

# **San Luis Valley Board of Cooperative Services**

## **Gifted Education Guidelines for Referral and Gifted Determination Process**

### **Definition**

San Luis Valley Board of Cooperative Services (SLV BOCES) defines gifted students as persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Outstanding talents are present in students from all cultural groups, across all economic strata, and in diverse areas of human endeavor. Children under five who qualify may also be served. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- general intellectual ability
- specific academic aptitude
- creative, productive thinking
- leadership abilities
- visual arts, performing arts, musical or psychomotor abilities

SLV BOCES strives for representation of gifted and talented students from all groups in the local population. The districts consider the impact of poverty, ethnic/cultural diversity, multiple exceptionalities, rural demographics, and gender in the identification process.

### **Steps in the Gifted Determination Process**

#### **Universal Screening/Referrals**

Students may be brought to the attention of the Gifted Education Coordinator through nomination by teachers, parents, self, peers, or others working closely with the student, previous school, or universal screening of all students.

San Luis Valley school districts conduct universal screening of all students in an early elementary grade level (K-3) determined by each district. The San Luis Valley BOCES recommends that each district administer another universal screening in grades 6-9, at the district's discretion.

The district selects the tool used for the universal screening. Both quantitative and qualitative tools are used by SLV districts for universal screening. These include but are not limited to the following valid and reliable tools/assessments:

- Kingore Observation Inventory (KOI)
- Cognitive Abilities Test Form 7 (CogAt 7)
- Naglieri Nonverbal Ability Test (NNAT 2)

It is recommended that students scoring at the 80<sup>th</sup> to 85<sup>th</sup> percentile on standardized tests be considered for further review in the gifted determination process.

### **Gathering Information**

When evidence exists from the universal screening and/or classroom observations that more evaluation should be done, the Gifted Coordinator obtains parental permission for testing and coordinates the gathering of a complete Body of Evidence (BOE) for students. The BOE should consist of quantitative and qualitative measures to determine if a student meets the criteria for gifted identification and to build a student profile of strengths and interests for the purpose of developing appropriate programming options for the student.

In the San Luis Valley the BOE for students with academic aptitudes should include:

*(Examples of instruments in each category are listed. This list is not inclusive and may be extended to other valid and reliable instruments.)*

- Behavior Observation Scale
  - Gifted Evaluation Scale (GES-3)
  - Gifted Rating Scale (GRS-P for preschool and kindergarten GRS-S for grades 1-8)
  - Scales for Identifying Gifted Students (SIGS)
- Cognitive Test
  - Cognitive Abilities Test (CogAT 7)
  - Naglieri Nonverbal Ability Test (NNAT 2)
  - Kaufman Brief Intelligence Test (K-BIT 2)
  - Standardized ability testing administered by a psychologist
- Achievement Test
  - Northwest Evaluation Association Testing (NWEA MAPS)
  - Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Colorado Measures of Academic Success (CMAS)
  - Developmental Reading Assessment (DRA2)
  - Kaufman Test of Educational Achievement (KTEA)
- Parent and Student Input
  - Questionnaires
  - Interviews
- Performance Observation
  - Results from academic competitions at the state and national level
  - Information from targeted interventions

For students whose strengths are in the talent areas additional pieces of evidence for the BOE include:

- Performance Observation or Portfolio
  - Ohio Department of Education Rubrics in the Talent Areas
  - Results from juried competitions
  - Information from targeted interventions
- Talent Ability or Creativity Tests
  - Torrance Test of Creative Thinking (TTCT)
  - Profile of Creative Abilities (PCA)

### **Decision-Making**

Each district uses identification assessment and review by a team to identify gifted children. The team uses a body of evidence upon which to base the determination of giftedness. A review team should include at least one person trained or endorsed in gifted identification and programming. The review team provides opportunity for input from all teachers working with the student and the student's parents.

The review team examines the body of evidence and may make one or more of the following determinations:

- move to formal gifted identification
- identify student for a talent pool with targeted interventions
- select new tools to collect additional data
- determine data does not support identification at this time
- determine a student may need to be referred for special education assessment in addition to his/her gifted identification (twice-exceptional students)

The 95<sup>th</sup> percentile ranking and above describes the rule for demonstration of exceptionality on a norm referenced standardized test or observation scale. Distinguished/advanced performance levels may describe exceptionality on qualitative tools, portfolios, performance assessments, and criterion-referenced tests.

The Gifted Identification Criteria established by the Colorado Department of Education (CDE) is used by the review team to formally determine giftedness. Using these processes ensures portability of gifted identification throughout the San Luis Valley and the state of Colorado. Students' specific areas of academic aptitude and/or talent is defined during the identification process.

*See attached documents from CDE for areas of identification and specific criteria in each area.*

*Areas of Identification*

*Gifted Identification Criteria: Specific Academic Aptitude (with Cognitive)*

*Gifted Identification Criteria: Specific Academic Aptitude (without Cognitive)*

*Gifted Identification Criteria: Specific Talent Aptitude*

*Gifted Identification Criteria: General Intellectual Ability*

Results of gifted determination are reported in writing to parents and recorded in the student's cumulative file. Teachers are also notified of the determination results.

***Adopted December 8, 2015***

**Gifted identification should never be just a moment in time during the educational career path of a student. Identification is fluid and continuous throughout the school years as students may not have enough experience or talent development to meet identification criteria at the same point in time.**

### **Writing an Advanced Learning Plan (ALP)**

After formal gifted identification, an Advanced Learning Plan (ALP) is developed in partnership with parents, teachers, and students, when age appropriate for each student. The ALP includes:

- student demographic information
- date of identification and area(s) of gifted identification
- ALP contact person
- student interests and goals
- extracurricular activities
- parent involvement to support giftedness
- synthesis of Body of Evidence
- programming and goals in strength or need area(s) to include at least one goal in academic/talent area and one in the social emotional/career development area
  - standards-based learning goals
  - learning structure
  - strategies/ interventions to increase rate of learning, depth of understanding, understanding of novelty, higher order thinking and/or complexity to meet goals
  - end of year progress towards the goal(s)
  - standards-based goals to meet career and/or social-emotional needs of gifted student
- signatures of participating parties: student, parents, classroom teachers, coordinator of the plan and others as needed

In the ALP programming options are matched to student strength areas(s). The ALP is reviewed and updated at least once a year by participants in the plan. Student need for special programming is reviewed every three years or at transition points from elementary to middle school and middle to high school.

### **Use of Targeted Interventions for Strength Development**

Students demonstrating strengths on screening instruments or through referrals may become part of a talent pool of students for strength development. A talent pool is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur. A student may meet the criteria for gifted identification or extension of the identification into additional areas at a later date. Districts may determine if a talent pool is used and the length a time in which a student participates.

***Adopted December 8, 2015***

Student profile information to help determine appropriate targeted interventions for these students is gathered by the Gifted Coordinator. This information includes: students' interests, educational background, and motivation. It is gathered from parents, students, and teachers using initial Response to Intervention (RtI) forms and/or through interviews.

Appropriate interventions may be determined using the RtI process or through a meeting of the Gifted Coordinator and the classroom teachers. Examples of targeted interventions appropriate for these students include:

- increase in depth (DOK), complexity, and/or novelty in curriculum and instructional tasks targeted to student's strength area(s)
- directed independent study, mentorship, or interest center in the student's area of passion
- use of advanced, supplemental curriculum targeted to students' strength area(s)
- participation in clubs or competitions in targeted area(s) of interest

Targeted interventions are provided to these students through differentiation in their classrooms or through other structures: e.g. pull out, push in, extracurricular programming. Students' responses to the targeted interventions are monitored and recorded using tools such as:

- observational checklists
- anecdotal records
- work samples
- results from competitions and/or performances

## **Portability of Identification for Transfer Students**

When records of a transfer student contain a complete Body of Evidence (BOE) and indicate that the student has previously been formally identified as gifted in Colorado, the SLV BOCES districts honors the identification and rewrites the ALP to ensure programming matched to student strengths.

The rule for portability does not apply to students moving into Colorado from another state. The receiving school reviews the student's records for evidence of giftedness, and then determines whether additional assessment is necessary to confirm if the student meets Colorado criteria for gifted identification. When the BOE of a transfer is incomplete, the district contacts the previous school to obtain the required information. If the required information is not available, the SLV district completes the BOE and then determines whether or not the student should be formally identified as gifted according to the SLV BOCES Gifted Identification Process.

Districts should also be aware of the parameters within the Military Compact Agreement for identified gifted students moving to Colorado as a result of a military transfer.

## **Appeals Process**

The appeals process begins when a student and/or parent are not satisfied with the decision of the team in planning the student's educational programming and/or when determining the need for gifted education services. This process involves the reconsideration of any of the assessment processes, body of evidence data, or programming for gifted services.

Before a formal appeal, an attempt should be made at the building level to resolve the disagreement. The student or parent shall request a conference with the building level Gifted Education Coordinator and/or building principal and the SLV BOCES Gifted Education Coordinator in order to review the student's body of evidence and to obtain a thorough explanation of the screening process and its purpose. This meeting should occur within 30 days of the request.

If the outcome of the conference at the building level is not to the satisfaction of the student and/or parent's satisfaction, then a written appeal must be submitted to the district superintendent. The written appeal must contain a statement of the complaint, any evidence in its support, the solution desired, the student and parent's signature, and the date the appeal is submitted. The superintendent, or his/her designee, must schedule and hold a conference with the submitting party and the SLV BOCES Gifted Education Coordinator within two weeks of receiving the written appeal. At the end of this meeting, the decision of the superintendent is final.

### **ATTACHED ITEMS:**

SLV BOCES Gifted Education Referral and Gifted Determination Process {Handout}  
CDE – Gifted Education: General or Specific Intellectual Ability {Handout}  
CDE-Gifted Education: Area of Giftedness- Specific Academic Aptitude (with Cognitive) {Handout}  
CDE-Gifted Education: Area of Giftedness: Specific Academic Aptitude (without Cognitive) {Handout}  
CDE- Gifted Education: Area of Giftedness: General Intellectual Ability {Handout}  
CDE- Gifted Education: Area of Giftedness: Specific Talent Aptitude {Handout}  
GIFTED EDUCATION RESOURCES: websites