

SOUTHWESTERN COLORADO REGION - Gifted Education (970) 769-2187

Special Interest Articles

Defining "Rigorous"
Curriculum

Staff Development
Topics 2008-09

ATTACHED: 2008
Summer Enrichment
Opportunities

Important Dates

April 24
Barbara Kerr
Parent Presentation
Denver 7:00-9:00
"Parenting Talented
and Creative At Risk
Girls and Boys"

April 25
Barbara Kerr
Presentation
Denver, 9:00-3:30
"Gender Issues
Associated with
Counseling Talented
and Creative At Risk
Girls and Boys"

Sept. 18 & 19
Gifted Education
Directors' Meeting
Location TBD

October 13 & 14
CAGT Conference
Denver

NAGC 2008
Oct. 29-Nov. 2
Tampa, Florida

August/Sept. 08 Issue

Please send questions
and/or ideas for
articles to:
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*Gifted students'
learning and growth*

REGIONAL PROGRAM PLAN 2008-2011...HOW IS IT DIFFERENT FROM THE LAST THREE-YEAR PLAN?

Each BOCES has been working with member districts on the development of the 2008-2011 Gifted Education Program Plan. The plan, submitted by April 30 is based on the State Performance Plan, it needs to be collaboratively developed based on the State Programming Rubric and signed by each district's superintendent.

Changes in accreditation requirements and increasing fixed costs in our districts require careful attention to how we can ensure both compliance with the law and integrate our efforts into district initiatives. For example, how can the development and monitoring of student ALPs contribute to the district's need to demonstrate "one year's growth" for all students? It is no longer enough to demonstrate "grade level" performance. With the emphasis changing from "proficient and advanced" to "one year's growth," the achievement rate of our gifted students may now be an area of concern in some districts. The ability to differentiate instruction in the regular classroom as well as increasing options to accelerate students may become areas of discussion based on this collaboration.

STAFF DEVELOPMENT TOPICS 2008-2009

Based on our Regional Program Plans, our network has identified topics for the 2008-2009 school year. Our plans also align with the September 2007 *Forward Thinking, the Voice and Future of the Colorado Department of Education*. Some of the objectives we will be addressing include, "Encourage the integrated delivery of educational services" and "support professional development to increase achievement." Our efforts will also support building the leadership capacity of teachers who provide special educational services to gifted students.

- Promote and offer on-line classes and book studies for teachers
- Review Characteristics of Gifted Girls and Less Represented Groups
- Differentiated Curriculum, more ideas, rigor, higher order thinking skills, student engagement
- Strategies to engage underachieving gifted students
- Response to Intervention, Commensurate Growth Measures,
- Curriculum (William and Mary, Concept Maps, UbD)
- Strategies to assist with leadership for gifted education

DEFINING A "RIGOROUS" CURRICULUM

All students deserve a rigorous curriculum, content and skill development that is built upon constructing meaning, in-depth understanding and connecting new learning to prior knowledge. Often, when parents use the word "rigor" in conjures images of more homework and harder class work. Teachers often consider "rigor" answering "challenge" questions, mastery of a large body of content, or more work once grade level content has been mastered. Rigor is instead the kind of learning that promotes a quest for knowledge and passion for knowing and understanding.

We often hear highly students state they love learning, but they hate school. We divide our curriculum into content areas and often learning is in isolation of the students' need to make connections. All curriculum needs to emphasize thinking and thinking needs to connect to the language of a content area.

How might teachers present their content area in ways to promote engagement, allow for creativity and ensure mastery?

Problem-based learning uses real world problems and students apply new learning to find resolutions or to achieve a goal. Project-based learning develops a classroom community of students who collaborate and construct learning through action-research. These projects can result in the opportunity to use academic skills in a real-life application.

Debate offers one way to engage students in relevant issues in almost all subject areas. This form of authentic assessment requires students to conduct research and practice logical reasoning. The "side" a student is assigned to defend makes little difference to the depth of learning a student can illustrate.

*There are only two lasting bequests
we can hope to give our children.
One of these is roots; the other,
wings.
-- Hodding Carter*

SUMMER ENRICHMENT OPPORTUNITIES

Attached to this final newsletter for 07-08 is a list of regional, state, and national summer enrichment opportunities for students. Please feel free to share this list with a cautionary note that you or your district does not endorse the programs and camps. Urge parents to conduct their own research, make their own contacts for exact dates, fees, etc... This list is merely an offering of possibilities. Thanks.



LINKS FOR INSPIRATION

Rigorous Classroom:

www.edutopia.org/projectbasedlearning

<http://pblchecklist.4teachers.org/>

www.udel.edu/pbl/

<http://www.edutopia.org/projectbasedlearning>

http://www.educationworld.com/a_lesson/lesson/lesson304.shtml

http://mh034.k12.sd.us/classroom_debate_rubric.htm

Summer Reading Lists

Early Readers

http://www.hoagiesgifted.org/early_readers.htm

Classics and Fiction

<http://www.hoagiesgifted.org/classics.htm>

Being Gifted

http://www.hoagiesgifted.org/being_gifted.htm

Biographies

<http://www.hoagiesgifted.org/biographies.htm>

