





Orientation for District Coordinator's of Gifted and Talented Programs School Year 2008-2009

Agenda

- Welcome
- Today's goal
- Calendar
- Job responsibilities
- Reporting obligations
- Laws and Regulations
- Resources
- Common issues



WELCOME!



Today's Goal:



To understand the expectations / obligations of your job and to be able to discuss the regulations of GT Programming.

Calendar – August and September

- School Start up –making sure students are being served, new students identified, process publicized, initial professional development, and proper staff assignments
- First regional meeting
- Grade Two Census Testing Meeting
- GIFT training
- Grant Funded Endorsement Classes Announcement

Calendar –October and November

- Possible regional meeting
- Testing finalization
- NAGC National Conference
- State Meeting for GT Coordinators
- State Gifted Conference



Calendar- December and January

- Testing results received
- Re-Test in Dimension A
- STAR Performance Task Assessment list submitted (pull data from GIFT)
- Regional meeting



Calendar- February and March

- Regional Meeting
- PASS writing section
- STAR Performance Task Assessment
- 135 Day numbers



Calendar – April and May

- Plan Professional Development for next year
- Update three year plan
- Reconcile GIFT
- Last regional meeting
- Work on teaching assignments for next year

Calendar – June and July

- Order materials for next school year
- Arrange for needed Professional Development Sessions
- Annual Data Report due June 30
- Annual Three Year Plan Update due June 30
- Request any waivers for program modification for next year

Job Responsibilities- It is about the kids!

Leadership

Communication

Planning

Reporting



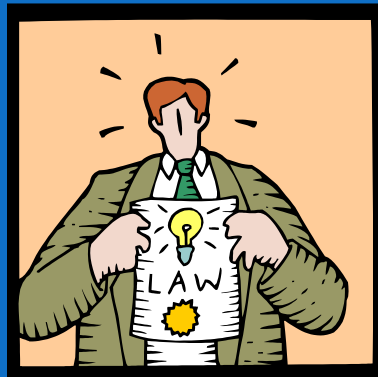
Reporting Obligations

- June 30- Data submission of those screened and identified (Exported from GIFT)
- June 30 – Three year plan update (submitted online)
- Three year plan due November 1, 2008
- Various surveys and questionnaires
- September - District GT Policy Copy submitted

Gifted and Talented Law

SC Code of Laws 29-59-170 (1986 version)

Gifted and Talented



Law's Main Points

- Funding is BSC x .30
- First Priority- GT Academic grades 3-12
- Second Priority- GT Artistic grades 3-12
- Third Priority- Grades 1-2



Regulation SBE 43-220

- Section 1- definitions
- Section 2 – Academics: program, population, staff, reporting, funding, and accounting procedures
- Section 3- Artistic: program, identification, identification process, staff, funding, and accounting procedures
- References *Best Practices Manual*

Definition of Gifted and Talented

- *...those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential.*

Program Models

- Special School (1 : 25)
- Special Class (1 : 25)
- Resource / Pull-out (1 : 20)
- Grades 9-12

Special School (1 : 25)

Special Class (1 : 25)



Time Requirements

Resource Pull-out

- Grades 1 -3 4500 minutes per year
- Grades 4-8 7200 minutes per year

Special Class Model

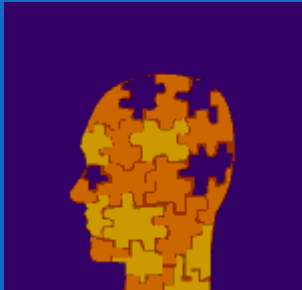
8100 minutes per year

Special School Model

Full time service

Identification- three components

- Screening and Referral
- Assessment of eligibility
- Placement



Screening and Referral

- Publicize the screening and referral process
- Census Testing and Achievement Scores
- All potentially eligible student must be assessed in Dimensions A and B prior to Dimension C

Dimension A: reasoning abilities

- 93 rd National Age Percentile
verbal / linguistic, quantitative /
mathematical, nonverbal, or composite

Some examples:

CogAT

Naglieri

Otis-Lennon



Dimension B: Achievement

- 94th Percentile
- Reading or Mathematics categories only
- Examples:

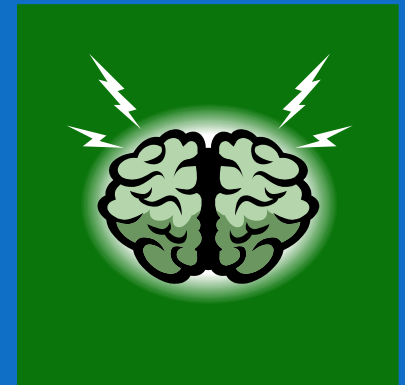
MAP (fall scores only)

PASS

ITBS

Stanford

MAT



Dimension C : Intellectual / Academic Performance

- Only after screened in Dimensions A and B
- Grades 7-12 placement- Year end 3.75 GPA on four core areas + foreign language
- Grades 3-6 placement Project STAR Performance Task Assessment qualifying score

STAR Qualifying Scores

- Primary Level (grades 2-3 administration)

Score of 16 on nonverbal or verbal
assessments for grade 3 placement

Score of 18 on nonverbal or verbal
assessments for grade 4 placement

STAR Qualifying Scores

- Intermediate Level (grades 4-5 administration)

Score of 22 on the nonverbal and 16 on the verbal assessments for grade five placement

Score of 25 on the nonverbal and 18 on the verbal assessments for grade six placement

Placement

- Evaluation / Placement Team- teacher, administrator, psychologist or guidance counselor at a minimum
- The team interprets the data and recommends further testing if needed or placement

Staff

- Endorsement in GT
- Certification in GT
- Professional development specific to GT annually



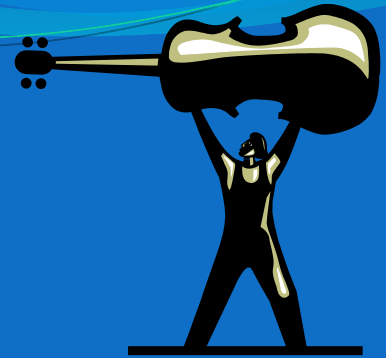
Funding

- Based on 135 ADM of students served
This year's funding is based on last year's counts
- All funding is based only on academically identified and served students
- Distribution to districts in eleven installments
- \$15,000 annually to districts with <40 students

Funding

- Annual amounts allocated to the schools for GT programming is a component of the legislative budgetary process. While the statute states .30 above the BSC, the actual funding level is much lower.
- EIA funded program
- EIA shortfall for this year

GT Artistic



- Program Requirements

Accelerated or enriched curriculum

Time requirements:

- Grades 1-3 4500 Minutes
- Grades 4-5 7200 Minutes
- Grades 9-12 8100 Minutes

GT Artistic

- Program Models

Regular School year

Summer program

Combination (ex. Weekends and two weeks in the summer)

GT Artistic

- Teacher Pupil Ratio
- Referral Process
- GT Artistic BPM (draft version 2007 available)

Spells out the specifics and gives examples of screening tools, etc

GT Artistic

Staff

Valid Teaching certificate

Professional artist

Professional development provided

GT Artistic

Funding

Based on the academic numbers and allocation. Currently 12% of the academic funds are allocated to GT artistic programs

Resource- Primary Source

Best Practices Manual, 2006 version

Ten Chapters of specific information in these areas: historic perspective, curriculum, student assessment, program models, program evaluation, professional development, support services, identification, reporting, and responsibilities

Chapter Two

- Curriculum

Examples of Curriculum Components

Standards Based

Curriculum Goals

Chapter Three

- Assessment options for evaluating student progress

Chapter Four

- Program Models and research
- Pull-out or Resource Model
- Special Class Model
- Special School Model
- Research on the Models

Resource Model

Special Class

Special School

Effect Sizes: Resource Model



ES=.65 (when direct extension of regular curriculum is present)

ES = 0 (when no direct extension is present)

Critical Thinking: **ES=.44**

Creative Thinking: **ES=.32**

Karen Rogers, Ph.D.

Resource Model

Advantages

- Fewer teachers required to be endorsed
- Time for depth and complexity

Disadvantages

- Time between sessions
- Issues related to being away from “class”
- Curriculum often reverts to enrichment only

Effect Sizes: Special Class Model

◆ Academic achievement **ES=.79**

(when differentiation documented)

◆ Academic achievement **ES-.34**

(when differentiation undocumented)

◆ Math/Science **ES=.57**

(with evidence of acceleration)

◆ Math/Science **ES=.83**

(with compacted curriculum)

Special Class Model

Advantages

- Increased time=increased achievement
- Less time between sessions (usually meet daily)
- Curriculum tied to standards

Disadvantages

- Negative grouping philosophies
- Requires more teachers endorsed
- Requires more professional development to prevent “stymied by standards syndrome”

Special School Model

- Effect Size
- Elementary $ES=.49$
- Secondary $ES=.33$
- Attitude toward subjects $ES=.37$

Chapter 8

- Identification
- All of the details😊
- See Also the testing memo from August 2007 for more information

For More Information

- Visit the GT Web site for data, funding, PD, and many more resources
- http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/gifted_talented/gt.html

Personal Support

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