



Identification in Jeffco after CogAT

Reference and Access Here:

<https://tinyurl.com/ych4cbql>

Matt Wilkinson - GT Resource Teacher

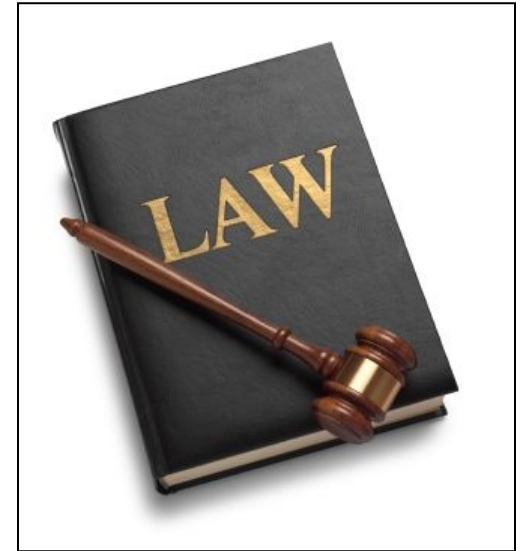


Question and Answer to Follow:

- Please hold your questions until the end of the presentation when we will allow time for questions.
- It may help to jot your question down as we are going, then you can refer to it at the end or assess if it has been answered.
- We recognize that you may have questions about your personal child. Please refrain from asking such questions with the large group. Your GT Resource Teacher is the best person for these.
- We will have time for general identification questions at the end and leave time for next steps regarding individual personal questions.

Why Identify? - ECEA:

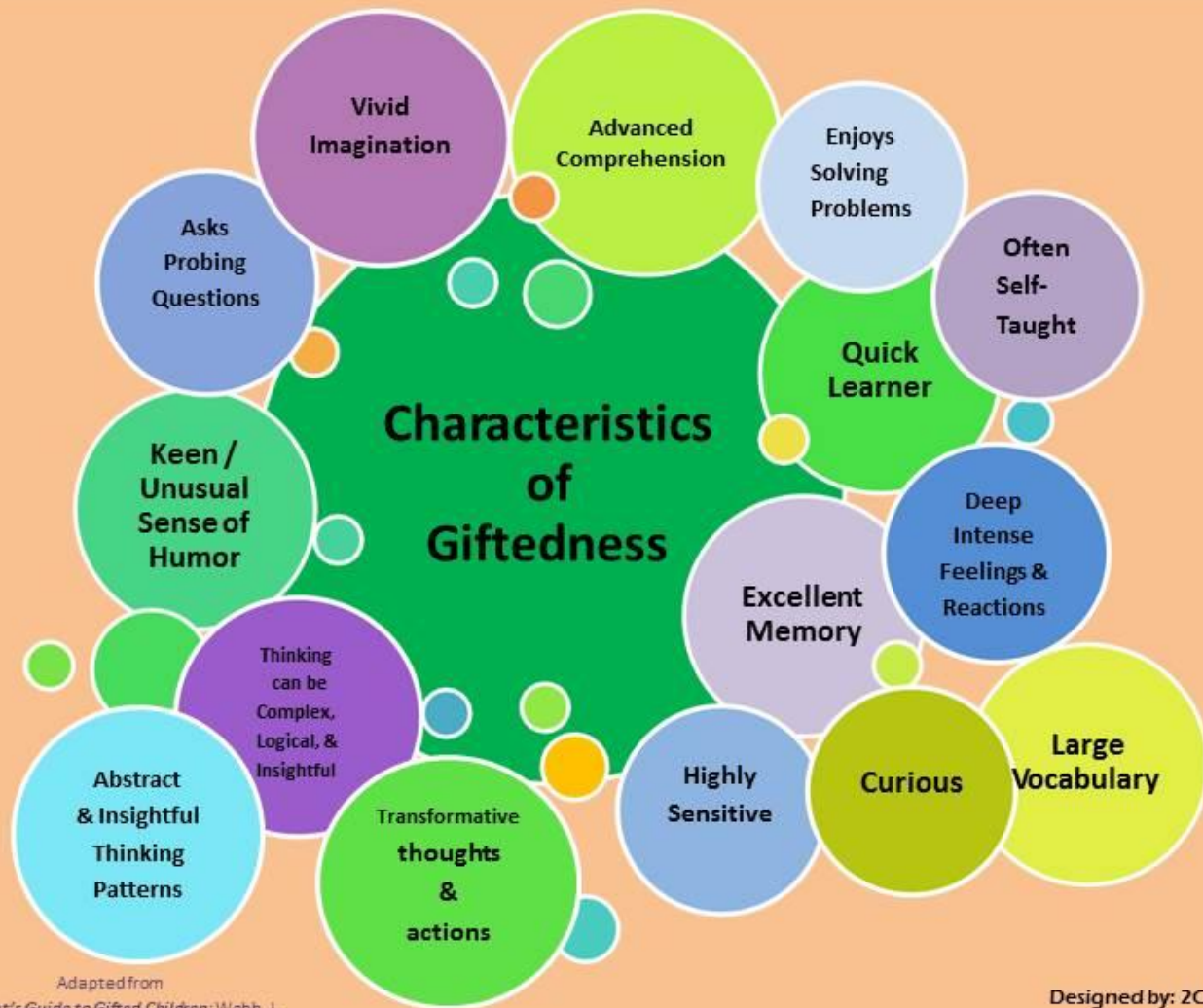
- *CRS-22-20-204* now requires all 57 administrative units in Colorado to adopt and implement a program plan to identify and serve gifted children.
- Exceptional Children's Act requires that administrative units program for, and be accountable for exceptional children including gifted and talented, limited English proficient, and special education



Why Identify? - Guide Academic and Affective Programming

- Gifted and Talented students often have a unique and challenging set of needs that can be academic or social/emotional in nature, or both.
- Identifying GT students allows parents, teachers, students, and all stakeholders to plan for and guide the student's education in a way that works for their style of learning.

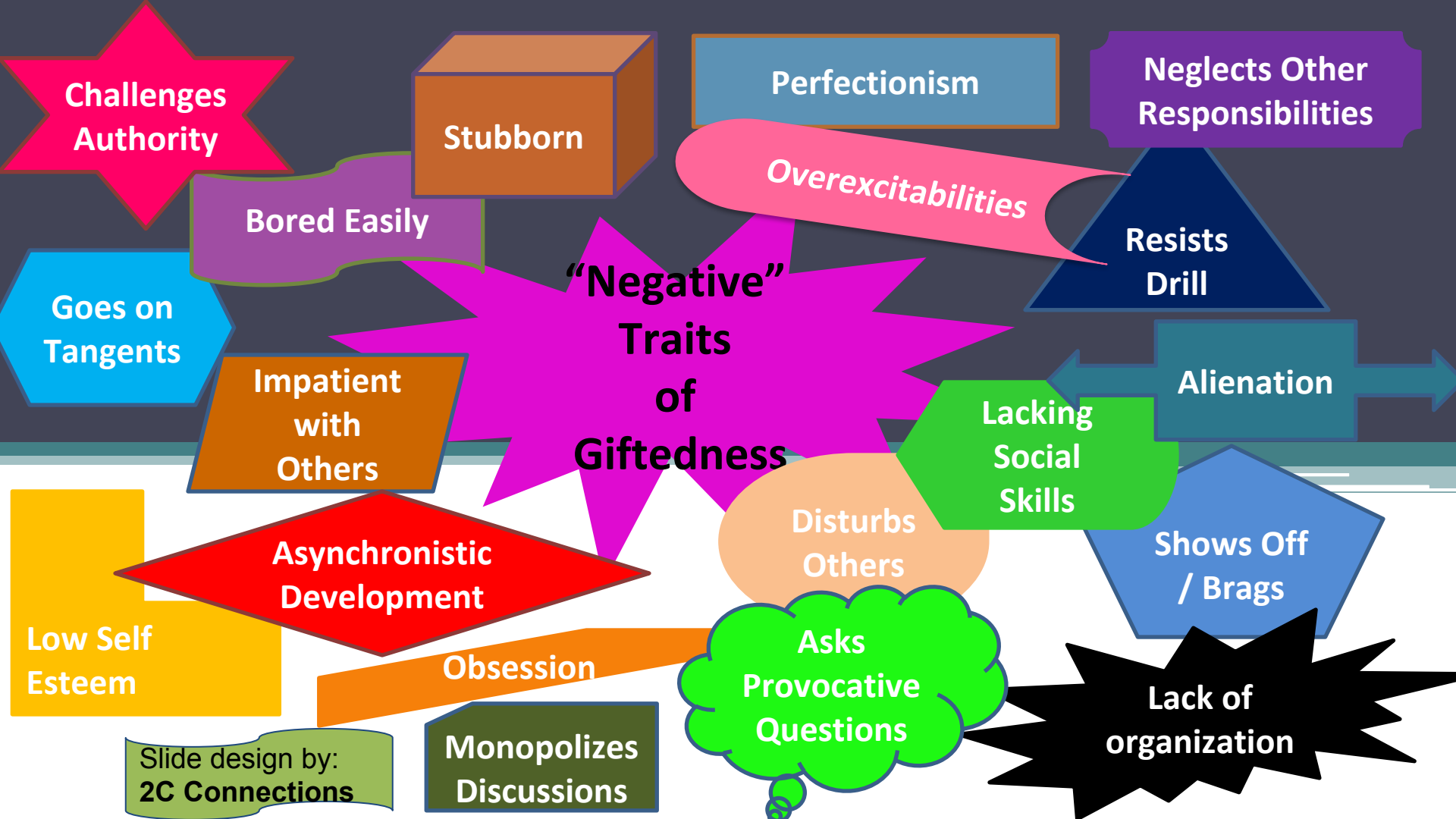




Adapted from

A Parent's Guide to Gifted Children; Webb, J.

Designed by: 2C Connections



Challenges Authority

Stubborn

Perfectionism

Neglects Other Responsibilities

Bored Easily

Overexcitabilities

Resists Drill

Goes on Tangents

Impatient with Others

Alienation

Lacking Social Skills

Shows Off / Brags

“Negative” Traits of Giftedness

Disturbs Others

Asks Provocative Questions

Lack of organization

Asynchronistic Development

Obsession

Monopolizes Discussions

Low Self Esteem

Slide design by: 2C Connections

Bright vs. Gifted - Not an absolute, not mutually exclusive

Bright Child

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Copies accurately
- Enjoys school
- Absorbs information
- Good memorizer
- Is pleased with own learning

Gifted Child

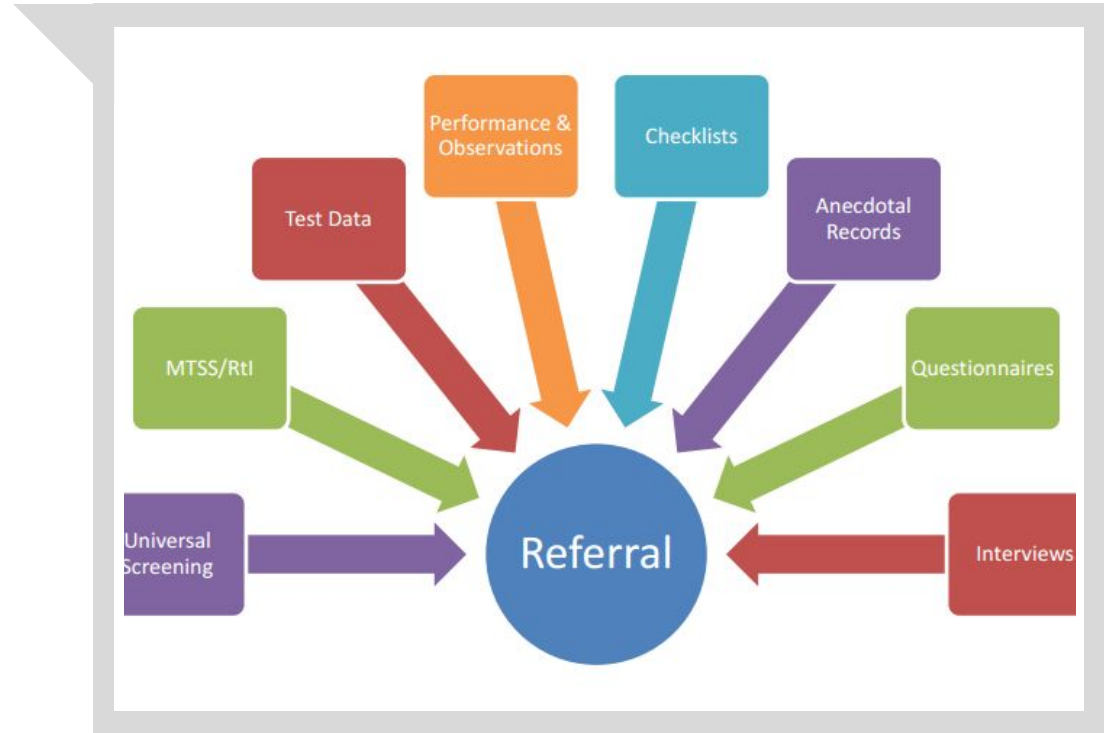
- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, but can test well
- Discusses in detail, elaborates
- Shows strong feelings and opinions
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Is intense
- Enjoys learning
- Manipulates information
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

Identification = Advanced Learning Plan (ALP)

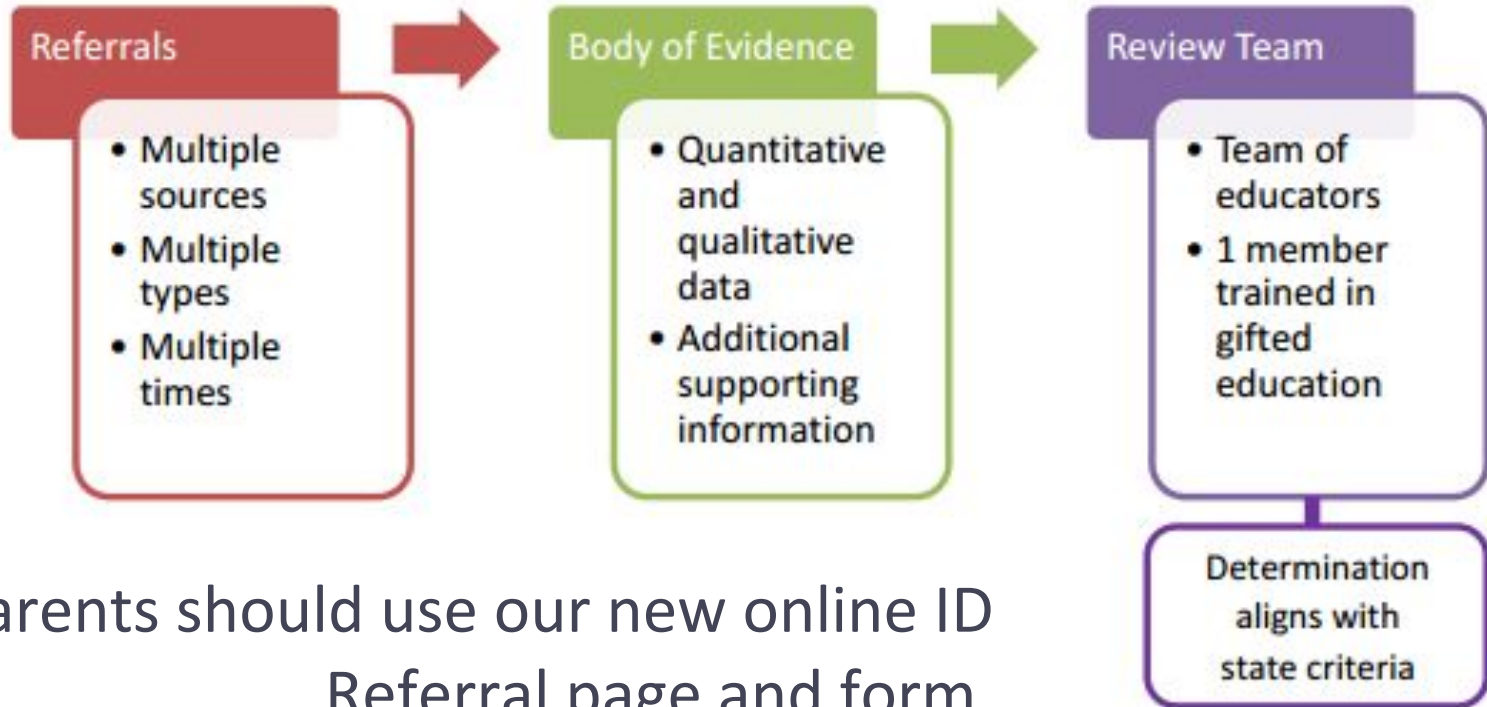
- Formal gifted identification is the only way a student can be placed on an Advanced Learning Plan (ALP)
- Any student who is on an ALP has been formally identified as gifted and talented in one or more specific strength areas
- The only way to be identified is through a formal ID process with a qualifying body of evidence
- The ID process begins with a referral

Anyone can initiate a referral process for gifted identification:

Parents should use our new online ID Referral page and form.



A pathway to identification could look like:



Parents should use our new online ID Referral page and form.

An ID Determination Could Be:

1. The student has a qualifying BOE for formal gifted identification.
2. The student does not have a qualifying BOE for identification at this time.
3. The student will be placed on a watch-list for possible future identification.

There are four pathways to gifted identification:

1. Specific Academic Aptitude with Cognitive Data
2. Specific Academic Aptitude without Cognitive Data
3. Specific Talent Aptitude
4. General Intellectual Ability - The Exception



A key piece to the Body of Evidence (BOE)

- One qualifying piece of a pathway 1 body of evidence is a score of **95th%tile** or higher in any of the three batteries of the CogAT.
- A score of 95th%tile or higher in the composite score is not used as a qualifier for identification.
- A BOE is more than this single test score, however, a student will not qualify in pathway 1 without at least one cognitive score at or above the 95th%tile



95th%tile

Revised Strength Areas



- General Intellectual Ability*
- Language Arts
 - Reading
 - Writing
- Math
- *Science*
- *Social Studies*
- *World Language*

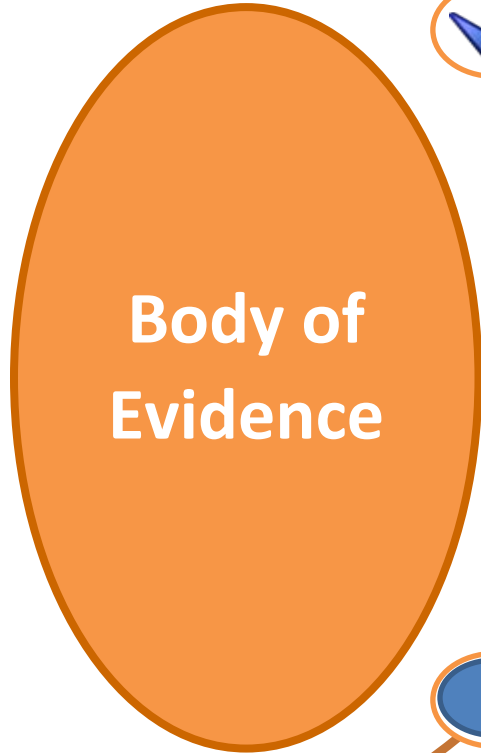


Talent Areas:

- Creativity
- Leadership
- Visual Arts
- Performing Arts
 - Music
 - Drama
 - Dance
- Psychomotor

UNDER CONSTRUCTION

Qualifying data for identification in the BoE:



- ✓ Cognitive Test
- ✓ Achievement Test
- ✓ Behavior Observation Scale
- ✓ Performance Evaluation
- ✓ Talent Ability or Creativity Tests
- Parent Informal Input
- Additional Data

*NOTE: The BOE must be aligned to a strength area

Academic Body of Evidence

3 pieces from any 2 categories below

Cognitive*

CogAT , NNAT, KBIT
IQ tests: DAS, WISC, WPPSI
Torrance Test of Creative Abilities

**only 1 qualifies*

Achievement*

District: MAP Trend, CMAS
GT Dept: TERA, TEMA, TOMAGS,
KTEA, SAGES, Others

**may have 2+ qualifying achievement
pieces*

Behavioral Observations*

Scales for Identifying Gifted
Students (SIGS, normed)
Parent Narrative

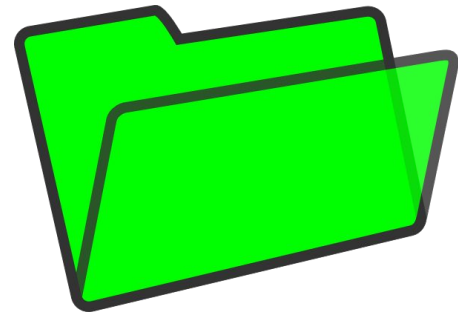
Performance Evaluation

State/national academic contest:
top place/ranking
Expert juried performance:
Advanced/Distinguished
Expert Assessed portfolio review:
Advanced/Above grade level

Qualifying evidence is at the 95th percentile or 'Advanced/Exceeds' standards level

No single piece of evidence permanently qualifies / disqualifies a student's identification

The Jeffco BoE



- Cognitive
 - CogAT , KBIT, NNAT, **DAS, WISC**, etc.
- Achievement (Criterion or norm-referenced)
 - MAP *trend*, CMAS, TERA, TEMA, TOMAGS, KTEA
- Observation
 - SIGS, GRS, **Parent Narrative**
- Performance
 - *State/national* contests, Juried performances,

No single piece of evidence permanently qualifies / disqualifies a student's identification!

What to do next?

- **Consider** your child, their characteristics, behaviors (academic and social/emotional), and needs
- **Consider** any further data that may be used in the identification process (MAP, CMAS, Outside Data)
- **Discuss** your student with their classroom teacher:
 - Do both of you see similar characteristics at home and school?
 - Would the teacher indicate gifted potential?
- **Identify** who your Building Liaison is at your school (you may need to contact the school to find out)
- **Identify** who your Gifted and Talented Resource Teacher is (website)

Neighborhood or GT Center:

Neighborhood Schools

- 80% of gifted learners in Jeffco are in neighborhood schools.
- All Jeffco neighborhood and charter schools are supported by a GT Resource Teacher.
- Neighborhood schools can have a variety of different focuses like Project Based Learning (PBL), Science Technology Engineering and Math (STEM), Science Technology Engineering Arts and Math (STEAM), or GT Clustering.
- GT students are sometimes clustered in the same classroom with like-ability peers.
- Each school provides mental health support for all students.
- Differentiation is provided for all ability levels.

GT Center Schools

1. Each GT Center school houses a GT Resource Teacher as well as a GT Social Emotional Learning Counselor.
2. The GT Department partners with the GT Center school to provide ongoing professional learning to GT Center teachers.
3. GT Centers operate as a school within a school with integration during electives, specials, lunch, and recess, in most cases.
4. GT Centers are in neighborhood schools. A GT Center class is a separate classroom, for each grade, of all GT Center students.
5. GT Centers have differentiated curriculum uniquely curated for the needs of GT students.
 - Math accelerated. Language Arts, Social Studies & Science deeper exploration
6. Every student admitted to a GT Center either has an ALP or has a strong body of evidence and is on their way to having an ALP.

Who to talk to and where to learn more:

[Check out our parent website:](#)

Gifted & Talented



Gifted & Talented

Acceleration

Advanced Learning Plans

Early Access

GT 101

GT Advisory Council
- GTAC

GT Calendar

GT Center Schools

GT Identification & Assessments

ID Referral and Center Application

News from Gifted & Talented

GIFTED AND TALENTED CALENDAR

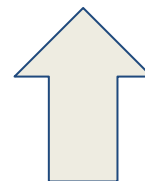
[VIEW OUR
GOOGLE
CALENDAR](#)

CONTACT

- Phone: 303-982-6650
- Email: gtinform@jeffco.k12.co.us

2017-18 Staff Information

2017-18 GT Resource Teacher & GT Counselor & BL Assignments



What to do next?

- If your child has a score of 95th%tile or higher in one or more of the batteries, and you suspect gifted potential:
- **You only need to do one of the following:**
- **Path A**: Use the online referral page and form to make a referral for gifted identification
- **Path B**: Apply for GT Center by contacting your GT Resource Teacher

Questions and Answer Time:

- Please only ask general identification or GT department questions at this time.
- We will be sure to allow time to connect on a personal level for individual questions
- Remember to identify your Building Liaison and GT Resource Teacher

