Gifted and Talented 101

gt department, policies, & procedures in jefferson county school district with an emphasis on gt identification
# Bright vs. Gifted

<table>
<thead>
<tr>
<th><strong>Bright Child</strong></th>
<th><strong>Gifted Child</strong></th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>
Who is a gifted student?

- "Gifted and talented children" means those persons between the ages of four and 21 whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

  - General or specific intellectual abilities
  - Specific academic aptitude
  - Creative or productive thinking
  - Leadership and human relations ability
  - Visual arts, performing arts, spatial or musical abilities
  - Psychomotor abilities
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 =
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
Parent Referral: Online Form

Gifted & Talented

Welcome to the Jeffco Gifted and Talented webpage!

We are focused on Actualizing Learners' Potential for gifted and high-ability learners in Jeffco Public 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.

New to GT?

If your child was recently identified or you just want a GT introduction, visit our GT 101 page for basic information about giftedness, including resources, links, and an overview of information.
Parent Referral: Online Form

Application & Testing Information

Jeffco's GT Department identifies students as gifted at all of our district neighborhood, charter and option schools in all grades K-12 as per Colorado Department of Education (CDE) guidelines. All students who are identified as gifted qualify for an Advanced Learning Plan (ALP). Additionally, some students who qualify as gifted may be eligible for enrollment at one of our GT Center schools. The application processes for GT identification and for GT Center school access are both similar, yet distinct.

We have 2 separate application processes: PLEASE APPLY ON ONLY ONE APPLICATION

Click here for GT identification Referral: This form should be completed for students who are only seeking GT identification for an Advanced Learning Plan (ALP), and who are planning to remain at their current neighborhood, option or charter school, and not interested in attending a GT Center school. (This application is open year round)

Click here for GT Center application: This application should be completed for students who are seeking access to one of our GT Center schools, even if a student is not yet identified as GT. This application closes at 4:00pm on October 15, 2018.
Universal Screening - CogAT

- 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.
### Gifted Areas of Strength:

<table>
<thead>
<tr>
<th>Math</th>
<th>Reading</th>
<th>Writing</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General</strong></td>
<td><strong>Creative/</strong></td>
<td><strong>Leadership</strong></td>
<td><strong>Visual Art</strong></td>
</tr>
<tr>
<td><strong>Intellectual</strong></td>
<td><strong>Productive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td><strong>Thinking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td><strong>Performing</strong></td>
<td><strong>Science</strong></td>
<td><strong>Dance</strong></td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td><strong>Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>World</strong></td>
<td><strong>Psycho-</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td><strong>motor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Psycho-</strong></td>
<td><strong>motor</strong></td>
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</tr>
<tr>
<td><strong>motor</strong></td>
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A pathway to identification could look like:

- **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
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*
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
Qualifying scores for a body of evidence will be at the 95th percentile or higher.
Jeffco’s Body of Evidence

3 pieces from any 2 categories below

<table>
<thead>
<tr>
<th>Cognitive*</th>
<th>Achievement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CogAT 7, NNAT, KBIT</td>
<td>District: MAP Trend, CMAS</td>
</tr>
<tr>
<td>IQ tests: DAS, WISC, WPPSI</td>
<td>GT Dept: TERA, TEMA, TOMAGS,</td>
</tr>
<tr>
<td>Torrance Test of Creative Abilities</td>
<td>KTEA, SAGES, Others</td>
</tr>
</tbody>
</table>

*only 1 qualifies

*may have 2 qualifying achievement pieces

<table>
<thead>
<tr>
<th>Behavioral Observations*</th>
<th>Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales for Identifying Gifted Students (SIGS, normed)</td>
<td>State/national academic contest: top place/ranking</td>
</tr>
<tr>
<td>Parent Narrative</td>
<td>Expert juried performance: Advanced/Distinguished</td>
</tr>
</tbody>
</table>

*only 1 normed instrument (like SIGS) qualifies

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 7, 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 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.
Advanced Learning Plan
Flow Chart \ Life Cycle

Evaluate
Goals - set goal
status as Met or
Unmet
May / End of year

Beginning
of Year

Progress
Monitoring 2nd
Checkpoint- adjust
services as necessary
March to April
(continued
Monitoring

Goal
Setting
Student: set goals
using ALP tool
August to October

Progress
Monitoring 1st
Checkpoint - adjust
services as necessary
November to
February
GT Center and Neighborhood Schools

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

- Advanced Core Content – Typically one year accelerated
  - Compacted
  - Pace 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
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/)
Use the Parent Website

Google