Colorado PEAK PERFORMERS

- Directors
- Guests
- FORUM
- Gifted Ed Resource Staff
- District School Administrators
- GERCs and CDE Staff
EVERY PARTICIPANT

Connects
- Vision 2021
- Underrepresentation and Success

Learns
- Ideas to increase appreciation of diversity
- Big ideas for instructional success in underrepresented groups

Dialogues
- Colleagues and Across settings
- Commitment to continue with staff
SANTIAGO
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, programming and advocacy.
Every gifted student develops intellectual, academic, and/or talent aptitude with perseverance, self-directed action, and social responsibility to attain personalized life outcomes.

Additional thoughts:
... as confident and self directed members of society.
Educators of the tools so that every gifted student...
Self-Actualized
People who have persisted in spite of disabilities and obstacles
A VISION FOR...

Child genius recognized in the roots of decay
Where early promise rocked a personal journey
when

Teams of scouts lifted the arms of an able body
Sowing seeds of knowledge and skills - creating a field of
opportunity - no time for complacency - WORK! HOPE!

Lifting the arms of an able body out of oppression -
ENRICHMENT!   FUELING ACTION!

Poverty is opportunity to do - to build persistence and
determination - to shine like no other!

Poverty finds success in the personal journey.  (jm)
MISSION...

What is the purpose of gifted education?

What is the action of gifted education?

Who/what is involved in the purpose of gifted education?

Regional Network Meetings and Forum Rep

Due: Monday, May 8, 2017
Engaging Student Thinking through the Depth and Complexity Framework
Unified Improvement Planning

- UIP Addendum due by April 15.
- Worksheet:  https://www.cde.state.co.us/gt/evaluation

- If participation rate is below 95%, include a statement in the action plan about how you plan to improvement gifted student participation rate?

- 2017: Use state PARRC data to set your targets
  - What is the performance challenge with greatest magnitude? What is root cause? Given the 2 year trend, what do you predict for the next two years?
  - You may continue to report district interim assessments aligned with academic standards
2017:

Use state PARRC data to set your UIP targets

• What is the performance challenge with greatest magnitude? What is root cause? Given the 2 year trend, what do you predict for the next two years?

  • The transition period is passed.
  • State targets are being set in March.
  • AUs may request school data from the Exceptional Student Services Unit (ESSU)

• You may continue to report district interim assessments aligned with academic standards
• Rule of Thumb -

UIP Addendum/annual plan is due whenever the district UIP is due. This honors district biennial provisions and priority improvement and turnaround district requirements.

• The UIP is an electronic submission. Coordination is needed between gifted education office and district staff responsible for UIP submission.

• If the district is one of the few who do not have electronic capability, email Lisa Steffen for submission assistance (steffen_l@cde.state.co.us)

https://www.cde.state.co.us/uip/uip_trainingandsupport_resources
The comprehensive program plan is

- A descriptive story of the administrative unit’s gifted program and future plans
- A document for the public: parents, teachers, administrators, and community members
- A provision of Exceptional Children’s Education Act

Comprehensive Program Plans are posted for access to every family.
CPP Reviews

• Protocol
  • Each plan reviewed by at least two colleagues
  • The bullets were the prompts or clues taken from regulations for writing the CPP (The bullets do not print out when the CPP is downloaded.)
  • AU directors/coordinators will receive the feedback sheet
  • Boxes marked, if the indicator was covered in the CPP
  • Empty box near items, if not found in the CPP section
  • Comment Box: questions or thoughts to be helpful in guiding clarification or the unmarked item(s)

• Revisions for clarity and completion of items due by June 2, 2017
Tips – Comprehensive Program Plan

• When composing the narrative of the comprehensive program plan (CPP) use the bullets on the template to guide the writing of the plan.
  
  • Bullets will not print out when downloading the CPP.
  • Do not use references to the data management system or other documents for which the public does not have access.

• Each bullet represents essential - required - points to be covered in the CPP.

• It might be helpful to think of the comprehensive program plan as a handbook, a guide, or a story about the gifted program that all stakeholders can access.

• The CPP is a clear description of the gifted program.
EARLY ACCESS (EA) Revisions

• Email will be sent to set a time for a personalized walk-through of descriptions required for EA Addendums

• Bullets on the plan are guides for the EA Addendum
• Checklist of early access indicators on the website
• 97 percentile ranking - simple adjustment
• Unmarked boxes mean, the EA provision was not found in the addendum

• Early Access Addendums are posted for access to every family.
Advanced Learning Plan Materials
Colorado Gifted Education Review

- Shift energy on desk review and evidence on data management system

- Increased communication prior to a team visit
- Program evaluation evidence, like results from a stakeholder’s questionnaire, may eliminate focus groups

- Level 1 Visit - Two C-GER staff members
- Level 2 Visit - Full C-GER team for collaboration and support

Note: Director may request a level 2; or a review in an unassigned year
Colorado Gifted Education Review (C-GER)

- Shift Comprehensive Program Plan updates to the C-GER cycle
  - Promise of
    - Efficiency
    - Relevancy
    - Closer connection to continuous improvement

- Begins in 2017-2018 C-GER
Continuous Celebration and Improvement

• Shift to ALP reviews within the Data Management System (DMS)

• Record Sets given to all administrative units (AUs) for self-evaluation practice or C-GER process

• AUs will have six months to review and upload their ALP record set in the data management system.

• Goal is to have reviews completed by the time of the C-GER desk audit. (Timeframe “catch-up” until October 2017.)
• Letters for fall 2017 sent to superintendents.
• Record sets ready March 1, 2017
• TIP: When pasting into a DMS text box

• Copy as usual and right-click in the text box to “paste as plain text” or “keep text only”
Twice Exceptionality
Other Business

• Budget

  • **No proposed budget is due April 15 - eliminated**
  • Proposed budget = Prior year’s budget (roll-over expectation)

  • Adjusted budget due September 30
  • End-of-year budget report due September 30

  • State funded programs do not permit carry-forward.
  • Budget zeroed out by June 30
• School performance data, if needed, provided by ESSU

• C-GER Improvement Time lines = DMS Monitoring

  • Priority improvement areas - Year One
  • Next priority improvement areas - Year Two

CLARIFICATION

• Must have: 95% or higher participation rate on state assessment; if below 95%, write ways to improve rate in UIP addendum

• 85% or lower participation rate compromises integrity of performance data
Directors’ Meeting Logistics

- Reimbursement form
- Hotel lodging receipt showing zero balance
- Complete by end of meeting or no later than March 24, 2017.

- Vendor packet submission required if not in the CDE system
- Evaluation
- URL
- Professional learning certificate

- Promising Partnership Practices
  - Working with families for student learning
At Stein (Emory) Elementary in Lakewood, school staff, family members, and students partnered to create the School-Family-Student Compact, a document that outlines the responsibilities of all stakeholders in supporting the academic achievement and positive behavior of the students. The School-Family-Student Compact demonstrates the commitment to student success by having everyone involved in the education of students.

The need for the School-Family-Student Compact was recognized by the Family Engagement Team, comprised of six family members, who met regularly and discussed different ways that families could be more engaged with the school and feel more welcomed as active participants of the school community. The Family Engagement Team invited a variety of people to collaborate on the compact. The final working group included: two teachers, one from Kindergarten and one from sixth grade; one community partner, Metro Community Provider Network; one school counselor; one family liaison; one school clinic aid; five school family members, two of whom were English speaking only, two of whom were bilingual, and one of whom spoke only Spanish; two administrators; and seven students, one student per K-6 grade level.

Over the course of three initial meetings, the team (minus the students) studied the previous year’s family compact, a high school’s family compact, and a mock compact called ‘Nutmeg.’ During these meetings, the team discovered that the previous compact had little family or student input. The team decided that for the compact to be used as a tool for student learning, more collaboration from all parties, including the students, was needed. They also discovered what was critical to include, what could be included, and what was missing.
EYES ON DIVERSITY
DIFFERENCE

CELEBRATE
As leader, in what ways do you advocate or plan for the instructional and affective needs of underrepresented gifted students striving to be recognized – striving to meet or exceed state goals.
THOUGHTFUL IDEA

TAKE AWAY FOR IMPLEMENTATION
Gifted Education Directors’ Meeting
March 3, 2017

WELCOME
• We gain confidence and skill to utilize observational scales in talent aptitude identification.

• We experience thinking like an artist

• We can articulate next steps in broadening talent identification
Colorado PEAK PERFORMERS

If you had a choice to have an exceptional arts aptitude, what would it be?

Describe how you might see the world differently from your academic peers?
Talent Development Is A Journey with an uncertain endpoint

Fuel consists of opportunity, effort, practice, study and motivation
A Trajectory Over Time

- Role of education, educators, and community
  - Importance of providing opportunities
  - Pre-identification experiences, enrichment and skill
    - observation, portfolio, and performance
- A fixation on IQ and achievement tests, results in lots of lost talent, particularly students with less educational capital.
1. They are precocious - mastering the first steps of their talent earlier than age peers and learn more rapidly in that domain

2. They have a “rage to master” - motivated to make sense of their domain and have an obsessive interest and ability to focus in their area of talent

3. They “march to a different drummer” - learn differently and often solve problems in their domain in novel, idiosyncratic ways
• Arts are not one entity. One generalized arts observation tool does not find distinct potential in an art

• Separate domain specific observation tools - developmentally appropriate

• Observation tools and performance/product assessment aspire to find students not yet with developed or demonstrated artistic performance or product in the classroom.

• Varied referral sources
Qualitative Assessments -- professional confidence to use...

• Portfolio
  • Samples of best performance
  • Reflection of work over time
  • Criteria - training - promise/average/inadequate

• Observations
  • Opportunity to observe in situations where student can demonstrate potential
  • Outside the classroom walls - parents, peers, community members
  • Rating scales, checklist, “jot down procedure, referrals

• Interviews

• Normed-Referenced Rating Scales
Pathway 3

Performance Evaluation - and
- State or national talent contest - top place or ranking and/or
- Expert juried performance (Advanced or Distinguished) and/or
- Portfolio review (Advanced or Distinguished)

Observation Scale - and
- 95th percentile or above on norm-referenced observation scale in areas of creativity, leadership or motivation
- Exceptional rating on an observation scale developed through analysis and research of the discipline

Criterion/Norm-Referenced Test*
- 95th percentile or above on norm-referenced creativity test and/or
- Advanced/95% or above on approved criterion-referenced specific talent test and/or
- 95th percentile or above on cognitive measure

*If criterion- or norm-referenced tests are not available, two performance evaluations are required along with an observation scale. If observation scale doesn't relate to the domain, three performance evaluations are required.
Performers vs. Producers

Performers
• Actors
• Comedians
• Dancers
• Football Players
• Pianists
• Singers

Producers
• Authors
• Chemists
• Choreographers
• Composers
• Mathematicians
• Psychologists
Similarities

Must master the content within the domain.

Must have guided and deliberate practice and/or study.

Must have commitment and motivation.

Domain values are inculcated by mentors.

Psychosocial variables limit or enhance success.
KNOW THE STUDENT

RECOGNIZE THE DIFFERENCES

ART IS A WAY OF KNOWING...the student
Thinking Like an Artist
• It is time that we woke up to the realities that talent development will not happen if it is left to chance, to the accident of birth or the serendipity of a caring teacher at a critical point in life. It will only happen if we have the will to work together and the insight to work smarter so that our efforts truly benefit the society and the high-potential individuals within it that we all care so deeply about.