



Gifted students' learning and growth ensured by needed provisions and advocacy

The Challenger

Colorado Department of Education
Gifted Education Unit

FEBRUARY 1, 2010

Ideas that challenge educators to challenge gifted students' learning and growth

VOLUME 3, NUMBER 1



A Lighthouse guiding the C's
Challenge-Control-
Commitment-Compassion

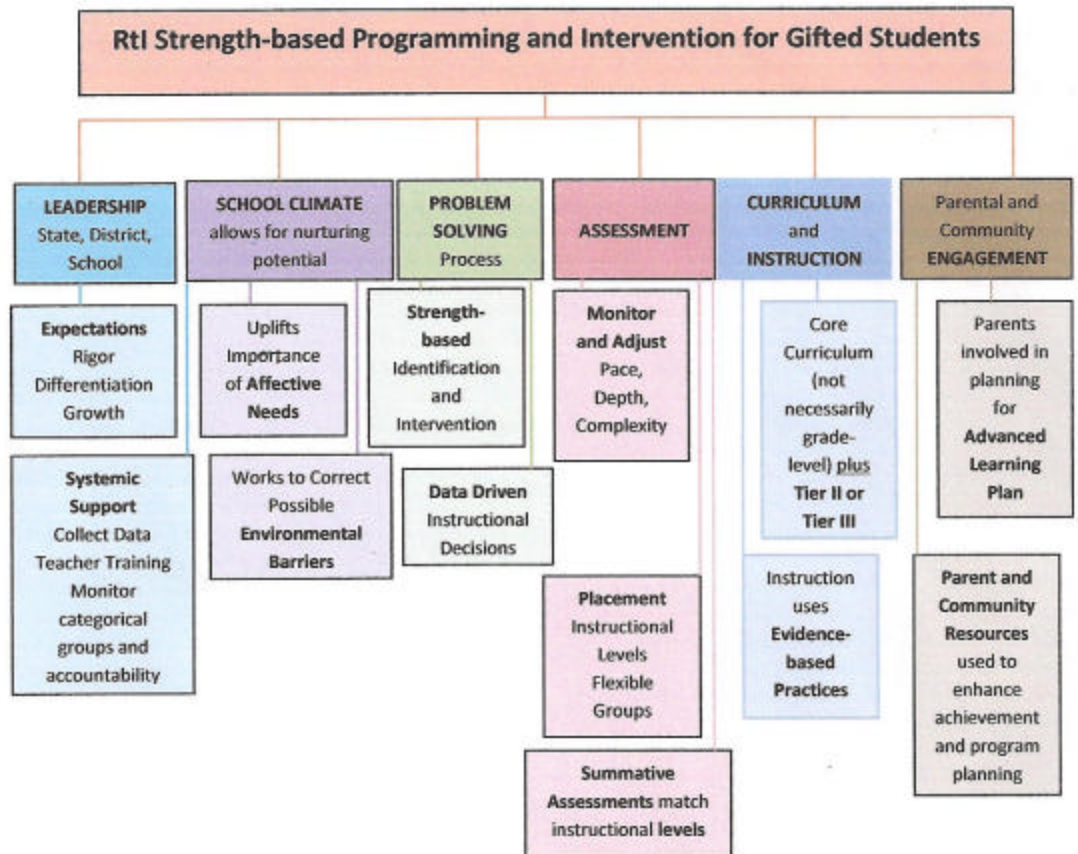
RTI Resources

- <http://www.cde.state.co.us/rti/> Colorado Department of Education Response to Intervention
- Coleman, Mary Ruth and Hughes, Claire E. "Meeting the Needs of Gifted Students Within an RTI Framework." Gifted Child Today. Summer 2009: 14-17. Print.
- http://assessing-gifted-children.suite101.com/article.cfm/outoflevel_achievement_and_apptitude_testing Out of level achievement and aptitude testing
- Pieces of Learning. "The Response to Intervention (RTI) Approach." Piecesoflearning.com. 28 Oct. 2009. Web. 7 Dec. 2009. <http://www.piecesoflearning.com/RTI2.htm>
- <http://www.e3smallschools.org/ar.htm> Oregon Small Schools Initiative: Academic Rigor

RTI: The Gifted Connection

U.S. Secretary of Education, Arne Duncan, has spoken on many occasions of the need to "raise the bar for all students." Response to intervention provides a support system to attain such a goal for students at-risk of reaching proficiency **and** students with exceptional ability or potential. Gifted students require special provisions because of their strengths and above-grade instructional level or potential. Other students require special provisions because of their learning needs towards grade level proficiency. In gifted education the term strength-based interventions and programming is used to describe tiered instruction. A rule of thumb for practitioners is : all gifted students require Tier II level of interventions/programming in their areas of strength; fewer will require Tier III intensive interventions/programming. One of the most important qualities of the RTI framework is that it embeds gifted education in the daily focus of quality instruction.

Below is a diagram of applying the concepts in the six components of RTI as they relate to gifted students' learning and growth. Look for upcoming newsletters to give more indepth suggestions for best practices in each of the six areas.





It's not only children who grow. Parents do too. As much as we watch to see what our children do with their lives, they are watching us to see what we do with ours. I can't tell my children to reach for the sun. All I can do is reach for it, myself. ~Joyce Maynard

Parental Engagement Resources

- *National Network of Partnership Schools*
Johns Hopkins University Center on School, Family, and Community Partnerships (Joyce Epstein, Director)
<http://www.csos.jhu.edu/P2000/center.htm>
- *Partnering with Families and Communities* (Joyce Epstein)
http://pdonline.ascd.org/pd_online/success_di/el200405_epstein.html
- *National Center for School Engagement*
<http://www.schoolengagement.org/index.cfm/About%20Us>
- A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement
<http://www.sedl.org/connections/resources/evidence.pdf>

Developing Partnerships with Parents Gifted Education State Project

Research suggests that family involvement promotes success for all students of every age. Family involvement helps:

- children get ready to enter school,
- promote their school success, and
- prepare youth for college. (Harvard)

Knowledge and "acceptance [of the research] does not always translate into implementation or creativity." (CADRE) Therefore the Colorado Department of Education Gifted Education Unit has developed a state project to assist in moving Administrative Units (AU) toward the achievement of State Performance Plan Goal IV:

100% of administrative units will provide parents and students with information and support to advocate, communicate and collaborate in educational programming and ALP development.

During fall network meetings, all GT AUs in the state received The NAGC Mile Marker Series CD as a resource to provide information to parents of gifted students. The purpose of the project is to enhance parental understanding hence engagement in their gifted child's education. The CD series is designed to help parents and educators find useful, current, practical information and resources in gifted education. The goal of the project is that 100% of AUs will create a plan, implement and report back activities involving the use of The NAGC Mile Marker Series with parents to their GERCs by May 2010.

The Mile Marker Series is in line with Joyce Epstein's Six Types of Parental Involvement framework for parental engagement. The use of the CD with parents provides resources related to:

- parenting,
- communicating,
- volunteering,
- learning at home,
- decision-making, and
- collaboration with the community.

While the Mile Marker Series is an excellent resource for parents of gifted students, it is not a parental engagement program in and of itself. The CD is a resource to help AUs build successful parental engagement programs for parents of gifted students. To begin building a program or enhance your existing program keep in mind that "parental engagement programs must be locally designed based on the community's best interest and start with best practices." (Seeley) Effective parental engagement programs:

- Build on family and cultural strengths
- Develop mutually respectful relationships between students, families, and school staff
- Clarify the roles of all parties involved—expectations are explicit
- Identify goals and define success
- Are supported through community partnerships
- Utilize research-based best practices
- Adopt best practices that "fit" locally (Seeley)

CADRE. "The Impact of Family/Parent Involvement on Student Outcomes: An annotated bibliography of research from the past decade." Directionservice.org. Dec. 2002. Web. 7 Dec. 2009.
<http://www.directionservice.org/cadre/srchresults.cfm>

Harvard Family Research Project. "Family Involvement Makes a Difference in School Success." Harvardfamilyresearch project.org. 2006. Web. 7 Dec. 2009.
<http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success>

Seeley, Ken and Martinez, Judith. "Parent Engagement in Jacksonville: Partnering to Help At-Risk Students Achieve." Schoolengagement.org. 4 Dec. 2006/ Web. 7 Dec. 2009.
<http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/ParentEngagementandTruancyReduction-JacksonvilleFLA.pdf>



Web Articles:

Curriculum Compacting: A Necessity for Academic Advancement:
<http://www.gifted.uconn.edu/nrcgt/newsletter/fall99/fall996.html>

The Curricular Compactor Assessment Form (Used to assess the quality of teacher implementation)
<http://www.gifted.uconn.edu/siegle/CurriculumCompacting/ccaf.html>

Individual Educational Programming Guide: The Compactor
<http://www.gifted.uconn.edu/siegle/CurriculumCompacting/SEC-IMAG/compactor.pdf>

Curriculum Compacting and Independent Study Project guidelines
<http://daretodifferentiate.wikispaces.com/file/view/Microsoft+Word+-+Curriculum+Compacting.pdf>

Research: Curriculum Compacting

Curriculum Compacting: What the Research Says
<http://www.nagc.org/index.aspx?id=3416>

Why Not Let High Ability Students Start School in January? The Curriculum Compacting Study
<http://www.gifted.uconn.edu/nrcgt/reports/rm93106/rm93106.pdf>

Synthesis of Karen Rogers research
http://austega.com/gifted/articles/Rogers_researchsynthesis.htm

Best Practices in Gifted Education Series

Less waste, faster pace: Compacting the Curriculum

Curriculum compacting was developed in 1978 by Dr. Joseph Renzulli and Linda Smith as a differentiation strategy for gifted and high ability students. According to the NAGC Guidelines for Developing an Academic Acceleration Policy, "a student is pre-assessed to determine whether grade-level proficiency in a specific academic area has been achieved. The student then engages in advanced content and skills development in the 'compacted' or another area, typically while remaining in the regular classroom."

Experts suggest several steps in curriculum compacting

- **Identify learning objectives in a content area and at a grade level. These might be skill areas, standards, benchmarks, etc.**
- **Pre-assess students to determine knowledge mastery**
 - Math, spelling, grammar, vocabulary, and map skills are easy to pretest because they generally require one right answer
 - Pre-assessments can be tests, classroom observations, student/teacher discussion, checklists, or other alternative assessments
 - Prior to the pre-assessment, determine the measureable requirements for mastery
- **Choose appropriate activities**
 - For those skills in which the student did not show mastery provide more rapid paced instruction or inclusion in general classroom instruction in targeted areas
 - For those skills in which the student did show mastery provide alternative activities in the same subject or another
 - Should never be drill or practice on mastered content
 - Student choice that could include independent study with higher level content, process, and product development

The teacher's role in curriculum compacting

- **Start small**

"Try it out first with a lesson you feel comfortable with. Be within (or close to) your own comfort zone for your inaugural attempts. This will help you to develop confidence in the strategy and in your ability to implement it, which will enable you to branch out from that point on." (Fisher)
- **Don't penalize students who compact**

"The score that determines mastery is also the score that goes in the grade book. Students may receive extra points if necessary, for compacting activities, but they should not be penalized with a lower grade if they work on a more challenging activity and do not get a high score. Gifted students are sometimes reluctant to work on alternate activities because they think a possible lower score will negatively affect their grades." (Coil)

The student's role in compacting

- **Meet with your teacher to determine alternative activities**
- **Establish a timeline with your teacher to meet with him or her on a regular basis to touch base.**
- **Learning time is valuable so don't waste time. "The one choice you never have is the choice to do nothing!" (Coil)**
- **Be responsible for your learning**
- **Keep your work organized in a compacting folder**

The parent's role in compacting

- **Show interest in your child's work**
- **Do not pressure your child to compact out of all grade-level work all the time.**
 - Gifted students have academic weaknesses too
 - Compacting usually occurs come of the time in a specific content or subject area

Coil, Carolyn, Ed.D. "What is Curriculum Compacting?" E-Zine. Vol. 2, No. 1. Web. 30 Nov. 2009.
<http://www.carolyncoil.com/ezone21.htm>

Fisher, Tamara. "Curriculum Compacting: One way to help advanced students move ahead and learn at their own level." Edweek.org. 10 Sept. 2008. Web. 30 Nov. 2009
<http://www.edweek.org/tsb/articles/2008/09/10/01gifted.h02.html>

Web 2.0 Free, Easy and Collaborative!

Check out these sites for student/teacher-made alternative assessments and virtual products

Have students create their own Jeopardy game as a test review or formative assessment
<http://jeopardylabs.com/>

Have students create their own formative assessments of basic knowledge using these test-making tools
<http://www.easytestmaker.com/default.aspx> and
<http://www.mystudiyo.com>

Create timelines or chronological documentations (Scientific Process) using these tools
<http://www.timetoast.com/> and
<http://www.dipity.com>

Web-based newsletter publishing center
letterpop.com

Create and keep e-portfolios
http://www.digication.com/products/students_teachers

Virtual bookshelf for sharing books read
<http://www.shelfari.com/>

Build an argument or description of an event, person, or period in history
<http://museumbox.e2bn.org>

Sites were shared at CAGT 2009 Conference workshop Twenty First Century Learning: Web 2.0 and Differentiation, a Hands-On Workshop with Roberta Makely
<http://cagt.wikispaces.com/Teacher+Tools>

Calendar of upcoming GT events

State Advisory Committee (SAC)

Feb. 23, May 18; Lowry Conference Center, Akron Way, Building 697, Denver CO 80230

Forum

April 28

Twice Exceptional Trainings <http://www.cde.state.co.us/gt/calendar.htm>

Questions and registration: DeLinda Rose; rose_d@cde.state.co.us; 303-866-6794

Level II

February 25, 26; Metro, Denver

April 7, 8; Northeast, Sterling

May 6, 7; Pikes Peak, Colorado Springs

Conventions and Conferences

Feb. 19; Beyond Giftedness; Arvada, CO; Keynote Susan Winebrenner; <http://www.our-gifted.com/Conference/2010Beyond%20Giftedness.htm>

June 22-27; The 24th International Conference on the Autonomous Learner Model for the Gifted; Estes Park, CO; <http://www.alpspublishing.com/>

Legislative Day

Feb. 18; Celebrating Excellence; State Capitol; <http://www.coloradogifted.org/>

Directors' Meeting

April 30; location TBD; Dr. Richard Olenchak, Professor & Director—Urban Talent Research Institute, University of Houston

Trainer of Trainers (Online classes)

April 29; New Horizons Building, Denver

Online Classes

Class Offerings: <http://online.cboces.org/javits/schedule.pdf>

Questions and registration: LSsupport@cboces.org; 303-772-4420 x2511, x2509, x2513
State Offerings:

Course Name	Course Start Dates
Developing Mathematical Thinking In Gifted Learners	March 1 - April 26, 2010
The Gifted Learner	March 1 - April 23, 2010

Planning for next year?

Sept. 16-17; Directors' Meeting

Oct. 18-19; CAGT

Nov. 11-14; NAGC; Atlanta, Georgia

