Gifted Identification and Programming in Rural Districts

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Who are we and how do we implement Identification and Programming in our region as illustrated in our Gifted Comprehensive Plan?
Who we appear to be...

- Nine School Districts
- 12,421 Students
- 5.35% Identified Gifted (664)
- 52.78% Male, 54.52% Male Gifted
- 47.73% Female, 45.48% Female Gifted
But really, who are we?

- District Size Range
  - 4564 students
  - 62 students
- Ethnicity Range - Caucasian 84.9% to 31%
- FARM Range – 31% - 66.8%
- ID Range – 9.4% to 2.9%
Personnel is another way to spell “Budget”

• Coordinator .5 FTE (increase thanks to HB 1102)

• Districts – 0 FTE (stipends) to 1.0 FTE per school

• Challenges:
  – High turnover rate of teachers/building level GE facilitators
  – Competing priorities at the school level (Turn-around and Priority Improvement schools)
  – Lack of subs to support release for professional development
  – Negative Factor School Funding - Small districts and effect size challenges
Website - Identification

• [www.sjboces.org/gifted/gifted.htm](http://www.sjboces.org/gifted/gifted.htm)

• **Hint:** Design while writing Comprehensive Program Plan
Website - Programming

• www.sjboces.org/gifted/gifted.htm
District Programming and Materials Collaborative

District Level Programming Options and Available Materials by Content Area, updated annually

—Promotes regional sharing
—Promotes collaborative guided inquiry into less served content areas
—Promotes district goal setting and identifies district professional development needs
—Identifies commonalities for regional target setting
District Gifted Education UIP Addendum

- CGER Recommendations – Relating to gifted student achievement
- Conduct individual district data analysis, use region and state for comparison data (if available)
- Promote alignment/parallels with district UIP improvement strategies to promote widespread implementation
Promote Collaboration

Take time at region meetings to:

– Develop Relationships and Trust
– Share Achievements
– Solve Problems Collaboratively
– Celebrate
– And Play
Identification and Programming in Practice
Gunnison School District

Identification & Services Guidelines Steps leading to…
Referral,
Identification, Programming,
Progress Monitoring,
And Talent Pool Status

….for Pre-K-12 Gifted Education
Who we are...

Students in Gunnison School District - 1,920

- FARM - 26%
- Minority - 17%
- Identified Gifted - 11%
  - Gifted FARM - 8%
  - Gifted Minority - 8%
  - Gifted Males - 48%
  - Gifted Females - 52%
RtI and the Referral Process

Teachers, parents, community members, or the student may nominate a student for Gifted Education Team Review.

- Referral Form
- Student Data Review - 95th percentile scores and triangulation of data
- CogAT universal screener for all 2nd graders
- CogAT permission from parents at all other grade levels
- Grade Level RtI Team discussion
- GES-3 completed by Grade Level Team and other teachers as indicated
RtI and Identification

- RtI process creates a culture of inclusion of gifted students in identifying needs
- Invites collaboration among teachers working with gifted students
- Reminds staff that gifted students are included in the process
- Collaboration schedule/calendar is critical for success
- GT Teacher/Coordinator meets at least monthly with grade level teams 1-8
- Provides platform for GES-3 completion as a team of educators
- Eligibility, programming and services are a team decision
Talent Identification Tools

- *Music Audiation Test* administered at 2nd and 4th grade levels to all music students
  Edwin Gordon

- *Arts Talent ID: A Framework for the Identification of Talented Students in the Arts*
  Joanne Haroutounian

- *Gifted Education Scale (GES-3)*
  Hawthorne Educational Services, Inc.

- *Kingore Observation Inventory*
  Bertie Kingore

- *Developing Mathematical Promise - Problem Posing and Creativity Rubric*
  Linda Sheffield
RtI and Programming

- Upon determination of GT Identification, student ALP goals are developed and include teacher collaboration, student input, and parent input.

- Programming that best meets each student's needs, through such methods as inclusion, pull-out, community resources, advanced classes, subject acceleration, and whole grade acceleration, is determined.

- Student data is reviewed regularly and adjustments are made to programming as often as necessary.
Academic Programming Examples

- ACE (Allowing Children to Excel) Program at Gunnison Elementary School provides reading and math instruction at the advanced level for identified students and advanced students from the monitor/talent pool population at each grade level.

- SOAR (Seeking Outstanding Achievement Through Rigor)/ALP elective class at Gunnison Middle School provides a platform for gifted middle school students to work together, research a passion area of the student’s choice, and monitor ALP goals, progress, and growth.

- Advanced courses at the middle school level provide students an opportunity to work at a more accelerated level in LA and Math.

- Accelerated, AP, and concurrent enrollment courses at Western State University provide high school students choices for accessing more rigorous subject material.
Talent Area Programming Examples

- Art programming includes intermediate and advanced classes that visual arts identified students may access at the appropriate time according to need.

- Music programming includes select choir and band opportunities with access to contests and performances.

- Music and Art teachers may offer lunch clubs and access to support at planning times or after school on a needs basis.

- Community Resources, like the Gunnison Recreation Department, High Attitude Dance Academy, and the Gunnison Arts Center offer courses that meet student needs and support ALP goals.
Affective Needs Programming

- Student Leadership Clubs are offered at all sites, beginning with 5th graders, in elementary school. Middle school and high school students choose leadership as an elective. Elementary students meet with the SLC advisor during lunch at least two times per month to plan activities and work on leadership skills.

- The ACE Program and the SOAR elective provide gifted students the opportunity to be together and affective needs can be addressed by the teachers of these groups.

- Counselors at all sites are available to teach skills and address needs, as well as implement PBS lessons.
RtI Meetings in Collaboration with GT Coordinator

- Share resources
- Discuss best practices for working with GT students
- Review gifted learner characteristics
- Address current student needs and behaviors
- Support teachers with grading to standards and progress reporting to parents
- Document new goals and ALP review conversations
RtI and Progress Monitoring/Conferencing

- RtI Coordinators at the secondary level and the GT Teacher/Coordinator at the elementary level meet with parents and students two times per year to review and update ALP goals and discuss growth.

- Teachers meet at least three times per year to review benchmark data and make programming changes to the schedules of GT students and Talent Pool students in reading and math when indicated.
Vision 2020 Program Plan

- Review UIP Addendum
  - What changes need to be made to meet our targets?
  - Incorporate targets into four year plan

- Review C-GER Report and consider **Strengths** and **Next Steps** outlined by CDE
  - What is our current data telling us?
  - Are our identified **Strength** areas still effective?
  - What will we do/have we done to address our identified **Next Steps**?

- Review budget and check for funding support of improvement strategies and actions steps
Questions?

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http://rachelscreativeclassroom.blogspot.com/2012/09/the-importance-of-collaboration.html