

Right 4 Rural

SPECIAL POINTS OF INTEREST:

- Grant Goals and Objectives
- Upcoming Leadership Webinars

Day Two Depth and Complexity August / Sept 2017

TENTATIVE DATES

- Morgan County August 14
- Santa Fe Trail BOCES August 11
- San Luis Valley August 10
- Montrose Sept 1
- San Juan BOCES August 8

Case Studies

Thank you to those of you participating in the Case Studies and taking the time to tell us about changes to your instructional practice during the implementation of the Javits Right 4 Rural (R4R) project. The information a select number of educators provide will help the team understand the effects of the grant on instruction, potential improvements in future work, report progress to the funder, and lessons to be shared with colleagues working in the field of gifted and talented education.

End of Year

Survey

Please be on the look out for a survey coming in May. This will need to be completed by grant participants. This survey provides vital information for the grant team and funder .



Success Story

"I am so excited, I just had to share!

Today in grammar, we learned about subject-verb agreement. I used the D&C posters (Language, Patterns, Big Idea). We noticed that singular nouns get an s when they are plural, but with verbs, the singular ones have the s. 'student' said, "We don't have a poster that goes with that. We need a poster that means the opposite." I excitedly pulled out my content imperative poster and showed the kids the Paradox one. The whole class was thrilled, and they picked a spot to put the posters up as a reminder. My grammar lesson was so exciting, and the questions and comments from third graders were pretty impressive.

So YAY!!!" - Said by a Right 4 Rural teacher

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.

It is expected that participating superintendents, principals, Administrative Unit Gifted Directors, and Administrative Unit Executive Directors attend.

April 18, 1:00-2:30 pm
 April 18, 3:30-5:00 pm
 April 20 9:00-10:30 am



Participants may choose one of any of those three times.

Registration information to come out soon!

Implementation Science—check these links out!

<http://www.cde.state.co.us/mtss/nirn-implementationdriversdefinitions>

<http://www.cde.state.co.us/mtss/nirn-resourcebriefimplementationscience>

Professional Development

Workshop 2: Differentiating student learning using tiered tasks (Spring and Fall of 2017)

The second workshop focuses on structured inquiry that differentiates tasks with the assistance of layered Depth & Complexity prompts, Content Imperatives (5 additional thinking prompts) and standards aligned Depth of Knowledge mastery levels. Participants will design tiered thinking and learning tasks that differentiate challenge and complexity and structure and support based on student needs and readiness.

Workshop 3: Encouraging self-directed learning & self-efficacy through concept-based guided inquiry (Winter of 2018)

This final workshop in the series transfers the responsibility of choosing resources and procedures for answering a question or solving a problem to the student. Through the use of universal concepts that help to manage guided inquiry and focus student learning across disciplines, students choose what depth & complexity icons and content imperatives to use in their learning process. Participants will prepare a problem-based, guided inquiry lesson.

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

Identification

Article of Interest (Click on Title - hyperlinked)

[Strategies for Teaching Gifted and Talented English Learners](#)

By Erick Herrmann

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Referral Process

- Education of the school staff concerning the characteristics of gifted students is essential to the pre-referral process. Classroom teachers may find the following list of characteristics useful in their initial identification of potentially gifted students. This is only one consideration in assessing their students' abilities.
- Kingore, B. (2004). *Differentiation: Simplified, Realistic, and Effective*. Austin: Professional Associates Publishing.

A High Achiever...	A Gifted Learner...	A Creative Thinker...
Remembers the answers.	Poses unforeseen questions.	Sees exceptions.
Is interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	Daydreams; may seem off task.
Generates advanced ideas.	Generates complex, abstract ideas.	Overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas--many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Creates complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulates information.	Improvises.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical.	Is never finished with possibilities.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is intellectual.	Is idiosyncratic.