

# Collegial Circle Final Report

Please complete all information on this form. After it is complete, send it to the Teacher Center along with other supporting documentation. Electronic copies are preferred whenever possible.

## COLLEGIAL CIRCLE INFORMATION

Title of Circle: Understanding and Using the Naglieri General Ability Tests Standards Area: Instructional Challenge  
Facilitator: Sandy Stewart School(s): MCE, TR, AC, JR, PR, BRMS/CRMS  
Beginning Date: 9.27.23 Ending Date: 4.29.24 # of Hours: 9

Please submit copies of the following to this report:

- ✓ Collegial Circle Attendance Log
- ✓ Collegial Circle Meeting Log
- ✓ Samples of strategies implemented, materials created, or student work samples where applicable
- ✓ Collegial Circle Reflection Sheets - completed by each participant

## COLLEGIAL CIRCLE DESCRIPTION

### What was the anticipated goal(s) of this Collegial Circle?

The goal was to better understand current methods being used to identify and serve all gifted students and how to build a more inclusive and diverse gifted program. Specifically, we wanted to better understand the trio of tests entitled the Naglieri General Ability Tests. Lastly, we wanted to transfer our learning to reflect on our existing methods of testing/identifying for gifted services and decide if we needed any revisions to our model.

### What grade level(s) and or subject area(s) will benefit from this Circle?

K-5 ELA and Math and 6-8 ELA

### What level of Guskey's Professional Development Evaluation did you select for this Circle?

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## FINAL REFLECTIONS

### Was the goal of your Collegial Circle met? Please explain.

Yes, we feel that the goal was met. This was time very well spent. When we first began this collegial circle, we thought that the Naglieri would be something our department could benefit from. We always worry about missing kids, and it was our hope that this tool would help us with that. But after much reading and discussion, we realized this tool was not something that would serve our demographic.

### How did the members of this Collegial Circle assess whether the outcome was met? What evidence was utilized to assess your progress?

The evidence came about mostly through discussion and looking at the current PCSD population. Our demographic tends to be socioeconomically driven. The reading helped us to consider what kids we may be missing and which kids this might be a useful tool for. The cost of this tool is very high and, although in a perfect world it would be great to use it with a very small number of kids, in a broader sense it does not make sense financially or with our population. It is a data point that would be nice to have but not necessary to have.

### How did your work impact teaching and learning? [Include student work samples, lesson plans, peer reviews, etc.]

This is a topic that we have been reading about and thinking about for quite a few years. Having this collegial circle allowed us to go deep and truly understand this entire topic. If we had not had the built-in structure of the collegial circle, it may never have been looked at, talked about, analyzed, and connected to our students in such a meaningful way. Even though in the end we decided that this tool is not for us, we only came to that realization through a great deal of thinking, reading, and discussing.

**Did your work align with the Level of Evaluation you identified in your proposal? Please explain.**

It did align with the level of evaluation identified in the proposal. Level 2 is all about the participants acquiring the skills and knowledge needed to improve upon an existing program. Our work matched that description.

**Please include any additional comments you would like to share with the Collegial Circle Committee. This may include unanticipated outcomes, next steps, new learning, etc.**

One thing we realized is that even though this tool is not something that we need, our use of the IOWA acceleration scale in identifying kids for single subject or whole grade acceleration is a tool that aligns with some of the core thinking in this book. It looks at kids holistically and includes many SEL categories as well as cognitive measures. This collegial circle, as well as last year's, generated some great thinking about our ELL and 2e kids. This has really given us pause and made us more aware. As a result of the last two years of book study, we are thinking we would like to head in the direction of looking at creativity and innovation (what that means and what that does not mean) as key skills for our students in school but also in today's world. How do we bring more of that to our students in thoughtful ways? More to come on that..