Beaufort County School Board Curriculum and Instruction Committee Gifted/Talented Overview

Beaufort County School District – Instructional Services Department

Effective practices for equitably identifying gifted and talented students

Source: National Association for Gifted Children (www.nagc.org)

- The identification process is aligned with the program's definition of giftedness.
- The process of identifying gifted students includes the use of multiple assessments that are not biased against any particular subgroup of students.
- Educators have sufficient training in the administration and use of the assessments that identify gifted students.
- Teachers are fully informed about instructional best practices and the latest research regarding the identification of gifted students.
- There is a process in place whereby the identification process is periodically evaluated to ensure it is reflective of best practices in the identification of gifted students.

NAGC Effective Practice

- The identification process is aligned with the program's definition of giftedness.

South Carolina Definition of Gifted and Talented Students

"Gifted and talented students are those who are identified as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential."

Beaufort County School District
Gifted/Talented Instructional Resources (Grades 3-8)

- William and Mary ELA Units (Grades http://education.wm.edu/centers/cfge/curriculum/languagearts/materials/literatureunits/
- Great Books http://store.greatbooks.org/grades-2-5.html (Grades 2-5), http://store.greatbooks.org/grades-6-12.html (Grades 6-8)
- Jacob's Ladder http://education.wm.edu/centers/cfge/curriculum/languagearts/materials/jacobsladders/index.php
- Michael Clay Thompson ELA Curriculum https://www.rfwp.com/pages/michael-clay-thompson/
- WordMasters http://www.wordmasterschallenge.com/
- Project M2/Project M3 - http://web2.uconn.edu/projectm2/grades/2/gradetwo.html, https://k12.kendallhunt.com/content/20604/prog-feature

Middle School and High School

- Middle School
  - Advanced/Accelerated Mathematics and English/Language Arts (ELA)
  - Advanced Science and Social Studies

- High School
  - Honors
  - Advanced Placement
  - International Baccalaureate

Other Instructional Resources that Promote Critical Thinking Skills

- Grades 1-2 Optional Resource: Brain Boosters (Exposes younger children to thinking skills and open-ended activities that require higher levels of thinking)
- Grades 4-5 Optional Resource: Document-based questions (DBQ's)
- Document Based Questions (DBQ's) – Grade 6-8

Beaufort County School District Artistically Gifted and Talented

- Screening process is held annually to identify artistically gifted and talented students in dance, drama, music, and visual arts
- Screening and identification process is aligned with the South Carolina Department of Education Gifted Talented regulation 43-220

Opportunities for Students

- All County Orchestra
- All County Band
- Dance Festival Band Concert Festival
- Elementary Drama Festival Sea Island School for Arts and Academics (SISA1)

Sea Island School for Arts and Academics (SISA2)

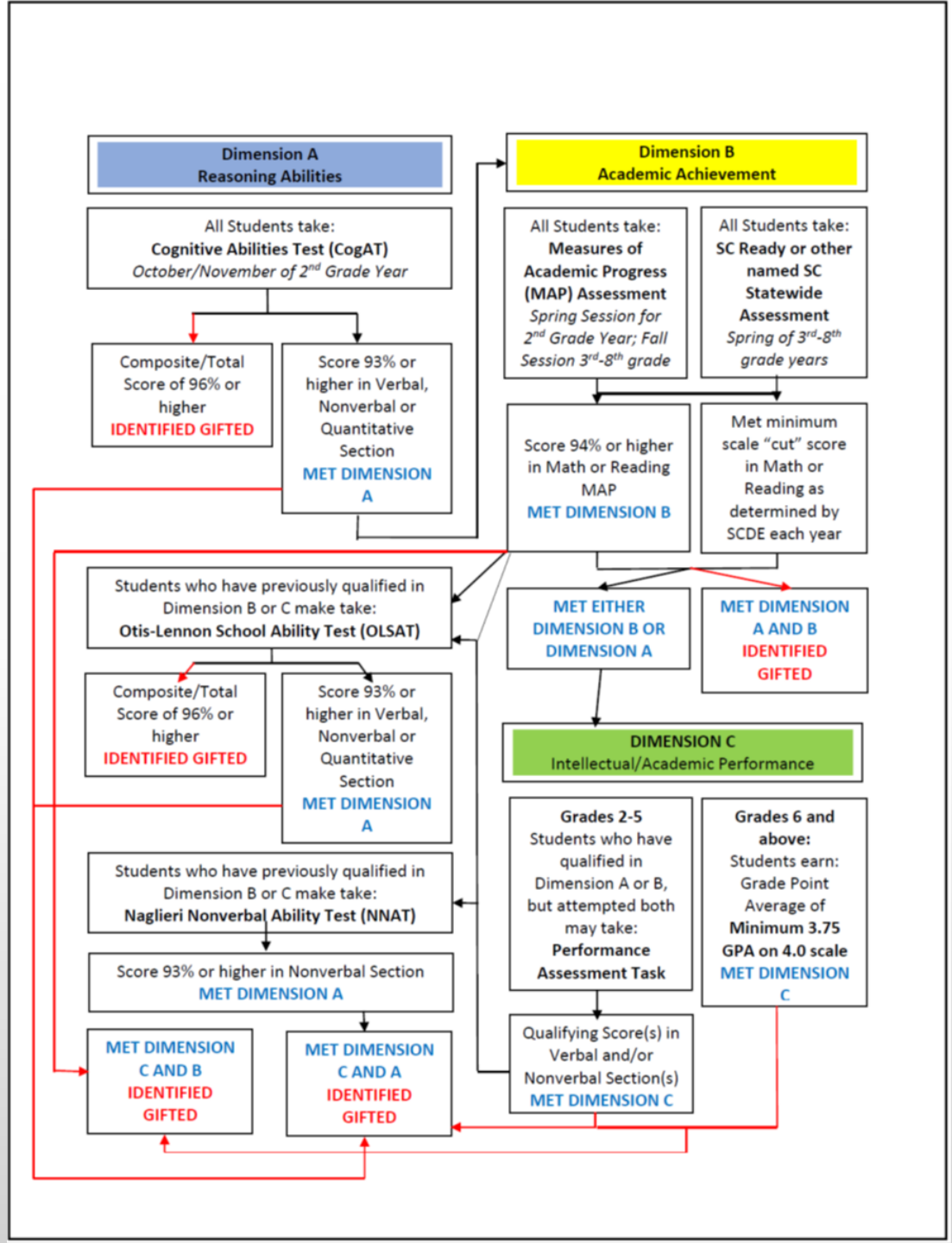
- Two-week summer camp in July that includes exploration workshops with challenging and creative sessions in both the arts and academics
- The camp includes unique opportunities for students to learn first-hand from academic experts and professional artists and arts specialists

NAGC Effective Practice

- The process of identifying gifted students includes the use of multiple assessments that are not biased against any particular subgroup of students.

The Identification Process in South Carolina

- Dimension A (Aptitude)
- Dimension B (Achievement)
- Dimension C (Performance Tasks Assessment)


Dimension A
Reasoning Abilities
All Students take:
Cognitive Abilities Test (CogAT)
October/November of 2nd Grade Year
Composite/Total Score of 96% or higher
IDENTIFIED GIFTED
Score 93% or higher in Verbal, Nonverbal or Quantitative Section
MET DIMENSION A
Dimension B
Academic Achievement
All Students take:
Measures of Academic Progress (MAP) Assessment
Spring Session for 2nd Grade Year; Fall Session 3rd-8th grade
All Students take:
SC Ready or other named SC Statewide Assessment
Spring of 3rd-8th grade years
Score 94% or higher in Math or Reading MAP
MET DIMENSION B
Met minimum scale "cut" score in Math or Reading as determined by SCDE each year
Students who have previously qualified in Dimension B or C make take:
Otis-Lennon School Ability Test (OLSAT)
Composite/Total Score of 96% or higher
IDENTIFIED GIFTED
Score 93% or higher in Verbal, Nonverbal or Quantitative Section
MET DIMENSION A
MET EITHER DIMENSION B OR DIMENSION A
MET DIMENSION A AND B
IDENTIFIED GIFTED
DIMENSION C
Intellectual/Academic Performance
Students who have previously qualified in Dimension B or C make take:
Naglieri Nonverbal Ability Test (NNAT)
Score 93% or higher in Nonverbal Section
MET DIMENSION A
MET DIMENSION C AND B
IDENTIFIED GIFTED
MET DIMENSION C AND A
IDENTIFIED GIFTED
Grades 2-5
Students who have qualified in Dimension A or B, but attempted both may take:
Performance Assessment Task
Qualifying Score(s) in Verbal and/or Nonverbal Section(s)
MET DIMENSION C
Grades 6 and above:
Students earn: Grade Point Average of Minimum 3.75 GPA on 4.0 scale
MET DIMENSION C

Dimension C - Performance Tasks Assessment

- Use of manipulatives Low socio-economic and minority students display stronger performance with the use of manipulatives.

- Fewer items Items that test for reasoning and problem solving within a domain to probe a student's ability to respond to complex task demands.

- Pre-teaching Providing instructions for the task so students know what they are expected to do even if they have not been previously exposed to the requirements of the task.

NAGC Effective Practices:

- Educators have sufficient training in the administration and use of the assessments that identify gifted students.

- Teachers are fully informed about instructional best practices and the latest research regarding the identification of gifted students.

- Training in the administration of assessments used in all dimensions
- School-based in-services about the G/T program
- Professional development
  - School-Based
  - Best Practices Day
  - Summer Institute
- Gifted Endorsement classes (5-Year Professional Development Goal)

GT Professional Development

- 100% of K-8 teachers will become Gifted and Talented (GT) endorsed within the first five years of working in the district. This includes teachers in related arts areas to better address students identified as Artistically Gifted and Talented.
- Summer Institute sessions specifically geared towards increasing identification of underserved populations.

Gifted Endorsement Classes

- Nature and Needs of Gifted Students
    - Types of assessments used to identify gifted
    - The important role of providing opportunity to culturally diverse and economically disadvantaged students
    - Characteristics of giftedness and creativity in culturally different students
    - Characteristics of Effective Teachers of Gifted Diverse Students
    - Programming for Culturally Different Students including accelerated/enriched curriculum, career education
- Curriculum and Instruction
    - Varied curricular and instructional models for G/T
    - Creating challenging, differentiated curriculum for culturally and linguistically diverse learners
    - Designing appropriate learning environment
    - Assessing student performance

NAGC Effective Practice

- There is a process in place whereby the identification process is periodically evaluated to ensure it is reflective of best practices in the identification of gifted students.

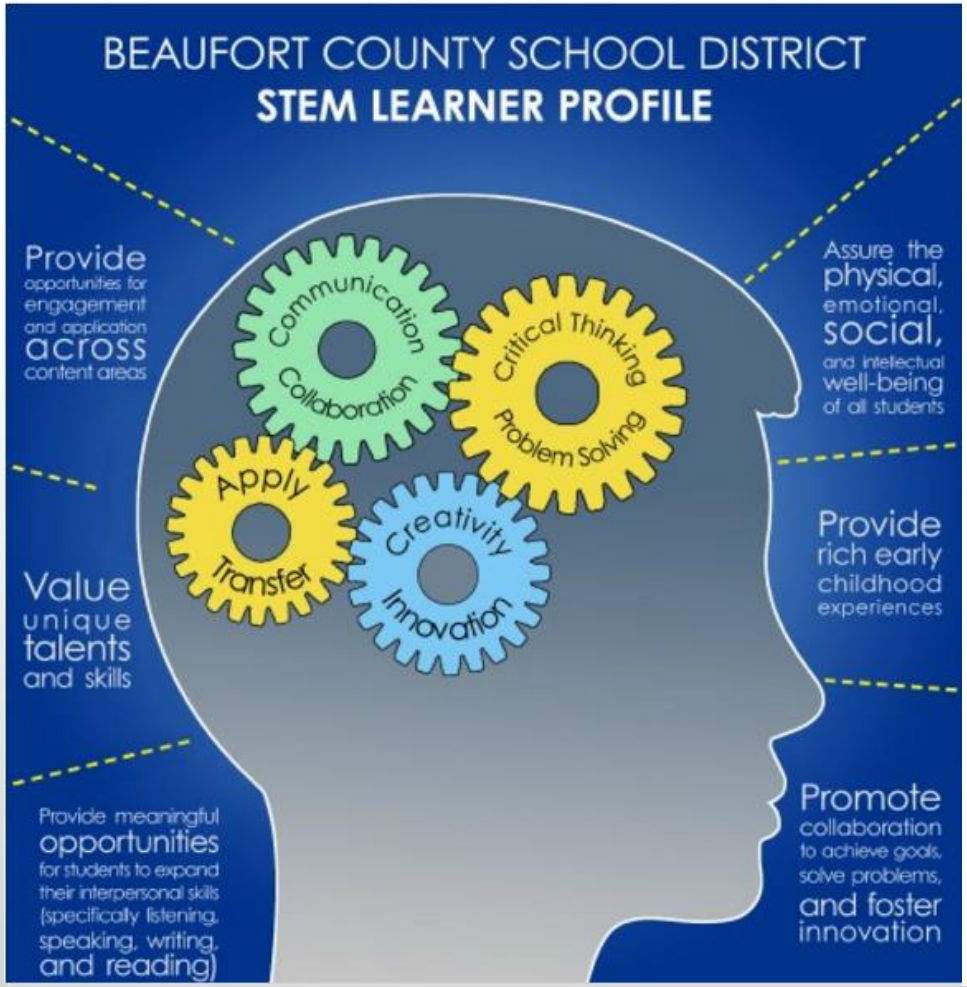
In process now….

South Carolina Gifted and Talented Work Committee

- 20 members consisting of a diverse group of educators from higher education institutions and school districts
- Committee goals:
  - Revision of the South Carolina Gifted and Talented Best Practices Manual
  - Identification processes that promote talent development and address identification of typically underserved populations

The work of this committee will provide direction for individual school districts beginning the 2017-2018 school year.

Talent Development: Beaufort County STEM Learner Profile and Profile of the South Carolina Graduate



Profile of the South Carolina Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendents' Roundtable, SC Chamber of Commerce, and State Board of Education.

transformSC
tomorrow won't wait for our students

AN INITIATIVE OF SOUTH CAROLINA COUNCIL ON COMPETITIVENESS

Effective Solutions to Address Under-Representation

- Understanding by educators of characteristics of under-represented groups (ethnic minorities, students of poverty or trauma, English language learners, underachieving students, females displaying strengths in STEM areas, twice exceptional students, etc.)
- Social Emotional Support
- Multiple criteria for identification
- Experiences and opportunities that develop critical thinking and problem solving in early years, beginning as early as kindergarten

References and Additional Resources

Beaufort County School District Gifted and Talented page http://beaufortschools.net/cms/One.aspx?portalId=170925&pageId=255222

Beaufort County School District Gifted and Talented Handbook http://beaufortschools.net/UserFiles/Servers/Server_170841/File/BCS%20District/DEPARTMENTS/Instructional%20Services/Gifted%20and%20Talented/GT%20Handbook%202016-2017.pdf

National Association for Gifted Children – The Role of Assessments in the Identification of Gifted Students http://www.nagc.org/sites/default/files/Position%20Statement/Assessment%20Position%20Statement.pdf

National Association for Gifted Children - Identifying Culturally and Linguistically Diverse Gifted Students http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf

SC Department of Education Gifted and Talented http://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/

Talent Development in Gifted Education http://www.davidsongifted.org/Search-Database/entry/A10356