

Service-Driven Identification Practices: Does Your Identification Process Serve Your G/T Program Goals?

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The Equity Conundrum

A school that was facing challenges with their identification process for an advanced course in mathematics. Students were identified for this course on the basis of a **placement test of achievement in math**. **This ended up identifying students with more home resources and extracurricular academic support.**

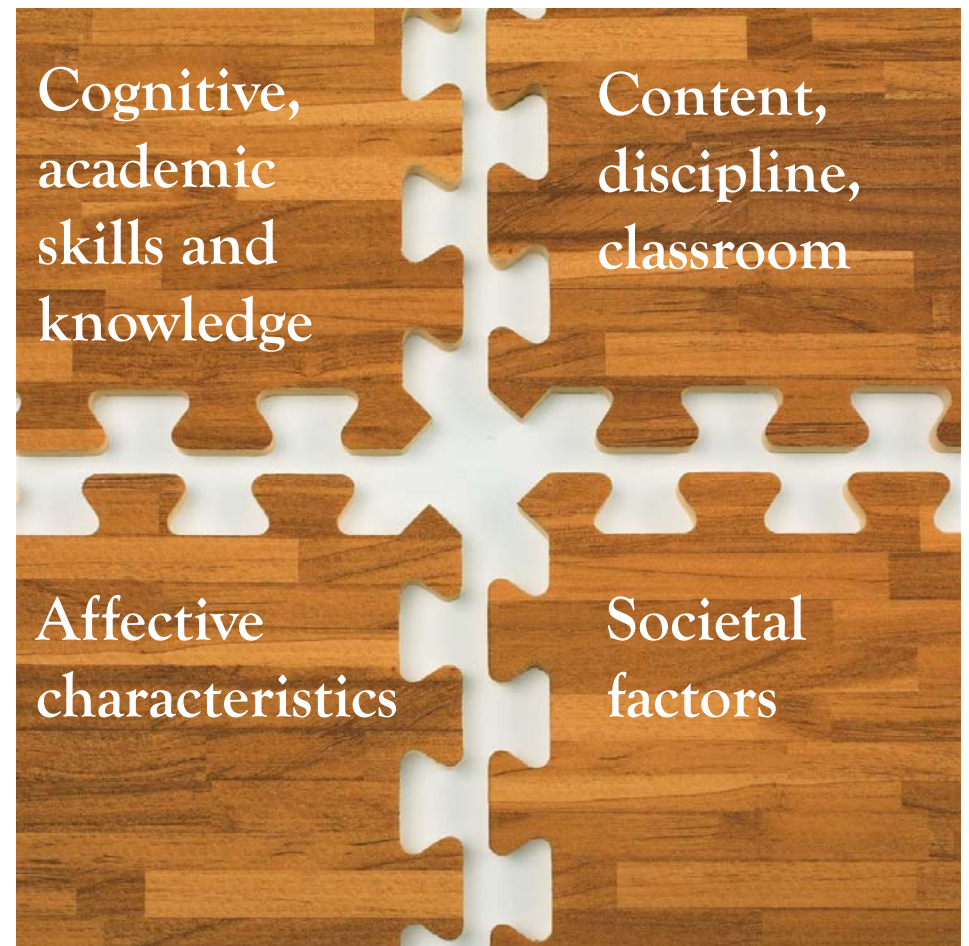
To meet a program goal of **serving a more representative population** of students, the program decided that students from underrepresented groups could be selected based on a lower cut-score on the same achievement test. ***Can you guess what happened?***

Service-Identification Alignment

Identifying *Aptitudes*

“The degree of readiness to learn and perform well **in a particular situation.**”

Interaction of person with situation



Key student characteristics

- **current academic performance** in the content domain
- **potential for academic performance** in the domain, considering their opportunity to learn and possible obstacles
- **affect** related to school, including anxiety
- **academic interests** or what intrinsically excites the student;
- **motivation** including concepts such as grit, growth mindset, and resilience

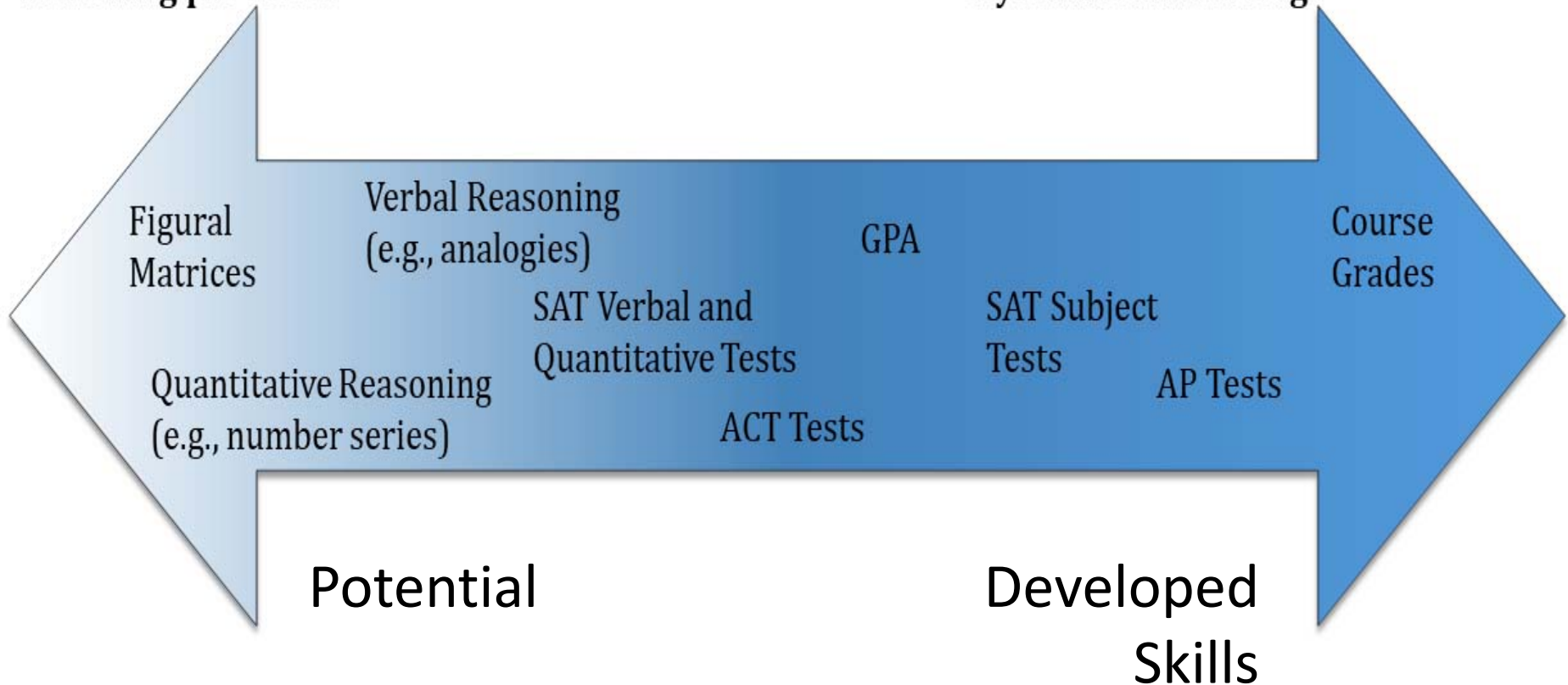
Ability vs. Achievement

Influenced by all learning opportunities

Requires novel problem solving and reasoning processes

Influenced more by formal education

Requires well practiced skills and crystallized knowledge



Role of *ability tests* alongside current achievement

- **Measures potential for academic performance** in the domain
- Readiness for additional challenge
- Specific needs for support



In what ways does your district identify motivation and non-cognitive needs?

- **affect** (including anxiety, boredom)
- **academic interests**
- **motivation** (including grit, growth mindset, and resilience)

- 1. Choose one program that you place students in.**
- 2. Col 1: list out your current identification process to place students in that program.**
- 3. COL 2: what characteristics are your selected students likely to have?**
- 4. Think beyond your identification, what other characteristics tend to be present in your identified students?**

Thinking about context

- What **symbol systems** are most important for the content?
 - Words, numbers, abstract representations?
- What are the **learning outcomes**?
- What are the **contextual factors** that create specific demands on students? (not always obvious)
 - Independent work requires maturity and self-regulation
 - Advanced coursework, grade acceleration requires emotional control, self-efficacy in content area, social skills (or support for these)
 - Project-based learning requires content skills, metacognitive skills

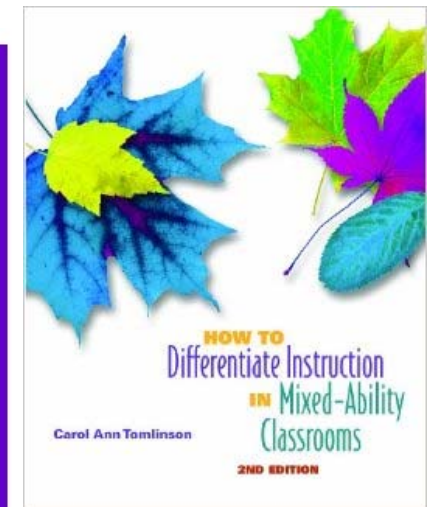
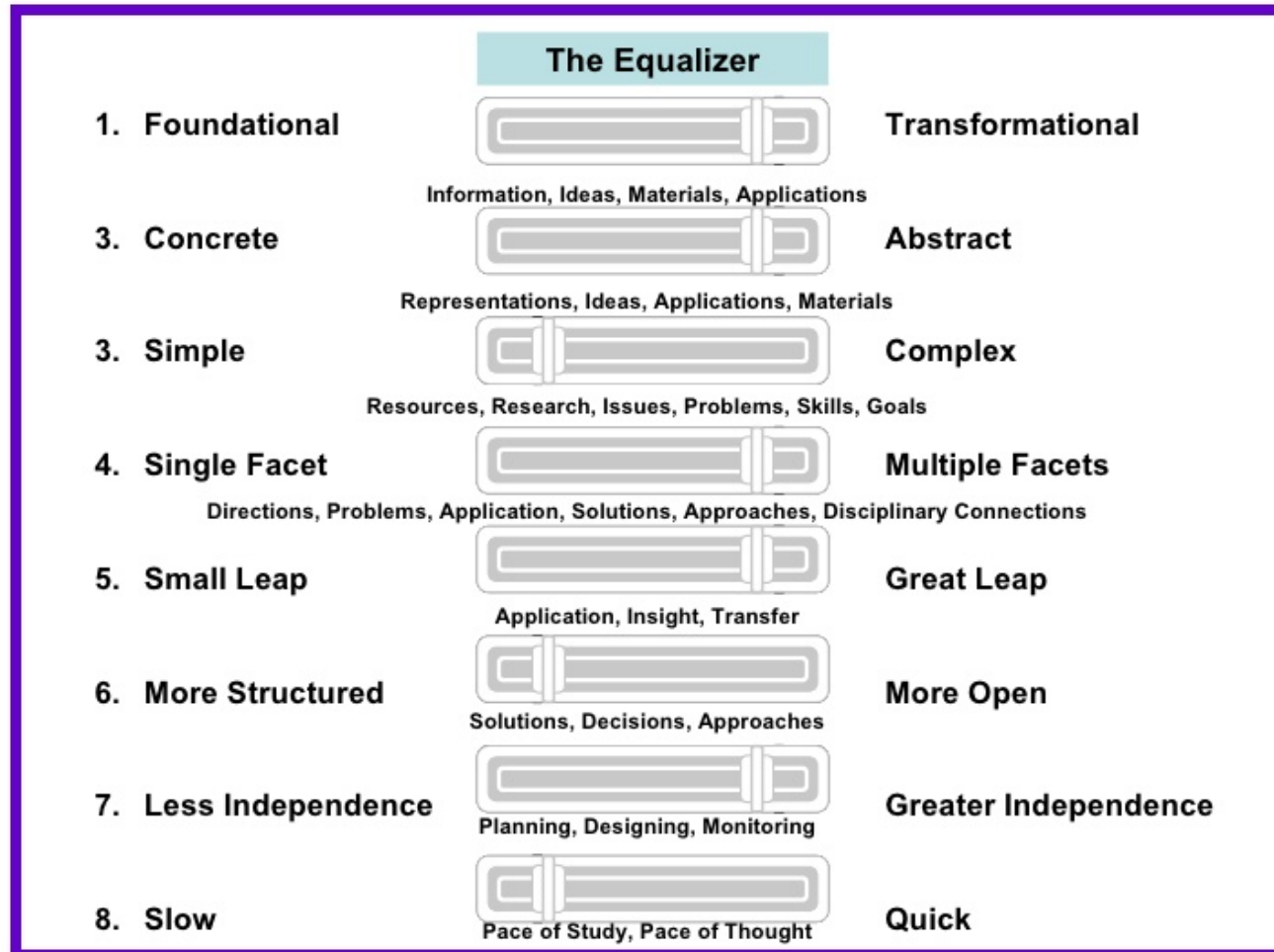


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Understanding Context: Tomlinson's Differentiating Framework



What are the **learning outcomes**?

(Reverse Engineering Identification)



Implications for your identification process

- Start with the services you can or do offer and select the students most likely to benefit.
 - What do they require of the students to be successful?
- OR start with your students and change the services.
 - What characteristics do many students have that are not served well by the regular classroom?



Student Characteristics

Service Features (context of learning)

Verbal reasoning skills	<input type="radio"/>	<input type="radio"/>	Complex texts, new vocab
Quant. reasoning skills	<input type="radio"/>	<input type="radio"/>	Math puzzles, problems
Figural reasoning skills	<input type="radio"/>	<input type="radio"/>	Novel problem solving
Current Math achievement	<input type="radio"/>	<input type="radio"/>	Above grade math
Current reading achievement	<input type="radio"/>	<input type="radio"/>	Above grade reading
Creativity	<input type="radio"/>	<input type="radio"/>	Problem solving, building
Leadership	<input type="radio"/>	<input type="radio"/>	Team work, competition
Social, emotional maturity	<input type="radio"/>	<input type="radio"/>	Independent work
Motivation, academic interests	<input type="radio"/>	<input type="radio"/>	Self-selected projects

Student Characteristics

Advanced Math

Service Features (context of learning)

Verbal reasoning skills	<input type="radio"/>	<input type="radio"/>	Complex texts, new vocab
Quant. reasoning skills	<input type="radio"/>	<input type="radio"/>	Math puzzles, problems
Figural reasoning skills	<input type="radio"/>	<input type="radio"/>	Novel problem solving
Current Math achievement	<input type="radio"/>	<input type="radio"/>	Above grade math
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Student Characteristics

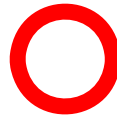
Advanced Math

Service Features
(context of learning)

Verbal reasoning skills



Quant. reasoning skills



Figural reasoning skills



Current Math achievement



Think back to the opening story—How did changing the identification process change student characteristics?

Current reading achievement



Above grade reading

Creativity



Problem solving, building

Leadership



Team work, competition

Social, emotional maturity



Independent work

Motivation, academic interests



Initiative, persistence

Student Characteristics

Advanced Math

Service Features
(context of learning)

Verbal reasoning skills			Complex texts, new vocab
Quant. reasoning skills			Math puzzles, problems
Figural reasoning skills			Novel problem solving
Current Math achievement			Summer acceleration program
Current reading achievement			Above grade reading
Creativity			Problem solving, building
Leadership			Team work, competition
Social, emotional maturity			Independent work
Motivation, academic interests			Initiative, persistence

Student Characteristics

General Enrichment

Service Features
(context of learning)

What would you include
in context?

Verbal reasoning

Complex texts, new vocab

Quant. reasoning skills

Math puzzles, problems

Figural reasoning skills

Novel problem solving

Current Math achievement

Above grade math

Current reading achievement

Above grade reading

Creativity

Problem solving, building

Leadership

Team work, competition

Social, emotional maturity

Independent work



















Motivation, academic interests

Self-selected projects

Student Characteristics

General Enrichment

Service Features (context of learning)

Verbal reasoning skills			Complex texts, new vocab
Quant. reasoning skills			Math puzzles, problems
Figural reasoning skills			Novel problem solving
Current Math achievement			Above grade math
Current reading achievement			Above grade reading
Creativity			Problem solving, building
Leadership			Team work, competition
Social, emotional maturity			Independent work
Motivation, academic interests			Initiative, persistence

Student Characteristics

Whole-grade Acceleration

Service Features (context of learning)

Verbal reasoning skills



Complex texts, new vocab

Quant. reasoning skills



Math puzzles, problems

Figural reasoning skills



Novel problem solving

Current Math achievement



Above grade math

Current reading achievement



Above grade reading

Creativity



Problem solving, building

Leadership



Team work, competition

Social, emotional maturity



Independent work

Motivation, academic interests





















Self-selected projects

Student Characteristics

Whole-grade Acceleration

Service Features (context of learning)

Verbal reasoning skills			Complex texts, new vocab
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Current Math achievement			Above grade math
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Motivation, academic interests			Initiative, persistence

Student Characteristics

Art Club

Service Features
(context of learning)

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Quant. reasoning skills	<input type="radio"/>	<input type="radio"/>	Math puzzles, problems
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Student Characteristics

Art Club

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Motivation, academic interests	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Initiative, persistence

- 1. Fill in Column 3 with the contextual features of your current program, starting with key outcomes.**
- 2. Draw arrows (if it's not one-to-one) between the characteristics in col 2 and the context features that are aligned or intended to address that characteristic.**

Adding to or starting over from your previous work...

- 1. Make the changes to your identification process.**
- 2. Update your characteristics that will be present in at least some of your students.**
- 3. Update Column 3 with the contextual features of your current program. What will need to change given the changes in your identification?**

Go through this process with each program...



- Think of a service your school offers
 - What student characteristics are **needed to succeed** in that program? What student characteristics are **developed** by that program?
 - What characteristics is your identification program appropriately measuring?
- OR think about your current identification process
 - What are frequent/common characteristics of your identified students?
 - Is each characteristics matched to the **demands** or **affordances** of a service offered?

Take-Aways

- Identification measures should indicate readiness for greater challenge
- Identification measures should ALIGN with the activities or services that can be offered
- Expect that children will excel in some areas and not in all areas
- When modifying identification practice, identify appropriate services for underdeveloped talent



Questions?

- Additional resources:

Jonilakin.net

- Short introduction videos:

- **Getting to Know CogAT: Overview**

<https://aub.ie/CogAT1>

- **Getting to Know CogAT: Ability Profile Scores**

<https://aub.ie/CogAT3>

- **Getting to Know CogAT: Using Data for Differentiation**

<https://aub.ie/CogAT2>