Identification in Jeffco after CogAT

Jeffco Gifted and Talented Department

Further information, resources, and contacts for your school can be found on the Jeffco GT website
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 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.
## Bright vs. Gifted

<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:

If you would like to make a referral, please contact your building liaison or GT Resource Teacher.
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
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
There are four pathways to gifted identification:

1. Specific Academic Aptitude with Cognitive Data

This information is centered around pathway 1 which utilizes qualifying cognitive information.
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

NOTE: All pieces of the BOE must align to a specific strength area for identification
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

<table>
<thead>
<tr>
<th>Cognitive*</th>
<th>Achievement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Tests</td>
<td>MAP, CMAS</td>
</tr>
<tr>
<td>IQ Tests</td>
<td>Individually Administered Achievement Tests</td>
</tr>
<tr>
<td>Creative Ability Tests</td>
<td>*may have 2 qualifying achievement pieces</td>
</tr>
<tr>
<td>*only 1 qualifies</td>
<td></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>Expert juried performance</td>
</tr>
<tr>
<td>*only 1 normed instrument qualifies</td>
<td>Expert Assessed portfolio review</td>
</tr>
</tbody>
</table>

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

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)

  If your child has a score of 95th%tile or higher in one or more of the batteries, and you suspect gifted potential, reach out to one of the above people to make a referral
Who to talk to and where to learn more:

Check out our parent website:

Gifted & Talented

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

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

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

GIFTED AND TALENTEED CALENDAR
VIEW OUR GOOGLE CALENDAR