Identification in Jeffco after CogAT

Reference and Access Here:
https://tinyurl.com/ych4cbql

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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.
Characteristics of Giftedness

- Vivid Imagination
- Advanced Comprehension
- Enjoys Solving Problems
- Often Self-Taught
- Quick Learner
- Excellent Memory
- Deep Intense Feelings & Reactions
- Curious
- Large Vocabulary
- Thinking can be Complex, Logical, & Insightful
- Abstract & Insightful Thinking Patterns
- Transformative thoughts & actions
- Highly Sensitive
- Keen/Unusual Sense of Humor
- Asks Probing Questions

Adapted from: A Parent's Guide to Gifted Children; Webb, J.
“Negative” Traits of Giftedness

- Impatient with Others
- Drill
- Resists Drill
- Monopolizes Discussions
- Asynchronistic Development
- Low Self Esteem
- Asynchronistic
- Lacking Social Skills
- Bored Easily
- Disturbs Others
- Shows Off / Brags
- Lack of organization
- Overexcitabilities
- Perfectionism
- Neglects Other Responsibilities
- Challenges Authority
- Goes on Tangents
- Impatient with Others
- Obsession
- Asynchronistic Development
- Low Self Esteem
- 2C Connections
### Bright vs. Gifted

- Not an absolute, not mutually exclusive

<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>
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</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:

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.
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*
# Academic 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, NNAT, KBIT</td>
<td>District: MAP Trend, CMAS</td>
</tr>
<tr>
<td>IQ tests: DAS, WISC, WPPSI</td>
<td>GT Dept: TERA, TEMA, TOMAGS, KTEA, SAGES, Others</td>
</tr>
<tr>
<td>Torrance Test of Creative Abilities</td>
<td>*may have 2+ qualifying achievement pieces</td>
</tr>
</tbody>
</table>

<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:</td>
</tr>
<tr>
<td>Parent Narrative</td>
<td>top place/ranking</td>
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<tr>
<td></td>
<td>Expert juried performance:</td>
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<tr>
<td></td>
<td>Advanced/Distinguished</td>
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<tr>
<td></td>
<td>Expert Assessed portfolio review:</td>
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<tr>
<td></td>
<td>Advanced/Above grade level</td>
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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:
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.