



# ***Differentiated Classroom Instruction***

*Gifted SAC  
April 11, 2013*

# *Rationale*

- In compliance with the state regulations requiring the screening and identification of gifted students beginning in kindergarten, LCPS, has recognized the need to extend the current program structures to support differentiated classroom instruction for students identified in grades K-3.
- Collaborative efforts of both the classroom teacher and the gifted resource teachers will be used to develop each identified student's learning potential.

# *Goals of the program*

- To identify gifted students in grades K-3 using multiple criteria.
- To provide parents and teachers with information and resources about giftedness and the academic needs of gifted children.
- To support and nurture academic and intellectual potential at an early age so that identified students will be prepared to engage in challenging and rigorous learning experiences through all grades.

# *Identification Criteria*

- DCI is the service provided for students identified early (grades K-3) for gifted education services.
- While the criteria have been adjusted for age – we are still looking for the same high level of performance and potential as we look for in identifying students for FUTURA.

# Identification Criteria

- It is a full General Intellectual Ability identification.
- We still gather information and data in the **3 criteria:**
  - Student Performance,
  - Teacher/Classroom Observation,
  - Ability Testing.

# *Student Performance*

## Portfolios

- The portfolio is a collection of a student's work specifically selected to tell a particular story about the student -- and a great opportunity to develop self-assessment skills. In this case, we are looking for work that shows the student's high ability and performance that far exceeds her/his peers. Portfolio work will include SEARCH lessons.

# *Teacher/Classroom Observation*

- Teacher Report is used in identifying students by evaluating a student's performance in seven areas: Verbal, Quantitative, Learning Characteristics, Motivational Characteristics, Creativity, Social Abilities, and Leadership.

# *Teacher Report*

- Teachers holistically rate a cluster of characteristics in each area and give specific examples of exemplary work or ability.
- The rating is given based on how the student compares to his peers.



# *Ability Testing*

- The state requires the use of a nationally normed/standardized ability test for the identification of gifted students.
- We use the CoGAT given in grade 2 and the NNAT2 given in grade 3.

## *Ability Testing*

- For students in grades K-2, we will use the Kaufman Brief Intelligence Test. This is a one-on-one test and is not given in groups.
- Therefore, testing will be the last data collected and only if there is strong evidence from the student work or classroom observations.

# Identification Process

- The identification process for DCI will start with screening using teacher observations.
- A referral from a parent or teacher may also start the identification process.
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# *Identification Process*

- Essential to the identification process will be the School Level Committee which will meet to review the student profile (portfolio and Teacher Report) and make the decision to continue the process with testing.
- This committee will meet to decide eligibility after testing is complete. If a student is found eligible, the committee will prepare the DCI Plan for the student.

## *DCI Plan*

- This plan will be determined during the School Level Committee meeting. Student's strengths will be recognized in one or both of these two areas. The planned lessons will be in the identified area of strength.

Math/Science

Language Arts/Social Studies

## *DCI Plan*

- Each semester, the completion of the assigned differentiated lessons will be documented. Any additional lessons given the student to meet the needs of the gifted learner can also be added to the semester report.

## Implementation

- The SEARCH teacher will collaborate and help the classroom teacher to provide the lessons/strategies assigned in the DCI plan.
- A new plan will be given each semester. Differentiation occurs at various levels in our classrooms. The strategies chosen for the plans can be repeated using different content.

# Implementation

The goal is to provide the depth, complexity, or rigor that challenges the high ability/gifted learners.