

DAVIDSON ELEMENTARY TALENT DEVELOPMENT



Please sign
in and take a
handout!

2013-14
INFORMATIONAL
PARENT MEETING

Katie Tedone / Sabrina Walters
Talent Development Teachers, Davidson Elementary

Davidson TD Contact Info

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What is TD?

- The Talent Development, or “TD”, Program is the name of the gifted education program in CMS.
- Other counties refer to their gifted students as AIG (Academically-Intellectually Gifted).
- Other states use different terms and identification criteria. We do not have reciprocity with other states or counties.

The Catalyst Model



The focus of the Catalyst Model is to differentiate instruction for the gifted and high performing students through direct and indirect services.

What is the Catalyst Model?

- The classroom teacher and Talent Development teacher **share responsibility** for the education of gifted and high performing students
- The TD teacher provides lessons and activities for teachers to use in the heterogeneous classroom AND/OR teaches students directly
- The TD teacher provides enrichment and acceleration for students who have **shown mastery of objectives** being taught in the regular classroom through direct or indirect instruction

Catalyst Model Services

- High performing but non-identified students may still receive services from the Talent Development teacher as needed (*referred to as Catalyst students – but not an “official” label*)
- Services may be direct or indirect
- Services will vary depending on subject, objective – flexible based on **student needs**

Catalyst Model Services

- However, “catalyst” students are NOT TD-identified. (Working with the TD teacher does not give you the official designation.)
- They do not receive a DEP (differentiated educational plan) or End-of-Year Performance Review.
- They **MAY** or **MAY NOT** end up receiving the **same services** as a TD-identified student.

Did you know...

- Research on the **Catalyst Program** indicates that students receive at least **three times** the amount of services using this model compared to the old pullout, once a week program.
- The **Catalyst model** is most effective when high achieving students are **flexibly** grouped together based on their instructional needs.

TD Program Benefits

- Gifted education and general education are related, connected and integrated.
- Out of class sessions are scheduled when needed most.
- The pace of learning is enhanced.
- High achieving students receive more challenging tasks within the classroom.
- Classroom and TD teacher work together to maximize student learning.

What are Direct Services?

- Direct services, or “face time,” are lessons that are created and taught by the TD Teacher
- Direct services can be “pull out” (students pulled into TD/Catalyst classroom) or “push in” (students remain with classroom teacher when TD Teacher comes in to co-teach with classroom teacher)

What are Indirect Services?

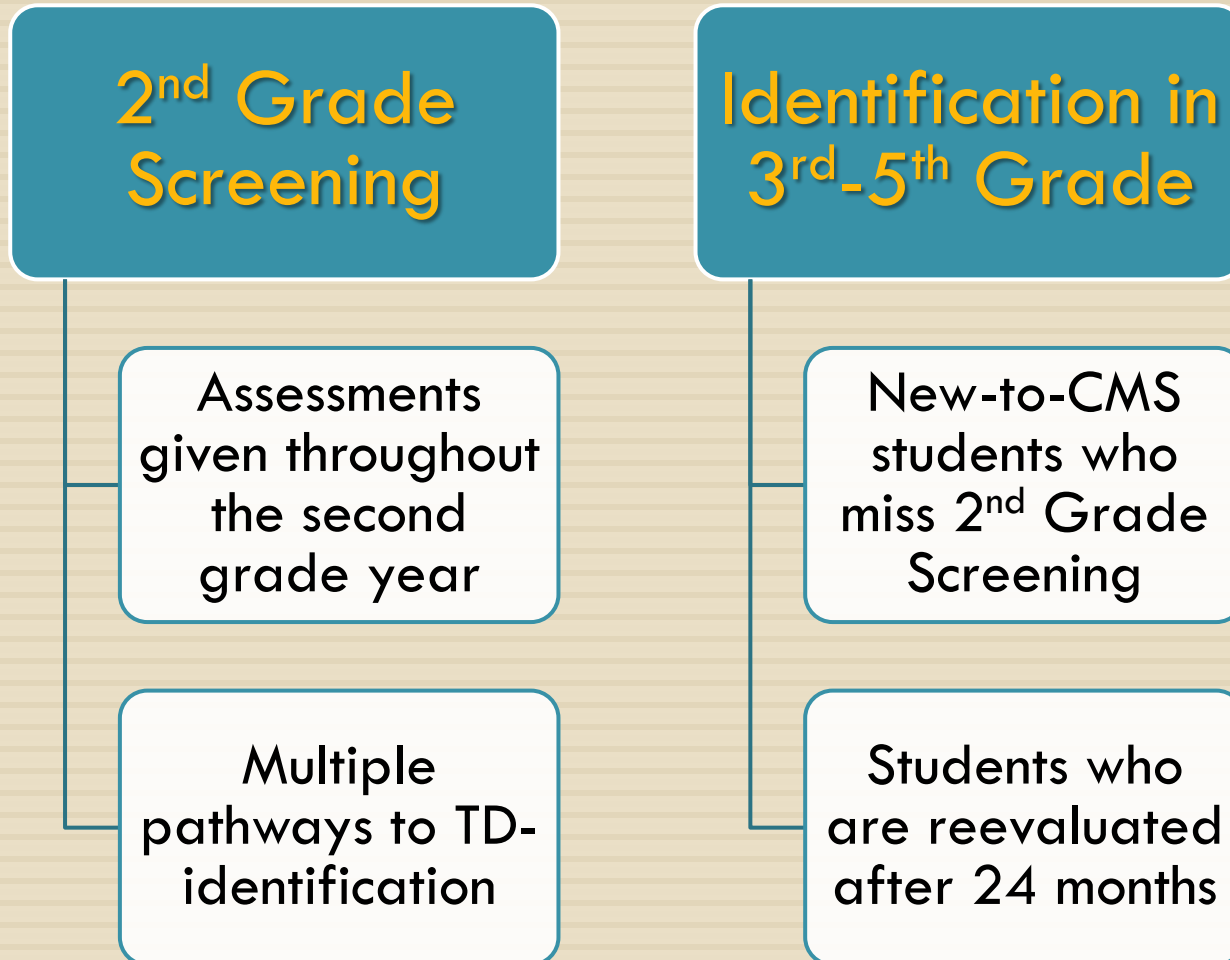


- Indirect services are lessons and activities developed by the TD/Catalyst teacher and provided to the classroom teacher for him/her to use in his/her classroom
- Examples are: curriculum compacting, centers, independent contracts, projects, alternative homework/class work, lessons

Why the need for direct *and* indirect services?

- Often there are too many students for one person to reach alone. *Differentiation* is required in the regular classroom to provide all students with the education they need and deserve.
- Since the TD Teacher cannot see all children, all day, every day, the classroom teacher collaborates on activities and lessons with the TD Teacher for those students while they are in the regular classroom.
- Without differentiation, everyone would move at the same pace, be evaluated in the same way, and complete the same activities – regardless of their prior knowledge or individual needs

How does a child qualify for TD?



1st/2nd Grade Timeline of Events

Spring of 1st Grade Year:

- Teachers complete the Gifted Rating Scales for each student

September:

- Administer the CogAT aptitude test
- New-to-CMS 2nd Graders are screened with the GRS.

October:

- CogAT Results returned.
- Parents are notified of results.
- Next steps are determined for students who meet certain CogAT and GRS benchmarks.
- *ITBS* and portfolio assessments begin for students who meet benchmarks.

November:

- Portfolio process continues for certain students.
- *ITBS* results returned and parents notified.

December/January:

- Portfolio samples collected from multiple settings.

February:

- Portfolios for school are scored by TD Catalyst teams.

March:

- Parents are notified of final results.
- New to CMS 2nd grade students are tested using the CogAT.

Identification Rubric

- New for 2013-14 school year
- Accumulation of points based on the available assessment results.
- An accumulation of 12 points identifies the child as AIG in both Reading in Math.
- Identification in ONLY reading or math will occur after all opportunities to identify in both are exhausted.
- New assessment results will be used to identify subject area students.

For example...



A current fourth grader will have 3rd Grade EOG scores and previous CogAT scores that can be used.

We will NOT use old CogAT and old EOG/ITBS.

This applies to Reading & Math, Reading Only, or Math Only identification.

Charlotte-Mecklenburg Talent Development Identification 2013-2016

An accumulation of 12 points is required for AIG certification in BOTH Reading and Math.

An accumulation of 6 points is required for AIG certification in Reading ONLY or Math ONLY.

Aptitude		Achievement		Informal	
* Nationally-Normed Aptitude Test Overall Age Composite		* Nationally-Normed Achievement Test or EOG results		* Informal assessments are only available for CMS second grade students.	
SCORE	POINTS	SCORE: Reading	POINTS	<i>Gifted Rating Scale</i>	
96% or above	12	96% or above	4	Student received 3 t-scores of 65 or higher.	6
92 – 95%	6	92 – 95%	3		
87 – 91%	4	87 – 91%	2		
86% or below	0	86% or below	0		
* Students who score above an 87% age overall composite, verbal composite, or quantitative/nonverbal composite will be eligible for the ITBS.				Portfolio: Eligible to CMS 2 nd grade students who scored 92 – 95% composite on the CMS administered nationally-normed aptitude test OR received 3 t-scores of 65 or higher on GRS.	
		SCORE: Math	POINTS	Student received 12 points on the Portfolio scoring matrix.	6
		96% or above	4		
		92 – 95%	3		
		87 – 91%	2		
86% or below	0				
Total		Total		Total	

Reading ONLY		Math ONLY					
* Certification in Reading ONLY can be considered using the same battery of assessment results.		* Certification in Math Only can be considered using the same battery of assessment results.					
Verbal Aptitude	POINTS	Quantitative/Nonverbal Aptitude	POINTS				
96% or above	4	96% or above	4				
92 – 95%	3	92 – 95%	3				
87 – 91%	2	87 – 91%	2				
86% or below	0	86% or below	0				
Reading Achievement		Math Achievement					
				POINTS	POINTS		
				96% or above	4	96% or above	4
				92 – 95%	3	92 – 95%	3
				87 – 91%	2	87 – 91%	2
86% or below	0	86% or below	0				
Total		Total					

Aptitude Total ____ + Achievement Total ____ + Informal Total ____ =

* Outside of CMS testing results are valid if both aptitude and achievement tests are administered by a state licensed psychologist and submitted. Test results for identification are valid for 24 months after testing date. See Appendix C for approved tests.

What is the CogAT?

- Aptitude test that provides child's "age percentile rank" in three domains
- Contains a verbal, quantitative, and nonverbal battery
- Given whole group
- Test is age based on the child's birth month and year

Identification in Subject-Area

- Students who do not identify in BOTH reading and math will be considered for Reading ONLY or Math ONLY identification in March using their CogAT subtest scores and *ITBS* achievement scores.
- THIS IS NEW for the 2013-14 school year!

NOW WHAT?

- What's next if my child **DOESN'T** qualify for TD through the 2nd Grade Screening process?



Your child may receive some TD services as a “**catalyst**” student.



There are other opportunities for TD identification in the later grades.



Future Opportunities for Identification

- If a 2nd Grade student does not identify as ALG in BOTH subject areas or a single subject area he/she may be **reassessed after 24 months** if the TD school-based committee feels it is in the best interest of the child.

TD Testing in 3rd-5th Grade

- Referral from parent, student, or teacher is evaluated by school-based TD committee to determine if testing/retesting is appropriate
- Testing window is November 18th – December 20th
 - ▣ CogAT aptitude test
 - ▣ ITBS achievement test (Iowa Test of Basic Skills)

How do you determine who is in your math and reading groups?

- Depends on pre-assessments – math and reading; behavior and ability to work independently; class work; space in the classroom; formative testing; teacher-created assessments – MANY data points
- Groups are flexible and can change from unit to unit, novel to novel, and/or quarter to quarter
- See both TD certified and catalyst students
- Direct – 40%, Indirect – 60% services
- Students can be seen for both or just reading or just math, depending on their individual needs and the factors listed above

3rd – 5th Grade Literacy

Literacy enrichment will be *integrated* into Reader's Workshop time – Mrs. Tedone will “**PUSH-IN**” to the regular classroom and work in *collaboration* with the homeroom teacher

- 2 days out of every 6 day cycle, 50 minutes per session
- Students will continue differentiated direct instruction with the classroom teacher when Mrs. Tedone is not present

3rd – 5th Grade Literacy

- ❑ Mastery of pre-tested objectives, classroom performance, and TD-identification help determine who is placed into direct services group with Mrs. Tedone when applicable
- ❑ Students will work on novel studies, figurative language, poetry, informational text analysis, themes/concepts, higher order thinking, and academic writing
- ❑ *Mrs. Walters will plan with classroom teachers weekly to collaborate, analyze data, and provide needed extensions, projects, and other differentiation resources for classroom use*

3rd – 5th Grade Math

- Mastery of pre-tested objectives, classroom performance, TD-identification, and student interest/motivation will determine who is placed into direct services group with Mrs. Tedone and Mrs. Walters on Fridays (1 hour)
- ▣ *Mrs. Walters will plan with classroom teachers weekly to collaborate, analyze data, and provide needed curriculum compacting, extensions, projects, and other differentiation resources for classroom use*

Common Misconceptions...

It is obvious to students who IS and ISN'T TD-identified.

The TD teachers do NOT ever discuss who is officially TD identified. We emphasize the need for FLEXIBLE groups based on individual classroom performance. Students may or may not be aware of their identification status.

The TD teacher can determine who is TD-identified.

There is no subjectivity on the TD Identification Rubric, apart from the informal 2nd Grade assessments. TD teachers do NOT have flexibility with official certification.

Common Misconceptions...



Working with the TD teacher makes you TD-certified.

Official TD-certification comes from the TD Identification rubric.

TD is extra work.

TD and Catalyst students should receive data-driven differentiated work based on their academic needs. They often need DIFFERENT work – it should NOT be “extra” work.



**A great deal of information
can be found on our webpage:**

www.destd.cmswiki.wikispaces.net

From the DES homepage, click on “Faculty & Staff,” then scroll down to **Mrs. Tedone’s name** and click the globe.

WHAT QUESTIONS DO YOU HAVE FOR US?

