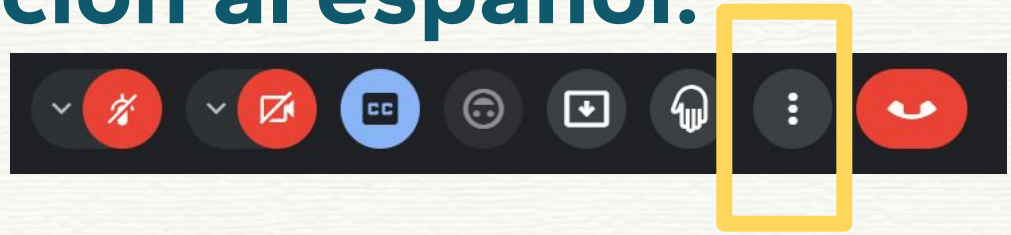
Talent Development and Advanced Academics

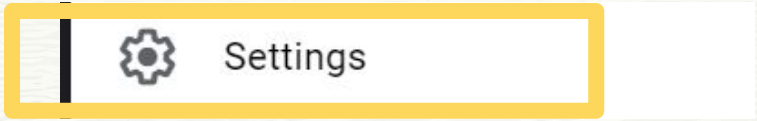
Jake Knaus, PhD
Talent Development & Advanced Academics
South St. Paul Public Schools
https://www.sspps.org/academics/tdaa

South St. Paul
Public Schools

Para traducción al español:

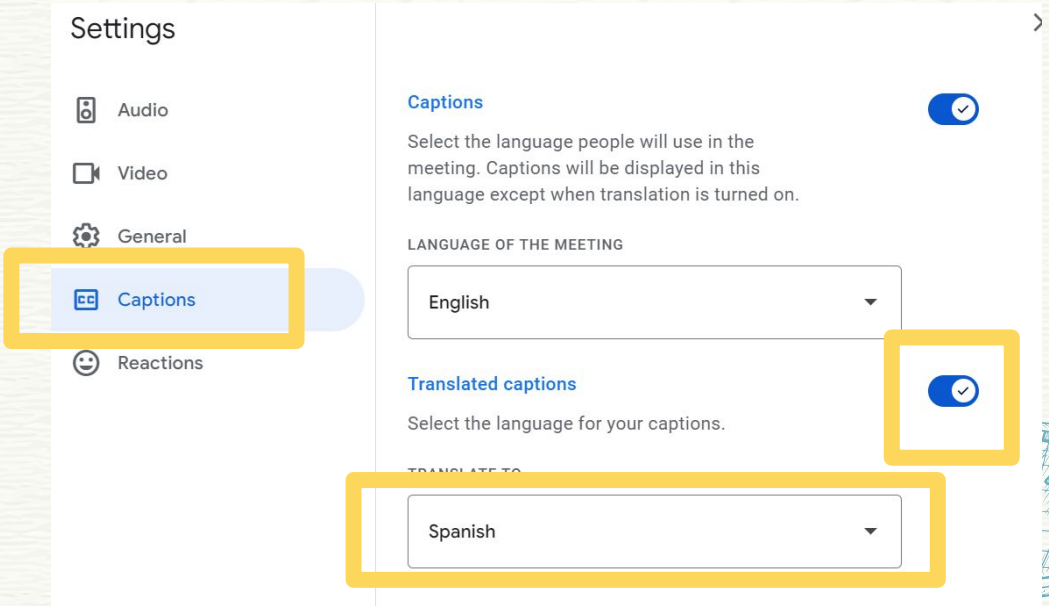


En la parte de abajo de su pantalla, haga click en los tres puntos. Escoja “Settings”



Escoja “Captions” y prende el botón de abajo

Seleccione “Spanish” de la lista



“Don’t measure yourself by what you have accomplished, but by what you should have accomplished with your ability”

— John Wooden

Agenda

01 Talent Development v. Gifted/Talented

What are we talking about here?

02 K-2 Programming

Talent Development and Talent Spotting

03 3-5 Programming

Enrichment and Advanced Academics

04 Identification Process

Who? How? When?

Wait. Who are you again?

Jake Knaus



Husband, father, teacher, reader, soccer fanatic, bad guitar player, photographer, taco lover, camper, nerd.

- 23 years in Minneapolis Public Schools
- Taught every grade K-5, plus STEM
- Professor at Metro State University
- Loving being in SSP!

01

Talent Development v. Gifted/Talented

What's the difference?

Fixed or Flexible?

Most people tend to view giftedness as an immutable, inherited characteristic—typically equated with a high IQ.

We now have a greater focus on talent development and a **view of ability as malleable**.

This focus puts greater emphasis on **cultivating ability**, **growing giftedness**,and **developing psychosocial skills** that support achievement.



NAGC Definition

Students with gifts and talents perform - or have the capability to perform - at higher levels compared to others of the same age, experience, and environment in one or more domains.

They require modification(s) to their educational experience(s) to learn and realize their potential.

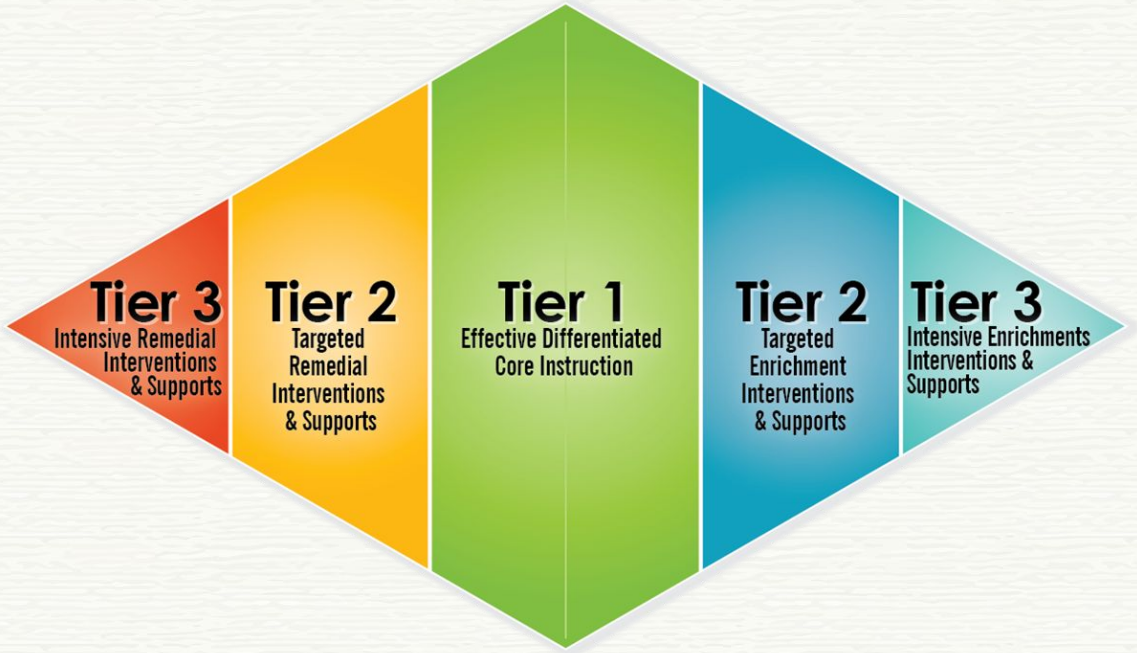
NATIONAL ASSOCIATION FOR Gifted Children

Students with Gifts and Talents:

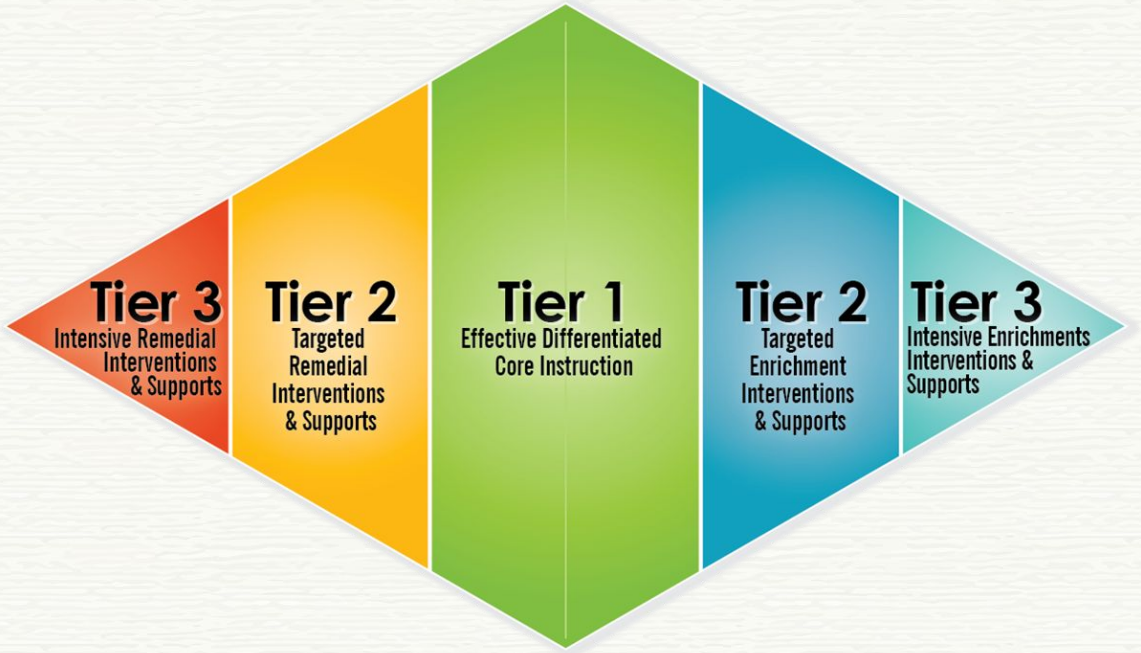
- **Come from all racial, ethnic, and cultural populations, as well as all economic strata.**
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.
- **Require varied services based on their changing needs.**



MTSS: Multi-Tiered Systems of Support

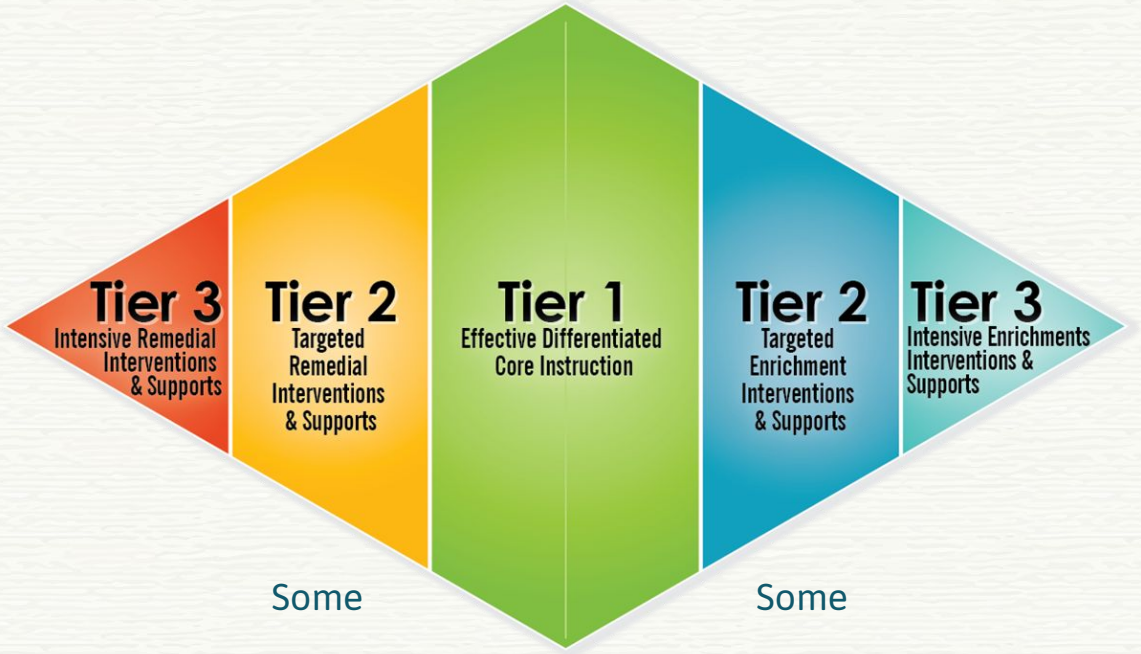


MTSS: Multi-Tiered Systems of Support

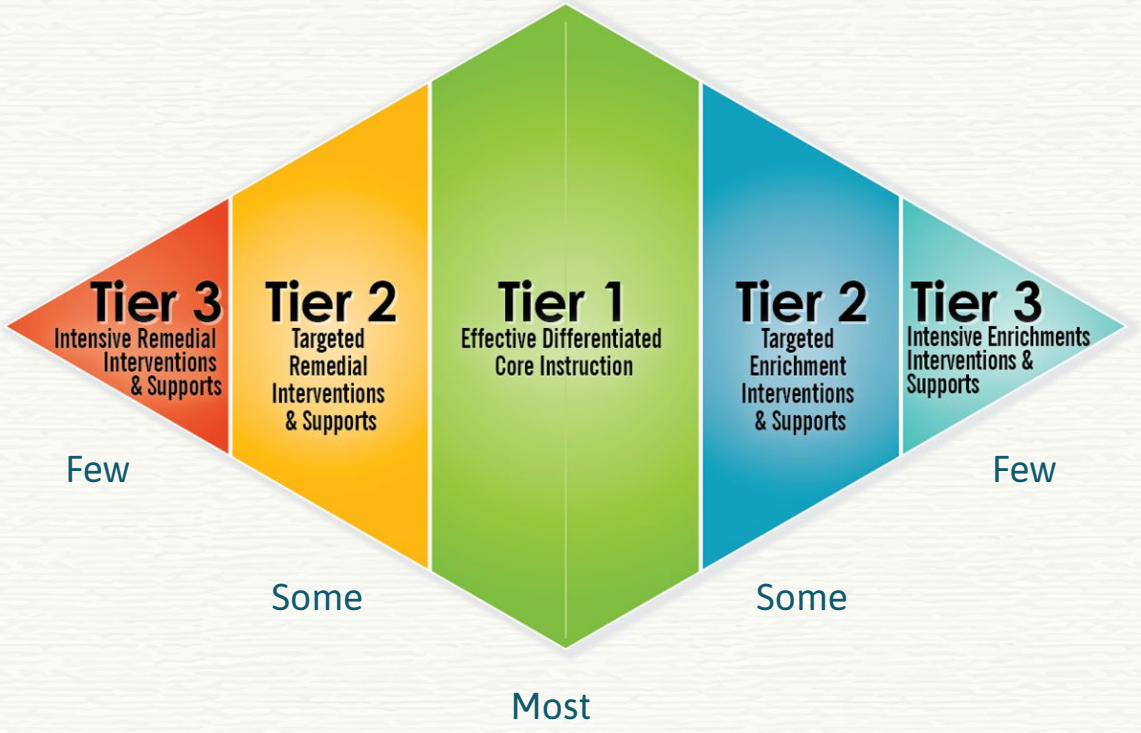


Most

MTSS: Multi-Tiered Systems of Support



MTSS: Multi-Tiered Systems of Support



02

K-2: Talent Development

aka “Talent Spotting”

Primary Enrichment Program (PEP)

PEP is **Talent Development/Talent Spotting**, which means that we are trying to find students' "hidden" talents - those talents that do not always surface in the course of a typical class lesson.

It is specifically designed to help find and nurture **all students**, but especially those from historically under-identified groups - students of color, multilingual students, twice exceptional students, and students from low SES backgrounds.

Primary Enrichment Program (PEP)

Using the PETS curriculum, the Talent Development Specialist (TDS) will present a series of 4 weekly whole-group lessons to each of the K-2 classrooms.

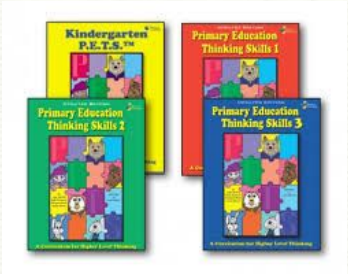
After collecting data, the Talent Development Specialist and classroom teachers will form small groups of students who might benefit from additional work, taught by the TDS.

These groups will meet weekly for four weeks, and then cycle will repeat throughout the year.

Primary Education Thinking Skills (PETS)

Primary Education Thinking Skills (PETS) is a systematized enrichment and diagnostic thinking skills program.

Lessons are presented in **convergent analysis**, **divergent synthesis**, **visual spatial thinking**, and **evaluation**, suitable for grades K-3.



Primary Education Thinking Skills (PETS)



Dudley the Detective



Isabel the Inventor



Yolanda the Yarnspinner



Max the Magician



Jordan the Judge



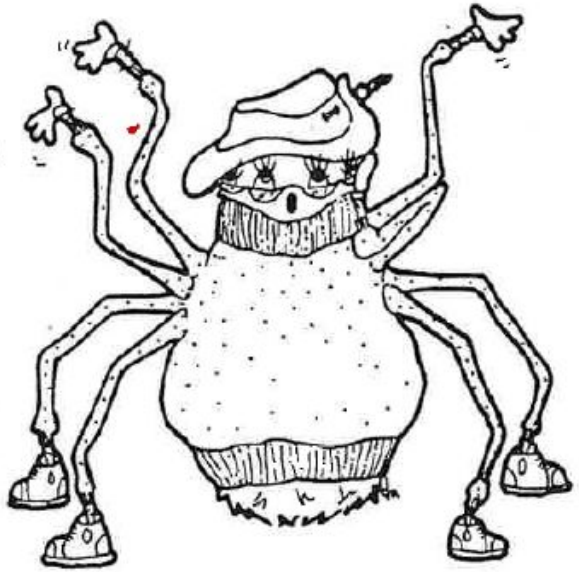
Sybil the Scientist

Name _____

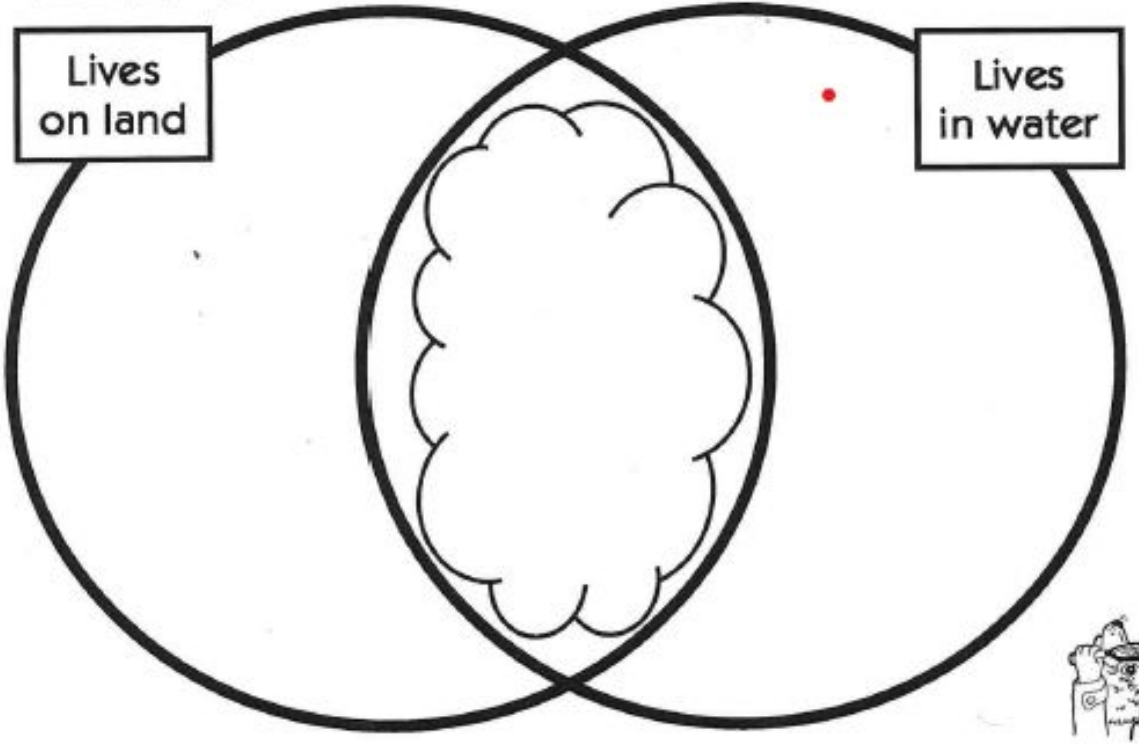


Yolanda's Cycle

Your **bi**cycle has 2 wheels and 2 pedals. Help Isabel the Inventor design a new **spicycle** for her friend, Yolanda. Remember — Yolanda's a spider and has 8 legs!



VENN VIEW 2 ♦ FRIENDLY CLUES



Name _____

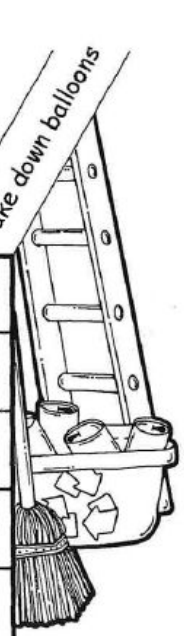
Party Clean-Up

Following Yolanda's surprise birthday party, everyone offered to help Sybil clean up. Read all the clues. How did each friend help Sybil ?

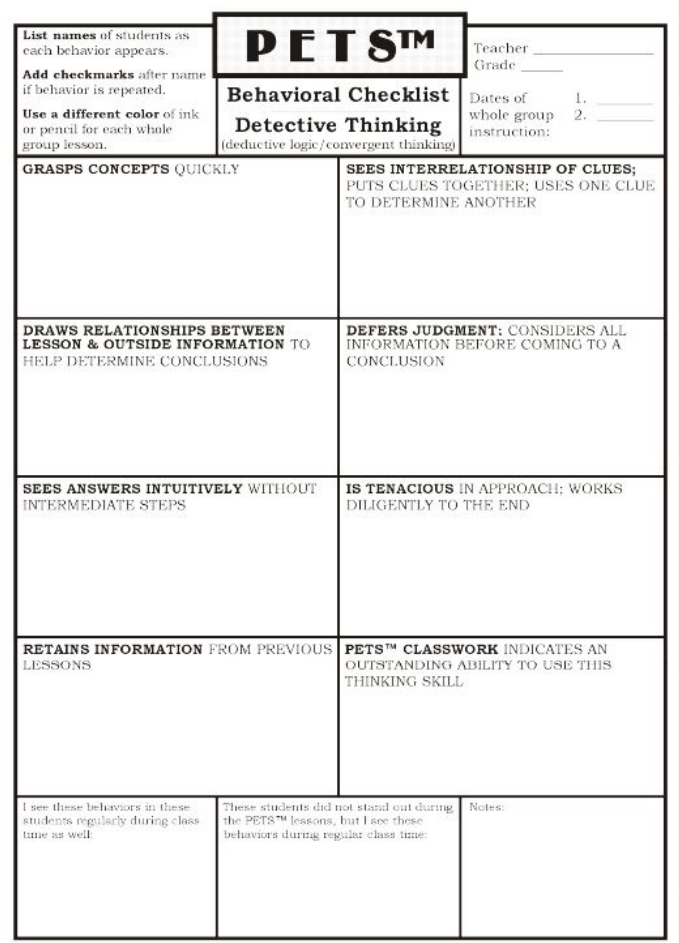
1. Sybil used soap and water to do her job.
2. Dudley did not sweep.
3. Jordan needed a ladder to do his job.
4. Isabel had a job.
5. Max needed to ask Sybil where she kept the plastic wrap for leftovers.



	sweep the floor	wash the dishes	recycle cans	put away food	take down balloons
Dudley					
Isabel					
Jordan					
Max					
Sybil					



PEP
Data Collection



PETS™

Behavioral Checklist
Detective Thinking
(deductive logic/convergent thinking)

List names of students as each behavior appears.

Add checkmarks after name if behavior is repeated.

Use a different color of ink or pencil for each whole group lesson.

Teacher _____
Grade _____

Dates of whole group instruction: 1. _____ 2. _____

GRASPS CONCEPTS QUICKLY	**SEES INTERRELATIONSHIP OF CLUES;** PUTS CLUES TOGETHER; USES ONE CLUE TO DETERMINE ANOTHER
DRAWS RELATIONSHIPS BETWEEN LESSON & OUTSIDE INFORMATION TO HELP DETERMINE CONCLUSIONS	**DEFERS JUDGMENT:** CONSIDERS ALL INFORMATION BEFORE COMING TO A CONCLUSION
SEES ANSWERS INTUITIVELY WITHOUT INTERMEDIATE STEPS	**IS TENACIOUS** IN APPROACH; WORKS DILIGENTLY TO THE END
RETAINS INFORMATION FROM PREVIOUS LESSONS	**PETS™ CLASSWORK** INDICATES AN OUTSTANDING ABILITY TO USE THIS THINKING SKILL

I see these behaviors in these students regularly during class time as well:	These students did not stand out during the PETS™ lessons, but I see these behaviors during regular class time:	Notes:

03

3-5: Advanced Academics

Enrichment and Acceleration

This year

Some students in grades 3-5 will participate in literature circles.

Inclusion is based on FAST assessment battery taken this fall and classroom teacher input.

Weekly meetings, with preparatory activities to be done each week (in school, mainly).

Flexible groups, reorganized every 4-6 weeks.



Going forward

Students will be identified at the end of second grade as Advanced Learners.

Beginning in 3rd grade, identified students will receive either pull-out or push-in targeted services in literacy, mathematics, or both.

This is in addition to, not in place of, their Tier 1 (core) instruction.



04

Identification of Advanced Learners

Who? How? When?





Process

- Universal screening at the end of second grade
- After PEP (Talent Development) in grades K-2
- Screening for new to district students in 3-5



Process

Multiple measures:

- CoGAT universal screener
- FAST scores
- ACCESS testing
- Assessments from *Wit & Wisdom* and *Math Expressions*



Data

Cognitive Abilities Test (CogAT)

- Given to all 2nd graders (and new to district)
- Language agnostic
- Measures ability, not achievement
- Shows literacy, math, and general cognitive ability



Data

FASTBridge Assessments

- Battery of literacy and math assessments, given 3 times per year
- Measures achievement



Data

ACCESS Testing

- Given to multilingual students
- Measures growth in English language proficiency



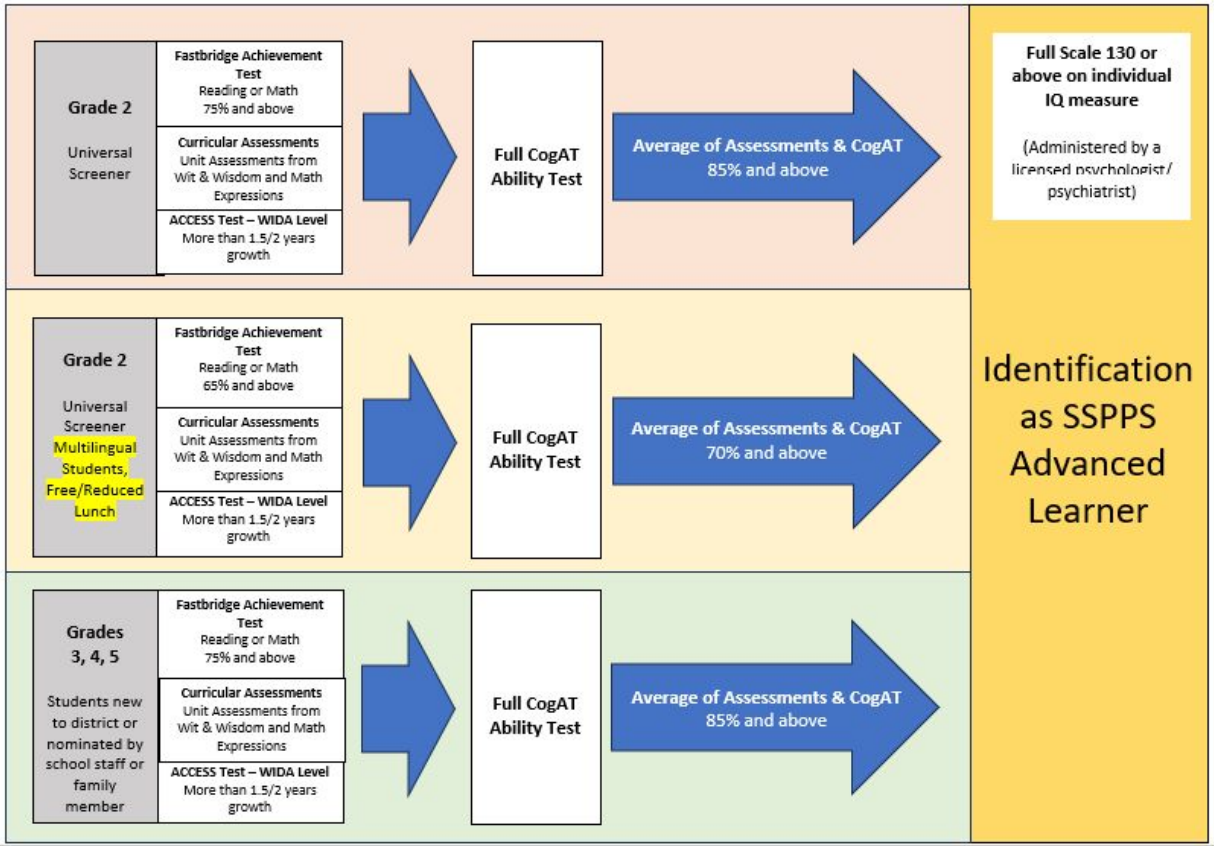
Data

Curriculum Assessments

- Part of core curricula: *Wit & Wisdom* and *Math Expressions*
- Unit tests and other assessments



SSPPS Advanced Learner Pathways



Thank you for your time this evening.
Gracias por su tiempo esta tarde.

Do you have any questions?

¿Tiene Ud. algunas preguntas?

Jake Knaus

jknaus@spps.org

651-288-6854

https://www.sspps.org/academics/tdaa

Computer mockup

You can replace the image on the screen with your own work. Just right-click on it and select “Replace image”





Tablet mockup

You can replace the image on the screen with your own work. Just right-click on it and select “Replace image”

Phone mockup

You can replace the image on the screen with your own work. Just right-click on it and select “Replace image”

