Program Models and Options for High Ability Learners

Arizona Association for Gifted and Talented (AAGT)
AAGT Informs Webinar Series
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Arizona Department of Education

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Superintendent
Tanque Verde Unified School District
One size does not fit all! Thank you for joining Peter Laing and Scott Hagerman for a dialogue regarding programs, service delivery models and strategies and systems of support will be shared to support both gifted and advanced learner access and success within rigorous curricula. Attendees will leave empowered with new understanding and practical tools to help support their local school efforts to expand accelerated and advanced learning opportunities for the students and families they serve.

- Examining Belief Systems
- Making the Connection Between Identification Systems, Models and Programs
- Suggested Essential Framework Elements
- Self-Reflections for Equity and Access
- Sources of Financial Resources to Support Programs
- Questions
Consider the following statement:

“All Kids Can Learn….”

Describe your beliefs and perspectives regarding this concept, through completing the statement:

“We believe that….”

Odie Douglas, Ed.D.
Assistant Superintendent
Lodi Unified School District
Lodi, California
Belief Statement 1:

**BASED ON THEIR ABILITY**

We believe that all students can learn, but the extent of their learning is determined by their innate ability or aptitude. This aptitude is relatively fixed, and as teachers we have little influence over the extent of student learning. It is our job to create multiple programs or tracks that address the different abilities of students, and then guide students to the appropriate program. This ensures that students have access to the proper curriculum and an optimum opportunity to master materials appropriate to their ability.

Odie Douglas, Ed.D.
Assistant Superintendent
Lodi Unified School District
Lodi, California
Belief Statement 2:

*IF THEY TAKE ADVANTAGE OF THE OPPORTUNITY TO LEARN*

We believe that all students can learn if they elect to put forth the necessary effort. It is our job to provide all students with this opportunity to learn, and we fulfill our responsibility when we attempt to present lessons that are both clear and engaging. In the final analysis, however, while it is our job to teach, it is the student’s job to learn. We should invite students to learn, but honor their decision if they elect not to do so.

Odie Douglas, Ed.D.
Assistant Superintendent
Lodi Unified School District
Lodi, California
Belief Statement 3:

AND WE WILL ACCEPT RESPONSIBILITY FOR ENSURING THEIR GROWTH

We believe that all students can learn and that it is our responsibility to help each student demonstrate some growth as a result of their experience with us. The extent of the growth will be determined by a combination of the student’s innate ability and effort. It is our job to encourage all students to learn as much as possible, but the extent of their learning is dependent on factors over which we have little control.

Odie Douglas, Ed.D.
Assistant Superintendent
Lodi Unified School District
Lodi, California
Belief Statement 4:

AND WE WILL ESTABLISH HIGH STANDARDS OF LEARNING THAT WE EXPECT ALL STUDENTS TO ACHIEVE

We believe that all students will and must learn at high levels of achievement. Our job is to create an environment in our classrooms that results in this higher level of performance. We are confident that with our support and help students can master challenging academic materials, and we expect them to do so. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose.
But....*But*... They’re not *Prepared*!
The college professor said, “Such wrong in the student is a shame, lack of preparation in high school is the blame.

Said the high school teacher, “Good Heavens, that boy is a fool. The fault, of course, is with the middle school.”

The middle school teacher said, “From stupidity may I be spared, they send him to me so unprepared.”

The elementary school teacher said, “The kindergarteners are block-heads all. They call it preparation, why it’s worse than none at all.”
The kindergarten teacher said, “Such lack of training never did I see, what kind of mother must that woman be.”

The mother said, “Poor helpless child, he’s not to blame. For, you see, his father’s folks are all the same.”

Said the father at the end of the line, “I doubt the rascal’s even mine!”

~ Anonymous
Access to Excellence

ATTITUDES

PERCEPTIONS

BELIEFS
EXPECTATIONS MATTER!
Equity + Access = Excellence

Without **Equity** there can be no **Access**

Without **Access** there can be no **Excellence**

**Excellence** is derived from **Equity** plus **Access**

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George Henry
East High School
Salt Lake City, Utah
EXPECTATIONS MATTER!
All students should have the opportunity to demonstrate their ability and potential (gifted characteristics) through multiple means and measures.
The process of gifted learner identification should be a **diagnostic** one that provides useful information about how an **individual** child **thinks** and **learns** (acquires, processes, & applies information), that then informs appropriate curricular, instructional and assessment decisions for that individual child.
Connection Between Identification Systems, Models and Programs

Identification systems should allow for schools to equitably engage in talent development for high-potential learners and talent enhancement for high-achieving/performing learners – and the system should be one based on notions of inclusion (helping students to grow and achieve according to their demonstrated ability and potential) and differentiation based on need, rather than exclusion (single source cut-score).
Key Identification Considerations

Local Use of Multiple Measures

Comparisons should be made with students who have had similar opportunities to acquire similar skills (this is code for local norms!) - though national comparisons also provide useful information.

• Achievement, Aptitude and Ability
• Gifted Characteristics
• Portfolio of Student Products
• Recommendations (Parents, Teachers, Peers, Students)
• Rapidity of English Language Acquisition
• Student Interests, Motivation and Persistence
Achievement & Ability

Adapted from Dr. David Lohman, University of Iowa
Achievement & Ability

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Match the Program with the Needs of the Identified Child…

• High Ability + High Achievement
• High Ability + Average or Low Achievement

…While Developing and Nurturing Potential: The Talent Pool Model…

• High Potential + High Achievement
• High Potential + Average or Low Achievement

You Can’t Ignore the Data!
What do Gifted Education programs and services look like at schools?

Gifted Education program design and services delivery are a reflection of the **local needs and contexts** of each school district and school, to include:

- **Student population** *(size and demographics)*
  - All students
  - Identified gifted learners

- **District and School Vision and Mission**

- **Grade levels served and Staffing Models** *(early childhood, elementary, and secondary)*

- **Location** *(urban, suburban, rural and remote)*

- **Local Needs** *(current comprehensive strengths and challenges)*

- **Available Resources** *(teaching staff, fiscal resources)*
Suggested Essential Framework Elements

- Integrate ongoing talent identification and development into the school’s core mission

- **Grouping Strategies** *(Cluster Grouping, Flexible Grouping, etc.)*

- **Acceleration Strategies**

- **Enrichment Opportunities** *(In-School & After School)*

- **Individual Learning Plans** *(Accountability & Personalization)*
Suggested Essential Framework Elements

- Appropriate Curriculum, Instruction & Assessment matched to student need and readiness
- Social and Emotional Supports, to include intentional Counseling and Guidance services, are Critical
- Ongoing Teacher Professional Development
- Pro-Active Parent Engagement
- Business and Community Outreach
Suggested Local Self-Reflections

✓ Are your Policies, Processes and Procedures for Gifted Programs and Identification Inclusive, Diverse, & Differentiated based on your student population?

✓ Does your Identified student population match your school population?

✓ Does your pool of Recommended students match your school population? Cast a wide Net!

✓ Do you actively involve all teachers in job-embedded professional learning in the nature and needs of diverse gifted learners?

✓ Are all stakeholders (administrators, teacher, counselors, psychologists, parents, students) involved in developing and implementing your vision for identifying and serving diverse gifted and advanced learners?

✓ Do you pro-actively communicate with and involve parents of diverse learners in the planning and evaluation of your gifted program?

✓ Are all learners supported through high expectations, rigor, and challenge – every day?
Sources of Financial Resources to Support Local Programs and Services

Leveraging Existing Funding Mechanisms (*Federal, State & Local*) Examples (*including but not limited to*):

<table>
<thead>
<tr>
<th>Federal</th>
<th>State</th>
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<tbody>
<tr>
<td>Title I-A</td>
<td>ADM</td>
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<tr>
<td>Title II-A</td>
<td>‘Group A’ Weight</td>
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<tr>
<td>Title III</td>
<td>Local M&amp;O</td>
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<tr>
<td>Title IV-A</td>
<td>State Gifted Education Grant</td>
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<tr>
<td>Title V-B (SRSA &amp; RLIS)</td>
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<tr>
<td>IDEA</td>
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<td>Pandemic Relief Funds (CARES Act)</td>
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Title I-A
Every Student Succeeds Act

Schoolwide Programs

Title I funds may be used to "implement reforms to upgrade the entire educational program of the school"

Targeted Assistance Programs

Title I funds used to support eligible Title I students
"Use methods and instructional strategies that strengthen the academic program of the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education."

Title I-A
Every Student Succeeds Act
"...identifying and serving gifted and talented students"

(Yes - it's for real: Sec. 1112(b)(13)(A))
Myths and Misunderstandings about the use of funds....

"Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program"
USED: September 2016
<table>
<thead>
<tr>
<th>Misunderstanding</th>
<th>Explanation of Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I funds may be used only to support reading and math instruction.</td>
<td>Title I funds may be used in a schoolwide program to support academic areas that the school’s needs assessment identified as needing improvement.</td>
</tr>
<tr>
<td>Title I funds may be used only to provide remedial instruction.</td>
<td>The purpose of a schoolwide program is to upgrade the entire educational program in the school in order to raise the achievement of the lowest-achieving students. This does not need to be achieved through remedial instruction, however. At times, this may be best achieved by preparing low-achieving students to take advanced courses - for example, providing an intensive summer school course designed to accelerate their knowledge and skills, offering an elective course to prepare them to take advanced courses, or providing after-school tutoring while they are taking advanced courses.</td>
</tr>
<tr>
<td>Title I funds may be used only to serve low-achieving students.</td>
<td>Title I funds may be used to upgrade the entire educational program in a schoolwide program and, in doing so, all students may benefit from the use of Title I funds. However, consistent with the purpose of Title I, the reason to upgrade the entire educational program in a school is to improve the achievement of the lowest-achieving students.</td>
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</tbody>
</table>
"...shall address the learning needs of all students, including children with disabilities, English learners and gifted and talented students"
"...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—

(i) early entrance to kindergarten;

(ii) enrichment, acceleration, and curriculum compacting activities; and

(iii) dual or concurrent enrollment programs in secondary school and postsecondary education"
The purpose of the **Student Support and Academic Enrichment (SSAE)** grant is to improve students’ academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to **provide all students with access** to a well-rounded education, improve school conditions for student learning, and **improve the use of technology** in order to improve the academic achievement and digital literacy of all students. (ESSA Sec.4101)
ESSA: Additional Opportunities

- Title I-D - Neglected & Delinquent
- Title III-A - English Language Learners
- Title IV-F - Jacob K. Javits Gifted Education Grant Program
Rural Education Achievement Program

- **Small, Rural Schools (SRSA)**
  - All schools in LEA designated Rural
  - All schools in the LEA serve 600 or less students
  - LEAs apply directly to USED

- **Rural, Low-Income Schools (RLIS) Designated Rural**
  - All schools in LEA designated Rural
  - LEA has poverty rate of 20% or higher
  - LEAs apply through their SEA

LEAs can be **Dual-Eligible**, but can only receive an award from one program in a given year.

**Title V-B REAP**

*Every Student Succeeds Act*
Rural Education Achievement Program

- SRSA and RLIS funds are **highly flexible**:

<table>
<thead>
<tr>
<th>RLIS</th>
<th>SRSA</th>
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<tbody>
<tr>
<td>ESEA, Title V, Part B, Subpart 2, Section 5222(a)</td>
<td>ESEA, Title V, Part B, Subpart 1, Section 5212(a)</td>
</tr>
<tr>
<td><strong>Title I, Part A</strong> (Improving Basic Programs Operated by LEAs)</td>
<td><strong>Title I, Part A</strong> (Improving Basic Programs Operated by LEAs)</td>
</tr>
<tr>
<td><strong>Title II, Part A</strong> (Supporting Effective Instruction)</td>
<td><strong>Title II, Part A</strong> (Supporting Effective Instruction)</td>
</tr>
<tr>
<td><strong>Title III</strong> (Language Instruction for English Learners and Immigrant Students)</td>
<td><strong>Title III</strong> (Language Instruction English Learners and Immigrant Students)</td>
</tr>
<tr>
<td><strong>Title IV, Part A</strong> (Student Support and Academic Enrichment Grants)</td>
<td><strong>Title IV, Part A</strong> (Student Support and Academic Enrichment Grants)</td>
</tr>
<tr>
<td>Parental Involvement Activities</td>
<td><strong>Title IV, Part B</strong> (21st-Century Community Learning Centers)</td>
</tr>
</tbody>
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**Title V-B REAP**

Every Student Succeeds Act

**SRSA Alternative Use of Funds Authority**

- SRSA **eligible** LEAs can exercise this flexibility to use their Title II-A and Title IV-A funds for any activity that would be allowable under SRSA
Individuals with Disabilities Education Act (IDEA)

IDEA

- Federal law supporting students with disabilities
- Twice-Exceptional Learners have federal legal protections
Key Takeaways:

• Federal funds can be used to support gifted and advanced learning. They, fact, encourage it! Reference the law!

• Be a part of the annual needs assessment process. Leverage your data to demonstrate your needs! Tell your story and evaluate your progress.

• Be a part of the local school and district planning process – and encourage your community to participate (and ask questions)!

• Create a plan that takes advantage of allowable uses of funds across multiple funding programs. See the whole field!
Questions & Dialogue

Facilitated by Scott Hagerman
Closing Reflection

List 3 things you’ve learned today

List 2 things that surprised you

List 1 question you still have
Leadership & Vision Matter: 
**BE A CHAMPION!**

Integrate Ongoing Talent Identification and Development into your School’s CORE MISSION

Have (and Maintain!) High Expectations

**NO EXCUSES!**
THANK YOU!

Please visit arizonagifted.org for more information on future AAGT Informs Webinars!

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