



# ***Making the Perfect Match***

**Showing Growth  
by Matching  
Identification to  
Services**

**Jo Tate  
White Bear  
Lake, MN**

**David Wolff  
Austin, MN**

# Choose one activity to complete.

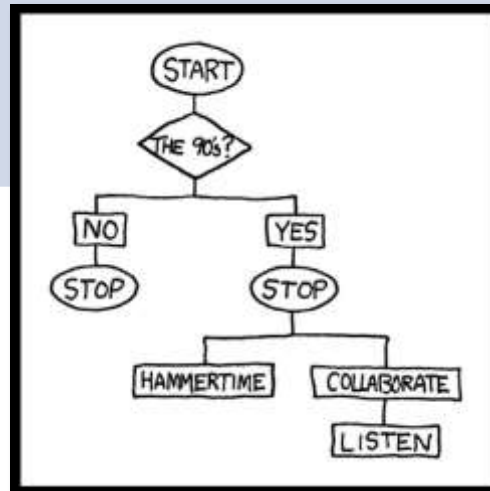
## Activity 1:

Using an index card, list areas of strength and weakness of your district's gifted identification process.



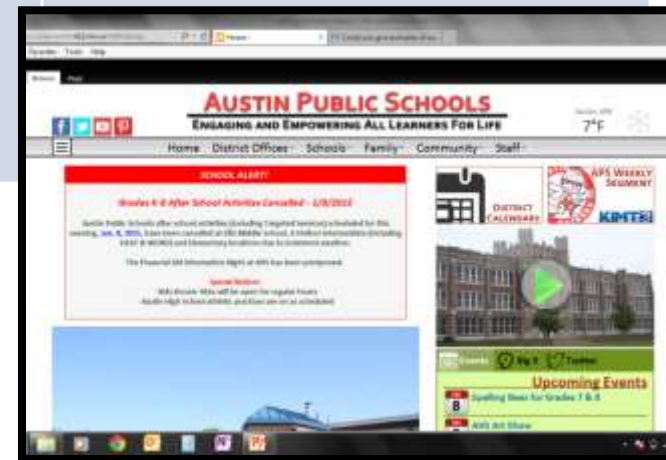
## Activity 2:

Using an index card, create a flow chart of your district's identification process.



## Activity 3:

Using an index card, write an summary of your district's gifted services for your district's website.





Ask Questions



Engage Fully



Integrate new information



Open your mind to diverse views



Use what you learn

# Little About Us

## Jo Tate

Gifted Coordinator

100<sup>th</sup> 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

14<sup>th</sup> year in education

Taught in grades K-5<sup>th</sup> grade

Fun Facts:

- collect vintage cuff links
- first-generation off the farm
- In 2014, saw sun set in the Andes Mountains and sun rise on the Ka'anapali Beach



# At-a-Glance



## White Bear Lake, MN

Northeast Suburb in Metro

District includes 10 communities

8,600 students K-12

20.8% Non-white K-12

27.3% F/R Lunch K-12

## Austin, MN

Rural, Southeast Minnesota

Population of 24,000

4,800 students K-12

40.9% Non-White K-12

57.3% F/R Lunch K-12

# Share Out!

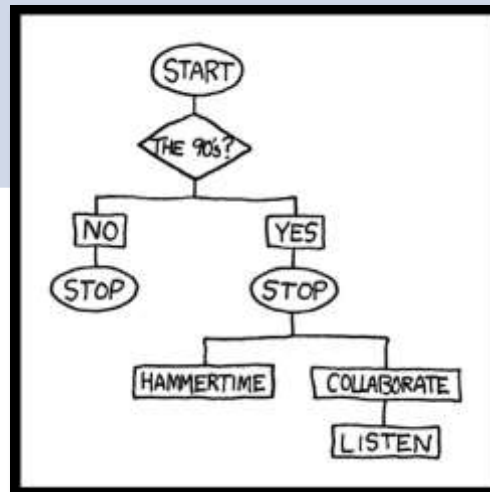
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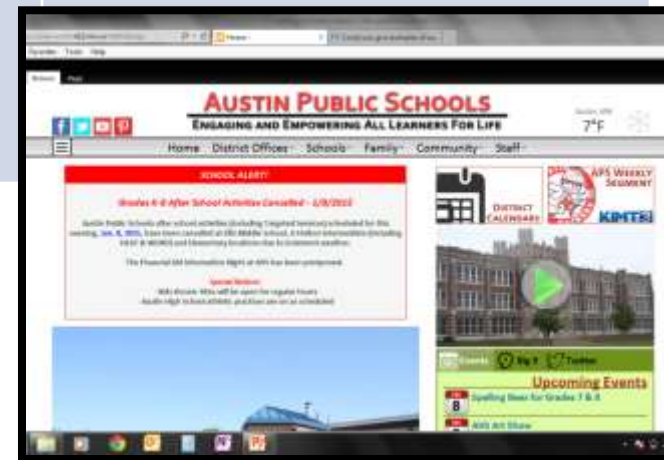
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Using an index card, write an summary of your district's gifted services for your district's website.





atch



# Making the Perfect Match

## Identification



## Services







# 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<sup>1</sup> Teacher Rating Scale

Student Name/ID #: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Sex:  Male  Female  Free/Reduced Lunch

American Indian/Alaska Native  Asian  Black or African American  White

Native Hawaiian or Other Pacific Islander  Mixed Race

Hispanic

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

Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1 – 11.

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

	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Performs or <i>shows potential</i> for performing at remarkably high levels.						
2. Is sensitive to larger or deeper issues of human concern.						
3. Is self-aware.						
4. Shows compassion for others.						
5. Is a leader within his/her group of peers.						
6. Is eager to explore new concepts.						
7. Exhibits intellectual intensity.						
8. Effectively interacts with adults or older students.						
9. Uses alternative processes.						
10. Thinks "outside the box."						
11. Has intense interests.						
12. Please indicate all content areas in which the student shows talent. <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Creative Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Arts <input type="checkbox"/> Other _____						

Please provide additional information concerning this child's potential:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<sup>1</sup>Developed with funding from Jack Kent Cooke 2007



2

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

It isn't a debate, it isn't a discussion, it's  
an exchange of ideas or opinions on a  
particular issue

# Dialogue

**[dahy-uh-lawg, -log]**



White Bear Lake School District



Austin School District



Q&A

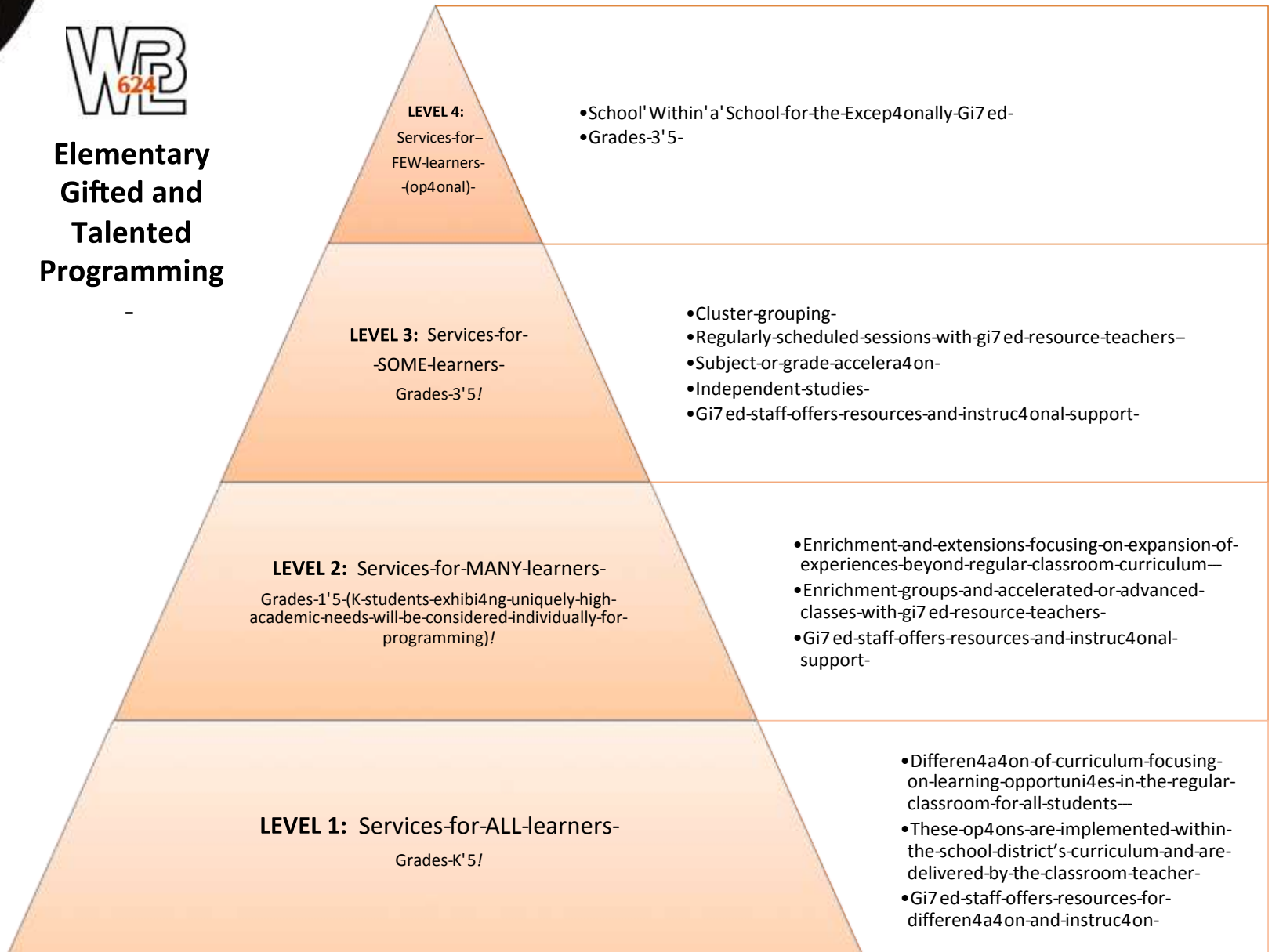
Sharing

Dialogue



## Elementary Gifted and Talented Programming

# Levels of Services





# Levels of Services



Level 3  
Accessed by  
“FEW”

Level 2  
Accessed by  
“MANY”

Level 1  
Accessed by  
“ALL”

## Tier 1 Services

Differentiated Instruction [K-12<sup>th</sup>]

Instructional Coaching support [K-8<sup>th</sup>]

All-day Kindergarten [K]

Calendar Choice – Traditional or  
Modified 45/15 [K-4<sup>th</sup>]

Academic Competitions & Events [K-  
12<sup>th</sup>]

Cluster Grouping [K-6<sup>th</sup>]

PLTW [5<sup>th</sup>-8<sup>th</sup>]

College Readiness [5<sup>th</sup>-12<sup>th</sup>]

# 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



White Bear Lake School District



Austin School District



Q&A

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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

- RtI 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 80<sup>th</sup> to 99<sup>th</sup> LPR
- 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





White Bear Lake School District



Austin School District



Q&A

Sharing

Dialogue

# YOUR ACTION PLAN

My Action Plan for: \_\_\_\_\_

<p>What do I see currently in my school/district?</p> <p>In my school, I see...</p>	<p>What are the systematic beliefs?</p>
<p>What are the teachers' beliefs?</p> <p><input type="checkbox"/> Generally Positive  <input type="checkbox"/> Somewhat Positive  <input type="checkbox"/> Skeptical  <input type="checkbox"/> Oppositional</p>	<p>What are current initiatives on teachers' plates?</p>
<p>What is the history in teachers' 'change in practice'?</p> <p>Estimate change need [1=Little Leap...5=Big Jump]</p>	<p>What are internal and/or external obstacles?</p>
<p>What is the teachers'/district's energy for this? [1=Little...5=A Lot]</p> <p>_____ School Leadership          _____ Teachers          _____ District Leadership          _____ School Board          _____ Parents          _____ Others:          _____ Others:          _____ Others:</p>	<p>What are my next steps?</p> <p>I will start by ...</p>