



Gifted and Talented Update

Arlington ISD



GOALS

- Promote increased student achievement by enhancing the quality of learning experiences for the gifted and talented student
- Sustain a comprehensive system for the nomination and identification of gifted and talented students across grade level bands
- Implement a gifted and talented program that meets the state “Exemplary” standards



District-wide GT Data

Grade Level	2011-2012	2012-2013	2013-2014	2014-2015	*2015 (Fall)
Kindergarten	45	7	37	32	0
First	88	71	58	90	27
Second	197	111	128	119	97
Third	245	232	202	218	146
Fourth	318	280	283	270	231
Fifth	455	325	317	318	269
Sixth	549	487	382	408	310
					<i>*1077 Elementary GT students As of 10/11/2015</i>



GT Identification Strategy

- To increase the identification of GT students in the younger grade levels
- Early identification and service is critical to the success of GT students
 - Students can fall into a pattern of low performance if not identified and served.
 - Students learn to “hide” their abilities in order to be accepted by their peers.



Identification Process Spring 2016

Kindergarten

Talent pool identified and screened:

- Observation of GT Characteristic
- Assessment using the Naglieri Nonverbal Abilities Test (NNAT)
- Portfolio
- Campus Placement Committee
- Appeals Process

First and Second

Talent pool identified and screened:

- Observation of GT Characteristics
- Quantitative and Qualitative Criteria
- Campus Placement Committee
- Appeals Process





Looking Forward 2016-2017

Kindergarten Talent Pool

- Creation of portfolios using Planned Learning Experiences evaluated using a defined rubric (fulfills *Texas State Plan for the Education of Gifted and Talented Students 1.5.2R*)
- Top 20% of screened portfolios screened using online Naglieri Nonverbal Abilities Test (NNAT2)
- Portfolio Collection of student work from each kindergarten student and evaluated by grade level teams using a rubric.
- Placement committee meets to determine placement





Looking Forward 2016-2017

First & Second Grade Talent Pool

- Students may be nominated at any time; defined timeframe for nomination solicitations from parents annually.
- *Iowa Test of Basic Skills* administered annually in January
 - Results from the ITBS or district screeners will comprise the nomination talent pool for Second Grade.
- Quantitative and Qualitative criteria will be collected from multiple sources for each area of giftedness being considered.
- Placement determined by Campus Placement Committee





Looking Forward 2016-2017

Grades 3-6 Talent Pool

- Students may be nominated at anytime; defined timeframe for nomination solicitations from parents annually.
- COGAT administered annually to grade 4 students and students scoring in the top 15% in one or more areas on the COGAT automatically nominated.
- Quantitative and Qualitative criteria will be collected from multiple sources for each area of giftedness being considered.
- Placement determined by Campus Placement Committee





Universal Identification Cycle 2016-2017

Grade K

- Naglieri
- Spring 2016

Grade 2

- ITBS
- January 2016

Grade 4

- COGAT
- September 2016



Cluster Grouping

- **What is cluster grouping?**
 - Cluster grouping occurs when GT identified students are strategically placed together within a mixed ability classroom.
 - GT students have the opportunity to work together as a group within that classroom as well as with other students.
- **What is the difference between cluster grouping and ability grouping?**
 - Ability grouping is often not specific to GT identified students and is comprised of an entire class of supposedly similar abilities.





Why Should We Cluster Group GT Students?

Texas State Plan for the Education of Gifted and Talented Students

- 2.1C Gifted/Talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted talented service options (19 TAC §89.3(1)).





Rationale for Cluster Grouping

Differentiation for Gifted Learners: Going Beyond the Basics by Diane Heacox and Richard M. Cash

- Widely researched, recommended, and often used strategy for meeting the needs of high-achieving students in the inclusion classroom;
- Allows for full-time services for gifted students;
- Other high-achieving students are allowed to emerge
- High expectations for all students;
- Gifted students are clustered with intellectual peers as well as age mates;
- Flexible instructional grouping in other academic areas is still recommended - allowing for those talented students to be challenged;
- Best practice for children.” (p. 59)



Cluster Grouping Expectations

- Minimum cluster group size 7-10 identified GT students (including bilingual students)
 - If the minimum group size is not met, all students will be grouped together.
 - The groups should remain equal in size if there are more than 10 GT students per grade level and a decision is made to split into two groups.
- Daily classroom instruction provided by a GT trained teacher





Cluster Grouping Administrative Protocol

- Assigned cluster group teachers will be reported to the Advanced Academics Department annually
- If grade levels are departmentalized, all teachers must be trained in the initial 30-hours of GT.
- No implications on staffing
- Twice-Exceptional Students (students identified for two programs), if identified, will be included in the cluster grouping arrangement



Instructional Response Phase-In Plan

G.T. Lead Teacher



Professional
Learning



Curriculum &
Instructional
Enhancements



PHASE I 2016-2017



Gifted & Talented Pilot

Phase I: 2016-2017

- GT Lead Teacher
 - 1:2 full-time GT Lead Teacher/elementary campus ratio

Model Rational:

- Provide opportunities to intentionally differentiate GT instructional services and enhance/accelerate student learning to meet the needs of the gifted learner



GT Lead Teacher Instructional Responsibilities

- Provide GT pull-outs for each designated grade level
 - Frequency: 2-3 times weekly
 - Duration: 1 hour
- Push-In services during the school day.
 - Co-teaching in classrooms to serve GT students
 - Customize planned differentiation for the advanced-ability students
- Provide instructional support during campus enrichment times.
 - Coach teachers on developing and facilitating GT enrichment activities
- Facilitating the identification and screening process
- Extracurricular Support
 - UIL
 - Clubs
 - Etc.

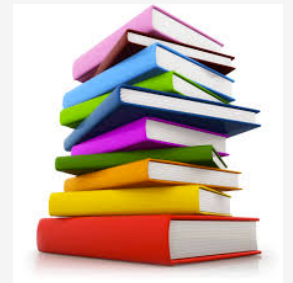


DRAFT GT Lead Teacher Weekly Schedule

Monday Elementary Campus A		Tuesday Elementary Campus B		Wednesday Elementary Campus A		Thursday Elementary Campus B		Friday Elementary Campus A			
Time	Activity	Time	Activity	Time	Activity	Time	Activity	Time	Activity		
2 hours	Kindergarten classroom support. 30 minutes each in 4 classrooms.	2.5 hours	Kindergarten classroom support. 30 minutes each in 5 classrooms.	2 hours	Kindergarten classroom support. 30 minutes each in 4 classrooms.	2.5 hours	Kindergarten classroom support. 30 minutes each in 5 classrooms.	80 min	Kindergarten classroom support. 20 minutes each in 4 classrooms.		
1 hour	1st grade classroom support. 30 minutes each in 2 classrooms.	1.5 hour	1st grade classroom support. 30 minutes each in 3 classrooms.	1 hour	1st grade classroom support. 30 minutes each in 2 classrooms.	1.5 hour	1st grade classroom support. 30 minutes each in 3 classrooms.	40 min.	1st grade classroom support. 20 minutes each in 2 classrooms.		
1 hour	2nd grade classroom support. 30 minutes each in 2 classrooms.	1 hour	2nd grade classroom support. 30 minutes each in 2 classrooms.	1 hour	2nd grade classroom support. 30 minutes each in 2 classrooms.	1 hour	2nd grade classroom support. 30 minutes each in 2 classrooms.	40 min.	2nd grade classroom support. 20 minutes each in 2 classrooms.		
30 min.	Lunch	30 min.	Lunch	30 min.	Lunch	30 min.	Lunch	30 min.	Lunch		
1 hour	1st grade pullouts for math and ELA	1 hour	1st grade pullouts for math and ELA	1 hour	1st grade pullouts for math and ELA	1 hr., 35 min.	2nd grade pullouts for math and ELA	1 hour	1st grade pullouts for math and ELA		
50 minutes	Conference	55 minutes	Conference	50 minutes	Conference	55 minutes	Conference	50 minutes	Conference		
1 hour	2nd grade pullout for math and ELA	35 min	Cum Folder reviews	1 hour	2nd grade pullout for math and ELA	X		1 hour	2nd grade pullout for math and ELA		
40 min.	Cum. folder reviews, identification	X		40 min.	Cum. folder reviews, identification	X		2 hours	Cum. folder reviews, portfolios, identification		
8 hrs.		8 hrs.		8 hrs.		8 hrs.		8 hrs.			
Campus A	4 sections Grade K 2 Sections Grade 1 2 Sections Grade 2	Campus B	5 sections Grade K 3 sections Grade 1 2 sections Grade 2	Note: During Week 2, GT Lead Teacher would fit in time to participate in K - 2 teacher PLCs.							

K-2 Curriculum Enhancements 2016-2017

- GT students will participate in Kingore Learning Experiences.
 - High-level, open-ended activities designed to elicit and diagnose gifted behaviors
 - Proven particularly responsive to under-represented populations and enable more children of diversity and lower socio-economic backgrounds to demonstrate gifted potential
- Align Kingore Learning experiences with the K – 2 report card rubric
 - Focus on GT students reaching a “4” (above level) on standards





GoQuest Pilot Grades 3-6 2016-2017

GoQuest™ focuses on the whole student, centering the discussion on the learner and learning through:

- Interest-based exploration: Students complete a survey that provides their individual interests, learning preferences, and expression styles.
- Surveys are used by teachers to develop inquiry-based learning experiences for students.

- Currently piloted at 10 elementary campuses in one grade level:
 - Atherton, Butler, Crow, Farrell, Hill, Johns, Little, Miller, Percy, Short.
 - GoQuest professional learning provided to implementing principals, teachers and curriculum specialists.

- In 2016 – 2017, GoQuest expanded to 20 elementary campuses.
 - The initial 10 pilot campuses are included in this number.



Professional Learning 2016-2017

Summer 2016

- GT Lead Teachers will participate in training on GoQuest, Kingore Learning experiences, and portfolio creation/evaluation.
 - 2016-2017 School Year
 - » Trainer of Trainer Model
 - » Three 2-hour sessions; 6 hour GT update credit
- Two 30-hour initial GT Trainings will be offered
 - August 2016 initial 30-hour training will be tailored for K-2 teachers.





Estimated Budgetary Impact 2016-2017

1:2 full time GT Lead Teacher/Elementary campus ratio

- 27 G.T. Lead Teachers recommended to be hired for 2016–2017
- Approximate reoccurring cost: \$1,620,000

Curriculum enhancements:

- GoQuest: \$30,000
- Kingore Planned Learning Experiences: \$25,000

TOTAL: \$1,675,000

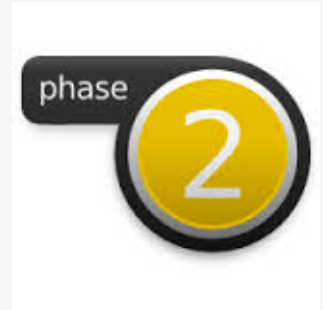
**An evaluation/assessment of phase success and outcomes will be conducted to identify needs and/or adjustments prior to implementation of Phase II



PHASE II 2017-2018



Gifted and Talented 2017-2018



Phase II

- 1:1 Full time GT Lead Teacher on every elementary campus

Model Rationale: Provide opportunities to intentionally differentiate GT instructional services and enhance/accelerate student learning to meet the needs of the gifted learner in grades K-6.



Curriculum Enhancements 2017-2018

- Literacy circles grades 2-4
 - Small group discussions that build a community of learners and foster engagement in literature
- GoQuest implemented on all elementary campuses grades 3-6
- K-3 will participate in Planned Learning Experiences





Professional Learning

Summer 2017

- New GT Lead Teachers will participate in training on GoQuest, Kingore Learning experiences, and portfolio creation/evaluation, and Literacy Circles
 - 2017-2018 School Year
 - » Trainer of Trainer Model
 - » Three 2-hour sessions; 6 hour GT update credit
- Two 30-hour initial GT Trainings will be offered





Estimated Budgetary Impact 2017-2018

- 1:1 full time GT Lead Teacher
 - 27 additional G.T. Lead Teachers are recommended to be hired for the 2017–2018 school year
 - Estimated reoccurring cost: \$1,620,000

Curriculum enhancements:

- GoQuest: \$20,000
- Literacy circles books:\$54,000 (\$1,000 per campus)
- Grade 5 Advanced Math Curriculum Writing: \$7,500

TOTAL: \$1,681,500

**An evaluation/assessment of phase success and outcomes will be conducted to identify needs and/or adjustments prior to implementation of Phase III



PHASE III 2018-2019



Estimated Budgetary Impact 2018-2019

Curriculum Enhancements

- Grade 6 Advanced Math curriculum writing: \$7,500

TOTAL: \$7,500

**An evaluation/assessment of phase success and outcomes will be conducted to identify needs and/or adjustments prior to implementation of Phase IV



PHASE IV 2019-2020

Curriculum Enhancements & Professional Learning

- Curriculum Enhancements
 - Advanced Math 6th grade
 - K-6 Planned Learning Expanded
- Professional Learning
 - Curriculum implementation training for 6th Advanced Math grade teachers

**An evaluation/assessment of phase success and outcomes will be conducted to identify needs and/or adjustments prior to implementation of Phase V





Year 5 and Beyond Vision

- Secondary Enhancements
 - Algebra 1 in 7th grade
 - Supporting GT Advanced Placement students





Added Value to Students

- Increased student achievement
- Increased readiness for college and career pathways
- Social and emotional well-being
- Classroom management and citizenship
- Effectively addresses the specialized learning needs of the gifted learner





Gifted & Talented Phase-In Plan Summary

2016 - 2017

- K – 2 G.T. Pilot with 1:2 Full Time G.T Teacher
- GoQuest Pilot at 20 Elementary Campuses

2017 - 2018

- K – 3 G.T., with 1:1 Full Time G.T. Teacher
- GoQuest Pilot at 3rd - 6th grades
- 2nd – 4th grade literacy circles

2018 - 2019

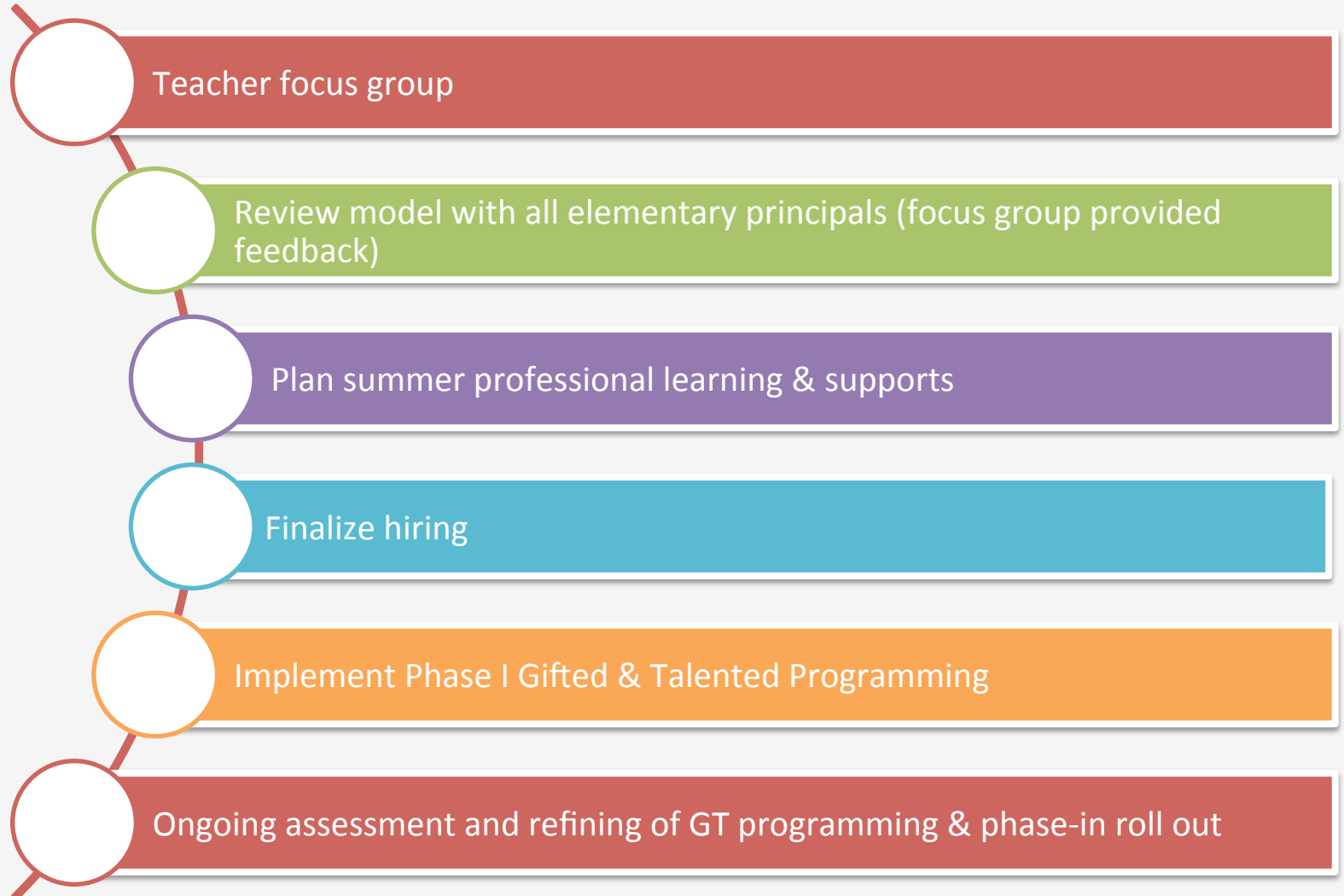
- K – 4 G.T. , with 1:1 Full Time G.T. Teacher
- GoQuest Pilot at 3rd - 6th grades
- 2nd – 6th grade literacy circles
- 5th grade advanced math

2019 - 2020

- K – 6 G.T. , with 1:1 Full Time G.T. Teacher
- GoQuest Pilot at 3rd – 6th grades
- 2nd – 6th grade literacy circles
- 6th grade advanced math



Next Steps





Questions

