

MINUTES

GE-SAC Meeting

Date:

5.4.2017

Lowry Conference Center

1061 Akron Way, Building 697, Denver, CO 80230

Minutes Taken By: Lindsey Reinert, GE-SAC Secretary

| Topic | Notes |
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| Members Present | Jacquelin Medina, Mary Smith, Michelle Barkemeyer, Caitlin Sahimi, Nicole Jensen, Ruthi Manning-Freeman, Mary Ellen Beltracchi, Nikki Myers, Susan Scheibel, Kimberly Servia, Lisa Conner, Brian Weaver, Shari Aggson, Natalie Brown, Sherry Crawford, Joel Newton, Cindy Gifford, Colleen Anthony, Paula McGuire, Michelle Stout, Lindsey Reinert, Guests: Kaye Wergedal, Pat Chapman |
| Members Absent | Angela Denning, Amy Graefe, Blanche Kapushion, Jennifer Gottschalk, Courtney Childe, Lisa Conner, Ruth Rodgers, Terri Jones, Jacklyn Noden, Kittie Hook, Donna Buss, Jennifer Ritchotte, Laura Ann Tuthill, Jane Goff |
| Introductions & Welcome Michelle Barkemeyer, Mary Smith | Introductions Plant the seeds of gifted education Document the celebrations, accomplishments, successes with in your congressional groups CD 1: <ul style="list-style-type: none">• Superintendent presentation with Gifted Education break out session in DPS CD 2: <ul style="list-style-type: none">• Professional Learning with Ed Zacarro- mid year and a return in fall 2017.• SENG training• Engaging in 2E training• Partnership with GT and ESS within school districts• GT leadership lens within the school board• Depth and Complexity training is being impactful to educators.• Educator appreciation-GT educator awarded CD 3: <ul style="list-style-type: none">• Mesa Valley-new hire of superintendent, District advisory committee moving in a positive direction with a shared vision.• Presentations to the school board following C-GER review results. CD 4: <ul style="list-style-type: none">• Building community and education to parents.• Future SENG trainings.• Scavenger camp for 32 districts, CDE- 2E trainings with online offerings having a great turn out of educators. |

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| | <ul style="list-style-type: none"> • Summer Institute hosted in Douglas County. • Depth and Complexity training is being impactful to educators. <p>CD 5:</p> <ul style="list-style-type: none"> • All Pikes Peak GT directors collaborate working on Talent ID day-theater, dance, leadership. Testing ID process, researched based rubrics and tools. Engaged community judges in expertise areas. • Engaging in Latin community partnership. • Youth Mental health event • Charter school Professional Learning on gifted education at the Charter school conference. • GE-SAC membership applications of 13 candidates for review. <p>CD 6:</p> <ul style="list-style-type: none"> • ESSA partnership and informed voices at the table. Building bridges with CAGT, SCA, and Coalition that have engaged the Commission. Draft Thank you letter • NEW graduates in the state of Colorado with Focus on Gifted Education- Ed. D. & Ph. D. Exciting new leaders to in the field of gifted education. <p>CD 7:</p> <ul style="list-style-type: none"> • Community partnerships-Programming with high schools to work on options • C-GER review in Jeffco- uplifted underserved population and piloting some new tools for ID for underserved population. • Adoption and implementation of CDE gifted identification pathways |
| Approval of Minutes | Mary Ellen Beltracchi -Motion Ruthi Manning-Freeman-Second |
| Remarks Jacquelin Medina, CDE Gifted Director | <p>Retreat focus/work</p> <ul style="list-style-type: none"> • Parent and Family Partnership • CDE commissioner values connect/align with CDE Gifted Education <ul style="list-style-type: none"> ○ Student data and student achievement ○ Invest in educators-PL & training ○ Support strong foundations ○ Pathways for every students personalized learning ○ Utilize other agencies/community resources <ul style="list-style-type: none"> ▪ Example: Talent ID process ○ Low performing schools-service ○ “Motivational accountability” <ul style="list-style-type: none"> ▪ Example: C-GER to support growth/adjustments to be relevant and helpful for school districts <p>ESSA</p> <ul style="list-style-type: none"> • Make connects from ESSA and Consolidated Application and Implementation plan • State plan was submitted at April 2017 • Clarity of increased flexibility and decisions making at the local level • Access to ESSA state plan <p><u>ESSA guiding questions:</u></p> |

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| | <ul style="list-style-type: none"> • What do we now understand about the connection between ESSA and the Consolidated Application Plan? <ul style="list-style-type: none"> ○ Tying Early Access to School Readiness ○ Continuing to build awareness ○ How (specifically) can gifted connect to the Title funds ○ Align reporting (SPF vs how gifted data is provided to districts via DMS) ○ That we have responsibility in getting information back to our districts ○ Think about creative ways to spend federal funds for gifted education ○ We have a roll to play in becoming a category that administration acknowledges ○ We need district leadership to be aware of gifted education data, and the ways that various federal funds can be used flexibly for the needs of gifted children with a whole-child focus ○ e.g. Title I funds can support gifted needs within Title I schools ○ Local plan requirements require more attention: locally, decisions are made for identification, evaluation, applications, funding... ○ FAQs about Consolidated Application online do not include anything about gifted and talented, but there is information about the other "new" population subgroup, Foster Children. An FAQ about how to includes gifted that looks like this: ○ A timeline for Directors, GE-SAC, and GERCs about when Consolidated Apps are released, when they are due, and when money from Federal Funds is released would be very useful. Knowing when to talk to the stakeholders (Principals, Sups, BOCES) about how to include GT kids would be helpful. When do we need to plan for focus groups to give input? ○ Flow chart of stakeholders for each AU engaging in ESSA • In what ways might GE-SAC build capacity for understanding considerations for gifted students under ESSA? <ul style="list-style-type: none"> ○ Tying Early Access to School Readiness ○ Continuing to build awareness ○ How (specifically) can gifted connect to the Title funds ○ Align reporting (SPF vs how gifted data is provided to districts via DMS) ○ Provide information and guidance ○ Make personal inter-actions ○ Changing mindset about responsibilities around education of gifted students ○ Better stakeholder investment ○ "Getting your hands dirty". Get out there and meet groups and talk! ○ GT representation to get on the ESSA teams: 3 committees (monitoring, tech assistance...) ○ Support for showing connections to UIP process |
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| | <ul style="list-style-type: none"> ○ We need to draw the connections between gifted and other student populations (ELL, foster, military, etc.) so conversations can be happening about benefiting ALL students. Could we develop a document that shows these relationships and the common needs? It would be great if it would have connections to each Title area as well. ○ Can we show members a sample Consolidated Application Plan so we know what we're talking about and see the "how" of the language and direction on adding gifted and talented subgroup students. Maybe a checklist to review Consolidated App Plans for gifted/talented inclusions? ● What is the communication plan? <ul style="list-style-type: none"> ○ Make stakeholders aware of webinars (how can we market that?) ○ Talking points (how can we help stakeholders engage in conversations) ○ Fast Facts ○ To reach out to people in a webinar state, but it needs to go beyond because many are not invested in webinars. Common talking points from each gifted association (CAGT, Academy, etc.) to share out with people to get throughout state. Jacquelin's team could come up with central ideas and each leading group could go from there. ○ Getting to district leadership and school Boards through CASB and CASE (breakout sessions at meetings.) <ul style="list-style-type: none"> ○ Enable teachers/coordinators to understand how to find and use valid and reliable data to identify, and support growth, in gifted kids ○ Using consistent methods across the district rather than so many different choices ○ Provide bites of information that ESSA- Office of Federal Programs- can send out in connection, or bridge, from GT to ESSA, and receive information connections back from Office of Federal Programs that each GE-SAC group can send back out to their communities—Cross-Pollination of Information ○ Stories must be straight, consistent. Agreed-upon talking points so that people can trust the information from any of the sources. ○ Reliable, consistent systems of information, and ways to share data effectively ○ Immediately publish an informational page that can be forwarded to schools via GT Coordinators and/or Federal Funds personnel to let them know that this plan is coming up, and they need to ask about how gifted and talented, foster, and military subgroups are being addressed in the Consolidated Application prior to submission on June 30. ● What recommendations go forth to the State Board of Education in terms of ESSA guidance? |
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- Align reporting (SPF vs how gifted data is provided to districts via DMS)
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- Accountability of low performing schools, consequences of money being spent
- Short Term Goals
- Creating short (2-5 minute) video clips of districts/schools that are “winning” with this- those can be used in face-to-face presentations as well as webinars
- Visual graphic of information that we all need to know
- Bottom line is defined: All teachers and administrators need to know x,y,z...
- Long Term Goals
- Get Gifted as a sub-category on the State Performance Framework
- Start with ID in math, ID in ELA, with CMAS scores
- Identifying indicators for each part of the strategic plan—how will success be measured?
- A plotted path of layers to develop over time- strategic planning in a visually-represented way... not overly-linguistic or “too wordy”
- Sustainable, manageable, forward-progress... what does that look like?
- What do these look like, in meaningful, visual steps?
- Standards, assessment data, teacher preparation, professional development, funding, accountability...
- What is “Most Important” in each category? What do I do next? What are the Essential Questions to start each phase?
- Can we please ADD gifted as a subgroup in the plan template? We realize that's a plan sample, but seeing it there is a reminder. We are unclear as we cannot see the actual template right now whether the language has been included.

Other Conversation: State Testing

- Who has the predictability data of one session of PARC vs. 3-4 sessions of PARCC in, for example, math, at each of the grade levels? If there is strong predictability, we can and should reduce the number of sessions students are taking.
- How do we connect the results to what's important to kids, to reduce fewer opt-outs because it's more meaningful
- We're trying to make one test do too much; schools could make their 'curriculum' more transparent, to compare schools in addition to state testing, as part of the comparison project
- We need to focus on what's most important for testing, instead of piling so many different pieces (multiple layers of state, district, school testing...)

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| | <p>Marzano High Reliability Schools</p> <p>Federal</p> <ul style="list-style-type: none"> • Javits funds are guaranteed through September 2018 |
| <p>Guest Presenters: Pat Chapman</p> <p>CDE Federal Programs Unit</p> | <p>Update on the ESSA plan</p> <ul style="list-style-type: none"> • ESSA Plan was submitted on May 1, 2017 • Engaged with US Department of Education <ul style="list-style-type: none"> ○ 120 days of review ○ Waiting for approval ○ Looking at provisions-funding and population groups <p>Next steps</p> <ul style="list-style-type: none"> • <u>Consolidated Application implementation plan –June 30, 2017:</u> <ul style="list-style-type: none"> ○ Action is moving forward –Webinar and ESEA Virtual Academy training opportunities for AU’s to engage in for support on funding options. <ul style="list-style-type: none"> ▪ Platform for collegial conversations to help support AU’s across the state. ▪ Advocate for gifted education in how services and structural supports/funds can be utilized for gifted learners. ▪ Specific virtual academy’s will address different population groups and communicate how funds can be utilized for the specific groups. Advocate for gifted education & dual Identified (ie: ELL/GT, 2E, Homeless/GT) ▪ Decisions and examples of how the ESSA funds have been used successfully to address gifted learners. • Upcoming ESEA Virtual Academy Series • Teacher Qualifications under the ESSA/ Equitable Access to Excellent Teachers (May 5th 10:00 am) <p style="text-align: center;"><u>Registration</u> Materials</p> <ul style="list-style-type: none"> • Equitable Services under the ESSA <p style="text-align: center;"><u>Registration</u> Materials</p> • Schools Identified for Comprehensive and Targeted Support and Improvement (May 26th 10:00 am) <p style="text-align: center;"><u>Registration</u> Materials</p> • Consolidated Application: Q & A (June 9th 1:00 pm) <i>***Note that the time for this session is different***</i> <p style="text-align: center;"><u>Registration</u></p> • Consolidated Application Q & A (June 23rd 10:00 am) <p style="text-align: center;"><u>Registration</u></p> • <u>Comprehensive Needs Assessment:</u> |

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| | <ul style="list-style-type: none"> ○ Support comprehensive needs assessment with gifted education. <ul style="list-style-type: none"> ▪ Create tables of gifted student outcomes and data sets addressing gifted education populations. ▪ Connect to UIP outcomes specific to gifted education ▪ Strength training to school districts to guide the use of funds and relative needs to funds. ▪ Change in lens in only focusing on GAP students. Need to look at gifted population for all content areas. ○ Work to get designated gifted data to AU’s to address needs of all students. ○ Collaborate on gifted data and performance matrix to address stakeholders supporting gifted learners. ○ Funds must address the needs ○ Looking at growth data, dropout rates, outcomes for students to address the NEEDS that would connect to the funds. ● <u>Impact/Leverage:</u> <ul style="list-style-type: none"> ○ The impact will be able to connect to the local plan to leverage the implementation ○ Impact of services and programming, access to appropriate assessments and supports ○ Opportunity to approach the funding and implementation will look and feel different. ○ Rethink policies, standards, assessments, and teacher effectiveness to address how the funds support the gifted learner. ○ Title I, Title II, Tile III, & Title IV- funds to support AU’s looking at the role of increased support for gifted learners. ○ ESSA will continue to pursue the focus on “frontend”- early learning and “back end”-career/tech education planning. |
| <p>Remarks Jane Goff</p> <p>State Board of Education</p> | <p>Absent for 5.4.2017</p> |
| <p>Member Recognition</p> | <p>Courtney Childe- CD 3 Sherry Crawford –CD 7</p> <p>Shari Aggson- Retiring from GERC position with CDE</p> |
| <p>Standing Committees –</p> | <p>Communication</p> <ul style="list-style-type: none"> ● Draft Thank you letter ● DRAFT Fast Facts <p>Membership Committee is submitting 7 candidates to join GE-SAC for school board approval 2017-2018 membership will indicate:</p> <ul style="list-style-type: none"> ○ 9 parents ○ 7 community |

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| | <ul style="list-style-type: none"> ○ 8 educators <p>Legislation</p> <ul style="list-style-type: none"> ● Work to have a more regular connection with State School Board ● List serves about new legislation bills/policy to be educated about issues that impact education. |
| BOCES | |
| CAEGTC | <p>2 scholarships offered, looking to add a 3rd scholarship</p> <p>Several New CAEGTC board members</p> <p>Membership application is coming open</p> <ul style="list-style-type: none"> ● CAGT Soiree- October 16, 2017 ● Banquet- January 20, 2018 |
| CAGT | |
| Gifted Education Coalition | Thank you CAGT, CAEGTC, GE-SAC to get ESSA moving for gifted learners. |
| Upcoming Meetings | <p>Retreat date-</p> <p>June 13, 2017</p> <p>Inverness Hotel-Denver Tech Center</p> <p>8:30-3:30pm</p> |
| Adjournment | <p>Mary Ellen Beltracchi -Motion</p> <p>Nikki Myers-second</p> |