

Teaching Gifted Students in Wisconsin

*Needs Assessment Results and
Collaboration Activities*

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Improving Practice and Expanding
Collaboration in Challenging Times

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Purposes

- Set historical and policy context
- Describe needs assessment data
- Discuss implications for
 - Pre-service education
 - Professional development

Who are these students?

- Wisconsin Statute 118.35 defines “gifted and talented pupils” as

“...pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas and...

Who are these students?

...who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.”

Identification Regulations

- K-12
- Multiple measures
- Responsive to factors such as
 - Economic
 - Cultural
 - Disabilities

Underrepresented Gifted

Federal Javits program specifies:

- Economically disadvantaged
- Limited English Proficiency
- Disabled
- Other

Typical Programming and Services

- Enrichment Opportunities: e.g.
 - Differentiation in regular classroom
 - Magnet schools
- Acceleration Practices: e.g.
 - Early entry to kindergarten
 - Youth Options, other early college

Won't they do fine on their own?

- Many spend more than half their school day on topics and tasks that they have already mastered (NRC/GT)
- Risk of frustration, apathy, poor work habits
- Risk of being overlooked (2X, poverty)

Economic Arguments

- National reports on global competitiveness (Rising Above the Gathering Storm, etc.)
- Public education for underrepresented gifted
- State and local economic issues

Current State Resources

- DPI Consultant (1/2 GT, 1/2 AP)
- Small grants program
- PI 34 - two licenses
- Licensure program in development

National Policy Trends: Teaching GT

- Half the states require certification
- Majority offer graduate degree
- Most do not require pre-service*
- Talent development emphasis
- STEM, Rtl, 21st Century Skills

Collaboration in Wisconsin

- Wingspread conference 2005
- Javits proposal 2005
- AGATE coalition
- Informal strategic plan

Collaborating Groups

- DPI
- WASB
- WASDA
- WATG
- WCATY
- WEAC
- WI PTA

Needs Assessment Components

- PK-16 TQI small grant
- Advisory group: gap analysis
- Electronic survey & focus groups
- Dissemination

Survey Questions

- Current provisions
 - Personnel/licensing
 - Student identification
 - Programs/services
- Future goals
 - Importance
 - Achievement
 - Barriers

Survey Respondents

- 148 districts (approx.)
- Wide range of district size
- High-need LEA 23%
- Respondents
 - Administrator 79%
 - Coordinator 19%

Survey Findings: Personnel

- Most had a coordinator named
- 50% of coordinators were 10% or less GT
- Previous surveys: cuts and cutbacks

Survey Findings: Specialized Training

- One or more workshops - 91%
- State gifted conference - 52%
- More than 3 credits GT - 28%
- Master's GT emphasis - 11%
- Other: self-educated, parent, psychologist, PDP emphasis

Survey Findings: Hiring & Licensure

Likely or very likely to:

- Hire new staff with GT license - 37%
- Request current staff obtain GT license - 31%
- Support current staff in obtaining license - 68%

Survey Findings: Attempts to Hire

- 54 districts advertised for GT expertise as part of position
- 41% found no applicant with any GT expertise
- 35% found applicant with some GT expertise

Survey Findings: Elementary Programming

- Differentiation in class - 91%
- Enrichment program - 82%
- Acceleration - 74%
- Contests/competitions - 57%
- Cluster grouping - 47%

Survey Findings: Secondary Programming

- AP courses - 85%
- Youth Options - 82%
- Differentiation in class - 76%
- Acceleration - 70%
- Course sections - 52%

Survey Findings: Importance of Goals

- All teachers know how to differentiate for GT - **98%**
- Students should be challenged in all their talent areas - **90%**
- Students should be challenged appropriately most of the school day - **88%**

Survey Findings: Achievement of Goals

(for each: 38% said “not achieved,” 50+%
“only partially achieved”)

- All teachers receive staff development in GT
- Students receive appropriate social-emotional services
- Teachers know how to nominate underrepresented students for GT

Survey Findings: Personnel Breakdowns

Districts with more highly-trained coordinators also had:

- Written policy for GT
- More FTE for GT
- More non-Caucasian students identified
- More variety in programming

Implications/Initiatives for Teacher Preparation

- Licensure
- Rtl and 21st Century Skills
- HEOA and pre-service

HEOA and Pre-service Education

- “Teaching skills” includes ability to identify and differentiate for four specific populations, including gifted and talented
- Title II TQP grants
- State report cards
- Institution report cards?

HEOA Task Force on GT

- Subset of NCATE gifted teacher standards - what all teachers should know and be able to do
- Materials and resources to embed in teacher preparation programs and courses