Universal Screening and MTSS Practices to Support Gifted Students

Winter Gifted Director’s Meeting
Westminster, CO
February 26, 2016

Cindy Gifford, MA
Tonia Heffley, MA. Ed.
Colorado HB 14-1102 provides:

- Universal screening of all students for the purpose of identification and appropriate programming
- PIECE of the picture
- Data for MTSS process of identification of learner’s needs
  - for identification of giftedness
  - other programming needs
- Portability of data and identification through our state
- A qualified person to oversee the process
Components of MTSS*

- Shared Leadership
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports
- Evidenced-Based Instruction, Intervention and Assessment Practices
- Universal Screening and Progress Monitoring
- Family, School and Community Partnering

*Colorado Multi Tiered System of Supports
MTSS through CogAT 7

- The CogAT 7 is a COGNITIVE abilities assessment used for ALL groups of learners
  - NOT just for Gifted and Talented identification

- In June 2014 the Colorado Governor signed into LAW HB 14-1102
  - Provides UNIVERSAL screening of ALL students for identification and appropriate programming (individualized – not just Gifted)
Opportunity

- Colorado HB 14-1102 is providing every school an opportunity to understand each child who takes the assessment.

- Through data analysis and interpretation, teachers can focus on student needs.

- Before teachers can do that effectively and efficiently, they need to know what the CogAT 7 measures, how to interpret the data, and what to do with the data.
Recalibration Process

Year 2

- Collaboration and partnership with the District Assessment Department
  - Elevated the importance of administering a Universal Assessment with consistency and integrity
  - Added to District assessment calendar
- Centralized retraining of over 500 second grade teachers and school administrators
- Consistent testing window and district scanning
- Collaboration and partnership with District IT specialists
  - Add student CogAT data to district student assessment profile in timely manner
  - Parents receive CogAT student report in timely fashion and can receive interpretation training
Year 1 allowed for us to refine our process and plan more collaboratively and efficiently with both the Instructional Technology Department and Assessment Department for year 2. The same process will continue for Year 3...
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 25 - 30, 2015</td>
<td>CogAT booklets sent to printing for cutting</td>
<td>Krista, Shannon</td>
</tr>
<tr>
<td>October 27 - 30, 2015</td>
<td>Count and Start Scanning Ready Booklets</td>
<td>Krista, Shannon</td>
</tr>
<tr>
<td>November 2 - 20, 2015</td>
<td>Scanning Testing Booklets</td>
<td>Sub Secretaries, Krista, Shannon</td>
</tr>
<tr>
<td>December 1, 2015</td>
<td>Additional Grade Testing Request Pick-up for December - GT Office Quall</td>
<td>School</td>
</tr>
<tr>
<td>November 4, 2015</td>
<td>2nd grade Universal, GT Center Testing and Additional Testing Requests from September data hand-off to assessment for S Q A R B upload</td>
<td>Camody / Amy Rogers, Shannon, Cindy</td>
</tr>
<tr>
<td>December 7, 2015</td>
<td>Fall Center Data Drop</td>
<td>GT Team</td>
</tr>
<tr>
<td>December 14-15, 2015</td>
<td>GT Center Letters sorted and organized</td>
<td>Krista, Shannon, Tech</td>
</tr>
<tr>
<td>December 16, 2015</td>
<td>GT Center Principal Notification</td>
<td>Krista, Shannon, Tech</td>
</tr>
<tr>
<td>December 17, 2015</td>
<td>Parent Fall GT Center Notification</td>
<td>Shannon, Krista, Tech</td>
</tr>
<tr>
<td>December 17, 2015</td>
<td>GT Center Application Spring Open</td>
<td>Shannon, Krista, Tech</td>
</tr>
<tr>
<td>January 5, 2016</td>
<td>Additional Grade Testing Request Drop-Off for December - Warehouse</td>
<td>Schools</td>
</tr>
<tr>
<td>January 5, 2016</td>
<td>Additional Grade Testing Request Pick-up for January - Warehouse</td>
<td>Schools</td>
</tr>
<tr>
<td>January 5, 2016</td>
<td>CogAT Reports picked up by schools</td>
<td>Schools, Cindy, Krista, Shannon, Tech</td>
</tr>
<tr>
<td>January 6, 2016</td>
<td>CogAT Data In S Q A R B (2nd Grade Universal and September Additional Grade Request)</td>
<td>Camody and Amy</td>
</tr>
<tr>
<td>January 11 - 15, 2016</td>
<td>Scan December Additional Grade Tests</td>
<td>Krista, Shannon, Tech</td>
</tr>
<tr>
<td>January 14, 2016</td>
<td>CogAT Debrief-General Overview</td>
<td>Krista - EBB, BU, 4-5/Boardroom</td>
</tr>
<tr>
<td>Week</td>
<td>Monday</td>
<td>Tuesday</td>
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</tr>
<tr>
<td>Week 1</td>
<td>Pick up CogAT tests 809 Quail Warehouse Upstairs (south side of building on 8th) 7:30am-10:30am</td>
<td>20 minutes Practice Verbal</td>
</tr>
<tr>
<td>(Sept 28-Oct 2)</td>
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<tr>
<td>Week 2</td>
<td></td>
<td>20 minutes Practice Quantitative</td>
</tr>
<tr>
<td>(Oct 5 - Oct 9)</td>
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<tr>
<td>Week 3</td>
<td></td>
<td>Assessment: Verbal *Clean up pages</td>
</tr>
<tr>
<td>(Oct 12 - Oct 16)</td>
<td></td>
<td></td>
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<tr>
<td>Week 4</td>
<td></td>
<td>CogAT Makeup</td>
</tr>
<tr>
<td>(Oct 19 - Oct 23)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Return CogATs to 809 Quail Warehouse Downstairs Dock Near Print Shop (east side of building on Quail) 7:30am-10:30am</td>
<td>Return CogATs to 809 Quail Warehouse Downstairs Dock Near Print Shop (east side of building on Quail) 7:30am-10:30am</td>
</tr>
<tr>
<td>(Oct 26 - Oct 30)</td>
<td></td>
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<tr>
<td>Week of</td>
<td>Monday</td>
<td>Tuesday</td>
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<td>---------------</td>
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</tr>
<tr>
<td>January 4 - 8</td>
<td>CogAT Reports Pick Up 809 Quail Warehouse Upstairs (south side of building on 8th Ave) 7:30am - 10:30am</td>
<td>Teacher Debrief “How to Read the CogAT results” 4pm-5pm Ed Center Board Room</td>
</tr>
<tr>
<td>January 11 - 15</td>
<td>CogAT Data in SOARS</td>
<td></td>
</tr>
<tr>
<td>January 18 - 22</td>
<td>Martin Luther King, Jr. Day No School</td>
<td></td>
</tr>
<tr>
<td>February 1 - 5</td>
<td>CogAT Parent Information Night 6:30pm - 8:00pm American Mountaineering Center - Golden, CO (see flyer)</td>
<td></td>
</tr>
<tr>
<td>January 13 - February 29, 2016</td>
<td>Suggested Window for Individual School CogAT Data Discussion with your Gifted and Talented Resource Teacher</td>
<td></td>
</tr>
<tr>
<td>January 13 - March 18, 2016</td>
<td>2nd grade ALPS developed for CogAT results for students with data result of 95 percentile or higher</td>
<td></td>
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</tbody>
</table>
CogAT 7

The Cognitive Abilities Test

Cognitive: intellectual activity skills such as thinking and reasoning

Measures both general & specific cognitive abilities
For CogAT 7 to be used in MTSS

- KNOW
  - What the CogAT measures
  - Define the three batteries assessed by CogAT
  - Vocabulary of the 4 Profiles—A, B, C, E

- Understand
  - That the CogAT can be used for ALL students
  - How to read a student’s CogAT results
  - Profile characteristics of learners

- Do
  - Apply differentiated instructional strategies based on profiles to provide meaningful, deliberate programming
Why CogAT 7 & MTSS?

- Universal screening to support identification and programming for student strengths (Colorado HB 14-1102)
- A data point to help teachers understand instructional needs of EVERY learner
- A resource that can be used to guide instructional information gathering for EVERY learner
- A communication tool to help parents understand their child’s strengths
CogAT7

- Reflects overall efficiency of cognitive processes and strategies that enable an individual to learn new tasks
- Assesses in three domains of intellectual potential
- Levels 5/6 - 8 have been completely revised to be a bilingual primary battery
CogAT*

In combination with other relevant information, scores can be used to differentiate instruction in ways that enhance the student’s learning.
CogAT7: 3 Primary Uses

- To guide efforts to adapt instruction to the needs and abilities of students
- To provide an alternative measure of cognitive development
- To identify students whose predicted levels of achievement are markedly discrepant from their observed levels of achievement
Verbal Battery

- Assesses a student’s vocabulary, efficiency and verbal memory
- Assesses a student’s ability to determine word relationships
- Assesses a student’s ability to comprehend ideas
Quantitative Battery

- Assesses a student’s understanding of basic quantitative concepts and relationships essential for learning mathematics
- Assesses the understanding of relational concepts by discovering relationships to figure out a rule or principle
Nonverbal Battery

• Assesses a student’s reasoning using pictures and geometric shapes
<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>Birth Date Level (Gender)</th>
<th>No. of Items</th>
<th>No. Att. Raw Score US$</th>
<th>AGE SCORES</th>
<th>GRADE SCORES</th>
<th>LOCAL NORMS</th>
<th>Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SAS</td>
<td>PR</td>
<td>S</td>
<td>PR</td>
</tr>
</tbody>
</table>

No. Att = Number Attempted  
S = Stanine  
Refer to summary for definitions.  
1 = Extremely Variable Responses  
For further information on the interpretation of this report, please visit www.riversedgepublishing.com or refer to the Interpretive Guide.
S: stanine

- Standard score scale consisting of 9 levels
- Age and grade groups
- Similar to percentile ranks
- Broad grouping
PR: Percentile Rank

Percentage of students in the same age or grade group whose scores fall below the score obtained by a particular student.

A score of 50 is considered average.
Relationships of Stanines and Percentile Ranks

Figure 1-1: Relationship of Stanines, Percentile Ranks, and Standard Age Scores
Score Profiles

- Scores on the 3 batteries:
  - Verbal
  - Quantitative
  - Non-Verbal

make up a student's CogAT profile
The student’s verbal, quantitative, and nonverbal scores are roughly at the same level.

The pattern assumed whenever a student’s ability is summarized in a single score.

About 1/3 of students obtain this profile.
Above or Below

1 of the 3 battery scores is above or below the other two scores

Approximately 40% of students

B (N-)  
B (V+)
C*

Contrast

Student shows a relative strength and a relative weakness

C (V+ Q-)

©Jack Brauer
Any profile in which there is a difference of 24 or more points (on the SAS scale) between two scores.
Cognitive Abilities Test™ (CogAT™) Form 6 and Form 7

CogAT

Temporary Interactive Profile Link

Interactive Ability Profile Interpretation System

This site was built to enable teachers, counselors, and parents to interpret the Cognitive Abilities Test™ (CogAT) Ability Score Profiles for their students. Click here to see A Note to Parents

Directions:

Enter a student's ability profile in the appropriate drop down boxes (see sample score for clarification). Once complete, click search, and an interpretation of the score will be provided.

Sample Score Profile

\[ \text{Stanine} \quad 7C \quad (V+Q-) \quad \text{Relative Weakness} \]

Input Your Score Profile

- Stanine: [Select]
- Profile: [Select]
- Relative Strength: [Select]
- Relative Weakness: [Select]

Search
Direction

Enter a student's ability profile in the appropriate drop down boxes (see sample for clarification). Once complete, click search, and an interpretation of the score will be provided.
Teacher Training/Debrief x2

- January teacher debrief
  - Paid
  - How do use for all students
    - Support documents
- In school debrief of data
  - GT Resource Teacher
  - Build BOE for ALP
  - Support documents
<table>
<thead>
<tr>
<th>Stanine 1, 2, 3</th>
<th>Stanine 4, 5, 6</th>
<th>Stanine 7, 8</th>
<th>Stanine 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Profile:</strong></td>
<td><strong>Student Profile:</strong></td>
<td><strong>Student Profile:</strong></td>
<td><strong>Student Profile:</strong></td>
</tr>
<tr>
<td>Higher in reading than math</td>
<td>Tend to obtain higher scores on achievement tests</td>
<td>Will do well on all achievement tests</td>
<td>More likely to succeed academically</td>
</tr>
<tr>
<td>Reading skills not strong</td>
<td>May struggle in math</td>
<td>May have difficulty with math computation</td>
<td>Can create semantic or meaning based on extensions for new knowledge</td>
</tr>
<tr>
<td>Get frustrated</td>
<td>May have ability to lead in discussion</td>
<td>Have good memories for sounds, letters and words (can be pitfalls)</td>
<td>They can monitor their own thinking</td>
</tr>
<tr>
<td>Difficulty making mental images</td>
<td>May like to do reports, present information</td>
<td>May be good at spelling</td>
<td>Can invent or adapt ideas</td>
</tr>
<tr>
<td>May have difficulty with graphs and maps</td>
<td>Write essays or assist others</td>
<td>Learn rather quickly</td>
<td>Can be disruptive</td>
</tr>
<tr>
<td>Poor listening skills</td>
<td>Learn best by observing others</td>
<td>Good group participants</td>
<td>They expect new material to be meaningful then analyze for new meaning</td>
</tr>
<tr>
<td><strong>Teacher Role:</strong></td>
<td><strong>Teacher Role:</strong></td>
<td><strong>Teacher Role:</strong></td>
<td><strong>Teacher Role:</strong></td>
</tr>
<tr>
<td>Assist and monitor comprehension</td>
<td>May need more help in math area</td>
<td>Benefit from challenging reading, writing and speaking assignment</td>
<td>Give feedback on ways to improve rather than praise</td>
</tr>
<tr>
<td>Model how math can be stated in sentences</td>
<td>Encourage practice of math facts out loud</td>
<td>Need enrichment</td>
<td>Benefit from discovery learning</td>
</tr>
<tr>
<td>Let student use oral skills to explain</td>
<td>Monitor use of verbal skills for math</td>
<td>Need moderate amount of guidance</td>
<td>Provide challenge academically</td>
</tr>
<tr>
<td>Will need extensive practice of visual skills e.g., maps and graphs</td>
<td>Need more structured environment</td>
<td>Aim for transfer of knowledge</td>
<td>Provide opportunities to learn</td>
</tr>
<tr>
<td>Need structured environment</td>
<td>Teach them to use cue words for analysing and interpreting information</td>
<td>Give long term projects</td>
<td>Allow them to monitor their own progress</td>
</tr>
<tr>
<td>Carefully monitor work</td>
<td>Direct instruction, frequent feedback</td>
<td>Quick to learn different strategies</td>
<td>Teach them different ways to solve problems</td>
</tr>
<tr>
<td>Use videos, model, hands on and illustrations</td>
<td>Help them to break up tasks into simpler ideas</td>
<td></td>
<td>Help them discover what strategies work best</td>
</tr>
<tr>
<td>Allow to ask questions assist to make</td>
<td>Supervised instruction, planning use of time</td>
<td></td>
<td>Help them to develop reflectiveness and consider alternate opinions</td>
</tr>
<tr>
<td>Connections, teach them to model ideas</td>
<td>Teach them how to keep track of progress</td>
<td>Work well with more able peers</td>
<td><strong>Student Needs:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work well with older students</td>
<td>Needs to be challenged with reading/writing speaking activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Need help to focus on important features of a problem</td>
<td>Expose them to speakers with high levels of competence in language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Need to develop confidence</td>
</tr>
<tr>
<td><strong>Student Needs:</strong></td>
<td></td>
<td></td>
<td>Teach them to persist</td>
</tr>
<tr>
<td>Use of computer for certain math skills</td>
<td>Work in pairs with above ability student</td>
<td></td>
<td>Allow them to develop others</td>
</tr>
<tr>
<td>Work in pairs</td>
<td>Put all info on one sheet of paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanine 1, 2, 3</td>
<td>Stanine 4, 5, 6</td>
<td>Stanine 7, 8</td>
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<tr>
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</tr>
</tbody>
</table>
| **Student Profile:**  
  - Generally good at grammar and spelling  
  - Lack of experience in talking  
  - and thinking about concepts  
  - Has difficulty with abstract concepts  
  - Learning and remembering difficulties  
  - Difficulty detecting relationships  
  - In math  
  - Math anxiety  
  - Short attention span  
| **Student Profile:**  
  - Have good resources for learning  
  - But difficulty applying info  
  - Moderate learner  
  - Math anxiety  
| **Student Profile:**  
  - Like challenge  
  - Master skills easier  
  - Like guided discovery rather than structure  
  - Quick to acquire learning strategies  
  - Excellent group participants  
  - Good to work with parent or older student  
  - Imitates well  
  - Flexible thinker  
| **Student Profile:**  
  - Learn best from self-discovery  
  - Very able  
  - Anxiety  
  - Reason exceptionally well |
| **Teacher Role:**  
  - encourage participation  
  - build on strengths  
  - provide connection  
  - provide slower pace instr  
  - provide structure  
  - reduce working memory  
  - reduce time pressure  
  - monitor acquisition of skills  
  - load –allow someone else to  
  - Check work  
| **Teacher Role:**  
  - Make student aware of own strengths  
  - Put instructions on one piece of paper  
  - Direct instruction  
  - Be a cheerleader for student  
  - Verbal instruction doesn’t work  
  - Break instruc. up into smaller lessons  
  - Look for specific interests  
  - Look for connections to previous work  
  - Correct errors quickly  
| **Teacher Role:**  
  - Be a cheerleader  
  - Put student in teacher role  
  - Model with guided discovery  
  - Offer computer for work  
  - Reward perseverance  
  - Offload self-monitoring to others  
  - Let student work in group  
  - Model  
| **Teacher Role:**  
  - Build trust  
  - Watch for behavior (slackers)  
  - Challenge learner to improve his/her understanding  
  - Challenge at level equal to ability  
  - Teach alternate methods to learn  
  - Allow student to be teacher  
  - Instruct several years in advance |
| **Student Needs:**  
  - Teach algorithm  
  - Cross off/out irrelevant info  
  - Circle/highlight important info  
  - Provide concrete materials  
  - Provide substantial practice for automaticity  
  - Work with partners (peer modeling)  
  - Step by step instruction  
  - Model/demonstrate  
  - Use calculators/videos  
| **Student Needs:**  
  - Modeling of process  
  - Work in pairs  
  - Offload monitoring/checking to someone else  
  - Give practice and frequent monitoring  
  - Lessons broken into smaller parts  
  - Needs structured environment  
  - Games and puzzles  
  - Frequent repetition  
| **Student Needs:**  
  - Automate low level skills  
  - Focused practice at low-level skills  
  - until mastered  
  - Record ideas on paper  
  - Let them keep track of results  
| **Student Needs:**  
  - Work on computer  
  - Work with someone older  
  - Special projects with instruction  
  - Need for enrichment  
  - Provide groupings where student is the learner  
  - Teach to persist in face of difficulty |
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<td><strong>Student Profile:</strong></td>
</tr>
<tr>
<td>Difficulty in highly verbal environments</td>
<td>Visualizes or uses mental models</td>
<td>Poor sense of time</td>
<td>Poor sense of time</td>
</tr>
<tr>
<td>Prefers concrete experiences</td>
<td>May have difficulty in reading and spelling</td>
<td>Sensitive</td>
<td>Good at puzzles and mazes</td>
</tr>
<tr>
<td>Tendency to neglect details</td>
<td>Tends to obtain lower scores on achievement tests</td>
<td>Like to use visual/mental models to learn</td>
<td>Can have sense of humor</td>
</tr>
<tr>
<td>Sees overall picture e.g. word-vowel</td>
<td>Tend to have high interests in specific area</td>
<td>Often have well developed verbal skills</td>
<td>Excellent visual memory</td>
</tr>
<tr>
<td>Difficulty identifying where to focus their attention</td>
<td>Teacher Role:</td>
<td>May have difficulty spelling</td>
<td>May appear inattentive or spacey</td>
</tr>
<tr>
<td>Do not learn effectively in unstructured situations</td>
<td>Illustrations for reading instruction</td>
<td>Like adult company</td>
<td>Possible music or art talent</td>
</tr>
<tr>
<td><strong>Teacher Role:</strong></td>
<td>Problems into simpler tasks</td>
<td>Use visual cues to reduce strain on working memory</td>
<td>Desk may be unorganized</td>
</tr>
<tr>
<td>Model diagram, map, illustrate for student</td>
<td>Break up</td>
<td>Use terms like “What do you see?” when learning new material</td>
<td>Forgets to turn in work or poor quality</td>
</tr>
<tr>
<td>Look for student strengths</td>
<td>Avoid and keep all information in view for comparisons</td>
<td>Reward excellence by recognition</td>
<td>May have difficulty spelling</td>
</tr>
<tr>
<td>Help student find interests</td>
<td>Keep all information in view for comparisons</td>
<td>Keep all information in view for comparisons</td>
<td><strong>Student Needs:</strong></td>
</tr>
<tr>
<td>Provide structured environment</td>
<td><strong>Direct coaching:</strong></td>
<td><strong>Student Needs:</strong></td>
<td><strong>Student Needs:</strong></td>
</tr>
<tr>
<td>Direct coaching</td>
<td>Moderate pace for instruction</td>
<td><strong>Hands on experience</strong></td>
<td>Use of computers and calculators</td>
</tr>
<tr>
<td>Direct guidance and support</td>
<td>Structured environment</td>
<td><strong>Emphasize descriptions</strong></td>
<td>Follow interests and perseverance on</td>
</tr>
<tr>
<td>Carefully monitor student when learning new tasks</td>
<td>Carefully monitor work</td>
<td><strong>Encourage all three areas</strong></td>
<td>long-term projects</td>
</tr>
<tr>
<td>Frequent prompting</td>
<td>Break up problems into simpler tasks</td>
<td><strong>Work with older peer</strong></td>
<td>Summarize verbally</td>
</tr>
<tr>
<td><strong>Student Needs:</strong></td>
<td><strong>Student Needs:</strong></td>
<td><strong>Encourage revise and improve flow of ideas</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Show rather than tell</td>
<td>Work in pairs</td>
<td><strong>Encourage all three areas</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Need short explanations with modeling</td>
<td>Use illustrations/schematics for comprehension</td>
<td><strong>Encourage all three areas</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Need help developing analytic strategies</td>
<td>Use videos with student controlling input of info</td>
<td><strong>Encourage all three areas</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Reduction of the number of things that must be processed</td>
<td>Use metaphors and analogies to connect information</td>
<td><strong>Encourage revise and improve flow of ideas</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Use familiar concepts to explain ideas</td>
<td>Use computer for graphic organizers</td>
<td><strong>Encourage all three areas</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Concrete analogies</td>
<td>In writing teach descriptive wording rather than narrative</td>
<td><strong>Encourage all three areas</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Very specific instruction</td>
<td><strong>Teacher Role:</strong></td>
<td><strong>Encourage all three areas</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Needs slower paced instruction</td>
<td>Encourage student with Materials, projects</td>
<td><strong>Provide feedback and guidance:</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Peer modeling, work with partner</td>
<td>and</td>
<td><strong>Check out homework problems</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Relate information to material previously learned</td>
<td>Problems that follow their interest</td>
<td><strong>Offer alternative learning activities:</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td><strong>Teacher Role:</strong></td>
<td>Diversity in grouping</td>
<td><strong>Try out different tools:</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Model diagram, map, illustrate</td>
<td>Ask “What do you see?”</td>
<td><strong>Work on visual thinking:</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Look for student strengths</td>
<td>Student is sensitive to the attitude of the teacher</td>
<td><strong>Provide feedback and guidance:</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Help student find interests</td>
<td>Praise students’ accomplishments</td>
<td><strong>Try out different tools:</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Provide structured environment</td>
<td>In math need concrete objects to solve</td>
<td><strong>Try out different tools:</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Direct coaching</td>
<td>problems</td>
<td><strong>Provide feedback and guidance:</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Direct guidance and support</td>
<td>Guided instruction, model different strategies</td>
<td><strong>Try out different tools:</strong></td>
<td>Instead of verbal directions</td>
</tr>
<tr>
<td>Carefully monitor student when learning new tasks</td>
<td><strong>Teacher Role:</strong></td>
<td><strong>Try out different tools:</strong></td>
<td><strong>Visual mental models need graphic maps</strong></td>
</tr>
<tr>
<td>Frequent prompting</td>
<td>Break up problems into simpler tasks</td>
<td><strong>Provide feedback and guidance:</strong></td>
<td>Instead of verbal directions</td>
</tr>
</tbody>
</table>
Class CogAT Scores -

Verbal

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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</table>
(stanine)

Quantitative

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<tr>
<th>1</th>
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(stanine)

Non-Verbal

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<th>1</th>
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<th>4</th>
<th>5</th>
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<th>7</th>
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</tr>
</thead>
</table>
(stanine)

Pam Guthrie, JEFFCO Schools 2005
Gifted Education Parent Seminars

Understanding the CogAT Assessment for Parents and Students

February 29th
6:30 pm to 8:00 pm

Jeffco Board Room
1829 Denver West Drive
#27
Golden, Colorado 80401

The Cognitive Abilities Test or CogAT is used to assess students’ abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols. We will be discussing what these scores mean and how they can be better used to understand the learner.

EDUCATE–ACTIVATE

Jefferson County School
Gifted and Talented
1829 Denver West Drive, Bldg #27
Golden, CO 80401
303-981-6050 or gtinfo@jeffco.k12.co.us
http://www.jeffcopublicschools.org/programs/gifted_talented

NOTE:
- Parents and staff do not need to RSVP.
- Babysitting is not provided, although we encourage appropriate attendance.
- Information will be posted after the seminar on Jeffco GT website.
- www.jeffcopublicschools.org/programs/gifted_talented
- Any cancellations will be announced on 303-981-6050.
Summary

• MTSS is important to understand and implement so that EVERY student has the ability to reach his or her greatest potential

• With the passing of Colorado HB 14-1102 the Universal Screening process allows teachers to use data obtained for EVERY student in MTSS

• Teachers and administrators need to KNOW and UNDERSTAND the strength and value of CogAT 7 then DO the Universal Screening

• Process to gather data points for EVERY learner
Questions???