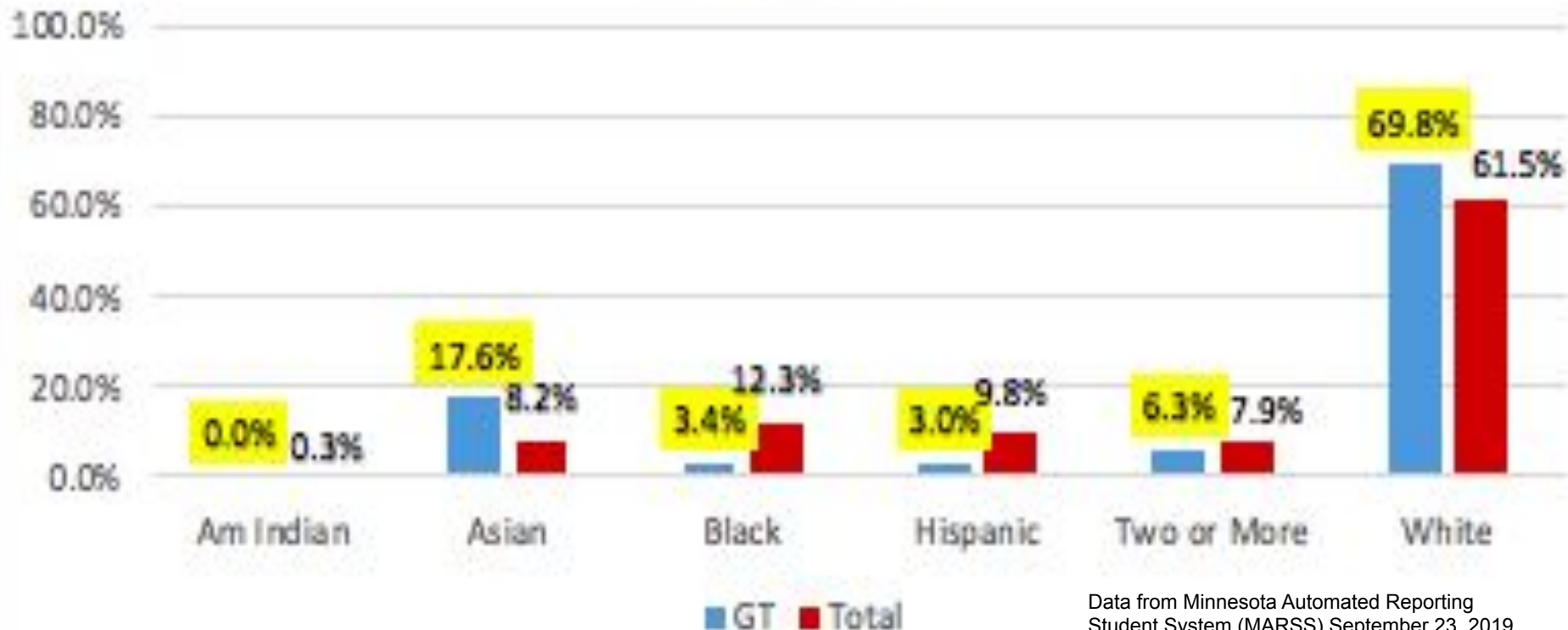
Data from Minnesota Automated Reporting Student System (MARSS) October 1, 2007

# K-5 GT Identified 2014



Data from Minnesota Automated Reporting Student System (MARSS) October 1, 2014

# K-5 GT Identified September 2019



Data from Minnesota Automated Reporting  
Student System (MARSS) September 23, 2019



## K-5 GT Identified September 2019



Data from Minnesota Automated Reporting  
Student System (MARSS) September 23, 2019

# If service is flexible and inclusive, why identify?



1. To match instructional services to students who would benefit most
2. To monitor learning growth and achievement
3. To monitor effectiveness of the program
4. To comply with MN State Statute 120B.15 Gifted and Talented Students Programs

## Achievement

NWEA MAP tests  
\* math  
\* reading



## Ability

CogAT Test  
\* Verbal  
\* Quantitative  
\* Nonverbal



## School Data

\* HOPE scale  
\* SPED data  
\* EL data

**Multiple Criteria**  
**Uniform Process Across the District**  
**Use of Local Norms during Universal Screening**  
**Strengths Based Identification**

# 2nd grade Universal Screening

## 1. MAP Math and MAP Reading Tests- Achievement Measures

MAP Math- October

MAP Reading- January

## 2. CogAT Test- Cognitive Abilities Measures

Verbal, Quantitative, Nonverbal

CogAT- January

## 3. HOPE Teacher Rating Scale- Demonstrated Behaviors Measures

Classroom Observational Lessons- Fall

Rating Scale- February

\* Data collected and analyzed by Assessment Center

\* Comparison to school peer group



# GT Identification Process

## **Universal Screening for 3rd Grade:**

MAP Math- October

CogAT- December

MAP Reading- Allocation of seats per school to use

## **Screening in 4th and 5th grades:**

CogAT- allocation of seats per school to use as determined by staff

## **Special Circumstances:**

IEP- consult with SPED teachers, use current eval data if appropriate

EL- consult with EL teachers, use accelerated progress toward proficiency

Appeals- process for parents after completion of identification

## **Kindergarten and 1st grade:**

Formal identification begins in 2nd grade. Learning needs are addressed by classroom teacher and GT specialist if outliers emerge.

# Cognitive Abilities Test (CogAT)

Group administered assessment designed to measure a student's verbal, quantitative, and nonverbal (spatial) reasoning skills.

The results provide a measure of cognitive ability often not represented on other academic measures.

CogAT is **not** an IQ test

2nd grade version- no reading on any subtest

# Communication About GT Identification



Parent CogAT Score Report

District letter about the results of the process for your child

Anticipated notification in early April

GT identification carries into next years in 196 and to other 196 schools

# Evolution of Young Scholars

YS was to be a short-term solution to equitable access to advanced learning opportunities.

District data does not indicate increased equity in participation in GT since the program was established in 2007 in 196.

District data of YS student learning growth overtime does not indicate the intended results of the YS program.

The YS program is no longer financially sustainable.

A flexible service model increases access to advanced learning opportunities for all students.



# Changes to Young Scholars

**District Goal: Measurable increases in learning growth among students in every demographic category.**

**Immediate Changes:** YS students are served in flexible groupings and in classrooms according to the tiered GT service model. All students will be served by culturally responsive instruction in differentiated instructional activities. District 196 will no longer use the Young Scholars program name and will not identify new students as YS.

**Long Term Solution:** New GT identification process will be more equitable and representative of the school and district population. More students will receive advanced learning opportunities based on their learning strengths through flexible groupings and advanced differentiation strategies in the classrooms.

# What to Expect with Collaborative and Flexible Services

Service may not be obvious to an outside observer. Service is integrated all day.

Multiple people will provide differentiated instruction in multiple ways. Services can be direct and indirect and provided by different teachers.

*GT services are not delivered by one teacher at one time. Gifted and Talent Development is a whole school endeavor.*

Your classroom teacher is your primary contact about your child's learning, and that learning is supported by a GT specialist.

The goal is measurable learning growth for your child.



**Learning growth requires  
brain sweat.  
It can feel uncomfortable.**

## 3rd grade Social Studies

**Example of differentiating a learning target:**

**Identify** examples of individuals or groups that have had an impact on world history.  
(3.4.2.5.1)- grade level target

**Relate** the actions of different individuals to **note patterns** that led to world change.

**Create rules** based on the patterns that led to world change.- advanced target of same standard