**GIFTED & TALENTED EDUCATION ADVISORY COUNCIL**
NOTICE OF MEETING & AGENDA
THURSDAY, NOVEMBER 16 | 4:00 PM – 6:00 PM
LOCATION: VIRTUAL/ONLINE ONLY

### **members**

**Council Members**

Dr. Katharina Elbert, Kenya Guerra, Isha Hassan, Dr. Albert Johnson-Mussad (Vice Chair), Kari Morse, Tyrone Mowatt, Courtney Perdios, Magalie Pinney, Donna Potter Astion (Chair), Juan Rodriguez, Dr. MaryGrace Stewart, Dr. Heny Taraz, Darnell Williams

**DESE Liaison**

Thomas Zorich

1. 4:03 **Call to Order and Roll Call**

Roll call Present: Donna Astion,Katharina Elbert, Albert Johnson-Mussad, Darnell Thigpen Williams, Isha Hassan, Mary Grace Stewart, Tyrone Mowatt, Kenya Guerrera, Juan Rodriquez, Heny Taraz, Kari Morse, Juan Rodriquez

 **ADMINISTRATIVE ITEMS**

1. **4:16 | Review and Approval of Meeting Minutes 11/16/23**

The minutes were unanimously approved by all members present.

**NEW BUSINESS**

III. DESE Update, Thomas Zorich, Liasion

 IV. 4:25– 4:35 PM | DESE Update

* Manager of Advanced and Accelerated Learning job posting & interview process

Thomas explained that DESE had posted this position. This position aims to innovate programs and services, to drive this work for the state. Liaison Zorich encouraged the Council and other bodies to share the posting in their networks and encouraged interview questions to be sent to him.

* Continuum of Services pilot Pilot with 6 districts launches next week. The district teams will participate in a 4-workshop series. The goal of the pilot is to have these districts develop a draft continuum of services to present to their school committees. DESE hopes to provide funding for additional cohorts. Districts enrolled in this first cohort: Cambridge, Danvers, Hampden-Wilbraham, Methuen, Monomoy, Norton. Thomas described the geographic spread of these districts and the diversity of size of the districts.

Tyrone Mowatt stated his and the Council’s intention to work for every student in the Commonwealth.

V. 4:35 PM - 5:45 PM | Council Discussion and Development of Phase 1 of 2023-24 GTAC Charge

 *Phase 1:**Define giftedness and advanced talent, and the potential to manifest these.* See this [doc.](https://docs.google.com/document/d/1djGPH1u-V4xWZeyEDG5tgWjlMzvkhESzSQrResskB88/edit?usp=sharing)

Chair Astion encouraged universals, brevity, inclusion, talent development, and potential in the Council’s definition.

Council members shared the importance of general intellectual ability, artistic ability, differentiation, challenge, high academic ability, potential, representation, inclusion, neurodiversity, multiple measures, and asynchrony.

A summarized list of the following crucial concepts was generated, to serve as the foundation of the definition and next steps..

* May demonstrate Asynchronous development = magnitude of disparity (neurodivergence) from peers and experience; variation within the individual among the variety of skills
* Multiple measures (talent development, equity issues)
* Local norms – v/v peers, age range (keep here and also include in identification)
* Achievement and potential
* Academic abilities
* Creative (e.g., artistic) abilities
* High performance
* All ages, all ethnicities, all socioeconomic strata; multilingual learners; multiply exceptional
* Differentiation and challenge
* Neurodivergence
* May demonstrate Emotionally sensitive - social-emotional aspects
* Services above and beyond what is typically provided to this age range or grade level – ex: Acceleration
* High degree of motivation – could indicate potential + diversity + all areas of human endeavor
* Not “all kids are gifted”
* More active identification of potential – students not easily exhibiting their gift/talent

 VI. 5:45-5:55 PM | Next steps

Vice Chair Johnson-Mussad and Chair Astion will draft a proposed definition and bring the draft to the next Council meeting on March 21, 2024.

 VII. 5:55-6:00 | Adjournment

Unanimously approved 9 “yes”/ 9 members present

Minutes November

Meeting called to order at 16:03:43

Roll call Present: Donna Astion, Katerina Elbert, Albert Mussad, Darnell Thigpen Williams, Isha Hassan, Mary Grace Stewart, Tyrone Mowatt, Kenja< Juan Rodriquez, Heny Taraz, Kari Morse

16.07.46 Minutes from October meeting approved by all members present.

Thomas Zorich provided DESE update on the CoS webinar, about 70 people logged in. It will be offered again in the future. Schools participating in the workshops will come away with a plan for their school.

Council members Astion and Zorich voiced positive feedback regarding the webinar. It set the foundation for MTSS and equitable opportunity for students, and addressed challenges and implementation.

CTD also talked about differentiation and acknowledgment that teachers want to be able to build the capacity to do this.

Council Member Mussad shared that it was concrete and usable information, and plans will be tailored to districts’ needs.

There is an appreciation for forward momentum by DESE in the area of academically advanced learners.

Council members asked about common and consistent language, the number of districts participating, funding, and the possibility of the webinars being recorded in the future.

16.27.23 Led by VC Albert Mussad, the Council revisiting norms and adding a sixth norm to include “Share thoughts respectfully”

The Council agreed to adopt the new norm.

16.33.44 Discussion next included the draft GTAC charges for the Council to consider based on feedback from the Council.

The state definitions of Gifted and Talented were reviewed.

It was suggested that the Council could begin by looking at the previous definition the 2020/2021 Council crafted. SInce it was not adopted by the full Council, we are beginning the work once again, while being informed by the previous Council’s work.

The Council decided to consider a multi-year charge, beginning with the definition, to reflect the current Council’s values and understanding of equity.

A vote was taken to accept a 4-phased charge.

Meeting was adjourned at 18.01.54

**Resource:** [**State Definitions of Giftedness**](https://drive.google.com/file/d/1R40STX5QS64SnV85Dd_spVoZN2tDh_t9/view?usp=sharing)

**Revised Charge Phase I: 2023-2024:**

**Define** giftedness and advanced talent, and the potential to manifest these.

**Phase II:** Determine methods to **identify** students who currently demonstrate giftedness and advanced talent, methods to identify potential and to develop potential talent, and these learners’ academic and social-emotional needs.

**Phase III:** Identify and define **evidence-based supports and research-based practices and strategies** that would facilitate high levels of achievement beyond grade level for gifted students, those with advanced talent, and students who manifest the potential to demonstrate giftedness and advanced talent.

**Phase IV:** Identify procedures/methods to document the outcomes of evidence-based supports, research-based practices, and strategies on students’ beyond-grade-level achievement and the development of emerging talent.

Definition, identification, and services related to students who demonstrate giftedness and advanced talent, and related to the development of emerging talent, should occur with a concerted effort toward underserved populations, and with reference to learners’ local peer groups relative to age, experience, environment, and social/demographic identities.

Identify methods by which the Board of Elementary and Secondary Education (BESE) and the Department of Elementary and Secondary Education (DESE) can enact accountability for district-level implementation of identification and service delivery, for students demonstrating giftedness and advanced talent, and related to the development of emerging talent.