



Riverside
Insights[®]

CogAT[®] in the
Classroom

CogAT[®] in the ClassrQom

What to Do as a Gifted Director/Coordinator



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CogAT[™] in the
ClassrQom



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- Texas Association of Gifted and Talented Secretary
- Co-author of *A Coordinator's Guidebook for Implementing Evidence-based Practices in Gifted Education: Professional Learning Modules*
- 33 years in education (K-12)





Gifted Coordinator Toolkit

List of modules

1. Job-Embedded Professional Learning / Development (JPED)
2. Language Matters
3. Leveraging Conversations
4. District Gifted Identification and Service Model Decision-Making
5. Universal Screening and Norming Practices
6. Multiple Pathways and Differentiated Services
7. The Power of GT in the PLC
8. Clustering and Flexible Grouping
9. Student Goal-Setting and Personalized Plans
10. CogAT + Achievement Data = Growth
11. GT in MTSS
12. GT and Emerging Bilingual
13. Acceleration





District Gifted Identification and Service Model Decision-Making

- **Instructional Implications:**

- Align instructional needs with services
- Demonstrate growth as an outcome of services
- Honor the rights of each student to learn and grow to become successful and fulfilled individuals
 - (Differentiate instruction to meet every gifted learner's needs.)

- **3 Best Practices:**

- Directly align identification and services that support a continuum of services
- Shift intervention strategies from deficit thinking to strength thinking
- Focus on growth instead of bright-line achievement goals



The Power of GT in the PLC

- **Instructional Implications:**

- Fidelity of the PLC process
- Increased engagement and growth for all students, especially those who are gifted and/or high achieving/low growth
- Collaboration between classroom teachers and GT teachers for improved instructional strategies for advanced learners

- **3 Best Practices:**

- Reframe your PLC time in this order of questions: 1, 2, 4, 3
- PLC question 4 is a non-negotiable and Include the GT teacher in the PLC process
- Use pre-assessment and formative data to ensure all students receive instruction at their current point of need



Clustering and Flexible Grouping

- **Instructional Implications:**

- Teachers more easily can meet students' instructional needs
- Gifted students receive differentiation
- All students are strategically placed for maximum growth opportunity

- **3 Best Practices:**

- Use a cluster model to intentionally place all students, not just GT students, enabling teachers to more easily differentiate instruction
- Build master schedules to allow for flexible grouping including cross-class and cross-grade as well as embedded acceleration opportunities
- Provide ongoing teacher training on differentiation and flexible grouping strategies and expectations including addressing challenges as they arise



GT and Emerging Bilingual

- **Instructional Implications:**

- Improved equitable gifted identification of CLED (culturally, linguistically, economically diverse) students
- Increased achievement for CLED students through strengths-based instructional strategies

- **3 Best Practices:**

- Partner with district colleagues who are working with the multilingual learners
- Provide joint professional learning opportunities so the teachers closest to the students become “talent scouts” to support gifted referrals
- Use sheltered instruction, as defined by Stephen Krashen as an approach using second language-acquisition strategies with content instruction, paired with Depth and Complexity



Coming in September 2023!

www.cogat.com

The screenshot shows the website for Riverside Insights' Cognitive Abilities Test (CogAT). The header includes the Riverside Insights logo, navigation links for Home, Ability Profile Finder (highlighted), District Leader Resources, Teacher Resources, Parent Resources, and the CogAT logo. The main content area features a large blue box with the text "Cognitive Abilities Test™ (CogAT®)" and the tagline "The #1 Measure of How Students Learn" accompanied by a clock icon. To the right are two images: one of a woman in a meeting and one of a young boy working at a desk. Below this are three light blue buttons with icons and text: "I am a District Administrator" (with a gear icon), "I am a Teacher" (with a teacher icon), and "I am a Parent" (with a family icon). The footer contains the CogAT and Riverside Insights logos, with the tagline "ELEVATE POTENTIAL" and a blue button labeled "Ability Profile™ Finder".