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:

- 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 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.
<table>
<thead>
<tr>
<th>Bright Child</th>
<th>Gifted Child</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>Shows strong feelings and opinions</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>6-8 repetitions for mastery</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Is intense</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Good guesser</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Thrives on complexity</td>
</tr>
<tr>
<td>Good memorizer</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is highly self-critical</td>
</tr>
</tbody>
</table>
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:

- **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
A 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.
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
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*
Jeffco’s Body of Evidence

3 pieces from any 2 categories below

**Cognitive**
CogAT 7, 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
*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
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 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)
Who to talk to and where to learn more:

Check out our parent website:

Gifted & Talented

Programs

Advanced Learning Plans
Application & Testing Information
Early Access
GT 101
GT Center Schools
GT Identification & Assessments
Parent Resources
Twice Exceptional Students

GIFTED AND TALENTED CALENDAR

CONTACT

- Phone: 303-982-6650
- Email: gtnform@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 Dec. 16th
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.