



# Pathways in Gifted Education **Identification Process**

School Board Presentation  
March 4, 2021



# New Pathways

Charlottesville City Schools views giftedness through a lens of talent development. We believe that all students are talented and we cultivate their potential through collaborative, high-quality, differentiated instruction. We recognize that the need for students to think and perform at high levels is important for cultivating their potential for advanced learning.





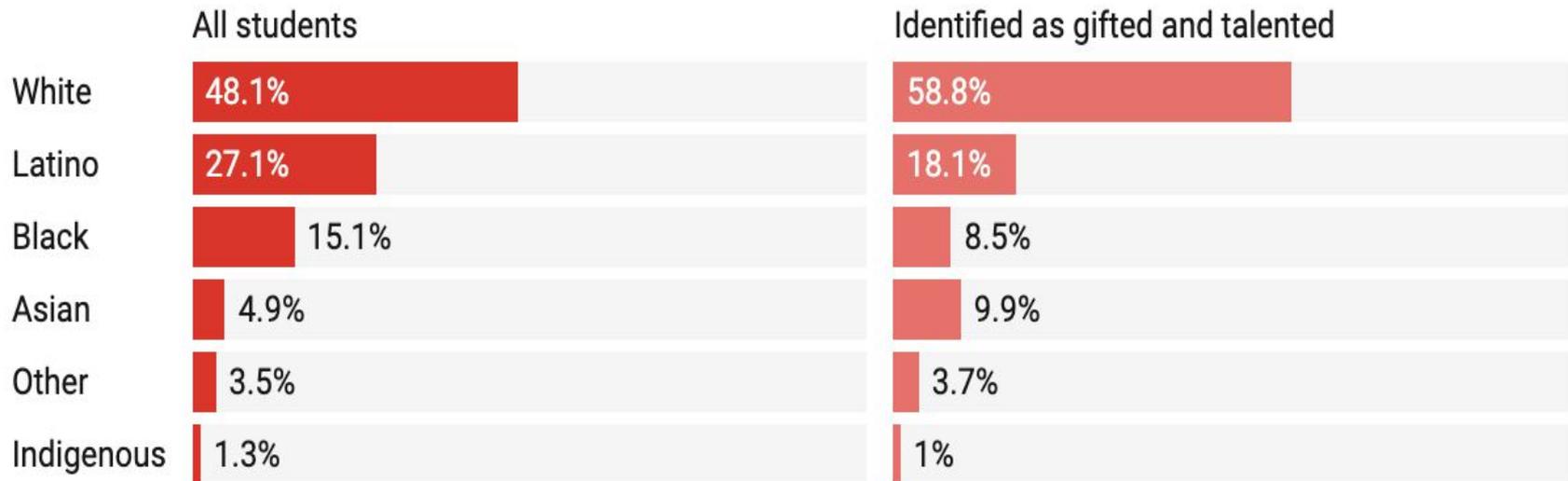
# Gifted Services

- All students in general education classrooms receive differentiated learning experiences.
- Gifted Resource Teachers
  - Support the design and implementation of lessons
  - Address English and math standards
  - Engage students in productive struggle with depth, breadth and complexity
  - Offer continual and sequential services
  - Distribute time across grade levels & content areas



# Why Now?

- Gifted Identification at US Public Schools (2016 Federal Data)



*“There is an urgent need for educators to view diverse learners as academically capable and worthy. In order to facilitate such a change, a substantial mindset shift must take place.”*

Achieving Equity in Gifted Programming (Wells, 2020)



# Identification Redesign

- Areas of Giftedness
  - Specific Academic Aptitude – English
  - Specific Academic Aptitude – Math
- Grades K-2: Nurture Talent Potential
  - Keep anecdotal records
- Grades 3-12: Gifted Identification
  - Screen all students every year
  - Complete identification process each spring





# Screening & Referral

- Complete universal screening annually, starting in 3<sup>rd</sup> grade
  - Use multiple data points
- Automatically refer every student in grades 3+ for gifted identification
  - Eliminates need for parent and teacher referrals
- Allow parent to opt out of identification process
  - Have opt-out form at each school and online

# Consider Multiple Criteria



- Student's Academic Tier in English and in Math
  - Charlottesville Tiered Systems of Supports (CTSS)
- National and state assessment data
  - ACCESS for ELLs, AP exam, MAP, PSAT, SAT, SOL
- Division assessment data
- Record of previous achievements
  - Awards, honors, grades, etc.
- Student products and portfolios





# Inclusive Practices

- Universal screening in grades 3-11
- Refer all students, grade 3+ in English and math
- Identify annually every student who:
  - ✓ Responds fully to Tier 1 instruction (CTSS framework)
    - Level of academic support needed in English or math is available in the general education classroom setting
  - ✓ Participates in assessments based on grade-level standards

*“These practices do not water down the talent pool. Instead, they aim to cast the broadest possible net for high-potential students, including those from disadvantaged backgrounds like English language learners and children in poverty, who may not perform strongly on typical measures used for identifying gifted students.”* Challenges to the Pursuit of Equity in Excellence” (Islas, 2016)



# Next Steps

- At this time, staff is:
  - Keeping the Gifted Advisory Committee abreast of our work,
  - Reviewing data on every student in 3<sup>rd</sup> grade and beyond,
  - Planning for implementation of the identification process this spring, and
  - Revising the CCS *Local Plan for the Education of the Gifted*.





# It's a Journey...

- We look forward to:
  - Applying flexible criteria to ensure talents and abilities are recognized
  - Having identification data that reflects the diversity of our division
  - Offering every student differentiated learning experiences that stretch their thinking

