

Jo Tate White Bear Lake, MN

David Wolff Austin, MN

Showing Growth by Matching Identification to Services

How do assessments drive identification and services?

Step1: Factual

What assessments does your district give to your students?

Write one assessment per Postit note.

Blanket the wall with the Post-its.

Step 2: Analytical

How would you group the assessments so they are with like test?

How are the assessments similar to each other?

How are they different from each other?

Step 3:Evaluative

What assessments are most important when identifying students for gifted services?

Why are multiple assessment needed or unneeded?

Which assessment guides your current practice to match student learning needs with services?

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Little About Us

Jo Tate

Gifted Coordinator

100th year in education

Taught in grades K-3, college

Fun Facts:

- was part of a teacher exchange program in Russia
- love to spend time at the lake

David Wolff

District Coordinator of Gifted & Talented Services

15th year in education

Taught in grades K-5th grade

Fun Facts:

- collect vintage cuff links
- Competed in Crossfit competition
- In 2014, saw sun set in the Andes Mountains and sun rise on the Ka'anapali Beach



At-a-Glance



White Bear Lake, MN

Austin, MN

Northeast Suburb in Metro

District includes 10 communities

8,220 students K-12

20.5% Non-white K-12

28.5% F/R Lunch K-12

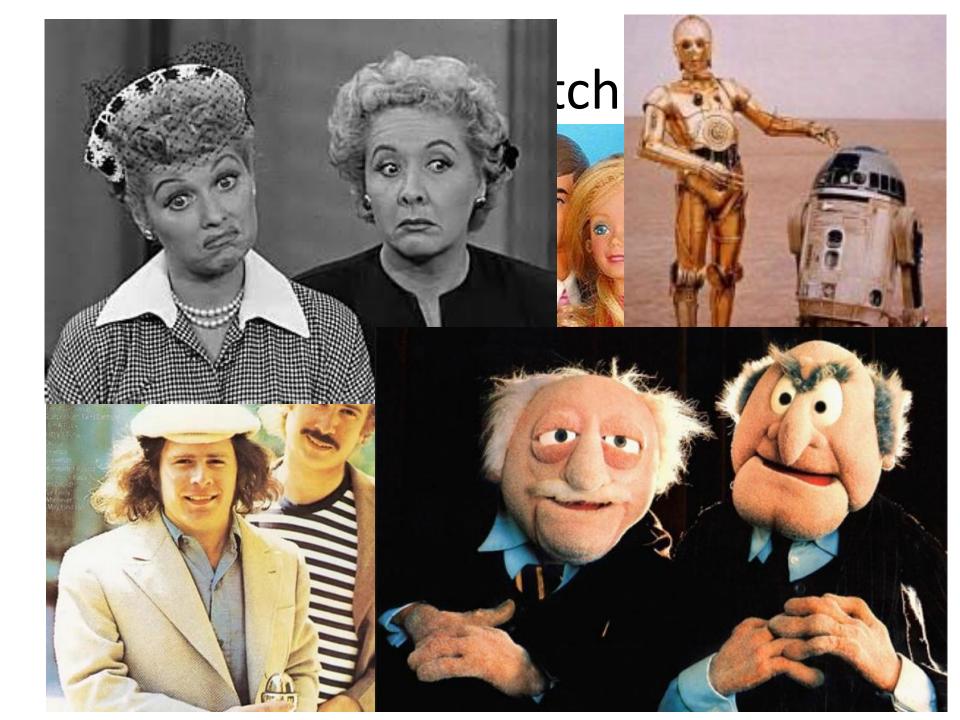
Rural, Southeast Minnesota

Population of 24,718

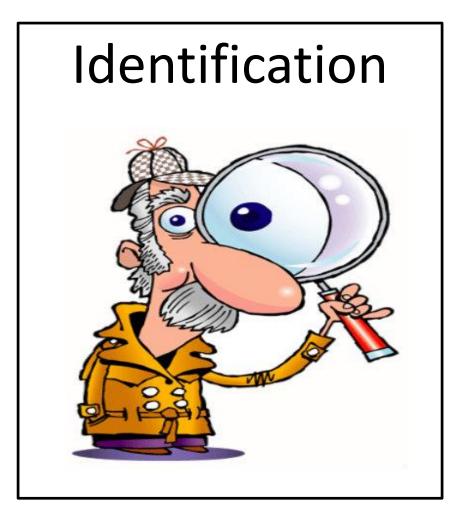
4,797 students K-12

40.8% Non-White K-12

57.3% F/R Lunch K-12



Making the Perfect Match



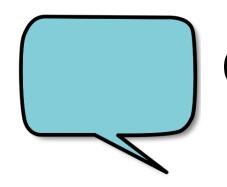




White Bear Lake School District



Austin School District



Q&A Sharing

Dialogue



Data Used to Identify

White Bear Lake, MN

- Ability Data CogAT
 - Late November-early December
 - Verbal, Quantitative, Nonverbal, & Composite
 - All Grade 2 and recommended Grade 4
- Achievement Data MAP
 - Fall, Winter, Spring
 - Math & Reading
- Teacher Input HOPE Scale
 - Academic Scale
 - Social Scale
- Parent Input Parent Observation Form

Teacher's Name/Code:						
HOPE ¹ Teacher Rating Scale	e					
Student Name/ID #: Grade	:	_ Da	te:			
Date of Birth: Age: Sex: Male Female		Free/R	educe	d Lund	ch	
American Indian/Alaska Native Asian Black or African Amer	rican	\square W	hite			
Native Hawaiian or Other Pacific Islander Mixed Race						
Hispanic						
Use the following scale to indicate how frequently you observe tems 1 – 11. 6 = always 5 = almost always 4 = often 3 = sometimes					s nsu	<i>.</i>
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	6	5	4	3	2	1
	6	5	4	3	2	1
2. Is sensitive to larger or deeper issues of human concern.	6	5	4	3	2	1
 Is sensitive to larger or deeper issues of human concern. Is self-aware. 	6	5	4	3	2	1
 Is sensitive to larger or deeper issues of human concern. Is self-aware. Shows compassion for others. 	6	5	4	3	2	1
 Performs or <i>shows potential</i> for performing at remarkably high levels. Is sensitive to larger or deeper issues of human concern. Is self-aware. Shows compassion for others. Is a leader within his/her group of peers. Is a sear to explore pay concepts. 	6	5	4	3	2	1
 Is sensitive to larger or deeper issues of human concern. Is self-aware. Shows compassion for others. Is a leader within his/her group of peers. Is eager to explore new concepts. 	6	5	4	3	2	1
 Is sensitive to larger or deeper issues of human concern. Is self-aware. Shows compassion for others. Is a leader within his/her group of peers. Is eager to explore new concepts. Exhibits intellectual intensity. 	6	5	4	3	2	1
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¹Developed with funding from Jack Kent Cooke 2007



Parent/Guardian Observations

The purpose of this observation form is to provide additional information in determining appropriate educational planning for this child. Information provided in this observation form will be reviewed, along with ability and achievement results, as part of the gifted identification assessment process.

Student Name		Gender			
School	Grade	Date			
Completed by					

When rating students on each item below, please think about the student compared to other children similar in age, experience, and/or environment.

Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1-12.

6 = always 5 = almost always 4 = often 3 = sometimes 2 = rarely 1 = never

Trait, Aptitude or Behavior	6	5	4	3	2	1
1. Motivation: Evidence of desire to learn.						
2. Interests: Intense, sometimes unusual, interests.						
3. Communication Skills: Highly expressive with words, numbers, or symbols.						
4. Problem-Solving Ability: Effective, often inventive, strategies for recognizing and solving problems						
5. Memory: Large storehouse of information on school or non-school topics.						
6. Inquiry/Curiosity: Questions, experiments, explores.						
7. Insight: Quickly grasps new concepts; sees connections; senses deeper meanings.						
8. Reasoning: Logical approaches to figuring out solutions.						
9. Imagination/Creativity: Produces many ideas; highly original.						
10. Humor: Conveys and picks up on humor well.						
11. Intensity ("Overexcitabilities"): Strength of reactions, responses, behaviors.						
12. Sensitivity: Strong reactions to emotional stimuli.						

Other information I would like you to know about this student:						

Data Used to Identify



Austin, MN

Universal Screeners

- Achievement Scantron Performance Series
 - September, January, and May
 - Math & Reading
 - Grades 1 10
- Ability CogAT
 - November
 - Verbal, Quantitative, Nonverbal, & Composite
 - Grades 1, 3, and 5



Data Used to Identify



White Bear Lake, MN

- Ability Data CogAT
- Achievement Data MAP
- Teacher Input HOPE Scale
- Parent Input Parent Observation Form

Austin, MN

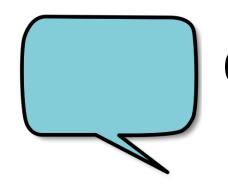
- Ability Data CogAT
- Achievement Data –
 Scantron Performance
 Series



White Bear Lake School District



Austin School District



Q&A Sharing

Dialogue



Levels of Services

Elementary
Gifted and
Talented
Programming

Services-for– FEW-learners-

-(op4onal)-

•School'Within'a'School-for-the-Excep4onally-Gi7ed-

•Grades-3'5-

LEVEL 3: Services-for--SOME-learners-

Grades-3'5!

Cluster-grouping-

• Regularly-scheduled-sessions-with-gi7 ed-resource-teachers-

•Subject-or-grade-accelera4on-

•Independent-studies-

• Gi7 ed-staff-offers-resources-and-instruc4 on al-support-

LEVEL 2: Services-for-MANY-learners-

Grades-1'5-(K-students-exhibi4ng-uniquely-highacademic-needs-will-be-considered-individually-forprogramming)!

- $\label{lem:condition} \bullet \textbf{Enrichment-and-extensions-focusing-on-expansion-of-experiences-beyond-regular-classroom-curriculum} -$
- Enrichment-groups-and-accelerated-or-advanced-classes-with-gi7 ed-resource-teachers-
- Gi7 ed-staff-offers-resources-and-instruc4onal-support-

LEVEL 1: Services-for-ALL-learners-

Grades-K'5!

- Differen4a4on-of-curriculum-focusingon-learning-opportuni4es-in-the-regularclassroom-for-all-students—
- These-op4ons-are-implemented-withinthe-school-district's-curriculum-and-aredelivered-by-the-classroom-teacher-
- Gi7 ed-staff-offers-resources-for-differen4a4on-and-instruc4on-

Level 3 Accessed by "FEW"

Levels of Services



Level 2 Accessed by "MANY"

Level 1
Accessed by
"ALL"

Tier 1 Services

Differentiated Instruction [K-12th]
Instructional Coaching support [K-8th]
All-day Kindergarten [K]
Calendar Choice – Traditional or

Academic Competitions & Events [K-12th]

Cluster Grouping [K-6th] PLTW [5th-8th]

College Readiness [5th-12th]

Modified 45/15 [K-4th]

Levels of Service



Level 2 Services

- Gifted & Talented
 Interventionist support
 through Push-In Model [K-4th]
- Advanced Placement, Post-Secondary Enrollment Options [PSEO] and Honors Courses [7th-12th]
- Flexible Grouping [by readiness] [K-6th]
- Young Scholars [K-4th]
- AVID [9th-10th]
- Project E3 [4th-6th]

Level 3 Services

- Pi Academy [Ungraded; 1st-4th]
- Full-Time Grouped Gifted Cohort [5th & 6th]
- Early Entrance to Kindergarten
- Grade Acceleration
- Subject Acceleration & Compaction
- Cross-Grade Grouping
- Curriculum Replacement
- UMTYMP [5th-8th]



Levels of Services



White Bear Lake, MN

- Level 1 for ALL students
 - Differentiation in classroom
- Level 2 for MANY students
 - pull-out/push-in enrichment
- Level 3 for SOME students
 - Cluster grouping
 - Resource teacher pull-out
- Level 4 for FEW students
 - School-within-a-school for the Exceptionally Gifted

Austin, MN

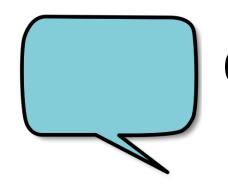
- Level 1 for ALL students
 - Differentiation in the classroom
 - Clustering
- Level 2 for MANY students
 - GT Interventionist Small Group
 - Young Scholars & Project E3
- Level 3 for FEW students
 - Full-Time Grouped Model for Intellectually Gifted Students



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Dialogue



Identification Process

White Bear Lake, MN

- Level 2 decided by resource teachers in conversation with classroom teachers with some basic data guidelines
- Level 3 decided by Building Identification Committee consisting of grade level teachers, principal, resource teacher, and gifted coordinator
- Level 4 based on CogAT and MAP data with consultation with building educators

Identification Process



Austin, MN

NO formal Identification Process

Focus is on matching services with students' learning needs.

Data driven – services are in response to documented student learning

Identification



Level 2 Services

- Rtl Data-Driven Decisions
- Data Meetings
- Achievement Scores focus
- All teachers take responsibility for small group instruction – Title 1, EL, SpEd, GT, and Classroom Teachers

Level 3 Services

- Lohman/Renzuli Scale method of combining ability and achievement tests together
 - Math Achievement
 - Reading Achievement
 - Verbal CogAT Battery
 - Quantitative/Nonverbal Battery [Average]
- Create LOCAL Percentile Ranking
- Weighed Scale for 80th to 99th
 I PR
- Sum of the 4 scores



Identification Process



White Bear Lake, MN

- Level 2 resource teachers and classroom teachers
- Level 3 Building
 Identification Committee
- Level 4 CogAT and MAP data

Austin, MN

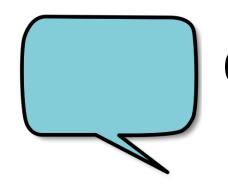
- Level 2 Scantron data
- Level 3 CogAT and Scantron data



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