



Local Advisory Committee Meeting
Minutes
October 16, 2018
Spratley Gifted Center
7:30-8:30 pm

Members Present – Dr. Reginald Johns, Amy Pearson, Donna Norman
Visitor Present – Katherine Wilson

- I. Review and approve minutes from March 7, 2018 – Motion to approve made by Amy Pearson, 2nd by Donna Morman
- II. Review the purpose of the Local Advisory Committee Meeting
- III. Review components of the LAC report to the Superintendent and School Board by Powerpoint.
- IV. Analysis of the Talent Pool Identification Tool – Parent Rating
Parent rating form for the Talent Pool program was analyzed using the 3-12 Parent Rating for comparison.
 - A. Similarities observed
 1. Both emphasize verbal themes
 2. Scales look at varying degrees of display
 3. K-2 seems like a simplified version of the 3-12 form.
 4. Appears age appropriate.
 - B. Differences observed
 1. Percentages of occurrence of each description are missing on the talent pool form.
 2. The 3-12 form is appropriate for older students.
 3. One rating goes up in occurrence; another goes down.
 4. 3-12 form uses almost always as an indicator, K-2 uses always.
 5. 3-12 has space for total score. K-2 does not
 6. 3-12 asks for an address and date.
 7. K-2 utilizes behaviors and descriptions, 3-12 breaks down description only.
 - C. How do you believe these differences impact the perceptions of the parent?
 1. It may be harder for a parent to indicate a K-2 child always does something.

2. The more in depth questions of the older child help look at child from multiple perspectives.
 3. The detailed breakdown may result in better assessment and is less subjective.
 4. The detailed breakdown for 3-12 may cause parents to take form more seriously.
- D. Are there advantages/disadvantages of using these terms to describe a primary student with gifted potential?
1. The %s listed on the 3-12 may work better.
 2. "I prefer almost always."
 3. "Always is too rigid."
 4. "I like being given 3 choices."
 5. They are vague. Probably could use more descriptors.
 6. The terms are describing how often a student displays the behavior.
 7. No disadvantages I can see.
- E. Other districts use indicators like never, occasionally and frequently and not observed, age appropriate, developing, exceptional. What do you see as the benefits of using different indicators?
1. This would be less appropriate for parents.
 2. I prefer never, occasionally, and frequently.
 3. Can parents judge what is exceptional vs. age appropriate?
 4. These indicators appear to be common terms that parents can relate (age appropriate, developing, exceptional)
 5. It is harder to compare between scales in areas where there is overlap.
- F. Should the indicators be the same?
1. Yes
 2. Yes, it makes rating systems more equivalent.
 3. They can be different if both are assigned the same %.
 4. They could benefit the process of finding students with gifted potential by defining levels.
- G. General feedback....
1. I think the evaluation criteria are biased against introverts who will by nature show less leadership and interaction with peers in class.
 2. Suggestion for a narrative – "Please provide an example when you have observed giftedness in your child? How would gifted education support your child?"
- V. Future meeting dates: January 8, 2019 and March 6, 2019 at Spratley Gifted Center's Library Media Center from 6:00-7:00 pm.
- VI. Adjourn