

SW COLORADO REGION - Gifted and Talented Education (970) 769-2187

Special Interest Articles

Self Advocacy – Teach It!

Acceleration

CSAP Trends for GT Students

Important Dates

Feb. 13
Ed Zaccaro in Cortez
Contact:
cjones@cortez.k12.co.us

Feb 22, 2007
Legislative Day at the Capitol: Celebrating Excellence
CAGT
Denver, CO

Feb 23, 2007
Beyond Giftedness Conference XIV
Featuring Barbara Kerr
Arvada, CO

April 2007
District and Administrative Unit
2007-2008 Plan Due

Oct 1 & 2, 2007
CAGT Annual Conference
Denver

Do you need help writing your District GT Plan for 2007-2008?
Contact Betsey
bkrill@sjbocs.org

Betsey Krill
SW GERC - Gifted Education
Regional Consultant
bkrill@sjbocs.org



Advanced by Design
REACH-Out and Nurture
Exceptional Abilities

HIGHLIGHTS FROM REGIONAL GT MEETING

Weather cooperated, and we had almost every district attend the January Regional Meeting for Gifted Education. Jacquelin Medina, State Director for Gifted Education was a meeting participant. She offered insights and clarification about new rules (law) pertaining to Gifted Education. Most importantly, she was able to hear about the progress and the challenges of gifted education in the southwest. We focused on opportunities currently available to gifted youth at the secondary level and identified several ways we might begin to share resources and activities across our region. Dr. Bob Seney spoke about Young Adult Literature for the Gifted Reader and provided us with ideas and a suggested book list. If you would like a full summary of our meeting, please contact me at bkrill@sjbocs.org.

SELF ADVOCACY – TEACH IT!

Being comfortable advocating on your behalf is healthy characteristic of emotional “Intelligence.” Many people believe that “emotional intelligence” is actually more important for success in life than intellectual intelligence. Daniel Goleman (1995, 1998) describes the intellect as working “in concert” with emotions. It is critical our students learn to advocate effectively for themselves in appropriate ways. Gifted students must feel they have an element of choice in order for them to benefit fully from all learning opportunities.

First, students need to be “self” aware: This includes understanding their own feelings, needs and strengths. They need to learn to regulate themselves, recover from setbacks and disappointments, and articulate their personal and academic goals. Students need to know how to persevere and/or redirect their efforts when necessary. Students also must learn to understand the importance of displaying empathy for others and demonstrate appropriate social skills during group situations.

As a teacher, it is often difficult to determine how to approach these topics and it is much easier to assume these skills are taught at home. In addition, most students resist direct instruction related to the teaching of these “emotional” skills.

Research tells us that modeling is an effective strategy. Metacognition, or speaking as you are thinking through situations is helpful for students to observe during any problem solving activity. Another technique is to label characteristics as they present themselves during the school day. For example, if a student or group scores poorly on a test, instead of expressing disappointment in the results, frame it as an opportunity for students to refocus their energy and approach the learning task in a different manner. Easier yet, use literature, bibliographies, and other external sources to address these topics through discussion and debate. There are many literature lists on topics such as “courage” or “perseverance” or “empathy for others.”

Most important is to fully address self-advocacy skills and not assume these skills are in place. The results will surprise you.

ACCELERATION

Acceleration is the movement of a students, by pace or place, which matches learning opportunities with a student's needs and strengths. Does your school district have policy in place for student acceleration? Does the process distinguish between single subject acceleration and grade skipping? Does your school district consider acceleration if a child's social and emotional maturity does not match his or her cognitive maturity? Is this relevant in terms of this student's needs over time? Are there institutional barriers preventing acceleration?

Acceleration by subject or grade level is only one approach. Concurrent enrollment is when a student who is performing above grade level has an opportunity to attend school in the next level. This might include accelerating more than one grade level. Some students may function best in independent study with a mentor. Others may benefit from on-line, distance learning.

It is important for school districts and boards of education to address these issues in order to offer a wide range of programming opportunities for gifted students.

CSAP TRENDS FOR GT STUDENTS

How are your gifted students performing on CSAP? Have you disaggregated this data to see how your identified gifted students have performed compared to the rest of your students? Have you dug deeper to see how those identified with strengths in either Math or Language Arts or both have performed? Have you broken down the results by gender or by ethnicity? The results may surprise you.

Statewide, grades 3-9, our identified gifted students perform at a much higher level in math than in reading and writing. It might be a good time for us to take a closer look at possible reasons why.

LINKS FOR INSPIRATION



www.cde.state.co.us/cdelib/ethnic.htm

<http://www.ditdservices.org/>

www.educationaladvancement.org

www.CriticalThinking.com

www.studyqs.net

NEVER TOO EARLY TO THINK ABOUT SUMMER ENRICHMENT

The Summer Enrichment Program (SEP) for the Gifted and Talented at the University of Northern Colorado has just sent out this year's summer schedule. (www.unco.edu/sep) The program cost is \$1365.

Bayfield will be offering "Camp Invention" for elementary level students. (www.campinvention.org) If you are interested in learning more, contact Joanna Duran (jduran@bayfield.k12.co.us)

If you are aware of other summer opportunities for gifted youth, please send to bkrill@sjbocs.org for inclusion in the April/May newsletter. Thanks

ATTACHMENT

The attachment to this newsletter is Spanish Literacy Web Resources. It includes websites and information about literacy, cultural opportunities, and parent information in English and Spanish. Please share.

WHAT IS CIMP?

CIMP stands for the Colorado Department of Education's Continuous Improvement Monitoring Process. Different from an audit, it is an opportunity for school district and administrative units to ask themselves and their stakeholders questions related to program effectiveness. It is similar to District Accountability as the state requires everyone to set goals for continuous improvement.

Questions we may wish to consider include:

Are students with advanced abilities receiving the advanced learning opportunities that they need?

Can we describe how students are screened, identified and served?

What accountability systems ensure that gifted students, from all represented groups, are making adequate learning gains?

How are parents notified about the gifted identification process and programming options?

Upcoming Newsletter Articles

Identification and Programming in the Talent Areas
Staff Development – On-line Courses