



COLORADO
Department of Education

Colorado Academic Standards in the Talent Areas

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Introductions and Purpose



Introductions

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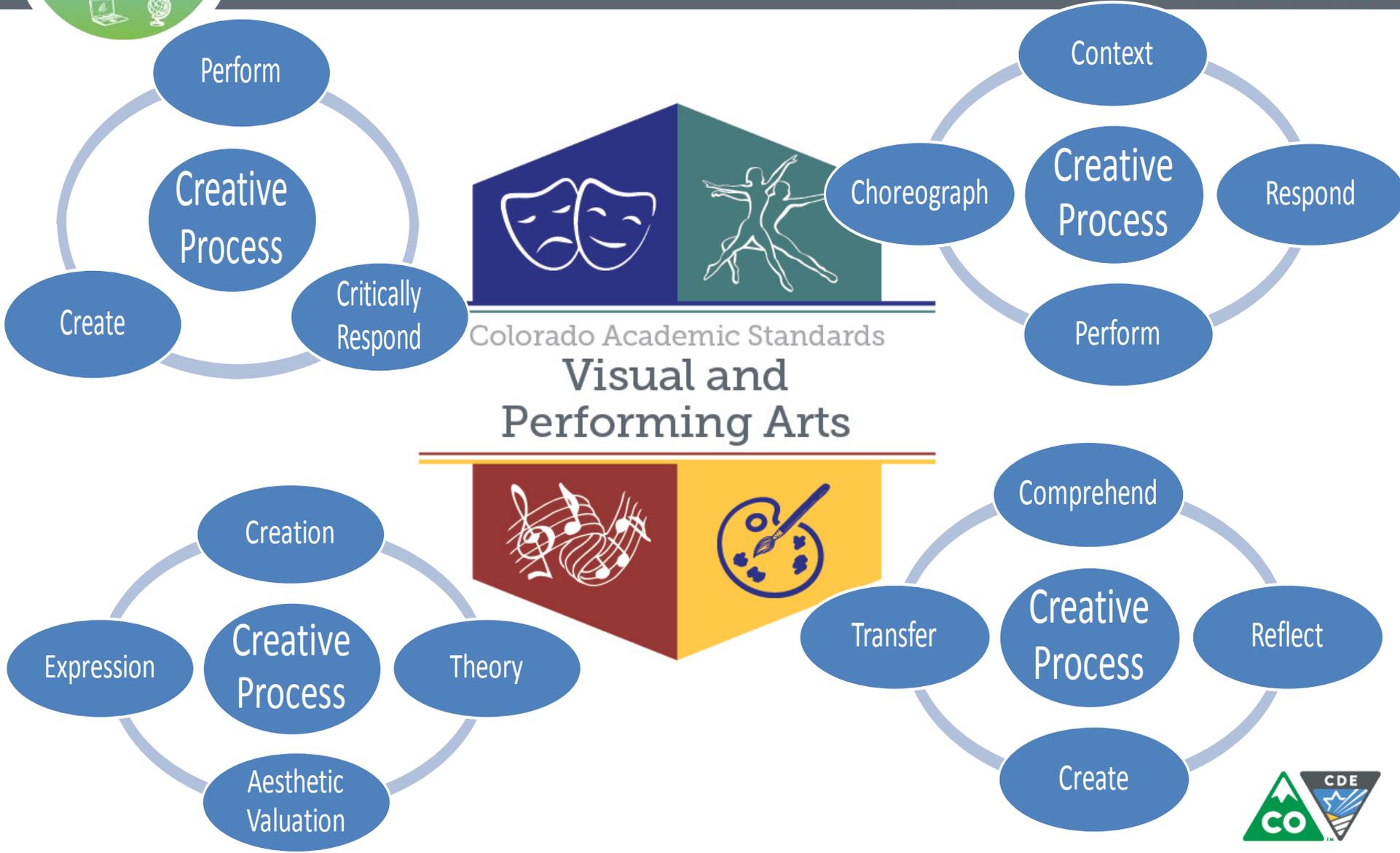
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Purpose

- Overview on arts landscape
- Share examples of proposed standards revisions and rt. 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



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.

- 1st chair in violin or 5th 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



Table Activity (10 minutes)

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



Gifted v. Strong Training

Common Denominator=

CREATIVITY

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 or 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](#)

Ways to Encourage Arts ID



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

**ECONOMIC ACTIVITY STUDY
OF METRO DENVER CULTURE
AT A GLANCE**



**TOTAL ECONOMIC ACTIVITY
\$1.8 BILLION**

**ECONOMIC IMPACT
512.8 MILLION**

**ATTENDANCE
13.9 MILLION**

**GIVING TO THE ARTS
\$176.4 MILLION**

**JOBS
10,731**

**SCFD DISTRIBUTION
\$53.2 MILLION**

**OUTREACH TO CHILDREN
3.9 MILLION**

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.





Resource Development

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?