

MINUTES GE-SAC

December 5, 2013

Venue:

**Lowry Conference Center
1061 Akron Way, Building 697, Denver, CO 80230**

Minutes Taken By: **Nicki Massieon**

Topic	Notes
Members Present	Jennifer Barr, Colleen Anthony, Cassie Perlmutter, Jane Goff, Cheryl Peniston, Wendy Leader, Cheryl Franklin-Rohr, Susan Scheibel, Beverly Trail, Barbara Voss, Deborah Rothenberg, Karen Kendig, Kathee Jones, Floyd Beard, Cindy Gifford, Donna Buss, Jacquelin Medina, Margaret Condron, Amy Graefe, Beverly Trail, Angie, Heather, Mary Patton, Michelle Barkemeyer, Michelle Haich, Jennifer Gottschalk, Vanessa Ewing, Heather Lyons, Angie Layton, Nicki Massieon, Mary Smith
Members Absent	Richard Humphrey, Ruthi Manning-Freeman, George Betts, Mary Ellen Beltracchi, Diane Cassidy, Sherry Crawford, Heather Exby, Michelle Golla-Sralik, Blanch Kapushion, Karen Larsen, Dr. Lori Miller, Teresa Schott, Laura Ann Tuthill, Gwen Vanderhage
Opening Remarks Jennifer Barr	Comments about what the executive team is thankful for about our SAC Large group reflection on what we were hopeful for in gifted education.
Approval of Minutes September 26, 2013	Minutes approved

<p>Remarks Jane Goff</p> <p>State Board of Education (SBE)</p>	<p>Expressed appreciation for our diligence as it has been difficult to educate stakeholders about new initiatives.</p> <p>New science and social studies assessments – field tests are ongoing this year, with particular attention to how the new on-line assessments are working. So far, involved districts report that the items are a good start. Jane asked that we help people remember that this is not set in stone and is a work in progress. More information will be coming out on this. New testing will not be anything like CSAP and T-CAP. Be ready for an implementation dip.</p> <p>A question was raised about how the implementation dip will affect situations like Turn Around and Priority Schools and Districts. Jane stated that the discussion is ongoing about how that data will be used and have it make sense. Senate Bill 163 will need to be revised.</p> <p>Another question was raised about how long we should expect the implementation dip to exist. Jane will find out the answer to this question. Kentucky and Massachusetts are models for this. Discussions for Colorado started in June. It will be at least a year after implementation for positive results.</p> <p>Jane reviewed the progress of the Colorado Standards. Legislation states that standards need to be updated every 5 years. Colorado Standards were reviewed in 2009 and the Common Core Standards in Language Arts and Math were incorporated into our existing standards in 2010. There was 98% alignment at that time between the Common Core and Colorado Standards. The PARC website with sample questions is up and running.</p> <p>Curriculum is not standards. This message needs to get out to the public. CDE has communication tool kits available on this.</p> <p>Next week the Performance Plans from districts will be made public.</p> <p>The School Readiness timeline has been extended by a year. Assessments are reviewed according to Colorado’s 5 standards. None met this criteria but new assessments are almost ready.</p>
<p>Remarks Cherilyn Peniston</p> <p>State House Representative</p>	<p>Cherilyn hopes to be here for our May meeting as the legislative session will end the night before at midnight.</p> <p>Drafts of bills will not be public until closer to the start of the session.</p>

<p>District 35</p>	<p>Amendment 66 – Was partisan and too complicated. Lessons have been learned. Work has begun on new ideas.</p> <p>Community colleges and four year institutions – new legislation will be introduced that allow community colleges to offer 4 year degrees in areas that Colorado’s four year institutions do not.</p> <p>Teacher licensure – Senator Michael Johnston and Millie Hamner (House) will be sponsors. Changes will reflect incorporating what teachers have to do to be evaluated into licensure. This is a good place for GE-SAC to be involved so that an understanding of gifted students is incorporated.</p> <p>Early childhood has 4 bills. One is for sharing data on early childhood between CDE and Department of Human Services; another is for providing scholarships for early childhood providers; incentives for quality preschool programs; and establishing better eligibility guidelines that allow continuity.</p> <p>Gifted and Talented Bill which Cherilyn has co-sponsored. More information on this bill will be discussed later in the meeting. Details from our input will be presented to the drafter next week. Thanks to Donna Buss, Susan Scheibel, etc. We need to work with our legislators so that they understand this bill.</p> <p>Cherilyn expressed thanks for GE-SAC’s support and encouraged us to start looking forward to her replacement as a voice for gifted students since she is term limited.</p>
<p>Remarks Jaquelin Medina</p> <p>CDE State Director of Gifted Education</p>	<p>The entire slide show will be available. Jacquelin will only share part of this presentation due to time constraints.</p> <p>Reflect on our vision and goals as they relate to practice.</p> <p>SBE and CDE have changed the wording on 3rd step in CDE Strategic Goals. This now states “Meet or exceed standards”.</p> <p>Big step this year – Gifted Education Program Addendum within the Unified Improvement Plan (UIP). This is a transition year. This replaces the Program Plan that was submitted to Jacquelin in the spring and the Addendum will be submitted with the UIP to CDE.</p> <p>Educator Effectiveness – need to work on Inter-rater reliability.</p>

	<p>District Sample Curriculum Project – work has begun to incorporate rigor for gifted students in this.</p> <p>School Readiness Plans incorporate strengths on the current form. This is hopeful. Colorado Measures of Academic Success (CMAS) will be the new state assessment</p> <p>High School Graduation Guidelines – Time will be spent later in our meeting at learning about these.</p> <p>Colorado Consortium of Gifted Education Teachers of Educators (CCGETE) – will work with Colorado Consortium of Special Education Teachers of Educators (CCSETE) for pre-service standards.</p> <p>Clarification of GE-SAC’s role in legislative input. Jacquelin’s role is for information only. This discussion today is only to examine the law (ECEA), not the implementation of that law.</p> <p>“Partnerships live in the hearts and persistent determination of those that care about a common focus. Each has a place for involvement and support.”</p>
<p>Committee Report Legislative</p> <p>Donna Buss</p>	<p>Education of Exceptional Children (ECEA) The articles on gifted education need to be updated. The draft from the Gifted Education Coalition (11-23-13) was presented for GE-SAC to provide input in wording. The Coalition is looking for ideas before meeting with the bill’s drafter.</p>
<p>Action Items</p>	<p>SAC members met in 4 groups to outline issues for gifted students in regard to Colorado High School Graduation Guidelines and then to suggest what they would like to see in the guidelines for gifted students. Additional input may be submitted to Donna and/or Susan via email or phone call before December 20 (the sooner the better).</p>
<p>Boards of Cooperative Services (BOCES)</p> <p>Teresa Schott</p>	<p>No report at this time</p>
<p>Colorado Association of Gifted and Talented (CAGT)</p>	<p>CAGT conference had great attendance! Congressman Jared Polis received an award. Legislative Day Thursday will be February 20; information ready January 1.</p>

<p>Cheryl Franklin-Rohr</p>	<p>Collaboration with Wyoming affiliate continues. Gifted Education Tuesdays – GET – collaborative effort between CAGT and CDE on webinar. Next Tuesday’s is on talented readers and the problem with praise. See CDE GT website to register. CAGT has hired a lobbyist for gifted issues.</p>
<p>Colorado Academy of Educators for the Gifted, Talented and Creative (CAEGTC) Mary Patton, incoming governor</p>	<p>January 18 will have 11 inductees. There will be a silent auction to raise scholarship money. Work continues on giving out 2 scholarships E-Tips – strategies for teaching gifted students – 3 packets are published</p>
<p>Next meetings</p>	<p>February 27, 2014 May 8, 2014</p>
<p>Adjournment</p>	<p>Adjourned after Standing Committee time. (No reports from Standing Committees before adjournment.)</p>

Colorado High School Graduation Guidelines

(Notes from Chart Paper and later correspondence)

Issues for Gifted Students

Students meet competencies earlier than their peers, so ... what kinds of programming will meet their needs?

Some industry requirements have age restrictions on certificates (welding, etc.)

6th grade information requirement provides a great opportunity for GT kids.

ICAP/ALP overlap

Opportunity for students to take electives, try different things.

Talent search programs will increase.

Schools might need to steer students to talent search.

Time to earn diploma

- Multiple pathways/options

- Look at state-wide options

- Define realistic expectations for competencies

- Clarify to parents and students that the pathway matches/leads to aspirations

- Multiple pathway specialist in each district beginning at MS level responsible for quality of pathways/options, credits/hours awarded, rigor – per individual

Minimal competencies address GT needs???

Can ALP tie to ICAP?

Students who far exceed competencies

Concurrent enrollment: credit, opportunities, choices

Credits vs competencies

Make sure AP and IB scores for competencies are correct

What happens credit-wise if student takes high school or college level course when in younger grade?

How does a student demonstrate competency in a high school class--is that still the grade or is there a set exit exam (examples of competency in the guidelines all seem very exam-driven, unless perhaps student has accommodations for disability)

What determines grade level (probably relevant for sports, class ranking, etc.)? Related: Advanced students who plan to graduate "early" should be counseled well ahead of time that some scholarships (like the Boettcher) are for high school "seniors" only.

What happens if student fails (for example) an AP class but gets a 4 on the AP test? What happens if a student gets an A in an AP class but a 1 on the AP test?

Districts also need to take concurrent enrollment into account in scheduling blocks (hard to take a MWF college class when you have aMTWThF high school classes).

While it is good for students to have an opportunity to get a diploma early if they are ready to move on, I know many parents are concerned about kids going to college early--we want to be sure no children are shown the door before they feel ready due to having accrued "too much competency"

Can students take non-school year/summer courses toward graduation that are not remedial? (Ex. A college summer archeology field session) Or out-of-state common core online classes? (This could allow a student to, for example, get a math requirement out of the way on her own so she instead had time in her schedule for band)..

Is there flexibility in the guidelines? (Not to let students skip through cracks, but because of unusual individual circumstances)

What would you like to see in the guidelines?

“Place-out” options for high school credits/classes – ie credit-earning.

Credits for high school classes taken in middle school

Younger students who demonstrate competencies may access advanced and higher level courses

Concurrent enrollment options that include CTE, arts, passion areas

Competency demonstrated at any age?

Include system to combine with trained personnel and realistic ratio of personnel to students

Choices for students who “test high” – flexibility

GED

“Equally rigorous” – appropriate rigor for individual

Equity; not “the same”

Ensure that each student is learning and growing an provid environment for them to do so

Address passion/interests within pathway

Each school document Tier II and III options available – expand and build on what is available

Accountability beyond checked box

How can pretesting for competency be made available early?

It's probably a local scheduling issue, not state, but districts will need to make sure it is logistically feasible for students to take classes to meet graduation requirements. This could especially be a concern for students with uneven development or those with many interests: for example, what if calculus and freshman honors English are only offered at the same time?

