Right 4 Rural

Excitement in the Air!

Happy Fall to you all! The change in the air and in our surroundings is absolutely beautiful. As we notice these changes in our climate, we can't help but be excited and encouraged for the change that will happen in our Right 4 Rural sites in regards to the grant goals!

Right 4 Rural major components – leadership in program design and support, evidence-based instructional strategies, and the culture/climate of identification – set the scene for strong identification results.

Right 4 Rural defines four goal areas to impact identification:

All administrative units will implement a local gifted program plan that addresses needs of students and teachers, including identification, programming, family partnerships, evaluation and expectations as seen by plan analysis and survey results.

All administrative units will increase the number of gifted students to 7% identified in one or more categories of giftedness, especially from underrepresented groups of low income, English language learner, Hispanic students, and Native American students.

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.

The administrative unit will increase student performance as measured by tests and/or performance rubrics in literacy, math, or science using selected instructional methods.

The project outcome is demonstration sites where leadership in rural Administrative Units apply design thinking about and practices of community to build a sustainable gifted program with their member districts. Building in the consideration of sustainability factors such as policy, systems thinking, and staff, family and community regard, the administrative units will generate a strong gifted program to continue the program plan design and identification of gifted students.

Site Highlight

Morgan County School District has reported that more than 60% of their recent teacher referrals of students to under go the gifted identification process are from under-represented groups! What an amazing outcome in such a short time into the grant!

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

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.**

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

Professional Development

Right 4 Rural participants are receiving weekly implementation emails. Implementation support is a continuous cycle whereby teachers:

• Reflect on implementation practices and data

• Review concepts and strategies to be implemented

• Reinforce their commitment to the implementation process through short term goal setting

• Record data on teacher and student progress for continued reflection

Videos, cartoons and task cards have been created as implementation support resources for Workshop 1 Depth & Complexity Prompts: Guiding students to think and discuss at deeper levels through inquiry. Resources are organized to support each of the four Learning Experiences.

Identification

Articles of Interest (Click on Title - hyperlinked)

[Maryland School District Examines Racial Disparities in its Gifted Programs](#)

A report examined Montgomery County's selective academic programs and found marked disparities by race and ethnicity in enrollment and acceptance rates, with white students faring much better than their black and Hispanic counterparts.

[Fostering Equitable Access to Gifted Services for English Language Learners Through a Balance of Measures and Program Options](#)

Despite English Learners being the fastest growing population of students in the United States, their representation in gifted and talented continues to lag behind all other types of learners, including other underserved populations.

Contact Us

Grant Project Director
      Andrea Berghoff, EdD
      Berghoff_A@cde.co.us

Jacquelin Medina, State Director
      Medina_J@cde.state.co.us
Norma Hafenstein, PhD
      Norma.Hafenstein@du.edu
Kristina Hesbol, PhD
      Kristina.Hesbol@du.edu

Things to Think About...

Ford and Grantham (2012) suggested that students in gifted programs should closely represent the community's demographics.

- Students who identify as American Indian or Alaskan Native comprise 0.74% of Colorado's overall student population, but account for only 0.36% of students in gifted programs;

- Students who identify as Latino/Hispanic make up 33.12% of the overall state student population, but represent only 18.93% of students identified as gifted

- ELLs represent 14.27% of Colorado's students, but appear in gifted programs at a rate of only 2.46%

- Students who participate in the Free and Reduced Price Lunch program, which is frequently used as a proxy indicator of poverty (Burney & Beilke, 2008), account for 41.58% of the state's student population, however these students make up only 21.62% of the students in gifted programming (2014)