Gifted Education

Vision 2020: PEAK PERFORMANCE

Directors’ Meeting
September 13, 2016
You Are Ready!!
Introduce Self, District, and Role

Read one line from the poem...

is like my Comprehensive Plan

because I Am Ready for...
General Introductions

GERCs

CDE Staff

Audience

Forum

New Colleagues

Guests
Tuesday’s Outcomes

- Cultivate thinking about personal and professional attitudes or beliefs about culture, climate, race
- Learn about how colleagues find success in identification and programming in the talent aptitude areas
- Support peers working on problems of practice
- Understanding of business matters
Together We Can

VISION
All Gifted students will accomplish challenging post-secondary work force goals and become productive, creative citizens capable of succeeding in their area of strength.

MISSION
Gifted student learning and growth ensured by needed provisions and advocacy
Every Student Succeeds Act (ESSA):
The Conversation

August 2016
What is the Every Student Succeeds Act?

- Signed into Federal law on December 10, 2015
- Reauthorization of the Elementary and Secondary Education Act (ESEA), replaces the No Child Left Behind Act
- ESSA federal requirements for:
  - Policy: Standards, Assessments, and Accountability
  - Programs- Title I, Title II, Title III, Title IV, IX
- Full implementation of ESSA in the 2017-2018 school year
  - Rule-making and guidance process
- Requires—with stakeholder involvement—development of a state plan for policy and program implementation
*This timeline is based on the limited information we have from the U.S. Department of Education regarding plan development. It is subject to change.
Policy Framework

SCHOOL/DISTRICT POLICY
- Curriculum
- Instructional methods
- Day-to-day structure
- Hiring teachers
- Local assessments, etc.

STATE POLICY
- Licensure requirements
- Standards
- Specific state assessments, etc.

FEDERAL POLICY
- Broad goals for students
- Civil rights requirements
- Broad outline for assessments
- Requirements for standards, etc.
ESSA
Every Student Success Act

- Flexibility in decisions about educator effectiveness, accountability, assessment

- TITLE I
  - Disaggregate data for each subgroup by achievement levels
  - Funds may be used
  - Flexibility how will address gifted education
Local educational agency plan shall describe how the LEA will monitor students’ progress in meeting challenging State academic standards by:

- Well rounded programs to meet needs of ALL students
- Identifying students who may be at risk for academic failure
- Additional assistance to students needing help to meet standards
- Implementing strategies to strengthen academic programs for student learning

How the LEA will use funds may include how the local education agency will ASSIST SCHOOLS IN IDENTIFYING AND SERVING GIFTED AND TALENTED STUDENTS.
Title II

- Shall address needs of all students, including gifted students

- Describe how educators will help all students, including gifted students

- Schools may use Title II funds for professional development on how to serve the needs of gifted students AND those high ability learners not yet identified
Assist teachers, principals, and other school leaders, State education agencies, and local education agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare ENGLISH LANGUAGE LEARNERS, including immigrant children and youth, to enter ALL English instructional settings.
Title IV
21st Century Schools

- Provide student with access to well-rounded education; improve school conditions for learning; improve use of technology
- Use of data for personalized learning and targeted supplementary instruction
- High-quality courses in STEAM
- Accelerated learning programs
- Build capacity of leaders use data and technology to improve instruction and personalized learning
Indian, Native Hawaiian, and Alaska Native Education

- Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic standards
Each homeless child or youth to be assisted under Title IX shall be provided services comparable to services offered to other students in the school... including programs for gifted and talented.
Every Student Succeeds Act

http://www.cde.state.co.us/fedprograms/essa
Standards, Assessments, and Accountability
Questions for discussion

1. How should we measure student progress toward meeting the standards?

2. What measures of school quality or student success should be included in the school accountability system?

3. How should the state consider the 95% assessment participation requirement?

4. Should school improvement funds be awarded as formula or competitive grants?

5. What supports and services can CDE provide that would be helpful to districts with schools on improvement?
Questions for Discussion

1. In what ways, should the needs of gifted students and their families weave into implementation of

   1. State standards
   2. Assessment, and
   3. Accountability
Quality Instruction & Leadership and Supports for Student Success
Questions for Discussion

1. What supports should CDE provide to help teachers, schools, and districts provide effective instruction to students with specific learning needs?

2. In addition to holding a license, should teachers be required to demonstrate competency in the subject area in which they teach?

3. What does well-rounded and healthy students mean to you?

4. Should CDE reserve 3% of Title I, Part A funds for direct student service grants?
ESSA Plan Development and Opportunities to Provide Feedback
ESSA State Plan Development

ESSA Listening Tour Input

Approval:
- Colorado Department of Education
- Governor’s Office
- State Board of Education
- ESSA Committee of Practitioners
* List of approvers is dictated in the federal law.

Critical Partnerships for Input Throughout the Process:
- General Assembly
- School Districts
- Education organizations
- Advocacy Groups
- Parents, students & community
ESSA... Continuing the Conversation

- ESSA in Colorado Webpage
  http://www.cde.state.co.us/fedprograms/essa

ESSA Updates – register at
https://www.surveymonkey.com/r/ESSA_vettinglist
Blend with – Connect with the larger system

- District culture, policy, and guidelines
- Infrastructure for communication and support
- Educator effectiveness
- Family partnerships
- School and district accountability
- Instruction and differentiated learning
- Assessment = gifted student outcomes
Assessment

- Revised District and School Frameworks
- Scale scores
- Median percentile
- Levels of achievement
- ESSU – Performance Matrix – Dashboard – for AU
English Language Arts

PARCC
ELA by Gifted/Not Gifted

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<tr>
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<th>Not GT</th>
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<tbody>
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<tr>
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<tr>
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ELA by Gifted Areas

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**ELA - Middle**

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ELA - High

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ELA by Gender

Male

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<tr>
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<td>1.01%</td>
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Female

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ELA by Minority Status

### NOT Minority

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<tbody>
<tr>
<td>Not GT</td>
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<td>29.02%</td>
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<td>GT</td>
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<td>1.67%</td>
<td>8.92%</td>
<td>56.67%</td>
<td>32.35%</td>
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### Minority

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<td>22.73%</td>
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<tr>
<td>GT</td>
<td>1.11%</td>
<td>4.17%</td>
<td>14.92%</td>
<td>55.17%</td>
<td>24.63%</td>
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</table>
ELA by White/Asian or Others

**White or Asian**

- Did Not Yet Meet: 9.95%
- Partially Met: 16.75%
- Approached: 28.82%
- Met: 38.89%
- Exceeded: 5.59%

**Other Races**

- Did Not Meet GT: 2.60%
- Partially Met GT: 4.93%
- Approached GT: 16.85%
- Met GT: 55.65%
- Exceeded GT: 21.29%
MATH

PARCC
Math by Gifted/Not Gifted

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<tr>
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<tr>
<td>Approached</td>
<td>29.57%</td>
<td>13.11%</td>
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<tr>
<td>Met</td>
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<td>63.33%</td>
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<td>1.65%</td>
<td>19.89%</td>
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### Math by Gifted Areas

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<tr>
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<tbody>
<tr>
<td><strong>Unknown</strong></td>
<td>0.49%</td>
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<td>24.19%</td>
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<td>11.24%</td>
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<tr>
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<td>1.82%</td>
<td>11.24%</td>
<td>67.85%</td>
<td>18.69%</td>
</tr>
<tr>
<td><strong>Both Language Arts &amp; Mathematics Gifted</strong></td>
<td>0.51%</td>
<td>2.36%</td>
<td>10.60%</td>
<td>61.12%</td>
<td>25.42%</td>
</tr>
<tr>
<td><strong>Other Gifted</strong></td>
<td>1.38%</td>
<td>7.17%</td>
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Math - Elementary

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### Math ELA - Middle

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<td>28.20%</td>
<td>30.47%</td>
<td>22.24%</td>
<td>0.96%</td>
</tr>
<tr>
<td>GT</td>
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<td>3.12%</td>
<td>14.42%</td>
<td>65.13%</td>
<td>16.72%</td>
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Math by EMH - High

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<tr>
<td>GT</td>
<td>1.61%</td>
<td>5.49%</td>
<td>20.15%</td>
<td>62.88%</td>
<td>9.87%</td>
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</table>
Math by Free Reduced Lunch

NOT Free Reduced Lunch

- Did Not Yet Meet: 9.32%
- Partially Met: 20.78%
- Approached: 32.00%
- Met: 35.20%
- Exceeded: 2.70%

Free Reduced Lunch

- Did Not Yet Meet: 25.50%
- Partially Met: 33.46%
- Approached: 26.88%
- Met: 13.66%
- Exceeded: 0.50%
## Math by Gender

<table>
<thead>
<tr>
<th></th>
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<th>Female</th>
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<tbody>
<tr>
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<td>14.97%</td>
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<tr>
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<td>26.80%</td>
</tr>
<tr>
<td><strong>Approached</strong></td>
<td>28.42%</td>
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<tr>
<td><strong>Met</strong></td>
<td>24.10%</td>
<td>25.83%</td>
</tr>
<tr>
<td><strong>Exceeded</strong></td>
<td>1.67%</td>
<td>1.64%</td>
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</tbody>
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### Not GT
- Male: 18.98%, 26.83%, 28.42%, 24.10%, 1.67%
- Female: 14.97%, 26.80%, 30.77%, 25.83%, 1.64%

### GT
- Male: 0.80%, 3.30%, 12.63%, 62.48%, 20.80%
- Female: 0.49%, 2.72%, 13.65%, 64.30%, 18.85%
Math by Minority Status

### NOT Minority

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### Minority

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<td>0.99%</td>
</tr>
<tr>
<td>GT</td>
<td>1.23%</td>
<td>5.71%</td>
<td>19.41%</td>
<td>58.15%</td>
<td>15.50%</td>
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</table>
Math by White/Asian or Others

### White or Asian

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<td>21.60%</td>
<td>1.73%</td>
</tr>
<tr>
<td>Approached</td>
<td>31.90%</td>
<td>9.95%</td>
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<tr>
<td>Met</td>
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</tr>
<tr>
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<td>2.52%</td>
<td>22.90%</td>
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### Other Races

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<tr>
<td>Met</td>
<td>15.14%</td>
<td>58.35%</td>
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<tr>
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<td>11.14%</td>
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# Gifted Student Enrollment

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<tr>
<th>AU Total PK-12 Count</th>
<th>AU GT Count</th>
<th>AU GT %</th>
<th>Twice Exceptional Count</th>
<th>% Twice Exceptional within GT</th>
<th>K Early Access</th>
<th>Grade 1 Early Access</th>
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<td>68,716</td>
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<td>3,243</td>
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<td>70</td>
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## Demographics

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<th>GT Count</th>
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<tr>
<td>Native American</td>
<td>6,424</td>
<td>0.7%</td>
<td>239</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>27,733</td>
<td>3.1%</td>
<td>3,526</td>
<td>5.1%</td>
</tr>
<tr>
<td>Black</td>
<td>41,560</td>
<td>4.6%</td>
<td>1,611</td>
<td>2.3%</td>
</tr>
<tr>
<td>Latino &amp; Hispanic</td>
<td>300,109</td>
<td>33.4%</td>
<td>12,496</td>
<td>18.2%</td>
</tr>
<tr>
<td>White</td>
<td>486,818</td>
<td>54.1%</td>
<td>47,607</td>
<td>69.3%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>2,077</td>
<td>0.2%</td>
<td>106</td>
<td>0.2%</td>
</tr>
<tr>
<td>Multi-race</td>
<td>34,393</td>
<td>3.8%</td>
<td>3,131</td>
<td>4.6%</td>
</tr>
</tbody>
</table>
## Demographics

<table>
<thead>
<tr>
<th>Free/ Reduced Lunch</th>
<th>AU Count</th>
<th>AU %</th>
<th>GT Count</th>
<th>GT %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>375,991</td>
<td>41.8%</td>
<td>14,137</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learners</th>
<th>AU Count</th>
<th>AU %</th>
<th>GT Count</th>
<th>GT %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL</td>
<td>128,042</td>
<td>14.2%</td>
<td>2,562</td>
<td>3.7%</td>
</tr>
<tr>
<td>NEP</td>
<td>27,573</td>
<td>3.1%</td>
<td>33</td>
<td>0.0%</td>
</tr>
<tr>
<td>LEP</td>
<td>77,406</td>
<td>8.6%</td>
<td>824</td>
<td>1.2%</td>
</tr>
<tr>
<td>FEP</td>
<td>23,063</td>
<td>2.6%</td>
<td>1,705</td>
<td>2.5%</td>
</tr>
</tbody>
</table>
### Post Secondary Indicators

<table>
<thead>
<tr>
<th></th>
<th>AU</th>
<th></th>
<th></th>
<th>GT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Cohort Total</td>
<td>%</td>
<td>Count</td>
<td>Cohort Total</td>
<td>%</td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Graduation</strong></td>
<td>47,784</td>
<td>61,790</td>
<td>77.3%</td>
<td>6,999</td>
<td>7,595</td>
<td>92.2%</td>
</tr>
<tr>
<td><strong>Dropout</strong></td>
<td>11,114</td>
<td>440,843</td>
<td>2.5%</td>
<td>258</td>
<td>47,014</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
Vision 2020: Peak Performance

I. Comprehensive Program Plan

II. Identification Demographics

III. Appropriate Differentiated Instruction

IV. Student Outcomes – Successful UIP
   I. Achievement and Growth
   II. Advanced Learning Plan Goals

V. Youth, Family, Community Partnerships
Comprehensive Plan

- Data Management System (DMS) submission
  - October 15, 2016
  - Collaborative process with stakeholders and steering committee
  - Description of local gifted program and goals/next steps

- Required for funding allocation and ECEA compliance

- Posted on Web site

- Basis of AU self-evaluation and Colorado Gifted Education Review
IDENTIFICATION - Purpose

- Recognize exceptional aptitude/potential in every student group

- Provide student profile and data for development and implementation of relevant advanced learning plans

- Determine appropriate programming matched to the student’s area(s) of giftedness

- Define students that could and should perform at distinguished levels with high growth
IDENTIFICATION - Goal

- Recognize students with exceptional aptitudes for guidance toward and monitoring of post-secondary workforce goals
  - 100% of AUs provide access to identification information and procedures to all student groups and families
  - 100% of AUs support identification and ALPs in academic, talent, creativity, and leadership aptitudes. Psychomotor is mainly with programming via national or district programs.
  - 100% of AUs identify students representative of the culture, economic status, and ethnicity of its community
Reflecting on Identification

- What are your goals/purpose (why) for identification?

- In what ways does your AU’s 2016-2020 Program Plan address Identification in the same and in a different manner than the AU’s former plan?

- What are elements of culture and climate that influenced the AU’s plan for identification?
Typical Indicators of Progress

- Communication methods for stakeholder information

- Traits of the Gifted Population
  - October Enrollment Data - Demographics
  - Students identified in varied aptitude areas

- Advanced Learning Plan
  - Every gifted student
  - Progress monitoring of goals

- Graduation Rates
Readings Influencing Thinking

*Serving Gifted Students in Rural Settings* (2015)

*Cultural Proficiency (ASCD)*


*Dismantling Contemporary Deficit Thinking: Education Thought and Practice.* (2010)
Understated Indicators of Progress

- Attitudes and beliefs about identification – potential – culture - climate

- Knowing the student and families - Articulated knowledge of the strengths and challenges of the local student enrollment

Body of Evidence

- Permits varied data points dependent upon the local community of learners (e.g., outside/community data, interviews, interests)

- Basic tools for evidence are enhanced by other tools or indicators of exceptionality as needed by individual students
How do we approach topics of attitudes and beliefs – culture and climate?

In what ways do our beliefs and practices reflect asset thinking – strength-based instruction for every student?

In what ways might we explore assumptions and practices so that “next steps” move toward goals of identification?
Practices to Increase Connections
Improve Positive Attitudes

- Not diversity classes alone
- Not one time events
- Based in socio-psychological “contact” theories
- Reduce barriers of knowing family/ student/ strengths
- Building long term relationships
- Connecting people = intergroup contact = group encounters
- Build positive experiences
- Routine
- Promote empathy
- Friendships
Knowing and Connecting

Personal Connections

- Self perceptions
- Self examination
- Problem solving approach
- Examine ideas and conceptions
- Learn about other groups
- Flexible thinking
- Reflection

Group Connections

- Voluntary
- Value varied perceptions
- Value differences
- Positive interactions
- Cooperative learning programs
- Building positive relationships
- Helpfulness
- Flexibility and transparency
Dorinda Carter Andrews, Ed.D.

- Understanding Culture, Power, and Difference through Critical Self-Reflection:
  Implications for Equity in Gifted Education
Gifted children come to us with theories, notions, and motivations to make sense of their world; they are not merely empty vessels to be filled with facts. Our educational system as a whole fails to provide an adequate investment in services for the youngest gifted learners.

Coleman & Cross (2001) state “Gifted students need opportunities to be together with their intellectual peers, no matter what their age differences.”

The youngest gifted learners in our society are not being identified and served well in public education.
Statement of Problem

Colorado House Bill 08-1021: Early Access passed in 2008, now it is 2016 and only 42 percent of school districts have an Early Access addendum process registered with the state department of gifted education.

- 75/178 Colorado school districts have Early Access addendums on file with the Colorado Department of Education (CDE)

- 103/178 Colorado school districts do not have an Early Access addendum on file with the Colorado Department of Education (CDE)
Proposed Participants

Online Directed Survey

If you participate in this research study, you will be asked to:
• complete an Online Directed Survey of twelve questions addressing Early Access that will take about 10 minutes of your time.

• Participating in this research study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. You may choose not to answer any survey questions for any reason without penalty.
Questions
If you have any questions about this project or your participation, please feel free to contact

Lindsey Reinert at reinert@du.edu
or
Dr. Norma Hafenstein; University of Denver faculty advisor at norma.hafenstein@du.edu

Thank you!
What do we already have in our communities that support talent aptitudes?
Table Engagement

1. How are the ideas and information presented today connected to what you already knew?

What new ideas did you get that EXTENDED or BROADENED your thinking in new directions?

What CHALLENGES or PUZZLES have come up on your mind from the ideas and information presented?
Expanding Student Learning

When we intentionally integrate...

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

We can personalize learning and ignite the potential of every student.