Citations

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Who We Are

• Elementary, middle, or high school?
• Standardized assessments used to measure academic growth?
• Instructional services provided for gifted students?
• Counseling referrals of gifted students?

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School of Education & Social Policy
Shift Happens

http://www.youtube.com/watch?v=XrJjfDUzD7M
Other Nations

- More opportunities for more people than previously
- Emphasis on math, science, and English
- Changing political structures—competitive in global marketplace

U.S.

- Declining in international comparisons of college completion
- Higher costs of education in U.S.
- Higher costs of doing business in U.S.
- Slipping in rankings of student proficiency

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The Primary Years Programme (PYP) Curriculum Model

TEST is a Four-Letter Word

In order for students to grow academically, we need to find out what students know, can do, and understand before we can plan on what we are going to teach and teach it.
Assessment once upon a time . . .

- Intelligence and ability were “assessed” with pseudoscience (measuring skulls and counting teeth) or subjective hunches.
- The invention of standardized testing based on scientific methods and modern statistics was embraced as progress: more valid, objective, and efficient.
Education and Standardized Testing

• Standardized testing allowed ability to be identified and studied in large populations for the first time.
• Standardized testing provided a mechanism to monitor students’ progress over time.
• Later, standardized testing provided fairer ways to identify students in need of gifted education services and diagnose learning disabilities.
Then some things changed . . .

The stakes of testing have risen and the volume of testing has increased.

• No Child Left Behind (2001) - increased the stakes of testing for schools and school districts
• Race to the Top (current) – raising the stakes of testing for individual teachers
• Local and state policies – financial incentives, inclusion of testing in requirements for grade promotion, graduation, etc.
The BIG Test!

TESTING MISS MALARKEY

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Despite concerns and controversies:

• We *still* need fair, efficient ways to find students who need service.

• We *still* need ways to know if the services we provide are having the impact we want.

• In an era of growing choices, we need tools to help us guide students to appropriate options *more than ever.*
Code of Fair Testing Practices in Education

“Test users should select tests that meet the intended purpose and that are appropriate for the intended test takers.”

American Psychological Association Joint Committee on Testing Practices, 2004
Code of Ethics: What is “appropriate” for your students?

General Intellectual Functioning

- Cognitive disability
  - 0.13%
- Below average
  - 2.14%
- Average
  - 13.59%
  - 34.13%
  - 34.13%
  - 13.59%
- Above average
  - 2.14%
- Gifted
  - 0.13%
Instructional Time: Bloom’s Taxonomy

Regular Curriculum vs. Curriculum for Advanced Potential
Gifted Elementary Student
180 School Days

Unnecessary repetition—74.25 days (41%)

Content previously mastered*—81 days (45%)

Remainder—24.75 days (14%)

(*Reis, Westberg, Kulikowich, &
What is “appropriate” assessment for gifted students?

• We know, as counselors, that undifferentiated learning opportunities do not allow gifted students to learn and grow to their potential.

• Therefore, we advocate for accelerated placements, enrichment opportunities, and differentiated instruction.

• In the data and accountability era, we must also advocate for differentiated assessment.
Ceiling Effects in a WI School District

Reading Percentile

Reading Percentile
Ceiling Effects in a WI School District

Math Percentile

0 5 10 15 20 25 30
0 10 20 30 40 50 60 70 80 90 100 110 120
Consequences of Low Ceilings

• An assessment that is not valid for a student cannot be fair to that student.

• Problems in “value added”/“growth” calculations
  – Low ceilings mean growth can’t be accurately calculated.
    • Likely to underestimate impact of effective programs
    • May hurt teachers serving gifted students in evaluations based on “growth”
What is needed?

• Assessment that provides an valid measure of what students know, can do and understand

• Understanding of what supports talent development, including *but not limited to* cognitive factors

• Instruction that is differentiated to meet individual student needs, thereby promoting academic growth today

• An articulated long-range plan for the future
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Talent Development Approach

• The development of ability or talent is a lifelong process

Talent Development Is A Process

Levers are opportunity, effort, practice, study, motivation

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Talent Search Assessment and Resources are backed by more than 30 years of talent development research.

Northwestern University’s Midwest Academic Talent Search (NUMATS)
Assessments Offered through NUMATS

• EXPLORE – Grades 3-6
• ACT – Grades 6-9
• SAT – Grades 6-9
• Future: Gifted-appropriate measures of non-cognitive factors that impact talent development as well
Why These Tests?

• Designed from the beginning to predict readiness for success in college
• Superior to grade band-focused assessment for identifying advanced ability
• Superior to computer-adaptive tests for measuring academic growth of gifted students
Ceiling Effects in a WI School District

Reading Percentile

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Ceiling Effects in a WI School District
Math

Math Percentile

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Academic Growth and Above-Grade-Level Tests

• Evaluate impact of district programs by measuring growth of local gifted students against our large sample (n=40,000).
• Guide individual students by mapping score trajectory over time.
Key Thoughts

• Saying “testing” is good or bad for kids is like saying “eating” is healthy or unhealthy.
• Valid assessment plays an essential role in gifted education that deserves support.
• Data, by itself, are useless. We need to turn data into information and information into action.
Online MyCTD Toolbox
http://my.ctd.northwestern.edu/

- Customized reporting that makes “data” actionable
- Personalized educational recommendations
- Professional development and planning resources for educators
- Guidance for parents
- Educational Program Guide
Early exposure and playful engagement through family activities, formal enrichment activities, enrichment in school.

School-based and outside-of-school programs that develop foundational knowledge and skills at appropriate (accelerated) pace.

Independent research and projects, mentorships, apprenticeships, authentic work in domain.
The Purpose of Programs

• Short term:
  – responding to immediate needs for greater challenge and faster pacing

• Long term:
  – Moving students to the next level of talent development—i.e. developing potential into competency, competency into expertise.
  – Cultivating domain specific talents to a high degree
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- Accelerated Weekend Experience
- Civic Education Project
- Gifted LearningLinks
- Saturday Enrichment Program
- Summer Program
Scholarships, Competitions, and Other Resources

- Caroline D. Bradley Scholarship
- Carson Scholarship Think Big
- Davidson Scholars
- Evans Scholarship
- Jack Kent Cooke Foundation
- Jackie Robinson Scholarship
- Corporate & Military Scholarships
- A Better Chance
- College Greenlight
- Questbridge
- Scholarship America
- Scholarships.com
The Jack Kent Cooke Foundation

Young Scholars Program

- Very competitive high school scholarship program (7th grade applicants)
- High-achieving students with demonstrated financial need.
The Jack Kent Cooke Foundation

Young Scholars Program

• Provides 60 Scholars with individualized educational advising and comprehensive financial support from 8th grade through high school.

• Scholars participate in high-quality academic and extracurricular opportunities in their local community, on college campuses, and around the globe.
The Jack Kent Cooke Foundation

Young Scholar Opportunities…

• Guidance in selecting a high school and, if necessary, support in applying to a private or magnet high school.
• Summer academic or enrichment programs.
• Computers, software, or other learning technology.
• Specialized support in music, art, science, math, or other subjects.
• Connection with a nationwide community of Young Scholars.
• Resources for career exploration and mentorship.
• College advising and counseling.
Program Eligibility (YS)

All or mostly A’s since 6th grade

No C’s or below in core academic subjects
(English/language arts, math, science, social studies/history)

Family income does not exceed $95,000
The Jack Kent Cooke Foundation

The Young Scholars application is online and can be found at the Jack Kent Cooke Foundation website, under Scholarship Programs http://www.jkcf.org

Application Period: January-March
The Jack Kent Cooke Foundation

College Scholarship

• Very competitive undergraduate scholarship program.

• high-achieving high school seniors with demonstrated financial need who seek to attend and graduate from the nation's best four-year colleges and universities.
The Jack Kent Cooke Foundation

College Scholarship includes

• Up to $40,000 per year to attend a four-year accredited undergraduate school
• Ability to pursue any area of study
• Personal advising about selecting a college and navigating financial aid
• Multifaceted advising about how to transition to college and maximize the college student experience
College Scholars

• Nationwide pool of applicants, up to 40 students will become Jack Kent Cooke College Scholars.

• Students are selected based on exceptional academic ability and achievement, financial need, persistence, a desire to help others, and leadership.
Program Eligibility (CS)

Cumulative unweighted GPA of 3.5 or better

Receive standardized test scores in the top 15%
The Jack Kent Cooke Foundation

The College Scholarship application is online and can be found at the Jack Kent Cooke Foundation website, under Scholarship Programs http://www.jkcf.org

Application Period: September-November
Meeting the Needs of Your Gifted Students

• Ensure they are taking an above-grade-level assessment each year to determine where to meet them with instruction.

• Use gifted resources to help parents and colleagues in your school understand and develop the talents of your students through appropriate instruction, programming, and other opportunities.
Gateway to Opportunity
Questions?
Risk=Motivation

http://www.youtube.com/watch?v=0yetHq
WODp0
Thank you!

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