Gifted Program Update

Curriculum Subcommittee - Monday, September 25, 2017
Dr. Jason McKinnon
Mrs. Barbara Strashun

Gifted and Talented – Act No. 17-82

Gifted education in Connecticut falls under state special education law, which requires schools to identify children who "[have] **extraordinary learning ability or outstanding talent in the creative arts**, the **development of which requires programs or services beyond those ordinarily provided** in the regular school programs but which may be provided through special education as part of the public school program (CGS Section 10-76/a(5)) .

According to state regulations, "gifted and talented" includes students who possess "**demonstrated** or **potential abilities** that give evidence of **very superior intellectual, creative, or specific academic ability**" (RCSA Section 10-76a-2).

"**Gifted**" generally refers to students identified on the basis of academic or intellectual abilities, and "**talented**" refers to students identified based on achievement or potential in the arts
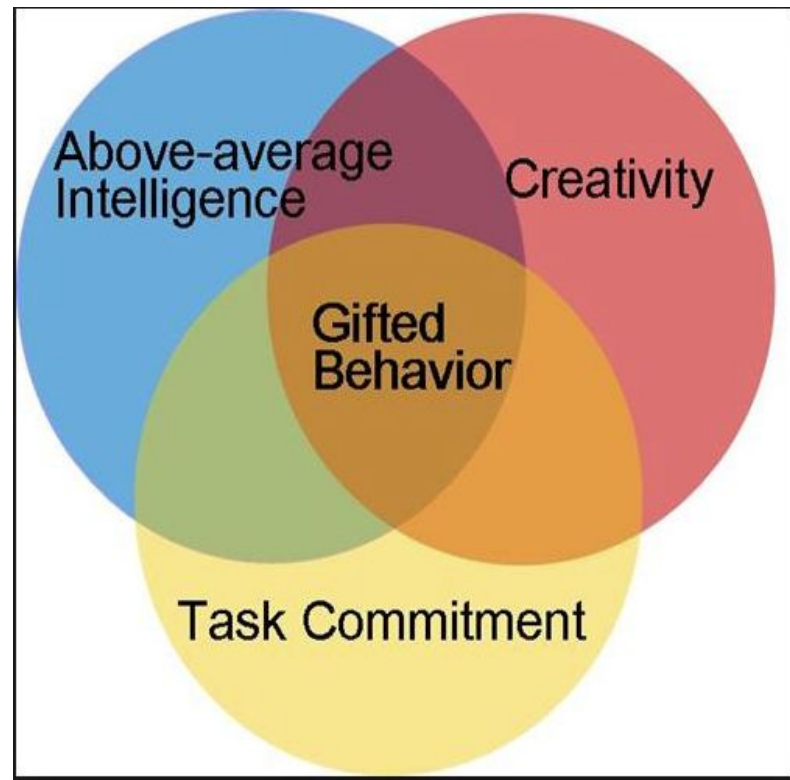
Survey from the State Department

Best Practices – National Center for Research on Gifted Education

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Research supports using multiple assessments to identify gifted students, making it less likely to limit the pool of students by background, experiences, or test-taking ability.

Teacher nominations tend to align with students' reading scores and general knowledge; therefore training teachers, particularly in recognizing gifted behaviors across demographic groups, greatly improves teacher nominations.

Number of Gifted Students Per Grade Level

Grade Level	Number of Students
K	Enrichment
1	Enrichment
2	Enrichment
3	1
4	7
5	2
6	11
7	11
8	?

ASSESSMENTS AND IDENTIFICATION

The Importance of Universal Assessment of Students for the Purpose of Gifted and Talented Identification and Programming:

1. Using a Group-administered abilities test Screening Form such as the CogAT (The *Cognitive Abilities Test™*) respects the time of both teachers as well as learners.
2. Gives a valid data set quickly that is nationally normed.
3. Using a *universal screener* increases the fidelity and validity of the assessment process as well as accessibility to the Gifted Program for all learners.
4. Eliminates the time intensive PPT process required for individual assessments.
5. Derived scores are available for the Composite, providing local and national comparisons
6. Large groups of students can be screened quickly using three subtests
7. Test 1: Picture/Verbal Analogies
8. Test 2: Number Analogies
9. Test 3: Figure Matrices
10. Correlates to new law and best practices; (17-82) Balanced provision of services equality based upon population.

ASSESSMENTS AND IDENTIFICATION

Why Use the CogAT®…

The *Cognitive Abilities Test™* (*CogAT®*) reflects the most current industry research in the measurement of cognitive abilities and learning styles. Lead author Dr. David F. Lohman, an internationally recognized abilities assessment researcher and winner of the National Association of Gifted Children's Paper of the Decade award, has built on the strengths of the assessment by introducing a variety of enhancements, including new item types, a reduced language load, an expanded instructor support package, multiple administration modes, and more. New 2017 norms ensure the very latest national comparisons of student ability.

The (*CogAT®*) is available as a screener and as a full battery sequence assessment.

ASSESSMENTS AND IDENTIFICATION

The CogAT assessment process…

- The CogAT Screener is universally administered in the fall to all third grade students.
- The screener is available in a Chromebook format which provides immediate test data.
- The screener takes 30 minutes to administer.
- Scores provided for each testing section:
    - Verbal/Picture analogies
    - Number Analogies
    - Figure Matrices
- A composite derived score will also be provided. This score will be used to triangulate data with STAR, F&P, Teacher and Parent Screeners.
- Data will then be used to recommend students for the full CogAT Battery and potential Gifted identification.

Providing **Enrichment** in New Fairfield.

Enrichment and Programing Overview

Grades K-2

- At the Kindergarten to Grade 2 level, the primary focus is to provide enrichment to all students. These enrichment opportunities will take place in the makerspace environment. Students will be exposed to concrete challenges and activities where they create and engineer projects that are differentiated at each grade level.
- Projects will be focused on teaching students key knowledge and understanding derived from standards and skills such as critical thinking, problem solving, collaboration, and self-management.
- The School Wide Enrichment Model (SEM) will provide Type I and Type II enrichment opportunities to all students.
- In January of Grade 2, the enrichment teacher will identify students according to a project design rubric to provide Type III enrichment opportunities. These students will be formed into a small group from each grade level team and provided with more open ended projects.
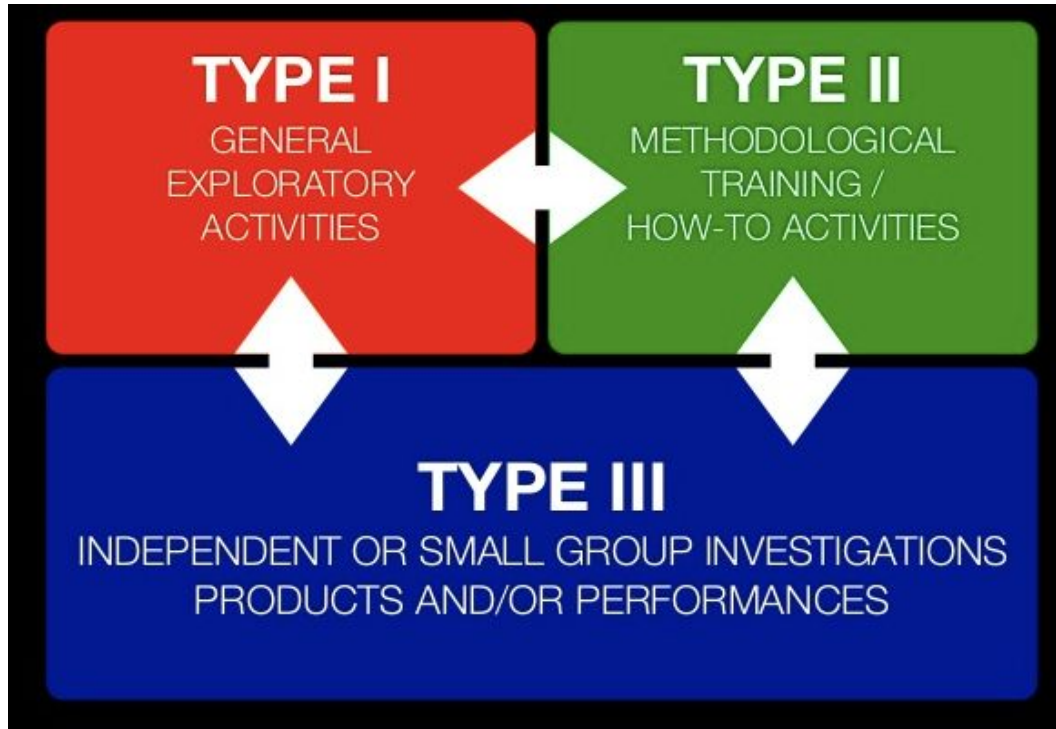
School Wide Enrichment - Type 1, 2, and 3

Enrichment and Programing Overview

Grades 3-5

- Enrichment opportunities (Type I) and tinkering will be available to all students in the makerspace lab.
- The District will administer CogAT-7 in fall of grade 3 to all students.
    - The District will utilize CogAT-7 assessment results, along with other data to identify the top 10 percent of students for Type II enrichment opportunities. Sessions for enrichment students will offered in 2-week mini-courses. An Interest-alizer survey will help define projects and courses that students maybe interest in pursuing.
    - The District will further use student talent portfolios along with teacher and parent rating scales to identify approximately top 5 percent of students and schedule a PPT to consider Gifted and Talented identification.
- Sessions for Gifted and Talented students will be offered twice weekly for 45 minutes on Monday and Thursday during PLC periods.

Enrichment and Programing Overview

Grades 6-8

- The District will administer CogAT-7 in fall of grade 6 to all students to identify the top 5 percent of students for Type III enrichment opportunities.
  - The District will further use student talent portfolios along with teacher and parent rating scales and schedule a PPT to consider Gifted and Talented identification.
- For those students that only demonstrated one or two identification criteria but did not meet the criteria for enrichment or Gifted and Talented identification, the District will reassess students in grades 7 and 8 using the above assessments, local norms, and criteria to reevaluate eligibility for Gifted and Talented identification.
- Seminar projects - 6 weeks/once per week: Mock Trials, Mini-Medical Colleges, career exploratory seminars, CT History Day, Robotics and CSI.

Questions….

References

Cognitive Abilities Test™ (CogAT®) Screening Form
http://www.hmhco.com/~/media/sites/home/hmh-assessments/assessments/cogat/pdf/cogat-screener-page-overview.pdf?la=en

Cognitive Abilities Test™ Screening Form
http://www.hmhco.com/hmh-assessments/ability/cogat-screening-form

Cognitive Abilities Test (CogAT) Screener Information and FAQs
https://www.beaverton.k12.or.us/depts/tchlrn/gifted/PublishingImages/Pages/default/Cognitive%20Abilities%20Test%20FAQs.pdf