Colorado Academic Standards in the Talent Areas

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Introductions and Purpose

Introductions
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Purpose
- Overview on arts landscape
- Share examples of proposed standards revisions and right side changes to support gifted identification
- Gifted v. strong training
- Suggestions for encouraging schools to pursue gifted ID
- Difficult conversations with parents and students
- Tomorrow’s breakouts and resource development
Colorado Academic Arts Landscape

Creative Process
- Create
- Critically Respond

Context
- Perform
- Respond

Visual and Performing Arts
- Choreograph
- Creative Process
- Respond

Expression
- Comprehend

Creation
- Transfer
- Creative Process
- Reflect

Creative Process
- Theory
- Aesthetic Valuation

Colorado Academic Standards
Colorado Academic Arts Landscape

Standards Revision Outcomes:

• Committees were informed the use of the right side elements was common for developing ALPs.
• The right side elements have been updated and committees have recommended customizing the elements by unique subject needs.
• Performing arts recommendations include:
  • Dance: retaining the 2 HS pathways fundamental and extended.
  • Drama/Theatre: move from current 2 HS pathway model to 3 - Fundamental, Advanced, Professional.
• Music - added skills levels to all grades beginning at 6th grade - (6th/Novice, 7th/Intermediate, 8th/Proficient, HS/Accomplished and HS/Advanced)

Prepared Graduates:
4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:
2. Apply strategies to interpret and analyze various types of informational texts.

Evidence Outcomes

Students Can:
a. Use Key Ideas and Details to:
   i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
   ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
   iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
   iv. Distinguish between fact and opinion, providing support for judgments made.

b. Use Craft and Structure to:
   i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
   ii. Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
   iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
   iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

c. Use Integration of Knowledge and Ideas to:
   i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
   ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
   iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

d. Use Range of Reading and Complexity of Text to:
   i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)

Academic Context and Connections

Colorado Essential Skills:
1. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Risk Taking)
2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:
1. How do readers adjust reading strategies to better understand different texts?
2. How are literary texts similar, and how are they different?
3. Why does point of view matter? How does it contribute to conflict? How can understanding point of view reduce conflict?
4. How do the visual and/or multimedia elements contribute to the meaning of a text?

Essential Reasoning Skills:
1. Critical readers use appropriate strategies to understand, reflect, compare and contrast a variety of literary styles.
Gifted v. Strong Training

When watching a production or concert, there is often clarity on how to spot a range of skills.

- 1\textsuperscript{st} chair in violin or 5\textsuperscript{th} chair
- Solo performer or chorus
- Lead actors or ensemble players

When viewing artwork, often a viewer can identify a skilled piece of art v. a novice piece.
Gifted v. Strong Training

The range of skills seen in these instances may just be the result of more access to arts.

At your tables discuss the following: (10 minutes)

• Does a student have to have training in an art form to be identified GT in arts? Why or why not?

• What criteria should be considered to determine a highly trained student or a gifted student? How do you know the difference?

• What are the similarities and differences in how a student is identified gifted in math or literacy compared to arts?

Share Out
1. Choose 3 members of your table group to be story tellers.
2. The storytellers will determine who will begin, who will take over for the middle and who will end. The storytellers must also decide on a signal to let the next storyteller know it is their turn to take the story over.
3. The first storyteller will begin to tell a story. Any story will do, a story they have read, seen on TV or film, or made up themselves.
4. As they tell their story, different emotion cards will appear on the screen. The story teller must continue the story but portray the emotion as they continue.
5. The remaining table members will observe the storytellers and be ready to share their observations once the story has finished.

Ready
Set
Begin
TIRED
ECSTATIC
ASHAMED
DEFIANT
(YOU SHOULD BE AT THE MIDDLE ABOUT NOW)
SHY
ANIMATED
(YOU SHOULD BE CLOSE TO THE ENDING)
RELIEVED
(FINISH UP NOW)
Activity Reflection

You just participated in one of the evaluations used for gifted ID for the theatre/performing arts activity students by theatre judges.

- 5 minutes: Observers, share your observations with the story tellers.

- 5 minutes: Why do you think this activity was an evaluation for the student? What various traits/attributes would this type of activity determine?

Share Out
While access to arts experiences consistently certainly builds a higher level of skill over time, this alone does not equate to giftedness. In some cases, training can hinder the creative spark. The x factor or IT factor often centers around the creativity/level of depth and expression that evokes strong emotions in a listener of viewer.

When considering arts ID—it can start with—“there’s something there, it’s hard to explain or even isolate—but it’s something...” moving to a scoring rubric or list of criteria may be hard to meet due to a lack of skill development.

Begin with Talent Pool under the creativity umbrella and focus on training skill. Students with gifts will often be a sponge and take off.
Creativity

- Creativity, as another one of the talent areas, is a crucial component for all arts. (4th standard, DOK 4)

- Various creativity evaluative tools:
  - Most well-known-Torrance Tests of Creative Thinking
    - TCAM-Thinking Creatively in Action and Movement
    - TCSW-Thinking Creatively with Sounds and Words
    - KMMPI- Khatena-Morse Multi-Talent Perception Inventory

  - Assessing Creativity Educator Guide from the National Research Center on the Gifted and Talented

  - Creativity Index- Term emerged from Rise of the Creative Class. Evolved to Global Institute creativity index by nation/cities etc. Education systems using tools to measure creativity Massachusetts, Finland
Discuss at your tables: (10 minutes)

*Do your schools initiate arts or talent ID?*
*If so, how often? If not, what are the primary reasons?*

*What are the benefits and constraints of arts/talent ID?*

*What tips do you have to encourage arts/talent ID?*
Ways to Encourage Arts ID-Tips

Tip #1- “Many hands make light work”
Build a school network within your district to combine resources and develop a collaborative ID process e.g. art exhibition night, all district honor band, creativity or leadership expos (Pikes Peak Region model)

Tip #2- “Community Unity”
Build a partnership with community arts partners (in person or virtually) to assist in ID process, mentor, offer internships to students with ALPs in the talent areas e.g. museums, theatres, architecture firms, software developers, sound engineers, graphic designers

Tip #3- “Incentivize to Energize”
Offer an engaging opportunity or incentive for schools with talent area ALPs e.g. eligible for creative grant funds, donated tickets to community events/performances, training or PD events for educators, afterschool enrichment program sites (eligible to be a 21st century community learning center - applications due March 28 - CDE)
Difficult Conversations

Can be the most inclusive, rewarding experience with the right mindset. No matter where life leads the essential skills of risk taking, perseverance, collaboration, self confidence, public speaking etc. will be relevant and applicable.
Tomorrow’s Breakouts

Visual and Performing Arts Content Specialists will offer more specific details on:

- Identifying characteristics of gifted arts students in each content area
- Identifying characteristics that are not gifted, but can be mistaken as gifted traits
- Sharing professional and student examples
May 2018 plan to finalize work begun in 2013

In 2013-Members of the arts education community gathered with the Gifted Education department to develop identification criteria in Dance, Drama and Theatre Arts, Music and Visual Arts, including:

- GT Characteristics K-12
- Early Childhood Screening Criteria
- Distinguished Task across multiple grade bands
- Interview questions
- Audition Rubrics
- Observation Referral forms
Questions?