



Barnwell School District 45 Academic Gifted and Talented Handbook

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DISTRICT GIFTED AND TALENTED MISSION

Through the utilization of a rigorous curriculum of depth, complexity, acceleration, and enrichment, the talented and gifted program is designed to encourage students to achieve excellence while becoming life-long learners and contributors in a global society.

DISTRICT GIFTED AND TALENTED INSTRUCTIONAL EXPECTATIONS

- Provide high quality accelerated curriculum that supports South Carolina standards as well as standards from the National Association of Gifted Children
- Bridge program throughout the grade levels
- Participate in professional development
- Communicate with parents to insure accountability and responsibility of all parties involved
- Provide support and guidance for students and parents

SOUTH CAROLINA'S GIFTED AND TALENTED DEFINITION

According to South Carolina R 43-220, "Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential." {24 SC Code Ann. Reg. 43-220.1 (A) (1)}

GIFTED AND TALENTED IDENTIFICATION CRITERIA

Student performance is reviewed each school year, and any student who meets the state's criteria can be placed into the GT program. A student can meet the criteria in verbal, non-verbal, or both areas. Most students qualify for GT based on attaining a set percentile in two of three areas: reasoning, achievement, and performance. Other students are placed if their aptitude composite (total) score is at the 96th percentile or higher. If a student needs two areas to qualify, the requirements are noted below.

Area A: Reasoning---93% in verbal, non-verbal, or both

Area B: Achievement---94% in reading or math

Area C: Performance---Performance Task Test scores that are set according to grade level for 2nd – 5th graders OR GPA requirement for rising 6th and 7th graders

How Does My Child Qualify for the Gifted and Talented Program?

look at composite or total score on his/her aptitude test such as CogAT or OLSAT

if composite (total) score is 96% or higher for the national age percentile rank score, he/she automatically qualifies

if the composite score is not at 96%, your child can still qualify if he/she meets **two of these three** requirements

AREA A: Aptitude
has a score of 93% or higher in any of the verbal, nonverbal, or composite categories

AREA B: Achievement
has a score of 94% on the ITBS in reading or math OR meets the state's set scores on SC Ready

AREA C: Performance
meets set score on the state's performance task test based on the grade level OR has at least a 3.75 academic GPA in the four core classes at the end of the school year (for rising 6th and 7th graders)



GIFTED & TALENTED IDENTIFICATION EXPLANATION of CogAT/IOWA ASSESSMENTS

As parents of second graders begin reading the profile narrative for Cognitive Abilities Test (CogAT) and the Iowa Assessments (ITBS), the following information may prove helpful.

- Appearing in the smaller box (CogAT) on the profile narrative is a column labeled as APR (Age Percentile Rank). APR scores are used for Gifted Identification. If the Composite APR score is 96 or higher, the student will be identified as gifted in South Carolina.

CogAT Profile Narrative

CogAT Form-Level: 7-8 Test Date: 11/2018	Test Scores						APR Graph						
	RS	SAS	APR	AS	GPR	GS	1	10	25	50	75	90	99
Verbal	44	113	79	7	85	7	[Bar chart showing APR 79]						
Quantitative	38	115	83	7	87	7	[Bar chart showing APR 83]						
Nonverbal	41	113	79	7	84	7	[Bar chart showing APR 79]						
Composite (VQN)	115		83	7	88	7	[Bar chart showing APR 83]						

*The composite APR must be at least a 96 for automatic qualification.

- Appearing in the larger box (Iowa Assessments) on the profile narrative is a test score column labeled as NPR (National Percentile Rank). If the Reading or Mathematics score in the NPR column is 94 or higher and at least one of the CogAT APR scores (Verbal, Quantitative, Nonverbal, Composite) is 93 or higher, the student will be identified as gifted in South Carolina.



Iowa Assessments	Test Scores			NPR Graph						
	PNPR	NS	NPR	1	10	25	50	75	90	99
Reading	63	7	79	[Bar chart showing NPR 79]						
Language	66			[Bar chart showing NPR 66]						
Vocabulary	57			[Bar chart showing NPR 57]						
ELA TOTAL	66			[Bar chart showing NPR 66]						
Word Analysis	65			[Bar chart showing NPR 65]						
Listening	56			[Bar chart showing NPR 56]						
EXTENDED ELA TOTAL	62			[Bar chart showing NPR 62]						
Mathematics	60	7	81	[Bar chart showing NPR 81]						
Computation*	51			[Bar chart showing NPR 51]						
MATH TOTAL	60	7	81	[Bar chart showing NPR 81]						
CORE COMPOSITE	61			[Bar chart showing NPR 61]						
Social Studies	62			[Bar chart showing NPR 62]						
Science	70			[Bar chart showing NPR 70]						
COMPLETE COMPOSITE	64			[Bar chart showing NPR 64]						

- If the Iowa Assessments Reading or Mathematics NPR is 94 or higher or at least one of the CogAT Percentile scores (Verbal, Quantitative, Nonverbal, Composite) is 93 or higher, the student is then eligible to take the Performance Task Assessment in February.

NOTE: Parents cannot request to have their child tested using the state's Performance Task Assessment. The state of South Carolina identifies the students that will be tested based on meeting the above qualifications. Additionally, the state sets the testing window for the performance tasks, which is usually from mid to late February.

BARNWELL DISTRICT 45 GIFTED AND TALENTED STUDENT SERVICES

- In grade three, gifted and talented students are served through a pull-out program.
- In grades four through twelve, gifted and talented students are served through special classes in mathematics and reading.

The approved talented and gifted models for South Carolina students are listed below:

1. Pull-out---Students are pulled from the regular class for
 Grade 3: 4500 minutes
 Grades 4 - 8: 7200 minutes
2. Special Class---8100 minutes
3. Special School

BARNWELL DISTRICT 45 GIFTED AND TALENTED PLACEMENT

- If a student meets the state and district's identification requirements, with parent permission, he/she will be served in both the areas of mathematics and reading.
- If a GT student's performance is below expectations in one of the areas of reading or mathematics, after careful review of the student's needs and interventions, he/she should not be expected to remain in the area of low performance.
- Every effort will be made to note the student's area of strength in order to serve him/her in that area.
- As part of their enrollment process, students new to the district should have any test scores from their previous schools sent to District 45 in order for District 45's placement team to evaluate those scores and place them in the appropriate classes.

BARNWELL DISTRICT 45 GIFTED AND TALENTED COMMUNICATION

- After all test results become available, the parents of any newly identified students will receive letters at the end of each school year informing them that their child has met the criteria for gifted and talented placement for the next school year.
- Parents have the option to either keep their child in the program or to remove them from the program.
- The gifted and talented teacher, along with the gifted and talented coordinator, will work together to build and bridge the program through regular professional collaboration in regards to lesson plans, units, long range plans, and scope and sequence.
- Barnwell District 45 will continue to follow South Carolina state regulations with regards to communication, identification, service models, minutes served, teacher requirements, teacher-pupil ratio, and curriculum.

BARNWELL DISTRICT 45 GIFTED AND TALENTED CURRICULUM

- Information pertaining to parent expectations, awareness of curriculum, assignments, and grading will be communicated through open houses, teacher newsletters, class websites, and PowerSchool's Parent Portal throughout the school year.
- Teachers, students, and parents will work together to insure each student's success by monitoring academics and behavior with mutual communication and interaction that is supportive and respectful of each other.
- Instruction should be standards-driven with rigor, acceleration, and enrichment. Teachers will instruct and facilitate using whole-group, small-group, teamwork, individual projects, and group projects that encourage and allow critical thinking, creative thinking, and complex problem-solving. Further, instruction should be diversified and accommodate individual students with regards to delivery and mastery.
- Instruction must include content awareness, demonstration, technology, research, classroom activities, and homework activities that support mastery of the standards with awareness given to the state's grading system and scoring rubrics.
- Content, research, presentation, and independent projects at each grade level should be nurtured within the classroom allowing for student competence as he/she moves from grade to grade.

BARNWELL DISTRICT 45 GIFTED AND TALENTED CLASSROOM ENVIRONMENT

Rigor is defined as *creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student can demonstrate learning at high levels* (Blackburn, 2008). Only when you create a culture of high expectations and provide support so students can truly demonstrate understanding do you have a rigorous classroom. The 21st century learner must develop skills for life: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination. Wagner (2008)

Acceleration refers to the practice of presenting planned and monitored differentiated curriculum content at a faster pace and addresses students' academic achievement and emotional maturity.

Enrichment refers to the presentation of curriculum content with more depth, breadth (extension), complexity, or abstractness than the general curriculum.

The gifted and talented learner deserves learning opportunities that will allow him/her to experience rigor, acceleration, and enrichment. Daily, the gifted and talented teacher's instruction should include levels three and four from Webb's Depth of Knowledge (see below).

Webb's Depth of Knowledge Levels

Level 1 includes basic recall of facts, concepts, information, or procedures.

Level 2 includes skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way.

Level 3 includes strategic thinking that requires reasoning and is abstract and complex.

Level 4 includes extended thinking such as an investigation or application to real work and real world.

RESPONSIBILITIES

The responsibility to educate the gifted and talented learner is truly a joint effort.

- Local School Board: reviews and supports policy based on law so as to provide for gifted and talented education services to the identified students
- Superintendent: assumes the responsibility for insuring that guidelines are met by delegating program oversight to personnel who have appropriate training and skills
- Coordinator: oversees testing, identification, student profiles, classroom roles, regional and state requirements, curriculum, and instruction so as to provide support for teachers, students, and parents
- Administrator: provides guidance and support with regards to student and classroom needs through observations, evaluations, and problem-solving
- Teacher: provides high quality classroom instruction as well as building and bridging with the other gifted and talented teachers and the coordinator with regards to curriculum, lesson plans, long range plans, and scope and sequence
- Guidance Counselor: provides support and counseling services appropriate to the special needs of the gifted and talented learners
- Student: shows a strong work ethic, strives to master in-depth content, and meets classroom expectations with participation, respect, and pride in work
- Parent: supports his/her child by helping him/her to maintain a strong work ethic, master content, and meet classroom, district, and personal expectations and goals

STEPS FOR SUCCESS

Attendance is extremely important. The curriculum's pacing and expectations will be higher so absences will hinder the student's goal to succeed in the program.

INTERVENTION

- If a student is not meeting expectations (a grade of C or better in an academic area) within two weeks of instruction, parents should be notified.
- If a student continues to not show improvement, a conference with the teacher and administrator should be held with the parent and student by midterm. During the conference, abilities should be reviewed, concerns and issues need to be addressed, and goals should be set and monitored.
- A second conference may need to be set with the teacher, guidance counselor, administrator, and the GT Coordinator if there are still concerns.
- A third conference may need to be held with the teacher, guidance counselor, administrator, and the GT Coordinator if improvements are not made so as to discuss placement for the following school year.
- If a GT student's performance is below expectations in one of the areas of reading or math, after careful review of student's needs and interventions, the student should not be expected to remain in that area.

COGNATIVE CHARACTERISTICS OF GIFTED AND TALENTED LEARNER

Developmentally, the gifted and talented learner may have greater knowledge, skills, and potential than is considered typical for his/her age.

Is Intelligent:

Understands and uses information.
Learns and uses new words.
Seeks out to learn more about a topic of interest.
Remembers important details.
Analyzes and compares information.
Retains large quantities of information.
Has above average reasoning.

Is Creative:

Shows imagination.
Shows intuition.
Thinks independently.
Sees unobvious relationships.
Shows a sense of humor.
Shows varied interests.
Is original and playful.

Has Commitment:

Sets goals and works toward them.
Is challenged by puzzles.
Concentrates well on a task.
Is self-motivated.
Is persistent.
Has a heightened sense of awareness and emotions.

BEHAVIOR CHARACTERISTICS OF GIFTED AND TALENTED LEARNER

Raising a gifted child is a blessing and a challenge. They need guidance, support, and opportunities to expand their abilities.

Is Inquisitive:

Asks lots of questions.
Offers lots of information.
Curious about what will happen.
Spends much time pursuing information.
Seeks to spend time with people who are older or have similar intellects.

Shows Intensity:

Curious about how things work.
Sensitive to world problems and moral issues.
Frustrated with mistakes.
Reacts strongly to criticism (negative or positive).
Shows heightened sense of fear.

Displays Behavior:

Can be highly critical.
Needs to be challenged.
Gets bored easily with things that seem unimportant.
Challenges those around them.
Can be moody or indifferent to things that seem to have little or no purpose.

PARENTAL SUPPORT

- Provide love, guidance, and support.
- Listen to your child and take time to answer questions.
- Be flexible. Allow your child to grow in self-understanding.
- Support independence but be aware of your child's choices and decisions.
- Spend time together and provide experiences that help your child learn.
- Provide discipline.
- Help your child learn from mistakes.
- Teach tolerance, patience, and respect.
- Help your child set and meet goals.
- Help your child develop a strong work ethic.
- Be aware of extreme stresses or pressures on your child.
- Provide down time so your child can have fun.

RESEARCH

“Gifted children are a precious human-capital resource,” said Lubinski of Vanderbilt University, who has spent four decades studying talented individuals to correlate exceptional early SAT scores with achievement later in life. “This population represents future creators of modern culture and leaders in business, health care, law, the professoriate, and STEM (science, technology, engineering, and mathematics). They will do well in regular classrooms, but they still won’t meet their full potential unless they’re given access to accelerated coursework, AP classes, and educational programs that place talented students with their intellectual peers. Ability, motivation, and opportunity all play roles in developing exceptional human capacity and providing the support needed to cultivate it throughout life.”

Kell, H.; Lubinski, D.; and Benbow, C.
Who Rises to the Top (2013)

Rogers (2002) analyzed the research on various grouping options for gifted learners and found that full-time gifted programs demonstrate the strongest benefits, followed by cluster grouping within heterogeneous classes (an arrangement in which the top five to eight gifted learners at a grade level are placed in one classroom with a classroom teacher who has special training in gifted education); acceleration of the curriculum through such methods as grade telescoping (time compression of the junior or senior high school curriculum); regrouping for enriched learning in specific subjects; cross-grade grouping or non-graded classrooms; enrichment pullout programs; and within-class ability grouping. Rogers also found that cooperative grouping, which has demonstrated benefits for most learners, has not been shown to enhance learning for gifted learners. On the basis of her research review, Rogers concluded that gifted students need some form of grouping by ability so that their curriculum may be appropriately broadened and extended.

Rogers, K.
Grouping the Gifted and Talented (2002)

WEBSITES

The websites listed below are just a few of the many that may be beneficial when researching gifted and talented programs, students, and best practices.

<http://www.nagc.org/>

<http://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/>

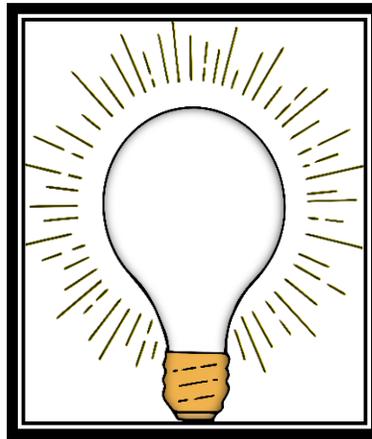
<http://www.gifted.uconn.edu/>

<http://scgifted.org/>

<http://www.hoagiesgifted.org/>

An investment in knowledge pays the best interest.

Benjamin Franklin



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