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Educational Support Services*



Gifted Education in MO Charter Schools

Charter Schools
Administrative
Summit
September 27, 2019



STRATEGIC PLAN

Our Vision: Missouri public schools: the best choice ... the best results!

Our Mission: The Missouri Department of Elementary and Secondary Education's mission is to guarantee the superior preparation and performance of every child in school and in life.

Our Goal: All Missouri students will graduate ready for success.

STRATEGIC PRIORITIES

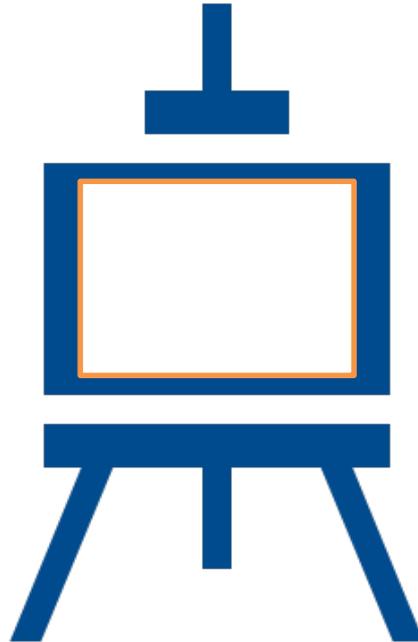
A. Access, Opportunity, Equity: Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement

B. Teachers and Leaders: Prepare, develop and support educators to ensure an effective teacher in every classroom and an effective leader in every school

C. Efficiency and Effectiveness: Create an internal environment of continuous improvement, effective programming and efficient business operations



Draw a gifted student





Definition of Gifted



Section 162.675, RSMo defines gifted children as “those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum.”

A learner who

- exhibits precocious capacity and learning potential;
- is identified by competent professionals; and
- needs an academic environment beyond standard grade level curriculum.

<https://dese.mo.gov/quality-schools/gifted-education>

Characteristics of Gifted Learners



- **Interests:** Intense and sometimes unusual
- **Motivation:** evidence of a desire to learn
- **Humor:** conveys and picks up on humor
- **Problem solving:** effective and inventive strategies
- **Inquiry:** questions, experiments, explores
- **Memory:** large storehouse of information
- **Imagination/Creativity:** produces many ideas, highly original
- **Insight:** quickly grasps new concepts and makes connections, senses deeper meaning
- **Reasoning:** logical approaches to figuring out solutions
- **Communication:** highly expressive (with words, number, or symbols)

Panning for Gold TABs Descriptors

The following definitions and descriptions of traits, aptitudes, and behaviors associated with the giftedness construct may be used to observe the performance of children in your classroom

<p>Motivation</p> <p>Evidence of desire to learn.</p> <p>Description: Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attain a goal.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • aspires to be somebody, to do something. • is an enthusiastic learner. • demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced; evident in school or non-school activities). 	<p>Interests</p> <p>Intense (sometimes unusual) interests.</p> <p>Description: Activities, avocations, objects, etc., that have special worth or significance and are given special attention.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • demonstrates unusual or advanced interests in a topic or activity. • is a self-starter. • is beyond age-group. • pursues activity unceasingly. 	<p>Communication Skills</p> <p>Highly expressive; effective use of words, numbers, symbols.</p> <p>Description: Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).</p> <p>How it may look:</p> <ul style="list-style-type: none"> • demonstrates unusual ability to communicate (verbally, physically, artistically, or symbolically). • uses particularly apt examples, illustrations or elaborations. 	<p>Problem-Solving Ability</p> <p>Effective, often inventive, strategies for recognizing and solving problems.</p> <p>Description: Process of determining a correct sequence of alternatives leading to a desired goal or successful task completion.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • demonstrates unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working. • creates new designs, invents. 	<p>Memory</p> <p>Large storehouse of information on school or non-school topics.</p> <p>Description: Exceptional ability to retain and retrieve information.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • already knows information. • needs only 1-2 repetitions for mastery. • has a wealth of information about school or non-school topics. • pays attention to details. • manipulates information. • is highly curious.
<p>Inquiry</p> <p>Questions, experiments, explores.</p> <p>Description: Method or process of seeking knowledge, understanding or information.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • asks unusual questions for age. • plays around with ideas. • demonstrates extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations. 	<p>Insight</p> <p>Quickly grasps new concepts and makes connections; senses deeper meanings.</p> <p>Description: Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • demonstrates exceptional ability to draw inferences. • appears to be a good guesser keenly observant. • possesses heightened capacity for seeing unusual and diverse relationships. • integrates ideas and disciplines. 	<p>Reasoning</p> <p>Logical approaches to figuring out solutions.</p> <p>Description: Highly conscious, directed, controlled, active, intentional, forward-looking, goal oriented thought.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • makes generalizations. • uses metaphors and analogies • . . . think things through in a logical manner. • thinks critically . . . comes up with plausible answers. 	<p>Imagination/Creativity</p> <p>Produces many ideas; highly original.</p> <p>Description: Process of forming mental images of objects, qualities, situations, or relationships which aren't immediately apparent to the senses. Problem-solving through nontraditional patterns of thinking.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • shows exceptional ingenuity using everyday materials. • creates wild, seemingly silly ideas; often fluently/flexibly. 	<p>Humor</p> <p>Conveys and picks up on humor.</p> <p>Description: Ability to synthesize key ideas or problems in complex situations in a humorous way.</p> <p>How it may look:</p> <ul style="list-style-type: none"> • has a keen sense of humor, may be gentle/hostile. • see unusual relationships. • demonstrates unusual emotional depth. • demonstrates sensory awareness.

Adapted from Sandra Kaplan's "Jot Sheet."

Why Gifted Education?



Continuous progress

Gifted and talented students need an academic environment to meet their learning needs so they can make continuous progress in school.



Range of services

They need:

- curriculum that will challenge them in regular classroom settings;
- enrichment;
- accelerated learning opportunities; and
- appropriate social and emotional support.



Well-trained teachers

The myth that “gifted students will do fine on their own” is not supported by research. Gifted students need services provided by well-trained teachers, who challenge and support them, in order to fully develop their gifts and talents.

Identifying Gifted Students



Identifying Gifted Learners

1

Universal Screening

All students at the targeted age group are screened

2

Further Evaluation

Find about 20% of the population to learn more about

3

Individual Assessment

Individually assess about 10% of the original targeted population, looking for about 5% of the students

Equitable Identification of Gifted Learners



Mindset of a “child find” - looking for talent, looking for evidence of giftedness, looking for potential...

<https://dese.mo.gov/sites/default/files/qs-Gifted-Underrepresented-Gifted-Students-2016.pdf>

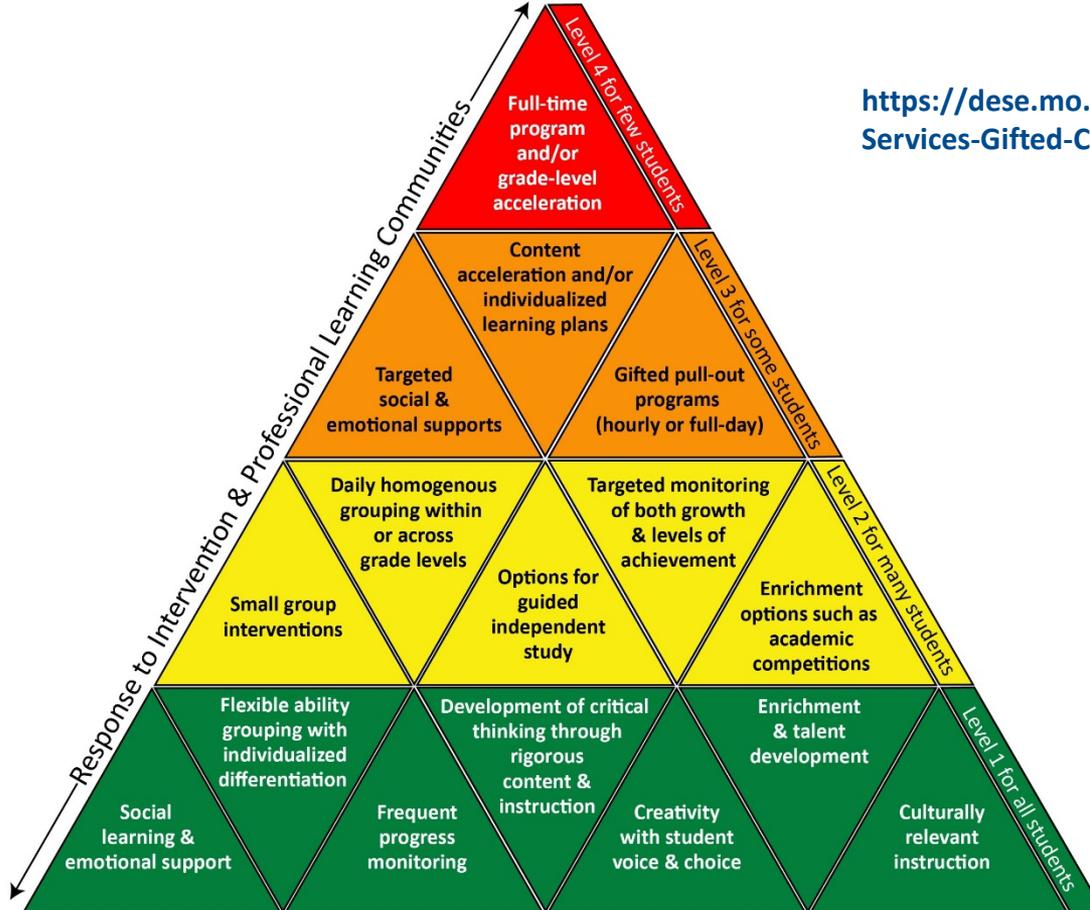


Meeting the Needs of Gifted Learners



Gifted learners come in **a variety of shapes and sizes**, but they share a common characteristic: **asynchrony**, the disparity between cognitive, emotional, and physical development. This defining characteristic means that gifted students can develop unevenly across skill levels. For example, a gifted child might excel in math but struggle in reading -- or vice versa. Their cognitive skills are quite advanced, but other areas of development, such as fine motor or social skills, may be lagging. To best meet the needs of gifted students, an **understanding of individual strengths and areas of concern is needed so that a range of services can be offered**. The **Levels of Services Model** is useful in developing a range of services. It is important to note that gifted students also require **social emotional support from qualified educators**.

Levels of Gifted Educational Services within an RtI Framework



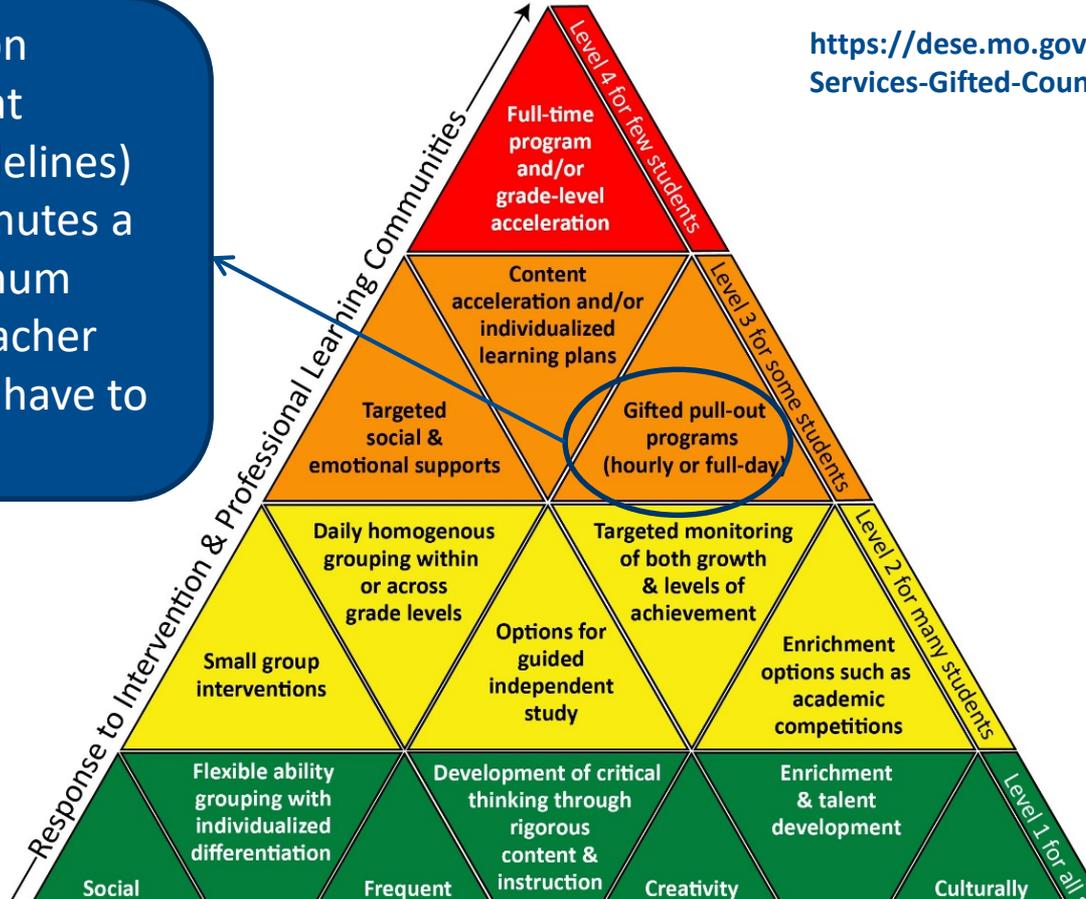
<https://dese.mo.gov/sites/default/files/Levels-of-Services-Gifted-Council-Recommendation-2018.pdf>

*Students identified for an RtI level are entitled to the services of that level as well as all services at lower levels.

Levels of Gifted Educational Services within an RtI Framework

- Identification process (that follows guidelines)
- K-8: 150 minutes a week minimum
- Certified teacher
- HS: doesn't have to be a class

<https://dese.mo.gov/sites/default/files/Levels-of-Services-Gifted-Council-Recommendation-2018.pdf>



What are our next steps?

1. Consider developing a gifted program.
2. If you have a program, study your data and consider developing an alternative plan for identification.
3. Study the Levels of Services model and consider how you can implement it to provide services.
4. Look into using ESSA monies for gifted education. (if time, continue to slide 16)





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ESSA Guidelines Connected to Gifted Education

Part A — Improving Basic Programs Operated by Local Educational Agencies

<https://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>

(B) **ADEQUATE YEARLY PROGRESS-** Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools.

(C) **DEFINITION-** Adequate yearly progress' shall be defined by the State in a manner that--

(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;

(ii) is statistically valid and reliable;

(iii) results in continuous and substantial academic improvement for all students;

(iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);

(v) **includes separate measurable annual objectives for continuous and substantial improvement for** each of the following:

(I) The achievement of all public elementary school and secondary school students.

(II) **The achievement of--**

(aa) economically disadvantaged students;

(bb) students from major racial and ethnic groups;

(cc) students with disabilities; and

(dd) students with limited English proficiency;

except that disaggregation of data under subclause

(II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(vi) in accordance with subparagraph (D), includes graduation rates for public secondary school students (defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years) and at least one other academic indicator, as determined by the State for all public elementary school students; and

(vii) in accordance with subparagraph (D), at the State's discretion, may also include other academic indicators, as determined by the State for all public school students, measured separately for each group described in clause (v), such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and

changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.

What does the data tell us?

	TOTALS	Gifted Not Served	Gifted Served -State Approved Program	Gifted Served-Non-State Approved Program**
MISSOURI				
Total K-12 Fall Enrollment	883908			
% Gifted Students	4.40%	0.81%	3.55%	0.04%
Total Gifted Students	38870	7,137	31,401	332
Amer. Indian or Alaska Native		0.28%	0.27%	0.00%
Asian/Pacific Islander		3.47%	6.10%	0.30%
Black		6.36%	7.15%	0.60%
Hispanic		2.27%	3.60%	1.20%
Multi-racial		2.05%	3.66%	0.60%
White		85.57%	79.22%	97.29%
LEP		0.22%	1.47%	0.00%
IEP		2.52%	2.94%	2.71%
FRL		19.95%	23.53%	31.63%
[Redacted]				
Total K-12 Fall Enrollment	1279			
% Gifted Students	10.87%	1.64%	9.23%	
Total Gifted Students	139	21	118	
Amer. Indian or Alaska Native		*	*	
Asian/Pacific Islander		*	*	
Black		23.81%	5.93%	
Hispanic		*	*	
Multi-racial		*	9.32%	
White		66.67%	81.36%	
LEP		*	*	
IEP		*	*	
FRL		*	16.10%	

* - Indicates no data available or cell value is too small.
 ** - District reported gifted students served. District does not have a state-approved program.
 Note: Fall enrollment is the number of students enrolled on the last Wednesday in September.

	2017			
MISSOURI - MAP Performance	BB%	B%	PRF%	ADV%
Gifted Students - ELA	0.5%	1.6%	23.3%	74.6%
Gifted Students - MA	0.9%	5.7%	23.2%	70.2%
All Students - ELA	17.3%	20.5%	41.5%	20.7%
All Students - MA	19.7%	32.2%	28.4%	19.7%
2017				
[Redacted]	BB%	B%	PRF%	ADV%
Gifted Students - ELA	*	*	*	78.3%
Gifted Students - MA	2.2%	2.2%	24.7%	70.8%
All Students - ELA	13.7%	15.5%	39.5%	31.4%
All Students - MA	19.8%	27.4%	31%	21.8%

Note: MAP Performance percentages for Gifted Students includes all students identified as gifted.
 Note: 2017 MAP Performance does not include A1 and E2 assessment results.
 * - Indicates no data available or cell value is too small.

Public Data, 2017,
<https://apps.dese.mo.gov/MCDS/home.aspx>

Equity Index

% of sub-group population in the district	Minimum target % participation in the gifted program
10%	8%
20%	16%
30%	24%
40%	32%
50%	40%
60%	48%
70%	56%
80%	64%
90%	72%
100%	80%

Total Enrollment	1,279
Asian Percent	*
Black Percent	23.40
Hispanic Percent	*
Indian Percent	*
Multi-race Percent	9.00
Pacific Islander Percent	*
White Percent	61.10
Free/Reduced Lunch (FTE) Percent	40.5

* - Indicates the number/percent has been suppressed due to a potential small sample size

Total K-12 Fall Enrollment	1279		
% Gifted Students	10.87%	1.64%	9.23%
Total Gifted Students	139	21	118
Amer. Indian or Alaska Native		*	*
Asian/Pacific Islander		*	*
Black		23.81%	5.93%
Hispanic		*	*
Multi-racial		*	9.32%
White		66.67%	81.36%
LEP		*	*
IEP		*	*
FRL		*	16.10%

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<https://dese.mo.gov/sites/default/files/Underrepresented-document-final%20with%202019%20cover.pdf>

(12) if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate--

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and

(13) any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will--

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

(note: especially **economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency**)

Universal
screening

Purchase
appropriate tests

Support teachers with
differentiated curriculum
for gifted learners



LOCAL EDUCATIONAL AGENCY PLANS Title I

<http://www.everystudentsucceedsact.org/title-1--1-1-3-1>

IN GENERAL.—A local educational agency that receives a subgrant under section 2102 shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities described in subsection (b), which may be carried out—

1. through a grant or contract with a for-profit or nonprofit entity; or
2. in partnership with an institution of higher education or an Indian tribe or tribal organization (as such terms are defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b)).

1. TYPES OF ACTIVITIES.—The programs and activities described in this subsection—

1. shall be in accordance with the purpose of this title;
2. shall address the learning needs of all students, including children with disabilities, English learners, **and gifted and talented students;** and may include, among other programs and activities—

(11) providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—

4. ~~early entrance to kindergarten;~~
2. **enrichment, acceleration, and curriculum compacting activities; and**
3. **dual or concurrent enrollment programs in secondary school and postsecondary education;**

recruiting, hiring, and retaining effective teachers

training teachers about gifted education to identify students

enrichment, acceleration...



TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, OR OTHER SCHOOL LEADERS

<https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-ii.html>

SEC. 4644. [20 U.S.C. 7294] SUPPORTING HIGH-ABILITY LEARNERS AND LEARNING.

1.PURPOSE.—The purpose of this section is to promote and initiate a coordinated program, to be known as the "Jacob K. Javits Gifted and Talented Students Education Program", of evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs.

2.PROGRAM AUTHORIZED.—

- 1.** **IN GENERAL.**—The Secretary (after consultation with experts in the field of the education of gifted and talented students) shall make awards to, or enter into contracts with, State educational agencies, **local educational agencies**, the Bureau of Indian Education, institutions of higher education, other public agencies, and other private agencies and organizations to assist such agencies, institutions, or organizations, or the Bureau, in carrying out programs or projects to fulfill the purpose described in section 4641(a)(3), including the training of personnel in the identification and education of gifted and talented students and in the use, where appropriate, of gifted and talented services, materials, and methods for all students.

innovative
strategies

identify gifted

meet special
educational needs



Jacob K. Javits Gifted and Talented Students Education Program

<https://www2.ed.gov/programs/javits/applicant.html>

<https://www2.ed.gov/policy/elsec/leg/essa/legislation/title-iv.html>



Traits

Attributes

Behaviors

Javits Grant Idea

<https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95222.pdf>

A New Window for Looking at
Gifted Children

Traits, Attributes, and Behaviors

Mary M. Frasier
Darlene Martin
Jaime Garcia
Vernon S. Finley
Elaine Frank
Sally Krisel
Lisa L. King

The University of Georgia, Athens, Georgia

Utilize TABs and develop local norms

Train teachers to use TABs to identify giftedness

What are our next steps?

1. Consider developing a gifted program.
2. If you have a program, study your data and consider developing an alternative plan for identification.
3. Study the Levels of Services model and consider how you can implement it to provide services.
4. Look into using ESSA monies for gifted education.





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