

# What is Gifted and Talented Education?

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# ***What are some characteristics and challenges of being gifted?***

## **General Characteristics:**

- Acquires/retains information quickly
- Inquisitive; searches for significance
- Intrinsic motivation
- Enjoys problem solving; able to conceptualize, abstract, synthesize
- Seeks cause/effect relations
- Seeks to organize things and people
- Large facile vocabulary; advanced, broad information
- Emphasizes truth, equity, and fair play
- High expectations of self and others
- Creative/inventive; likes new ways of doing things
- Intense concentration; long attention span and persistence in areas of interest
- Sensitivity, empathy; desire to be accepted by others

## **Possible Challenges:**

- Impatient with others; dislikes basic routines
- Asks embarrassing questions; excessive in interests
- Strong-willed; resists direction
- Resists routine practice; questions teaching procedures
- Dislikes unclear/illogical areas
- Constructs complicated rules; often seen as bossy
- May use words to manipulate; bored with school and age-peers
- Worries about humanitarian concerns
- Intolerant, perfectionistic; may become depressed
- May be seen as disruptive and out of step
- Neglects duties or people during periods of focus; resists interruption; stubbornness
- Sensitivity to criticism or peer rejection

## Myths about being Gifted

- High Academic Performance
- Completes assignments quickly
- Completes *all* work *all* the time
- Well organized
- Excellent social & peer relationships
- Highly verbal
- Responds in mature ways
- Very concerned about details
- Self motivated
- Never “lazy”

The evolution in identifying  
giftedness in CVUSD...

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# Identification process from 1993 - 2016:



- *Referral* screening K-12: Required parent **AND** teacher referral
  - Otis-Lennon Ability Test (OLSAT)
    - Paper/pencil for Kindergarten through 2nd grade
    - Computer-based for 3rd - 12th grade
      - Verbal
      - Nonverbal
- 95%ile threshold for eligibility
  - Students that score in the 90%ile or higher overall were offered follow-up measures in their area of strength
  - Verbal - Slosson Intelligence Test (SIT)
  - Nonverbal - Naglieri Nonverbal Ability Test (NNAT)
- Testing was conducted in small groups at the District Office either after school or during the summer. (Parents needed to provide transportation for participation.)

# Otis-Lennon School Ability Test (OLSAT)

[1] If the words below were arranged to make the best sentence, with which letter would the first word of the sentence begin.

are devils for viciousness their renowned Tasmanian

V    D    T    R    F

All dogs are mammals. All poodles are dogs. Therefore:

- All dogs are poodles
- All mammals are dogs
- All mammals are poodles
- Some dogs are not mammals
- All poodles are mammals

[3] The numbers in the box go together in a certain way. Choose the number that goes where you see the question mark.

21	16	19
25	20	23
29	24	?

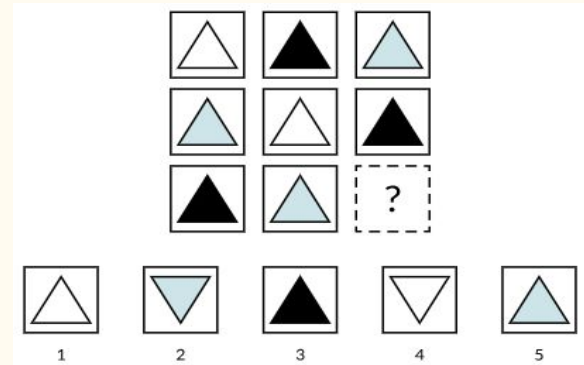
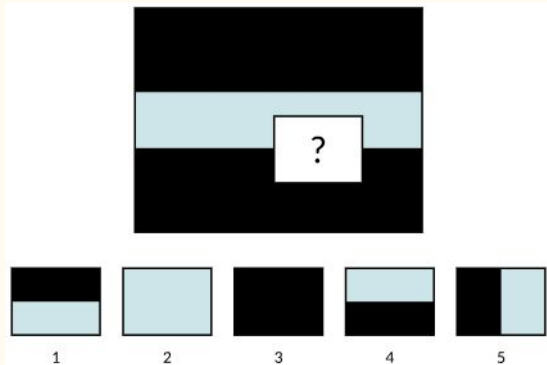
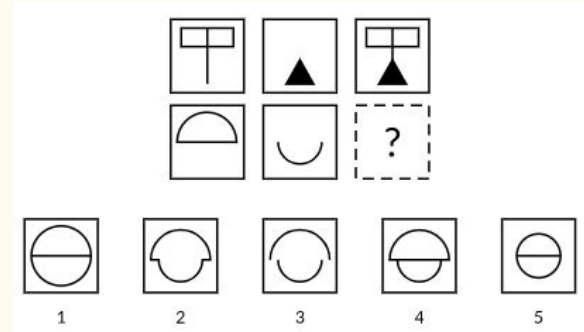
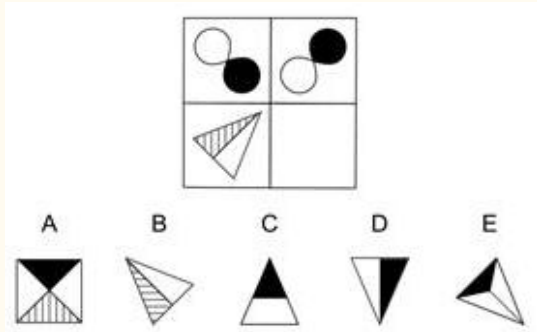
31    27    29    31    25

The words in the box go together in a certain way. Choose the word that goes where you see the question mark.

eh	ac	each
ae	ch	?

1. each
2. ace
3. ache
4. reach

# Naglieri Nonverbal Ability Test (NNAT)



# 3rd grade Universal Screening begins in 2016:

- Universal Screening 3rd grade (active “opt-in” consent)
- *Referral* screening K-12: Required parent or teacher referral
  - Otis-Lennon Ability Test (OLSAT)
    - Computer-based for 3rd - 12th grade
    - Paper/pencil for Kindergarten through 2nd grade
      - Verbal
      - Nonverbal
- 95%ile threshold for eligibility
  - Students that score in the 90%ile or higher were offered follow-up measures
    - Verbal - Slosson Intelligence Test (SIT)
    - Nonverbal - Naglieri Nonverbal Ability Test (NNAT)





## Transition to Referrals Screening for 4th and above in 2018:

- *High* number of previously screened/referred students in Kindergarten - 2nd grade that were initially *not* eligible, qualified for GATE during 3rd grade universal screening.
- Discontinued GATE referrals in the primary grades to eliminate *false negatives*.



# Screening adjustments:

- Moved to NNAT in 2018 during Universal Screening for *beginning and emerging* English Learners to remove the language barrier in access.
- Moved to active “opt-out” (passive opt-in) for universal screening participation in 2019-2020.

Percentage of Students Participating in Universal Screening			
Year	Screened	Total	Percentage
2018-2019	1039	1185	87.68%
2019-2020	997	1123	88.78%
Switched to Opt-Out System for Universal Screening Participation			
2020-2021	999	1047	95.42%
2021-2022	963	1016	94.78%
Winter 2022	1016	1054	96.39%
Spring 2023	1033	1048	98.57%

# Identification process today:

- Universal screening for “*Rising* 3rd graders”
  - Cognitive Abilities Test (CogAT)
    - Verbal
    - Quantitative
    - Nonverbal
- 95%ile threshold for eligibility
  - Students that score in the 90%ile or higher in any section will complete the “battery” in their area of strength.
- Referral GATE screening opportunity for students in 4th -12th grades (and any **NEW** CVUSD 3rd grade students) using OLSAT.
  - Students that score in the 90%ile or higher overall ***or in either category***, participate in follow-up measures in their area of strength
    - Verbal - Slosson Intelligence Test (SIT)
    - Nonverbal - Naglieri Nonverbal Ability Test (NNAT)



# Substantiated evidence for change to CogAT below 4th grade:

- Overall identification numbers remain relatively constant.

However:

- 3rd grade (follow-ups doubled)
  - Spanish administration
- Rising 3rd grade (follow-ups *tripled*)
  - Untimed
  - No words



# Evidence in favor of maintaining OLSAT in 4th grade and above:

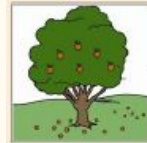
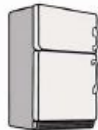
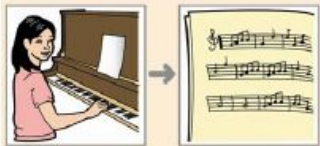
- Universal 4th grade screening administration with OLSAT in 2021:
  - OLSAT follow-ups almost tripled from previous 3rd grade administrations
  - CogAT takes approximately twice the time for students to complete...meaning more class time lost for identification
  - Mixed reviews of CogAT administrations in intermediate and secondary grades



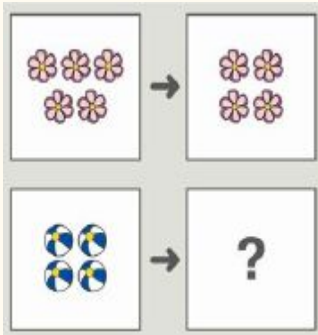
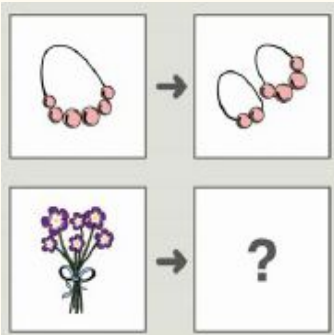
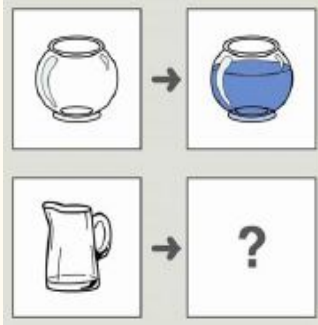
How can we measure *thinking*?

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# Verbal

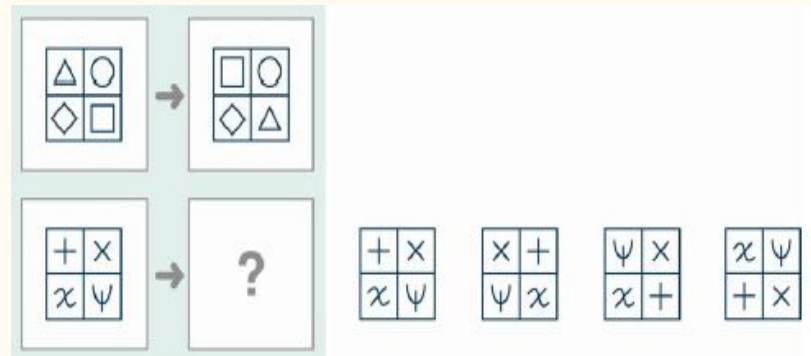
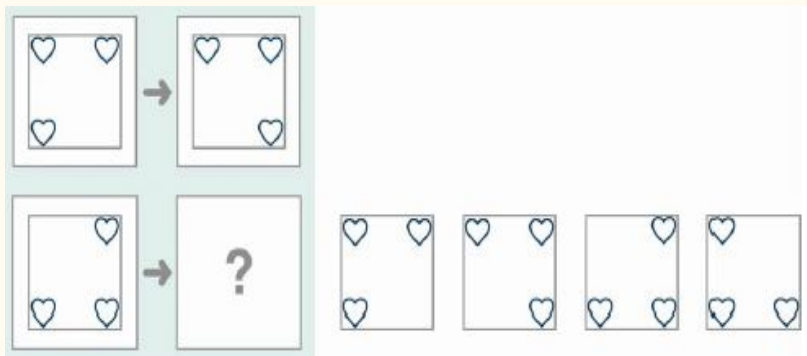
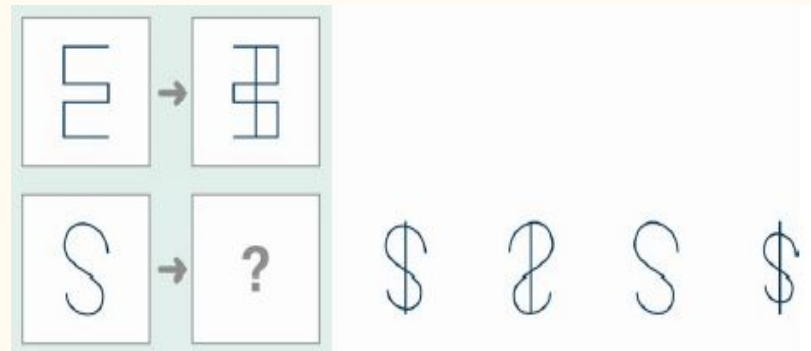


# Quantitative





# Nonverbal



When does this take place?

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## GATE Identification Timeline:

- Referral testing for *NEW* CVUSD 3rd graders and students in 4th grade and above:
  - Parent **OR** teacher referral (with parent consent) due by November 1st. (We order testing licences on November 2nd)
  - Initial testing window between Thanksgiving and winter break
    - All screening begins with computer-based creative and deductive reasoning activities on each campus during the school day.
  - Winter 2023 scheduled dates
  - Small group and one-on-one follow-ups conducted in January
  - Results mailed home in early February
  - Eligible students are invited GATE activities beginning in February

*All embedded links can be found on the [GATE webpage](#). (All parent forms are also available in Spanish.)*

## GATE Identification Timeline:

- Universal screening for “rising” 3rd graders:
  - Site administrators will email opt-out forms to 2nd grade families in mid-March. (The Student Support Services office will send a follow-up notification before spring break.)
  - Initial screening window between spring break and May
  - All screening and post-screening follow-up measures consist of computer-based creative and deductive reasoning activities that take place on each campus (in *every* 2nd grade classroom) during the school day.
  - Follow-ups conducted in May
  - Results mailed home to all participating students/families in June

## Once identified:

- Eligible elementary students are thoughtfully placed into GATE “cluster” classrooms for the following school year
- Eligible students retain their GATE program while enrolled in CVUSD unless parent(s)/guardian(s) decide to decline permission to continue participation. (Yearly identification testing is not required to maintain GATE status.)



Q&A

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