



Welcome

Gifted Education
Directors


September 13 – 14, 2012

Potential Issue for Students

- Heavy emphasis in the field of gifted education on achievement outcomes, to the neglect of "other important student outcomes" such as:
 - happiness,
 - well-being, and
 - life satisfaction

Introductions

- Who is Who
- New Directors
- Forum
- GERCs



Two Dimensions -

- Gifted students, especially highly gifted, often need specialized attention or counseling to deal with problems related to their giftedness and to actualize their potential.
 - Colangelo, Kerr, Shore, Moon, Hall...
- Gifted students often need early programming for self-understanding and identity, self efficacy, well-being and positive goal setting
 - Hébert, Peterson, Webb, Neihart, VanTassel-Baska

Vision

All gifted students will accomplish challenging post secondary workforce goals and become productive, creative citizens capable of succeeding in their area of strength.

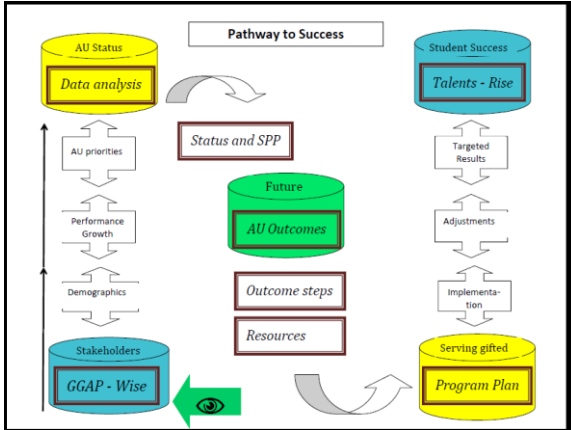
Mission



Ensure gifted student growth and achievement through systems of support, programming and advocacy.

Affective

- Social and emotion dimensions of child and adolescent development
 - Individual self image
 - Behavior
 - Motivation
 - Peer relationship
 - Emotional adjustment
 - Stress management
 - Perfectionism
 - Sensitivity



Learning Environment – Students have...

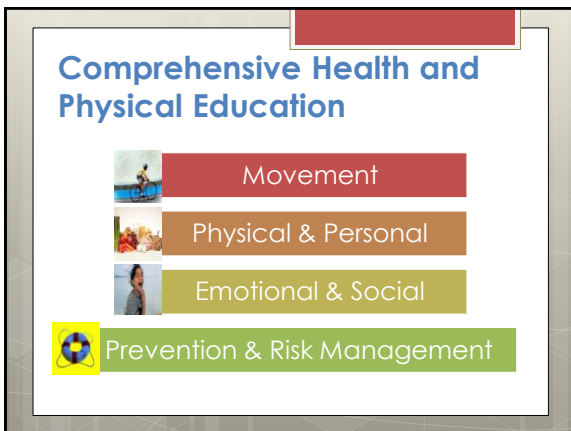
- Self-awareness, self-advocacy, self-efficacy, independence, curiosity and risk taking
- Positive peer relationships and social interactions
- Personal and social responsibility and leadership
- Value their own and others' language, heritage and circumstance; communicate and collaborate with diverse individuals; use positive strategies to address social issues



Mind the GGAP with Heart

Gifted Growth and Performance

High Empathy for **Affective Results, Too**



Connecting to "Heart"

- In pairs: Answer the following question, writing bulleted responses on your paper heart:

What will it look like when gifted students have their affective needs met?

- Share with table members
- Post your "Heart" on the table's poster chart
- Next post the poster chart on the wall

- Program Plans
- Tracker system
- C-GERs
- EoY
- Endorsement change
- Literacy Plan
- Curriculum Project
- UIP: Unified Improvement Plan Gifted Program Addendum

WORK SESSIONS

Program Plans

Educator Effectiveness

Building a Crosswalk

Challenges

- Identification in the arts
- Developing ALPs for all gifted students - examples
- Building capacity of classroom teachers
- Enhancing assessment tools
- Collecting data
- Building affective component



Program Plans

- Statute requirement
- A public document for parents, families, staff, and community members
- Parallels special education, Title I, and other federal program plans
- Comprehensive description of how program elements are communicated to the public, implemented, and improved upon over time

Trends, Discoveries or Insights



- Increase in the number of thorough plans
- C-GER improvement time line and activities blended into the program plan
- Following the guiding questions created exemplary plans
- Strong plans had evidence of leadership in the position and/or support from higher leaders

Missing Parts or Challenges



- Vagueness in description
- Missed elements or content
- Lack of clarity in procedures
- Forgot link to C-GER results
- No demographic description

Trends, Discoveries or Insights

- Increase in targets for traditionally under-represented student groups
- National and/or state standards used in teacher evaluation documents
- Used evidence-based supplemental curriculum model, Jacob's Ladder, to create books using exemplary student work and teacher guided questions

Trends, Discoveries or Insights

- Focus placed on dispute resolution process and creation of a flow-chart for stakeholder reference and understanding
- Thorough process described to explore data, and data then used for equity in programming and achievement
- Charts used to show disaggregation of data

Activity

- Uplifting an area of focus or an improvement target in your Program Plan, what resources, policy or professional development support might you find in the CDE Guidelines for that area?
- Quick demo on how to use the CD



Trends, Discoveries or Insights

- Strong BOCES plans had consistent basic procedures described well for member districts
- A "model" BOCES plan represented well the multiple communities of its members
- UIP alignment – future orientation
- Positive approach with limited resources

Current Topics

- | | |
|--|--|
| <ul style="list-style-type: none">• Literacy Plan• READ Act• Colorado Curriculum Project• National Conference• Twice Exceptional | <ul style="list-style-type: none">• Leadership Forum• Advanced Learning Plan – Excent• Rigor• Announcements from colleagues |
|--|--|

Trends, Discoveries or Insights

- Growth data described
- Collaboration with nearby AUs for professional development
- Value CDE and regional professional development
- Targets reflected C-GER results and time line



Literacy and READ Act

- Primary focus on **student outcomes**
- Data trends and improvement targets
- Key instructional strategies, high level curriculum and data follow-up
- Forum suggestions and network follow-up
 - Support and alignment

Gifted Education Specialist Endorsement

- Initial license and content endorsement
- Graduate credits for added endorsement
- Minimum 18 semester credit hours
- Either professional development or work experience up to 6 credit hours
- 15 hours = 1 credit hour

Accountability

- **Program Elements**
 - C-GER & improvement time line
 - AU evaluation methods with families and educators
- **Educator Effectiveness**
 - Principal and teacher mutual support
 - High expectations, collaboration in meeting needs
- **Unified Improvement Plan**
 - Gifted program addendum
 - Integrated with district's student data narrative, improvement targets and strategies
- **TRACKER system**
 - Collection system for plans and reports
 - Transparency of strengths and improvements

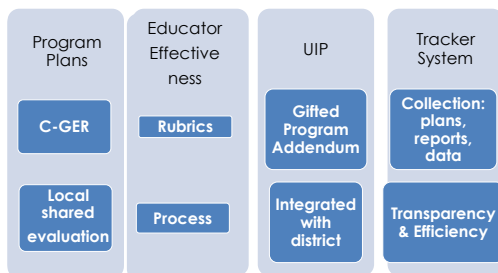
BREAK



Educator Effectiveness

- Knowledge, skills and commitments to provide excellent and equitable learning opportunities and growth for all students
- Use and adjust evidence-based strategies and approaches for students who are not achieving mastery and students who need acceleration
- Students discuss gaps in their learning
- 2012-2013 Teacher rubric pilots (27)
 - Feedback to Dr. Jean Williams
 - Williams.j@cde.state.co.us

Systemic Accountability Support for Gifted Students



Insights

- 2014-2015 – Rollout of statewide implementation
- Districts will be on state evaluation system or their own that is approved with validated instruments
- Tiers of Tests
 - Transitional Colorado Assessment Program (TCAP)
 - Valid purchased instruments
 - District assessments - designed
- Gifted students may have alternative assessments – district or purchased and off-grade level
- Advanced Learning Plan goals may be growth indicators or attribution to success

Frequently Asked Questions

Handout –
<http://www.cde.state.co.us/gt/index.htm>

Digging into the Rubric

Lunch



The Hunt

1. Highlight the statements that will have most influence on gifted student learning
2. Highlight the statements that will have most influence on teacher behavior with gifted learners

Lighthouse Projects Fall 2012

- Eric Rippeth
• Eagle County
- Gail Stine
• Englewood
- Debra Breazzano
• Monument
- Molly Worner and Michael Chamberlain
• District 11
- Michelle Faye
• St. Vrain
- Cindi Seidel
• South Central BOCES

<http://www.cde.state.co.us/gt/resources.htm>

Reflection

- What are implications for shared responsibility and collaboration with other educators?
- What are implications for professional development?
- Provide feedback to the State regarding rubric

Mind the GGAP with Heart

Gifted Growth and Performance

High Empathy for **A**ffective Results, **T**oo



The crosswalk -
Ensure rigorous goals
aligned with standards

Affective Standards

- Review each national affective standard as in Colorado's ALP
- Using the wellness standards and civics standards, determine where they align with the gifted standards
- Have conversation about which standards align and what gifted affective standards will need attention as they pertain to gifted students

Reflection



- Summarize what was found for the table's grade level
- In what areas will the affective standards require additional planning and attention?
- In what ways do we address these areas where little alignment exists?

Getting Ready

- In the folder labeled Affective Standards, there are sets of papers containing:
 - A copy of the NAGC Standard #4
 - A set of Health Standards 2, 3, and 4; and Civics Standards for one grade level
 - A document called crosswalk

Standard : Affective - Learning Environments

Evidence-Based Practices (In the standard)	What We Do To Support This Practice	Desired Student Outcome (In the standard)	What evidence Do We Have That Current Practices Are Leading to Desired Student Outcomes ?	What Additional Evidence Do We Need (Gaps)?

Table Directions

- Each pair gets one set of papers
- Read the affective student and teacher outcomes for NAGC Standard #4
 - Go back through the Health and Civics standards and find concepts or evidence outcomes that align with the affective student outcome

Action Plan

Evidence-Based Practice	Student Outcome	Identified Gaps	Information to be Collected	Responsible Persons

Breakout Sessions

2:00 and 3:10

Cyan Room

Purposeful Planning & Curriculum Alignment – Eric Rippeth

Math Mentoring – Gail Stine

Aqua Room

Rigor

Cheryl Franklin-Rohr
Wendy Leader

Magenta Room

Independent Study for High School - Debra Breazzano

Making Mentorships: Bridges to Hope – Molly Wornor, Michael Chamberlain

Teal Room

Academic Games League of America – Michelle Faye

A Professional Development BOCES Approach – Cindi Seidel

Evaluation

- Submit responses via Survey Monkey
- Use this URL
- Certificates will be emailed to attendees who submit the evaluation