



**CAYMAN ISLANDS**

**GIFTED AND TALENTED  
EDUCATION (GATE)**

**CODE OF PRACTICE**

(15.11.07)

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## FORWARD

This document provides guidance for Cayman Islands schools in relation to identification of and provision made to children who are of mandated school age and who are eligible for Gifted and Talented Education (GATE).

The role of the Gifted and Talented Education program is to identify particular abilities and needs of these students, challenge functioning at the highest level of ability, encourage underachieving students who are capable of the highest performance, promote higher level creative and productive thinking skills, and support creative or productive achievement. The following represents the philosophic underpinnings for Code of Practice:

- All children benefit from a broad, balanced, and relevant education. Students with Gifted and Talented Education needs should be allowed full access to the National Curriculum to the maximum extent possible.
- Gifted and Talented Education needs of children will normally be best met “inclusively” within mainstream schools or settings. As much as is reasonable, programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day.
- Attempts should be made to schedule specifically targeted interventions without significant disruption to the regular coursework of the child. After-school activities or weekend colloquiums are encouraged.
- No students should be excluded from the program because of disability (twice exceptionality) or as the result of learning English as a Second Language.
- Parents should be considered as full partners in their children’s educational experience, and as such, should be fully informed of Gifted and Talented Education opportunities and give consent for any assessments related to program eligibility.

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## **I. Definition of a Child With Gifted and Talented Needs**

A gifted and talented student is a child who gives evidence of higher performance capability in such areas as intellectual, creative, artistic, leadership, or specific academic fields and who requires educational provision which is *additional to* or otherwise *different from* the educational provision made generally for children of the same age.

Schools shall identify for Gifted and Talented Education (GATE) those pupils who score at or above the 95<sup>th</sup> percentile on a test approved by the Cayman Islands Department of Education Services in any one of the areas of Verbal Reasoning, Quantitative Reasoning, or Non-Verbal Reasoning.

## **II. Screening and Assessment for Gifted and Talented Identification**

Referrals for assessment for GATE programs may originate from multiple screening sources such as observation of performances, parent input, behavioral checklists, review of school history, results on standardized achievement tests (such as TerraNova, Key Stage tests, etc.), and teacher nomination.

Referrals may therefore come from teachers, parents, school leadership, or program administrators. All students referred must have signed parental consent prior to such assessment. Once identified for eligibility, there is no requirement for reassessment in later years to continue program participation.

Only when a student has been identified through means of formal assessment, should they be placed on an official Gifted and Talented Education register.

### **III. Provision to Students who are Gifted and Talented**

#### **A. Introduction: Graduated Response/Three Tiers**

In order to increase the capacity of children who are gifted and talented, schools should practice a graduated response. This approach recognizes that there is a continuum of intervention strategies and, only where necessary, brings increasing specialist expertise to bear. The school should make full use of all on-site resources (Tiers 1 and 2) before expecting to provide exceptional outside resources (Tier 3).

#### **B. Tier 1: Differentiated Instruction Plans**

To infuse the core elements advocated in gifted education (e.g. high-order thinking skills, creativity, and personal-social competence) into the curriculum for all students, it is the responsibility of the classroom teacher for providing appropriate instruction for any identified gifted and talented students.

When a child becomes eligible by assessment for Gifted and Talented Education, the following actions should be followed and documented by the classroom teacher on a simple, concise Differentiated Instruction Plan:

- use existing information from the child's educational experience to document starting points or baseline for the development of an appropriate differentiated curriculum for the child.
- develop teaching strategies to be used (e.g. provide different learning materials, special equipment, increased direct instruction time, smaller group instruction, etc.) for no more than two or three short-term measurable targets within the National Curriculum.
- establish who will be responsible for the interventions (teacher, classroom teaching assistant, parent, student) and a reasonable time frame whereupon the Differentiated Instruction Plan will be reviewed to measure student progress.
- clearly state success criteria for each target.

Tier 1 Differentiated Instruction Plans should be reviewed at least termly. Reviews need not be unduly formal. Parents' input regarding their child's progress should be solicited, and their participation should be encouraged as part of the review process. Whenever possible or reasonable, the child should

also take part in the review process and involved in setting or evaluating progress toward targets.

### **C. Tier 2: Targeted Large-Group Activities**

To promote school and community leadership, develop social support systems to promote gifted achievement and production, and establish connections between current academics and future careers, schools will liaise with tertiary educational institutions and other organizations or persons to develop systems of external supports for the exceptionally gifted.

Programs at this tier may include after school activities that promote creative thinking, intensive learning in specific high interest subject areas, or guided instruction for higher level skills. Additionally as a national priority, summer or weekend symposiums or consortiums will be organized using outstanding world leaders/performers from the Cayman Islands or visiting from international settings.

It is the intent that government and private schools will collaborate and coordinate at Tier 2 to maximize potential positive outcomes for the country's future leaders.

### **D. Tier 3: Intensive Small-Group or Individual Interventions**

Additional to or different from instruction within the regular classroom, intensively-focused instructional interventions may be developed for groups of students who continue to underachieve or underperform despite their abilities. Responsibility for instruction at this level would be assigned to a designated GATE teacher who maintains a close link with regular classroom teacher(s) and the specific curricular area.

## **IV. Appendix: List of Department-Approved Tests**

### **Bilingual Verbal Ability Tests, Normative Update (BVAT-NU)**

#### COMMENTS:

Date of most recent edition: 1998 (BVAT-NU provides 2000 norms for existing WJ-R test items.)

BVAT-NU provides a measure of overall verbal reasoning ability for bilingual individuals. Assessment available in the following languages: Arabic, Chinese,

French, German, Haitian-Creole, Hindi, Hmong, Italian, Japanese, Korean, Navajo, Polish, Portuguese, Russian, Spanish, Turkish and Vietnamese.

### **Cognitive Abilities Test – 3 (CAT3)**

#### COMMENTS:

Date of most recent edition: 2003

The British CAT3 measures the three principal areas of reasoning: verbal, non-verbal, and quantitative. This test may not be appropriate for students with limited educational experiences and may have some cultural bias in verbal sections. Computer-based administration and scoring is available.

### **Cognitive Abilities Test – Form 6 (CogAT)**

#### COMMENTS:

Date of most recent edition: FORM 6, 2001 (Previous editions may be used, Form 5 currently is still available).

The CogAT also measures the three principal areas of reasoning: verbal, non-verbal and quantitative. Administration can be done in individual or group settings. The test may not be appropriate for students with limited educational experiences. Option of hand scoring or machine scoring is available. (Non-verbal edition available with Spanish instructions.)

\* Accommodations are identified for use with students with disabilities and language differences in Form 6.

### **RAVEN Progressive Matrices (Coloured, Standard, or Advanced)**

#### COMMENTS:

Non-verbal reasoning test which is culturally and linguistically fair. Easily administered in small group settings.

### **Stanford-Binet Intelligence Scales, Fifth Edition**

#### COMMENTS:

Date of most recent edition: 2003 Fifth Edition (Fourth edition of this test may also be used.)

This is an individually-administered I.Q. test with years of reliability and validity assurance. Some items may have cultural bias. Specific subtests may be selected to allow fairness and maximum performance from students with disabilities.

### **Universal Nonverbal Intelligence Test (UNIT)**

#### COMMENTS:

Date of most recent edition: 1998

Excellent for language minority students because it can be administered non-verbally by an administrator who does not share the child's primary language. Also ideal for students with speech, language and hearing impairments. Because physical manipulation of test materials is required, the UNIT may be of limited use for children with fine motor impairment.

### **Wechsler Intelligence Scale for Children-Revised (SPANISH)**

#### COMMENTS:

Date of most recent edition: 2004 Fourth Edition

The WISC-IV Spanish normative sample of Hispanic-American children is stratified across multiple Hispanic origins including Mexico, Cuba, Dominican Republic, Puerto Rico, Central and South America. The WISC-IV Spanish is an adaptation of the WISC-IV.

### **Wechsler Preschool and Primary Scale of Intelligence – R (WPPSI-R)**

#### COMMENTS:

Date of most recent edition: 2003 Third Edition

Interpretive caution should be used because this test does not have adequate ceiling for six and seven year olds. (See related comments for WISC-IV.)

### **Wechsler Intelligence Scale for Children - 4<sup>th</sup> Edition (WISC-IV)**

#### COMMENTS:

Date of most recent edition: 2004 Fourth Edition

Verbal comprehension and perceptual reasoning scores are recommended for placing children in gifted education. The individually-administered WISC-IV does not measure the area of quantitative reasoning. Although it does not directly measure academic achievement, the Wechsler tests are good predictors of academic achievement.

**NOTE:** Instruments not specifically listed within this appendix may still meet requirements for GATE identification. Inquiries and appeals may be addressed to the Office of Student Services, Cayman Islands Department of Education Services.