

Gifted and Talented Education Overview



DORCHESTER COUNTY PUBLIC SCHOOLS



COMAR Requirements



Identification of GT Students

Universal screening must be implemented to identify a significant number of students in every school and at least 10% of the local school district no later than Grade 3.

Must document early evidence of advanced learning in Pre-K through Grade 2.

Each school district must establish in writing equitable identification processes.

Each school district must provide professional development supporting identification, characterizes, academic and social-emotional needs of GT students.



Programs and Services

Each school district shall provide a list of programs and services in order to support gifted and talented students potential highlighting differentiation, acceleration, extension and enrichment strategies.

These strategies should also include supports for social emotional growth and parent/guardian involvement.

COMAR Requirements

Professional Learning

Teachers are encouraged to obtain certification for Gifted and Talented Education to specialize in instruction and/or pursue engagement opportunities aligned with GT education.

Monitoring and Reporting

Peer review every 3 years.

Annual reporting to MSDE to include:

- the process for identification,
- percentage of identified students per school,
- percentage of identified students per district,
- programs and services
- goals
- strategies
- timelines

Understanding Gifted and Talented Education

Gifted and talented students have the ability to perform at higher levels of understanding and problem solving when compared to their same age peers.

Intellectually gifted students are the most likely to be identified.

Creatively gifted students are often the most difficult to formally identify.

Students may demonstrate giftedness in one or more domains:

Intellectual

Enthusiastic about new ideas and concepts.

Tend to enjoy academic challenges in various content areas.

Academic

Tend to be specialist in a certain content of interest and like to take time thing out a problem.

Leadership

Highly adaptable.

Hold an impressive bank of knowledge and seek out experiences to acquire more.

Passionate and disciplined.

Creative

Ability to generate original ideas or generate original materials.

May push back on conventional approaches to problems.

Artistic

Imaginative and expressive.

Combination of original thought AND successfully acquiring a specialized skill.

Excelling at that skill rapidly.

2022 Universal Screening and Identification

Prior to 2021-2022 DCPS successfully administered the CogAT screener to grades 3, 5 and 7 prior to closing in Spring 2020 due to COVID 19.



What is the CogAT?

The CogAT is a cognitive abilities test that measures a students reasoning ability in 3 areas:

- Verbal Reasoning: classifying pictures; analogies; sentence completion
- Quantitative Reasoning: number analogies; number puzzles; number series
- Non-Verbal Reasoning: problem solving and reasoning with spatial or visual objects.

Students who achieve a Standard Age Score of 120 + (Stanine 8 or 9) are entered into the database.



Fall 2021

To help close the gap from missing 2020-2021 universal screening, all students grades in grades 4, 6 and 8 were given the opportunity to participate in screening.



Spring 2022

Students in Grades 2 and 3 were the primary assessment groups. Students grades 4-8 who had not tested, or were new to the district were given the opportunity to participate in screening.

2022 Universal Screening and Identification

How are students identified?

Following the screening process we explore other data sets to identify patterns where students are excelling beyond their same grade peers. These assessments include:

- **Maryland Comprehensive Assessment scores (ELA and Math)**
- **iReady Mathematics**
- **Lexia Reading\Lexile Scores**
- **DIBELS 8**
- **Kindergarten Readiness**
- **PSAT Scores**
- **SAT Scores**
- **Academic Grades**

Students must demonstrate exceptional ability on 3 or more assessment indicators used by DCPS for identification.

We are also exploring incorporation of:

- **Primary Talent Development lessons embedded in K-2 with teacher and School Counselor observations**
- **teacher nomination**
- **parent nomination for additional screening**
- **Naglieri Testing as needed**

Identification as of March 2022

by School

School	Population	% GT (#)
Choptank	395	.25% (1)
Hurlock	361	1.38% (5)
Maple	384	1.30% (5)
MLMS	542	1.10% (6)
NDMS	442	7.69% (34)
Sandy Hill	398	2.38% (5)
SDS	210	8.57% (18)
Vienna	159	1.88% (3)
Warwick	320	5.31% (17)
CSDHS	746	1.34% (10)
NDHS	552	.72% (4)
DISTRICT	4509	2.39% (108)

+ 26 students on the watchlist in need of additional data



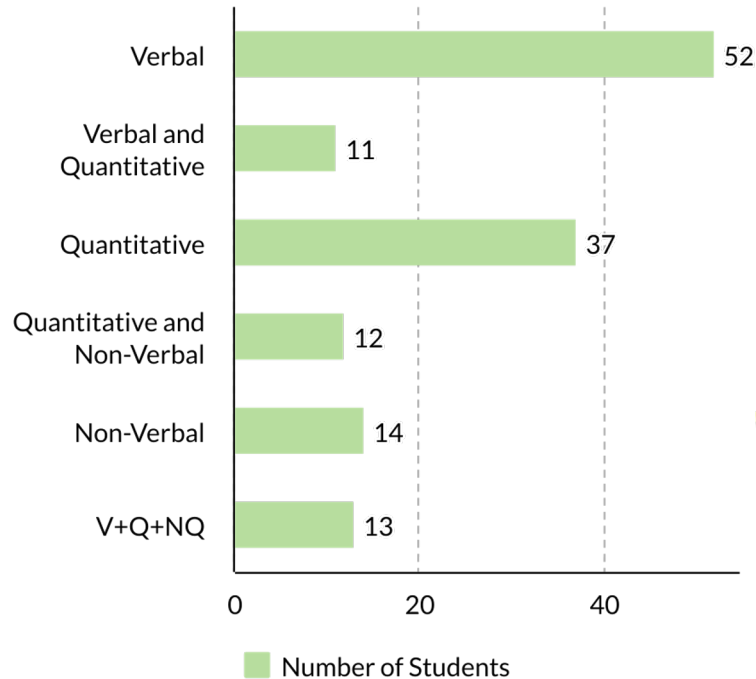
Demographics

Population	Total in District	% GT (#)
African American	1888	.37% (7)
Asian	44	11.36% (5)
White	1855	4.74% (88)
2 or more	296	2.70 % (8)
Hispanic	364	1.37% (5)
Male	2288	3.14% (72)
Female	2186	1.64% (36)
IEP/504	517	1.35% (7)
ELL	213	.47% (1)



Identification as of March 2022

Of the 108 identified GT students, their identified abilities include:



We have not yet reached the 10% identification threshold, but will continue to screen and explore the top performing students by each school.

DCPS Progress 2021-2022



Identification of GT Students

Students who have **obtained 3 or more supporting data sets** to be identified have been flagged in PowerSchool and will be monitored on a GT Multi-Measure Database.

The GT Handbook provides detailed characteristics to support identification of students.



Programs and Services

Collaboration by the Gifted and Talented Committee has ensured that an updated GT Handbook identifies:

- available enrichment opportunities
- appropriate procedures to explore grade acceleration



Monitoring and Reporting

Following each screening process DCPS has provided MSDE with an updated breakdown of identified GT candidates, by:

- race
- ethnicity
- gender
- grade level
- school

Students are
flagged in
PowerSchool
and
Performance
Matters.

GT Committee
members have
access to the
multi-measure
database.

DCPS Progress 2021-2022



Professional Learning

- Two Content Supervisors had the opportunity to attend the National Association for Gifted Children (NAGC) conference.
- All members of the Gifted and Talented Committee had active membership with the Maryland Coalition for Gifted and Talented Education (MCGATE).
- Since November 2021, a monthly GT Education newsletter has been published for DCPS Educators. These one page newsletters are designed to:
 - dispel misconceptions about GT Education
 - provide information on identifying GT students in your classroom population.
 - instructional strategies to benefit all learners, especially GT.
 - GT vocabulary check-ins
 - accessing to brief reading materials to broaden understanding of GT education.

Welcome!
Thank you for taking time to read the very first edition of the DCPS GT Educator Newsletter. These quick one-page newsletters will be shared monthly with the staff.

- providing a greater understanding of Gifted and Talented Education
- providing clear insight about our field and talented students
- providing professional development resources for Educators to differentiate for their GT population.

QUICK READ
Do indicators to ease in the performance of a certain skill.

Instructional Strategy
One of the best ways to support your students' learning is to provide them with differentiated instruction.

QUICK READ
Do indicators to ease in the performance of a certain skill.

Instructional Strategy
One of the best ways to support your students' learning is to provide them with differentiated instruction.

QUICK READ
Do indicators to ease in the performance of a certain skill.

Instructional Strategy
One of the best ways to support your students' learning is to provide them with differentiated instruction.

QUICK READ
Do indicators to ease in the performance of a certain skill.

Instructional Strategy
One of the best ways to support your students' learning is to provide them with differentiated instruction.

QUICK READ
Do indicators to ease in the performance of a certain skill.

Instructional Strategy
One of the best ways to support your students' learning is to provide them with differentiated instruction.

QUICK READ
Do indicators to ease in the performance of a certain skill.

Instructional Strategy
One of the best ways to support your students' learning is to provide them with differentiated instruction.

MOVING GT FORWARD



NEW HANDBOOK

An up to date handbook for GT identification and procedures is ready to be published.



ANNUAL SCREENING

We will continue to target Grade 3 for primary screening in February annually using CogAT.



ONGOING PD

Professional Development opportunities will be set up to support Summer PD workshops and expand our knowledge base.

Promote available MSDE, MCGATE and NAGC events.



BRINGING BACK PRIMARY TALENT DEVELOPMENT

Early learning screening will be re-introduced for grades K-2 to support the identification process.



PARENT INVOLVEMENT

Modeling the MTSS meeting design we will ensure student data is reviewed with parents to improve differentiation and gather more information.

MOVING GT FORWARD



DIFFERENTIATION TOOLKIT

Development of a DCPS toolkit
to support Educator's in
extending or accelerating their
lessons and planned activities.



EXEMPLAR LESSONS

Collaboration with Content
Supervisors and Educators to
develop lessons reflecting
embedded extension activities.



Any Questions?

Erin Fitzgerald
Supervisor of Accountability, Assessment and Gifted and Talented
Dorchester County Public Schools