Ensure gifted student growth and achievement through systems of support, programming and advocacy.
Agenda Time Frame

- 9:00 - Connections and Goals

- 9:30 – Noon
  - Main Room or Ptarmigan A or B
  - Break – 10:30

- 1:00 – 3:30
  - Main Room or Ptarmigan A or B
  - Break 2:00

- 3:40
  - Debrief
  - Closure

Data Management
Affective Goals
Advanced Learning Plan
Norms

- Commit to interact with (new) colleagues
- Share knowledge and resources to support success of AU leaders and gifted programs
- Speak with positive intent to further roles and student outcomes during table talks
- Make decisions by consensus
- Use professional etiquette regarding time, technology, table talk, and personal needs
Goals

- Contribute to dialogue with colleagues
- Describe facets of Vision 2020
- Write ALP affective goals
- Introduce ESSU Data Management System and provide feedback
- Determine a “take away” from each breakout session for application to role or work
Introductions

- New Directors
- New GERCS
- Gi ERCs
- Forum
- Guests

[Image of a collage of faces]
Meet and Greet

SHARING YOUR STRENGTHS AND ENTHUSIASM

1. Listen for the bell and move to a triad

2. PAUSE AND LISTEN for the prompt

3. Introduce self and respond to the prompt

4. Repeat until session concludes
Gifted Education
VISION 2020
Ensure gifted student growth and achievement through systems of support, programming and advocacy.
Start strong
- School readiness
- Colorado Preschool Program
- Early learning challenge fund

Read by third grade
- READ Act
- Early literacy
- Sustaining literacy past third grade

Meet or exceed standards
- Colorado Academic Standards
- New assessments
- Achievement gap focus

Graduate ready
- Individual career and academic plans
- Graduation guidelines
- Secondary initiatives
- CDE/DHE/CCCS partnerships

Great teachers and leaders
State Model Educator Evaluation System, Licensure, Ed prep

Accountable, continuously improving schools & districts
Turnaround and priority improvement focus

Parent and Family Partnership
Involvement, access, and support focus
Together We Can

Vision
All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Mission
The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.
Vision

- All gifted students will accomplish challenging post secondary workforce goals and become productive, creative citizens capable of succeeding in their area of strength.

Mission

- Ensure gifted student growth and achievement through systems of support, individual programming and advocacy.
Status and Future

What IS

Successes
Data
Trends

What WILL BE
Elements
Goals
Strategy

VISION 2020

Visibility in Leadership and Action

Student Outcomes
Accountability - Student performance (convergent or divergent from district priorities)

Budget

Assurances

FEEDBACK specific to the gifted annual plan
  ▪ Respectful and reflective guidance
  ▪ Technical assistance as needed
Positive changes

- Progress reported towards previous year’s targets
- Trend data noted and data analysis
- Performance challenges identified
- Student achievement targets addressed
- New targets used district assessments or other alternative assessments
- Increased mention of targeted professional development

Improvement area

- Action plan – alignment with challenge(s) and reasonable
  - Increase capacity to write and implement action towards target
Improvement Area

Action plan

Issues
- Alignment with challenge(s) and root cause
- Targeted strategies
- Reasonable

Improve
Capacity to write and implement action steps towards student performance target and eliminate root cause
Tiers of Support

I.
Compliance in all C-GER areas
Network and state meetings

II.
- Compliance in 4-9 C-GER areas
- Identification proportionality lacks diversity of larger population

III.
- Compliance in 0-3 C-GER areas
- Definition
- Turnaround or Priority Improvement District
## Guidance Assessment Transition

http://www.cde.state.co.us/uip/uip_trainingandsupport_resources%20

<table>
<thead>
<tr>
<th>TCAP/PARCC Achievement Percentile Comparison Report</th>
<th>A report showing the percentile rankings of schools/districts’ percentage of students scoring at or above benchmark on CMAS/PARCC assessments. Percentile rankings from prior year TCAP achievement results will be included to allow comparisons across years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation/ Dropout Data</td>
<td>Aggregate data on graduation and dropout rates. Note that there is always a year lag in the reporting of this data.</td>
</tr>
<tr>
<td>Transitional Growth Report (Tentative)</td>
<td>A report that may be provided to districts to show transitional growth percentile data (TCAP to CMAS PARCC growth). This data release will depend on validity of results.</td>
</tr>
</tbody>
</table>
# Universal Screening and Qualified Personnel GRANT

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Amount of funds</td>
<td>$1,791,375</td>
<td>$1,778,785</td>
</tr>
<tr>
<td># of AUs Requesting</td>
<td>54</td>
<td>57</td>
</tr>
<tr>
<td>Qualified Personnel</td>
<td>43</td>
<td>50</td>
</tr>
<tr>
<td>K - 2</td>
<td>45</td>
<td>47</td>
</tr>
<tr>
<td>Middle</td>
<td>36</td>
<td>38</td>
</tr>
</tbody>
</table>
Universal Screening and Qualified Personnel Grant

- Increase in gifted education specialist with an endorsement or higher degree; OR working on their endorsement

*In what ways is the hire of qualified personnel impacting focus on gifted student performance, gifted program development, professional learning, and family-community partnerships?*

- Increase in universal screening test bought and administered

*Are AUs finding students from underrepresented populations who meet criteria OR who would benefit from differentiated instruction and further assessment gathering over time?*
2015-2016 Budget

Identification Revised Chapter 3
- Criteria is the same
- Recalibrating for common understanding and portability

ECEA Rules
- New provisions of law highlighted in yellow

Licensure Rules: [http://www.cde.state.co.us/cdeprof](http://www.cde.state.co.us/cdeprof)
- Input on gifted education endorsements – CAREER PATHWAY
- OPEN FOR PUBLIC COMMENT
Data: Gifted Student Enrollment

- General cognition
- Specific academic aptitude
  - Math, Language arts, Science, Social Studies, World Language
- Talent aptitude
  - Music,
  - Visual arts
  - Performing arts
  - Creativity
  - Leadership
  - Psychomotor

Gifted Students
- 68,163
- 7.6%
Data Collection: Qualified Personnel

- Elementary
- Middle
- High School
- District resource personnel
- Central district personnel
Standards-Aligned ALP

**Content**
- Standards
- SMART
- Strengths
- Needs/Gaps

**Procedures**
- Timely
- Students
- Parents and Teacher
- Learning Goal setting
- Progress Monitored

**Standards**
- Academic
- Affective
- Leadership
- Productive, critical thinking
New Commissioner of Education
Input

https://www.surveymonkey.com/r/72DZMC6
ECEA 2015

- Definition
- Program Plan
- Annual Plan
- Identification
- Programming
- Budget

- Monitoring
- Accountability
- Family
- Engagement
- Communication
- Advanced
- Learning Plan
FACETS OF TRANSITION

Gifted Student Program

- ECEA Rules
- Identification
- Transition Year Planning
- Depth and Complexity
- Advanced Learning Plan
Three for Three

- Ground work established

- In a triad, talk about some of the recent facets to be embedded in your thinking and planning for VISION 2020 that will be easy, take some work, or will be a paradigm shift.
Transition Year

Evaluating
Leadership Action

FACETS OF TRANSITION

Self -> Team -> Process -> Vision 2020
Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.

Jack Welch
WHAT DO I SEE AS:

- Responsibilities
- Personal leadership style
- Knowledge of resources and program standards
- New learnings

HOW WILL I:

- Set priorities? Handle stress? Motivate others?
- Organize time line for communication, team building, self-evaluation, analysis, thinking and writing?
- Use obstacles as clues for transformation?
“The best leader is the one who has sense enough to pick good men to do what he wants done, and the self-restraint to keep from meddling with them while they do it.”

–Theodore Roosevelt
Team

- Who will be involved? (advisory committee, administrators, teachers, parents?)

- What expectations will generate positive dialogue and details for a comprehensive plan?

- What communication practices will maintain clarity of tasks and progress?
Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static 'snapshots. Systems thinking is a sensibility -- for the subtle interconnectedness that gives living systems their unique character. - Peter Senge
“One of the great mistakes is to judge policies and programs by their intentions rather than their results”

Milton Friedman
Process and Organization

- In what ways will the organization of the system and human talent sustain the gifted program elements?

- What district systems interface with and have influence with program evaluation, planning, communication, and implementation?

- How will we use self-evaluation program data results (based upon rules and NAGC program standards)?
Leadership is lifting a person’s vision to high sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations.

—Peter Drucker
Vision 2020 – Gifted Program

- All elements
- Gifted student outcomes = core focus
- Professional learning
- Parent and family partnership
Developing Comprehensive Plan

What IS?
Program Self-Evaluation
Stakeholders Information

What is ideal Program 2020?
ECEA
NAGC Standards

What are Program Enhancements?
Decision Making: Elements/Targets
Partnerships
A Gifted program self-evaluation or program review is an essential component for continuous growth and improvement. To assist you when preparing for your review, this AU self evaluation is a tool to guide the appraisal of gifted program implementation based upon minimum provisions of Colorado’s Exceptional Children Education Act (ECEA). The tool guides discussion about program strengths, progress, and areas for improvement or action toward distinction. The tool has proven to be effective when the AU collaborates among gifted education staff and other stakeholders important to the gifted program. This tool may be used at any time when the AU is considering program and gifted student performance improvements.

• First, provide an informative explanation that describes the evidence of the AU implementing the requirements. In the corresponding row, provide where specific evidence for each indicator can be located within the items submitted for the Desk Audit. This may include the name of a specific document, page number and/or link to a particular site where the precise evidence can be found.
• Next, reflect on how the AU has maintained or strengthened this requirement since the last C-GER and/or program self-

•
### procedures for parent, family and student engagement and communication

<table>
<thead>
<tr>
<th>components of requirement</th>
<th>describe the indicators that show evidence of the au implementing the requirement</th>
<th>provide the specific location where evidence can be found</th>
</tr>
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<tbody>
<tr>
<td>identification procedures are easily accessible</td>
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<tr>
<td>educate about giftedness and parenting gifted students</td>
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<tr>
<td>information about involvement and progress reporting</td>
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<tr>
<td>programming options to match student’s strengths and challenges</td>
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<tr>
<td>concurrent enrollment options</td>
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<tr>
<td>how to be involved in college and career planning</td>
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<tr>
<td>communication in primary languages of au</td>
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Example

- Finding: Our definition is similar to the state definition, but does not uplift underrepresented student groups.

- We will update our definition to align more closely with the state definition articulating that we will seek giftedness in all student groups, including students with economic challenges, ELL, and 2x students.

- Target: By fall 2017, educators in our district will know the revised definition; the definition will guide awareness of gifted traits in student groups; and will drive the means within school communities to serve varied aptitudes.
Example

- **Finding:** The current ALP procedures are developed by one person; do not involve student involvement and progress monitoring.

- **Ideal situation:** ALP Procedures are clearly articulated (1., 2.,...) for educators and family. Each student is aware of his/her learning goals; selects a standard for learning target; knows learning targets and records progress.

- **By fall 2018,** ALPs will be standards-aligned and student and teacher driven based upon interests and learning targets.
Example:

- **Finding:** The former ID procedures supported identification in the core academics only.

- **Ideal:** Pre-identification practices will be implemented -
  - Universal screening
  - All faculty have knowledge of traits of giftedness and discuss compliant and non-compliant traits
  - All teachers will implement selected differentiated instructional strategies in science.
  - New partnership with our community college to offer two week summer school for developing academic and talent aptitudes. Concepts and skills will be taught and observed for exceptional potential.
Leadership Action

- Team
- Process 2020
- Vision

- Self

- ECEA
- Trans-Yr.
- Dep & Compl
- ALP
- ID
- Gifted Student Program

- ✓ Self-evaluation data
- ✓ Student Outcome data
- ✓ Compare to rules/standards
- ✓ Confer on AU elements and program targets
- ✓ Comprehensive Plan: October 15, 2016
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<td><strong>Team</strong></td>
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<td><strong>Process</strong></td>
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<tr>
<td><strong>Vision 2020</strong></td>
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<tr>
<td>- Climate and Culture</td>
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<tr>
<td>- Program Elements</td>
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<tr>
<td>- Student Outcomes</td>
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<tr>
<td>- Systemic Support</td>
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<tr>
<td>- Family partnerships</td>
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Leadership in Action

https://youtu.be/XZVIWZGheXY
Call to Action

National Center for Research on Gifted Education

Survey Center at the University of New Hampshire
For more than a quarter century, the field of gifted education has wrestled with two separate, but related issues:

1) a widespread failure to identify and serve underserved populations

and

2) limited data documenting of "what works" with gifted education.
The only way our country will reach its potential is if we help all our children reach their potential.
to increase our understanding of

1. Identification policies and procedures
2. Instructional approaches
3. Program curricula and content
4. Predictors of success
Why Colorado?

• Mandate for identifying and serving gifted students
• Vertically scaled longitudinal state data on student achievement
• Emphasis on involving higher numbers of under-represented students with gifted program services
• Knowledgeable and supportive state department gifted specialist

Pre-identification – Demographics – Programming and Models
Office of Gifted Education

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Wendy Leader, Specialist
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Tara Rolfe, Program Manager
rolfe_t@cde.state.co.us
303.866.6794
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.

With appropriate instruction and no age discrimination