



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.





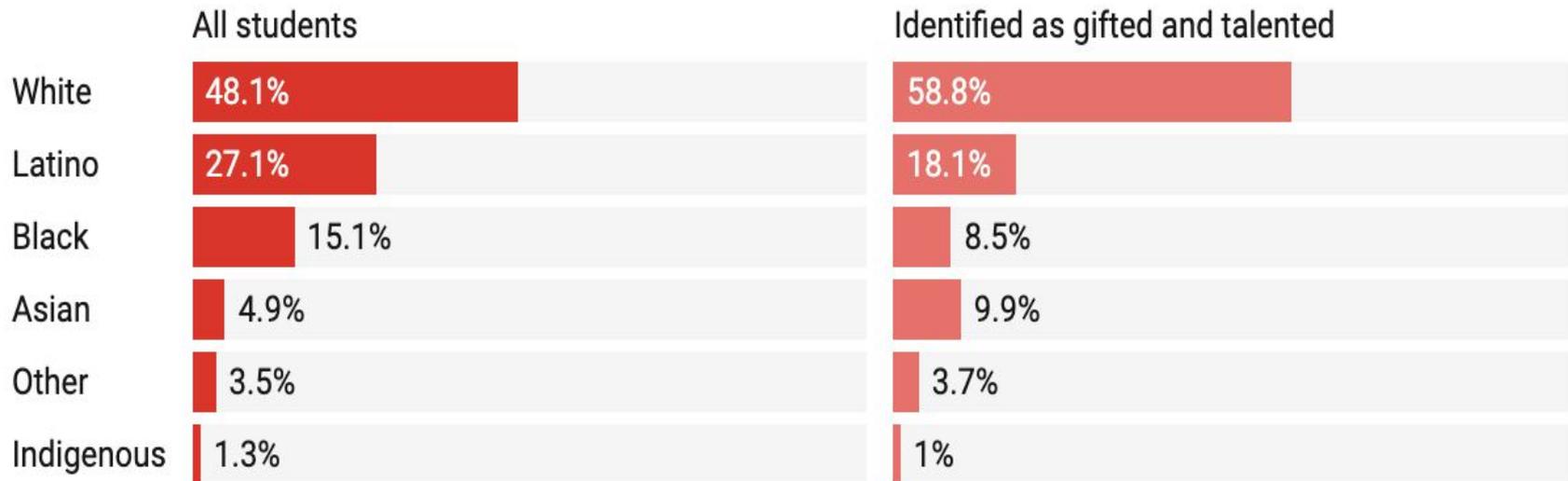
Gifted Services

- 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)



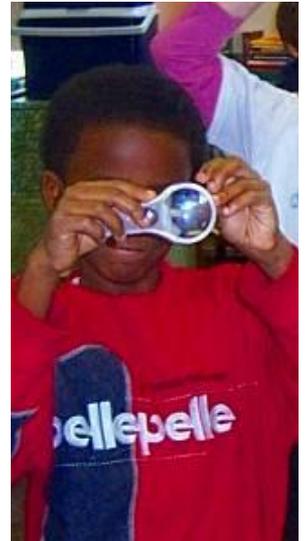
“There is an urgent need for educators to view diverse learners as academically capable and worthy. In order to facilitate such a change, a substantial mindset shift must take place.”

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 3rd 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 3rd 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

