Gifted and Talented 101

GT Department, Policies, & Procedures in Jefferson County School District
• **Matt Wilkinson** – Gifted and Talented Resource Teacher
• **Jenn Mulhern** – Gifted and Talented Resource Teacher
• **Tonight's Agenda:**
  ▫ Overview of Jeffco GT Department
  ▫ Why Identify the Gifted and Talented?
  ▫ Gifted Behavior & Activity
  ▫ Overview of ALP’s and Programming
  ▫ Supports for Parents
  ▫ Question and Answer Period
Definition of a GT Student:

"Gifted and talented children" are those learners between the ages of four and 21 whose abilities, talents, and/or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services.

Gifted students include students with disabilities (i.e., twice-exceptional) and students with exceptional abilities or potential from all socio-economic and cultural populations. Gifted students are capable of high performance, extraordinary production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual abilities
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts or musical abilities
- Psychomotor abilities
The Jeffco Gifted and Talented Department: 303-982-6650
http://www.jeffcopublicschools.org/programs/gifted_talented/

- Director – Roger Dowd
- Office Staff – Lisa Delameter, Kim Penrose
- 16 GT Resource Teachers – Support Every JeffCo School!
- 4 GT Counselors – Support GT Center Schools!
  - Many GT Center Based Teachers
  - 1 Building Liaison in each JeffCo School
- Numerous Educators – Support over 11,000 ALP students in neighborhood schools, options, charters, etc.
Why Identify? - State Law:

- HB07-1244 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 affective 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.
Identification Referral Process:

- **Referrals**
  - Multiple sources
  - Multiple types
  - Multiple times

- **Body of Evidence**
  - Quantitative and qualitative data
  - Additional supporting information

- **Review Team**
  - Team of educators
  - 1 member trained in gifted education

  Determination aligns with state criteria
Jeffco’s 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)

*only 1 normed instrument (like SIGS) qualifies

**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
All 2\textsuperscript{nd} Grade JeffCo Students will take the Cognitive Abilities Test (CogAT) in October. The CogAT is a test of General Intellectual Ability, normed for both a student’s age and grade. The CogAT provides cognitive data for a student’s body of evidence. The CogAT consists of three test batteries, verbal reasoning, quantitative reasoning, and non-verbal reasoning.
<table>
<thead>
<tr>
<th>Bright Child</th>
<th>Gifted Child</th>
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<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>Is attentive</td>
<td>Is mentally and physically involved</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>Works hard</td>
<td>Plays around, but can test well</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Top group</td>
<td>Beyond the group</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Shows strong feelings and opinions</td>
</tr>
<tr>
<td>6-8 repetitions for mastery</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>Initiates projects</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Is intense</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Technician</td>
<td>Inventor</td>
</tr>
<tr>
<td>Good memorizer</td>
<td>Good guesser</td>
</tr>
<tr>
<td>Enjoys sequential presentation</td>
<td>Thrives on complexity</td>
</tr>
<tr>
<td>Is alert</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is highly self-critical</td>
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Gifted Areas of Strength:

<table>
<thead>
<tr>
<th>Verbal Reasoning GIA</th>
<th>Reading</th>
<th>Writing</th>
<th>Quantitative GIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Intellectual Ability (GIA)</strong></td>
<td>Creative</td>
<td>Leadership</td>
<td>Art</td>
</tr>
<tr>
<td>Music</td>
<td>Drama</td>
<td>Math</td>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>World Language</td>
<td>Psychomotor</td>
<td>Science</td>
<td></td>
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</tbody>
</table>

The CDE no longer recognizes Verbal, Quantitative, and Non-Verbal as “Strength Areas”. These have been converted to GIA as they are processing abilities, not academic strengths.
Gifted Behavior:

Renzulli's Three-Ring Conception of Giftedness
Dr. George Betts - Profiles of Gifted Behaviors

• Profiles are not static
• Students may exhibit elements of various profiles
• The goal is to be an Autonomous Learner.
• Identifying aspects of the profiles may help in programming/intervention for gifted learners.
Profiles Activity:

• Use your profiles hand-out to think about your student.
• Identify and mark behaviors that you have observed, experienced, etc.
• Take about 10 minutes to complete.
• It is ok to mark various behaviors from different categories.
• When complete, we will look at each profile together.
**Type 1 - The Successful**: They are smart, ready to please and able to master schoolwork with little or no effort.

**Type 2 - The Challenging**: They do not learn like the rest of their peers. They keep their creativity and autonomy, but suffer in school because they are not successful.

**Type 3 - The Underground**: The underground give up their gifted identity to be socially acceptable with peers. They hide their creativity and intelligence so that they can “belong”.

**Type 4 - The At-Risk**: They have gone beyond being bored and are resentful and angry. The At-risk may drop out of school or out of life.

**Type 5 - The Twice Exceptional**: Twice Exceptional students have both an Advanced Learning Plan and an identified disability (504/IEP)

**Type 6 - The Autonomous Learner**: The autonomous learner is comfortable being a student and a learner. They use their strengths to become life-long learners.

To learn more visit: [http://www.davidsongifted.org/db/Articles_id_10114.aspx](http://www.davidsongifted.org/db/Articles_id_10114.aspx)
What happens once a student is identified?

- The student will have an Advanced Learning Plan (ALP) written.
- The ALP will help guide programming choices.
- Programming is developed, implemented, and monitored by classroom teachers.
- Programming follows the ALP Life-cycle.
- Programming happens in primarily two settings, GT Center Classrooms or Typical Neighborhood Classrooms.
ALP Lifecycle - Secondary:

**Advanced Learning Plan | Life Cycle**

- **May**
  - Final end of year report and communication to parents.
  - Student Completes ALP Survey 1 in Naviance an Goal Setting.
  - Review & Distribute the ALP/Naviance goal setting report to teachers.
  - Teacher discusses plan of action with students.
- **August - October**
  - GT-RT Reviews end of year data and reports to GT Director.
  - Evaluate and Reflect Student centered reflection.
  - Teacher discusses plan of action with students.
- **February - April**
  - Progress Monitoring 2nd Checkpoint - Adjust service as necessary.
  - Goal Setting Students: Set Goals Using ALP/Naviance.
  - Progress Monitoring with Student.
  - Student completes the Jeffer ALP Survey 2 in Naviance - Progress Monitoring.
- **November - February**
  - Progress Monitoring 1st Checkpoint - Adjust service as necessary.
  - Progress Monitor with Students.
  - Review & Distribute the ALP/Naviance progress monitoring report to teachers.

***Secondary***
GT Center and Neighborhood Schools

**Center Programs: Students with Multiple Strength Areas**

- Advanced Core Content – Compacted
  - Pace Accelerated
  - Typically Math is one full year accelerated
  - Differentiated and Extended
  - Like ability peers
  - Highly qualified GT instructors
  - Social/Emotional Support
  - Attention to personal interest/passions
  - Enrichment Opportunities

**Typical Schools: Students with 1-2+ Areas of Strength**

- Grade Level Content
  - Flexible Grouping
  - Content Acceleration
  - Content Differentiated
  - 80% of identified ALP learners are in the typical school setting
What is Differentiation?

“It means teachers proactively plan varied approaches to WHAT students need to learn, HOW they will learn it, and/or how they will SHOW WHAT THEY HAVE LEARNED in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”

Carol Ann Tomlinson
How do I know if GT center is right for my student?

- Child has specific needs that would be better met in a center school
- Child is internally motivated and driven
- Child is in need of intellectual peers
- Child wants to be in a center setting
Where are the GT Center Schools?

- GT Centers are housed within neighborhood schools.
- They are a “school within a school”.

<table>
<thead>
<tr>
<th>Elementary:</th>
<th>Middle School:</th>
<th>High School:</th>
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<tbody>
<tr>
<td>Coronado</td>
<td>Creighton (7th-8th)</td>
<td>Wheat Ridge HS</td>
</tr>
<tr>
<td>Devinny</td>
<td>Evergreen Middle (6th-8th)</td>
<td></td>
</tr>
<tr>
<td>Hackberry Hill</td>
<td>Everitt (7th-8th)</td>
<td></td>
</tr>
<tr>
<td>Kendrick Lakes</td>
<td>Ken Caryl (7th-8th)</td>
<td></td>
</tr>
<tr>
<td>Kyffin</td>
<td>North Arvada (7th-8th)</td>
<td></td>
</tr>
<tr>
<td>Parmalee</td>
<td>West Jefferson (6th-8th)</td>
<td></td>
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<tr>
<td>Sheridan Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stevens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westridge</td>
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</tbody>
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How do I find out more about GT Center Programs?

• Come to one of our GT Center Parent Information Nights on **September 13th 2017** from 6:30-8:30pm

<table>
<thead>
<tr>
<th>Central Location: Ed Center Board Room</th>
<th>Mountain Location: Evergreen MS</th>
<th>South Location: Ken Caryl MS</th>
<th>North Location: North Arvada MS</th>
</tr>
</thead>
</table>

Learn more or apply online at:
http://www.jeffcopublicschools.org/programs/gifted_talented/application_testing_information/
To Apply for GT Center or Cognitive Testing:

Welcome to the Jeffco Gifted and Talented webpage! We are focused on Actualizing Learners’ Potential for gifted and high ability learners in Jeffco Schools. We believe all students deserve an education that will provide meaningful growth academically, socially and emotionally. See our Definition of a GT Student and our Board Policy on Gifted Education.
Our New Website Tour:

Gifted & Talented
Are there other supports, programs, and services for GT learners?
Communication Pathway:

- Classroom teachers provide programming and support, guided by a student’s ALP. They are your primary stop for communication and support of your child.
- Contact your school building GT building liaison for further support.
- If you are unable to reach resolution through the teacher or BL, contact your school’s GT Resource Teacher.
- GT Resource teacher contact information is on our website. Your school’s BL can let you know who works with your student’s school.
Early Access for Highly Gifted 4 and 5 Year olds:

- HB 08-1021
- Allow access to Kindergarten for Highly Gifted 4 year old children
- Allows access to First Grade for Highly Gifted 5 year old Children
- ONLINE Application OPENS in January and CLOSES mid March PORTFOLIO DUE
- Testing and collection of Body of Evidence in April
- Notification in May
GT Parent Seminar Nights:

**Embracing Giftedness**

*See me, understand me, teach me, challenge me*

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**2017-18 Jeffco GT Parent Seminars**

Parents of gifted children need access to a variety of resources, networking and support to help guide them through their child’s academic journey.

The Gifted and Talented Department will be offering Parent Seminars in conjunction with JACG (Jefferson County Association for Gifted Children). The presentations are prepared by various professionals on issues related to gifted children.

The Parent Seminars focus on supporting the children, parents and educators while offering the resources and networking that are needed.

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**Monday, August 28, 2017**

**Topics:** GT 101; Twice Exceptional Students; Social Emotional Needs of GT Learners; Advanced Learning Plans

**Time:** 6:30—8:00 pm

**Location:** Jeffco Education Center 5th Floor Board Room
1829 Denver West Dr., Golden, CO 80401

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**Tuesday, January 9, 2018**

**Topic:** Understanding Your Student’s CogAT Data

**Time:** 6:30—8:00 pm

**Location:** Jeffco Education Center 5th Floor Board Room
1829 Denver West Dr., Golden, CO 80401

Make-Up Date in case of inclement weather is Jan. 10, 2018
Support your student outside of school:

• Support Passion Development
• Encourage Challenge and Mastery
• Build Resilience and Grit
• Advocate for your Student
• Provide Explorations and Enrichment
• Promote failure as a building/learning point
• Growth-mindset
GT Parent Support & Resources:

- JeffCo GT Department - [http://www.jeffcopublicschools.org/programs/gifted_talented/](http://www.jeffcopublicschools.org/programs/gifted_talented/)
- Jefferson County Association for Gifted Children (JAGC) - [http://www.jeffcogifted.org/](http://www.jeffcogifted.org/)
- Colorado Association for the Gifted and Talented (CAGT) - [http://www.coloradogifted.org/](http://www.coloradogifted.org/)
- National Association for Gifted Children (NAGC) - [http://www.nagc.org/](http://www.nagc.org/)
SPARKS Summer Enrichment:

• The vision of Jeffco SPARKS is to empower the dreams and passions of high ability and gifted learners in order to build a knowledge base for the future.

• Learners will experience unique intellectual learning, leadership development, artistic opportunities, creative expression, as well as critical and creative problem solving.
Do you have any questions?
Have a wonderful evening!