

GIFTED AND TALENTED

Study Session
April 27, 2017

LEGISLATIVE CHANGES

2016 Legislative Changes to the World's Best Workforce: Gifted and Talented

Districts and charter schools are now required to include information about three areas of their gifted and talented programs within their World's Best Workforce (WBWF) plans:

- Process to Assess and Identify Students for Participation in Gifted and Talented Programs.
- Procedures for the academic acceleration of gifted and talented students.
- Procedure for early admission to kindergarten and first grade consistent with Minnesota Statutes, section 124D.02, Subdivision 1.

IDENTIFICATION CRITERIA

***Achievement Data**

- Fountas and Pinnell one year above grade level
- FAST 97-99 percentile (local norms)
- MCA Exceeds in the 85 percentile or higher
- Pre-assessments Classroom 80% or higher
- Standards assessment for year looking to accelerate over 85% or higher
- Post-assessments Classroom 95% or higher

IDENTIFICATION CRITERIA CONTINUED

***Aptitude** Data

(MAP, PSAT, SAT, ACT)

- Winter cut score from current grade level
- TIES/MAHTOMEDI document
- Per board policy 98% or higher
- Policy/Procedure

***Ability** Data

(CogAT)

- Scores in the 9th stanine of 98% or higher
- Outside ability assessments scores at or above 131

CONTINUED

***Teacher Checklists**

TILS Teacher Inventory of Learning Strengths

Content specific checklists and inventories

***Parent and Student Checklists**

PIP Parent Inventory for finding potential

Attitudes about school and learning questionnaire

Subject specific Interests and Attitudes questionnaire

CURRENT TALENT IDENTIFICATION PROCESS

1. Aptitude and Achievement Data collected on students Fall/Spring
2. Teachers are asked to fill out provided checklist Spring
3. Parents of students meeting Aptitude and Achievement and Teacher Checklist criteria are contacted for a possible move in placement Fall/Spring
4. Parents give permission to assess with standards assessment Fall/Spring
5. Standards assessment is given Fall/Spring
6. Results of all of the above are shared with building principal Fall/Spring
7. If student meets criteria a move is made. If student does not meet criteria discussion of challenge work provided in current level takes place Fall/Spring

POTENTIAL GIFTED IDENTIFICATION PROCESS

Fall(October)of 1st grade all students are given CogAT

1st and 2nd grade PETS(Primary Education Thinking Skills) assessment
[paper and pencil] 4 stages completed with Growing Scholars
November

Fall/Winter/Spring FAST assessments are given to all first and second graders

Fall/Winter/Spring MAP assessments given to all 2nd graders

Teacher, Parent and Student Checklists collected

Gifted identification spring of 2nd grade

Communication sent home spring of 2nd grade