Gifted Education Directors and Coordinators

WELCOME!!
Multiple Faces

- New Directors and Coordinators
- Forum
- University Staff
- Guests
- Gifted Education Regional Consultants
- CDE Staff
Administrator of the Year
Jennifer Martinez – Eagle

George Betts Inspiration Award
Diane Cassidy
Ice Breaker

• Meet and Greet Multiple People - 2 minute stop

• Share name, district, region, and role

• Share a time when you provided staff multiple pathways to accomplish a professional task or goal

• Why?
Purpose and Agenda

- Engage in dialogue through network meetings and meetings by setting

- Increase applicable ideas for improving program evaluation
  - Describe next steps to increase stakeholder feedback in program evaluation

- Increase ability to serve exceptional potential in underserved student groups
  - Personalize how you will apply strategies for identification in underserved populations
Engaging Success through Multiple Pathways
Engage for Success

<iframe width="560" height="315" src="https://www.youtube.com/embed/NWnNOK2MC8c?rel=0" frameborder="0" allowfullscreen></iframe>
Student Engagement and Motivation
• Teachers talk to one another
• Teachers have confidence about their strategies
• People believe that engagement matters for the individual
• Nurturing people for better outcomes
• Student - teacher engagement for instruction
• People talent to serve students
• Freedom - pathways to do their best
• Engage on an emotional level, as well as, intellectual
• Respect students as individuals
• Are “people” the student, the focus of our engagement
• Engage students effectively = high achievement/productivity
• Body tone, energy, of teacher makes a difference
• Students - connect with them individually
• Enjoy work - happy - people well-being
One Pathway is CGER.

- Self-evaluation
- Desk audit
- ALP Reviews
- Stakeholder input

CGER = Narrow Focus
PATHWAYS for STUDENTS

- Personal and Affective
- Career and College
- Identification Assessment
- Instruction
- Programming
PATHWAYS FOR EDUCATORS AND SCHOOLS

- Endorsement programs
- Gifted education programs (CPPs)
- UIP addendums supporting local goals
- Programming options
- Continuous improvement
- Professional renewal
Identification – Advanced Learning Plan – Accountability
Fold in

Instruction and Educator
PROGRAM EVALUATION

#1. Instruction
Start with the core of learning:

- Leader talk, time, collaboration
- Student learning
- Materials
- Adult learning
- Family engagement

#2. Program Design and Results

- Articulate policy
- Evaluate program elements
- Create efficient routines and procedures to support identification, ALP, accountability
- Results of performance
Instructional Core

Teaching and learning rely on the interdependent actions of teachers and students working with content.

- teacher’s pedagogical and content knowledge;
- the use of educational materials; and
- students’ understanding, experiences, and engagement in the learning process
Internal Coherence Framework for Teaching and Learning

• Helps leaders develop a comprehensive approach to improvement (a next step)

• A causal framework for how schools improve

• Leaders encourage multiple perspectives
• create opportunities for public discussions of practice, and
• work with teachers to create shared vision for instruction,
• Have collective goals.
• Adult learning is valued and in a safe space for learning, at staff meetings, online PD, etc. Teachers learn together.
• Change attitudes and beliefs -
• Resulting in positive student achievement
Internal Coherence Approach (Forman, Stosich, Bocala)

• Everyone aligns their work in the organization around the instructional core

• Success is resourcing learning needs of the teacher and the organizations capacity to deliver

• Teachers are not only implementers - Teachers are learners, creators, researchers, and collaborators

• Raise the level of learning for teachers
1. Strengths of leadership - coordinator - practices

2. Quality professional development and practice together

3. Level of collaboration among teachers in the school about all matters instruction

4. Family engagement for instructional success
As a leader in gifted education in what ways could you influence setting:

1. Expectations to establish an instructional focus

2. Regular collaboration about performance of advanced learners

3. More opportunities for teachers to receive support and feedback on instruction and the vision for gifted students and their education
SPOTLIGHT –
Multiple pathways in gifted programs

- Sheri Collier
  - Adams 27j, Brighton

- Sandi Malouff
  - Santa Fe Trail BOCES

- Lisa Rogers
  - Fountain – Ft. Carson
Program Evaluation

• CGER is a starting point.

• Expand thinking about instruction and your influence in building out programming to include talking about and practicing instruction and learning.

• Share evaluation with stakeholders.
Ginny Burney, Ph.D.

Kristi Spears, Ph.D.

Ball State University
• Name a way that you will improve program evaluation

• What will be your next step to increase stakeholder feedback in program evaluation?
Day One only evaluation

https://www.surveymonkey.com/r/GiftedEdFallevent2017Day2
“One of the great mistakes is to judge policies and programs by their intentions rather than their [affective and achievement] results”

Milton Friedman
Engaging Success through Multiple Pathways
Guiding Principals

• Equity and Access

• Flexibility and Innovation

• Continuous Improvement and Building District Capacity

• Collaboration and Partnerships to Decrease the Effects of Poverty on Learning
Initiatives

• Literacy for All

• Support for Low Performing Schools

• Quality Pipeline and Support for Principals and Teachers

• Multiple Pathways and Choice

• Supportive, Effective, and Efficient Implementation of Legislation
Multiple pathways to

- Provide pre-identification opportunities for learning and skill development

- Recognize exceptional potential, including performance and interest in and outside school

- Set up programming, (INSTRUCTION) in school and/or shared with parents for community experiences and time with experts
Pre - Identification

• Scaffolding and learning before formal identification

• Instruction and Observations - data

• Talent development

• Opportunities in and out of school

• Programs that support enrichment, summer experiences, before and after school groups, competitions, and Saturday programs

• Accommodations to access language and materials
Warm - Up

• Pre-ID
• Recognition
• Programming and Instruction

• At your table, share and chart three (3) different pathways to support the different phases of identification assessment.
Administrative Unit BUSINESSS
Data Management System

- ALP Interchange
  - Webinars and personalized training
  - A secure system - not attachments in DMS

- AU Roles in DMS set by local access manager (LAM)
  - AIS: ALP Interchange Support
  - AISnGRR: ALP Interchange Support & Gifted Record Reviewer
Data Management System

• Budgets due September 30

• Budget Guidance on website

• Administrative Unit Self-Evaluation - Revised

• The CGER Report - Revised and New Template in DMS

• Improvement Timeline - CHANGE
Colorado Gifted Education Review

CGER

Engaging Success Through Multiple Pathways
Colorado Gifted Education Review

• Values: integrity and trust, customer service, collaboration, and continuous improvement

• Evidence of implementation of CPP elements

• Fiscal responsibility
  • Expenditures according to allowable uses

• Timeline responsibility

• ALP interchange and review

• Student data: performance, demographics

• Overall AU Performance Rating
“Periodic Feedback” is stakeholder feedback during self-evaluation.

schedule for periodic feedback and review

Evaluation and accountability informs parents and other required people about:

• Periodic feedback, UIP addendum, reporting of gifted student performance data, monitoring of academic and affective growth
Evaluation and accountability informs parents and other required people about:

- Periodic feedback and continuous improvement, UIP addendum, reporting of gifted student performance data, monitoring of academic and affective growth.

“Periodic Feedback” is stakeholder feedback about the gifted program and student progress.
Periodic Feedback is...

- A component of evaluation and accountability
- An expectation in the CGER cycle

The Administrative Unit determines:

- A schedule for periodic feedback
- Whether feedback is inclusive of all program elements at one time, or selected elements each time input is collected during the CGER cycle.
- The response/priority for continuous improvement based upon periodic feedback from stakeholders
Feedback Focus

Recommended, but not necessarily limited to, stakeholder comments, perceptions, and attitudes about -

- Communication and access
- Identification
- Advanced learning plan
- Instruction and programming
- Accountability
- Early access, if applicable
CGER collaboration, data, and team decision will inform a decision for the type of visit:

• Level I
  • 100% in compliance OR NOT
  • Conversation, desk audit, and data informs identification of required improvement areas
  • Visit includes AU presentation, setting of priorities, technical assistance discussion, and next steps
  • GERC: Gifted Education Regional Consultant will attend Level I
• Level II Visit

  • Remains similar to former on-site visits

  • AUs may request a Level II visit even when the review team suggests a Level I for the purpose of collecting verifying information, visibility of the importance of the gifted program, collecting additional data important to the AU, or...
Improvement Time Lines

- CGER drives top priority improvement areas
  - Corrective action timeline typed into DMS.

- When corrective action completed:
  - AU re-opens submission and types in Evidence of Change
  - Gifted Education Regional Consultant verifies as a
    1. Timeline completed - commendation
    2. Timeline non completed - letter of concern
    3. Timeline completed and initiating next priority improvement areas - corrective actions - to be completed (A new timeline will pop-up.)
A THEORY OF CHANGE

• If administrative units conduct thorough self-evaluations and revise CPPs whenever needed

• If CGERs conduct thorough desk audits and collaborative visits toward technical assistance and resources

• If all improvement areas are prioritized and corrected

• THEN by 2020, 100% of AUs implement program elements.
An Ambitious Vision for Instructional Core

IF WE SUCCEED, WHAT WILL WE SEE IN OUR CLASSROOMS?

TEACHER

STUDENT

CONTENT

Articulate Practices, Collect Data, and Monitor Together
• Directors and coordinators have performance and demographic data in district and the DMS

• All encouraged to share public performance data information

• Districts can aggregate up to three-four years or by BOCES level to increase “n”

• CDE will begin posting additional performance data for public stakeholders
Administrative Unit Data

- Demographics in the gifted population
  - Compared to local student enrollment
  - P-value as to whether the disparity is significant or not

- Performance data
  - Achievement and growth
  - Compared to other AUs

- CGER Compliance (13 elements/indicators)
  - Self-evaluation
  - Desk-audit and Visit

Total provides a weighted score for technical assistance, resources, and comparisons
2017 October Enrollment Count

ENGAGING SUCCESS THROUGH MULTIPLE PATHWAYS
1. Collaborate with district Data Pipeline staff

2. Code every gifted student according to one or more areas of giftedness

3. 14 Fields: 0 = No  1 = Yes

4. Highly suggest a query prior to the count day to ensure students coded correctly
Advanced Learning Plans and Professional Development

ENGAGING SUCCESS THROUGH MULTIPLE PATHWAYS
Advanced Learning Plan – K-12

• State License for an Enrich ALP that contains Part I and Part II required in law; and parent student involvement; easily uploaded into ALP Interchange; consistency across districts

• Multiple Implementation Entry Points for Standards-Based ALP
  • Standards being taught in the classroom
  • Student and/teacher choice in application of standards
  • Problem or Project Based learning
  • Capstone Demonstration

• ALP is like a contract between teacher and student for application of learning toward college/career goals
Professional Development

- Right 4 Rural (Andrea)

- Engaging Student Thinking through the Depth and Complexity Framework (DCF) (Karen)

- Twice Exceptional Students - projects (Lisa)

- Online modules, Gifted Education on Tuesdays

- ID and ALP webinars and materials on website

- Regional
SPOTLIGHT –
Multiple pathways in gifted programs

• Heather Baskins
  • Mesa 51

• Carol Dallas
  • Aurora Public Schools

• Pattie Vail
  • Falcon
• Read Story about Sandra - age 8
TAMRA STAMBAUGH, Ph.D.

Vanderbilt University
WELCOME BACK!!

Debrief, Celebrations, and Closure
In small groups:

What is your take away from the insights to serving students with exceptional potential from underserved populations?
• Day Two Attendance Only:
https://www.surveymonkey.com/r/GiftedEdFall2017Day2

• Day One and Two Attendance Only:
https://www.surveymonkey.com/r/GiftedEdFall2017
Rigor, Relevance, and Relationships.... Every Student, Every Teacher, Every Day
Gifted Education

Student and educator learning are our priority.

Family engagement and systems thinking and support are the glue toward high performance.

Shared, collaborative planning, evaluation, and monitoring are means to help us keep focus.

(J. Medina, 2017)