



SPECIAL POINTS OF INTEREST:

- Grant Goals and Objectives
- Upcoming Leadership Workshops

Day Two Depth and Complexity February 2017

- Morgan County Feb 11
- Santa Fe Trail BOCES Feb 16
- Montrose Feb 21
- San Juan BOCES Feb 23
- San Luis Valley Feb 24

Excitement in the Air!

Morgridge Faculty Named to Ritchie Endowed Chair

Grant Team Member (DU Faculty) Norma Hafenstein, Ph.D., has been named the Daniel L. Ritchie Endowed Chair in Gifted Education. The Chair reflects the University of Denver's—and the Morgridge College of Education's (MCE)—long history of commitment to gifted education through service to gifted children, training of teachers to serve children's needs, and support of doctoral research around giftedness. Dr. Hafenstein's award-winning professional career spans numerous positions in leadership and scholarship. She is a Full Clinical Professor—and former Ricks Endowed Chair for Gifted Education—in the Teaching and Learning Sciences (TLS) department at MCE. She founded the Ricks Center for Gifted Children, a PS-8 school on the DU campus, in 1984. In addition, she founded the Institute for the Development of Gifted Education in 1997, which has moved to a dormant phase. The work of the Institute will be subsumed by the Ritchie Endowed Chair, and the widely respected annual conference on gifted education will continue to be offered. The cast bronze bell at the entrance of the Ricks Center carrying the inscription, "Dr. Norma Hafenstein, Our Founder", was a gift from former Chancellor Ritchie, and is tuned with the carillon at the Ritchie Center.

The impact of the gifted programming in MCE extends beyond the DU campus. In 2013, MCE launched an Ed.D. with a Specialization in Gifted Education in the TLS department. Led by Dr. Hafenstein, students work on research and impact projects such as training preschool teachers to understand giftedness, working with principals to implement school gifted programs, and examining social and emotional curricula for gifted learners. Dr. Hafenstein's accolades include the Colorado Association for Gifted and Talented Lifetime Achievement Award and DU's Outstanding Service to the University Award. **She is the Co-Principal Investigator on a federally-funded Jacob K. Javits state grant for Right 4 Rural (R4R)**, a project developed in collaboration with the Colorado Department of Education. R4R focuses on the identification of and service to underrepresented gifted children in rural Colorado. Additional research work includes E-RiDGE, a Bradley Foundation-funded project to measure the impact of doctoral training at the student-service level.

Dr. Hafenstein presents extensively on giftedness at national and international conferences. Upcoming engagements include the National Association for Gifted Children, where she will give three presentations at the 2016 conference titled, Evaluation and Replicability in Doctoral Gifted Education: Impact and Implications; Radical Acceleration: When is it Time to Imagine Early College Attendance; and Giftedness in Rural Poverty: What do we Know? Furthermore, Dr. Hafenstein has presented at the International Dabrowski Congress, Supporting Emotional Needs of the Gifted Annual Conference (SENG), World Council on Gifted and Talented Children Biennial World Conference (WCGTC), and the American Educational Research Association Annual Meeting (AERA). The Daniel L. Ritchie Endowed Chair of Gifted Education was established in October 2016 by the Considine Family Foundation, making it the fourth endowed chair in the Morgridge College of Education.

Right 4 Rural Goal One

Goal 1: One hundred percent of grant administrative units will implement a local gifted program plan that addresses the needs of students and teachers, including identification, programming, family partnerships, evaluation and expectations as seen by plan analysis and survey results.

Objective 1: Each participating AU will create personalized local guidelines showing evidence of Colorado program elements and ways the elements will be adjusted for local setting and family engagement, including conditions of resources and staff, as evidenced by a written program plan that meets quality criteria on a state implemented rubric.

Objective 2: Each participating AU will implement a working matrix that shows areas of giftedness and possible programming options and resources available in the AU, district or community that values every strength area, as measured by document analysis of student advanced learning plans.

Objective 3: Participating districts will demonstrate capability of leaders to cultivate a culture of learning with high expectations for all students and a climate that sustains the ongoing nature of the gifted program, as measured by a survey for leaders.



“Increase the number of gifted students, especially from underrepresented student groups of low income, English language learners, Hispanic students, and Native American students”

Right 4 Rural Goal Two

Goal 2: The administrative unit will increase the number of gifted students, especially from underrepresented student groups of low income, English language learners, Hispanic students, and Native American students.

Objective 1: Administrative units will increase the number of gifted students identified from underrepresented groups reflected in at least 7% of the AU’s total enrollment.

Objective 2-a: Educators in the project will demonstrate awareness and understanding of diverse gifted characteristics, including the social and emotional, as evidenced in the project survey; and

Objective 2-b: observation of the manifestations of gifted traits as seen by increasing referrals for further identification data collection or talent pools.

Objective 3: All school grant teams will use the Colorado revised identification guidelines and criteria to increase identification in underrepresented student groups, as determined through the leader’s and educator’s survey.

Right 4 Rural Goal Three

Goal 3: Teacher survey and observation results will provide evidence of change in teacher practice to implement instructional strategies (inquiry/exploratory learning, depth and complexity, and learning clusters) proven to have a positive effect on identification and student learning.

Objective 1: Following professional development in the depth and complexity series, eighty percent or more of participating educators will be able to articulate the potential benefits and purposes of the instructional method, and begin implementation of strategies.

Objective 2: Educators in the project will demonstrate proficiency in implementing proven instructional methods for differentiating for gifted learners during coaching and observation sessions as measured by an observation rubric.



Leadership



Workshop II: Success and Challenges |
Feb 2016 | On-Site for 2 hour session

Workshop III: Implementation Sharing |
Mid-Late Spring 2017 | Webinar

Workshop IV: Success Fair | Aug/Sept 2017 | On-Site

Administrators!!

Have you seen the following webinars???

Identification Procedures for the state of Colorado (approx. 30min)

<https://www.cde.state.co.us/sites/default/files/video//ID%20for%20Admin.mp4>

Depth and Complexity for Principals (approx. 30min)

<http://www2.cde.state.co.us/media/gt/DCFforPrincipals/>

This series is designed to help identify persistent problems of practice in order to improve identification strategies and planning processes aimed at improving the equitable identification of every gifted learner.

This series is designed for superintendents, principals, Administrative Unit Gifted Directors, Administrative Unit Executive Directors—Participation is expected.

“Understand the gaps that exist among demographic subgroups in your school. Discover structural processes that allow gaps to exist.”

Professional Development

Workshop 2: Differentiating student thinking through inquiry based tiered thinking and learning tasks

The second workshop focuses on structured inquiry that differentiates tasks with the assistance of layered Depth & Complexity prompts and Content Imperatives (5 additional thinking prompts). Participants will design tiered thinking and learning tasks that allow for more student choice and encourage students to “think like an expert” by choosing resources and assessment formats that align with the nature of the discipline.



Identification

Have you started to notice gifted characteristics shine in some of your students? How about Frasier’s Talent Aptitudes Behaviors: Communication, Problem Solving, Memory, Inquiry, Insight, Imagination, Creativity, Reasoning, Humor?

Frasier, M. (1995). A new window for looking at gifted children. (Research Monograph No. RM95222) Storrs: The National Research Center on gifted and Talented, University of Connecticut.

Articles of Interest (Click on Title - hyperlinked)

- Sanchez, C. (2016, April 11). Gifted, but still Learning English: Many bright students get overlooked. nprEd. Retrieved from <http://www.npr.org/sections/ed/2016/04/11/467653193/gifted-but-still-learning-english-overlooked-underserved>
- Sanchez, C. (2016, April 12). The rare district that recognizes gifted Latino students. nprEd. Retrieved from <http://www.npr.org/sections/ed/2016/03/31/472528190/the-rare-district-that-recognizes-gifted-latino-students>



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Things to Think About...

Place-Based Education

The importance of learning in place

Implementing place-based educational practices is of the utmost importance to rural schools and communities. The Rural School and Community Trust strongly supports place-based education for rural schools through its outreach and professional development activities for rural educators. The sensibility of grounding educational activities in community and neighborhood is obvious, and the advantage here goes to the small rural school. Access to the outdoors, local government, the town square, and agriculture is more readily available to teachers and students in rural school districts. In addition, local decisions to implement these kinds of learning activities should be less bureaucratic, and there is ample opportunity for student work to contribute to community problem solving.

Place-based education gives meaning to learning, strengthens the bonds between school and community, and instills pride and wonder in the cultures and histories of rural places and small towns.