

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

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with On-Line Modules and
On-site Coaching!*

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Important Dates

*December 3
6-7:30
Regional Parent Seminar
Florida Mesa ES
Durango*

*January 12
Regional Network Meeting
Cortez*

*February 18
Legislative Day
Denver*

*February 19
Beyond Giftedness
Conference
Denver*

*February 25
Regional Network Meeting
Durango*

*April 13
SJBOCES GTAC Meeting
1-4 PM*

*June
Teacher Training
Details TBD*

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*Gifted students'
learning and growth*

PLC and RtI for Gifted and High Achieving Learners

Across our region many schools have incorporated Professional Learning Communities (PLC) and Response to Intervention (RtI) processes to help address the learning needs of struggling students. These opportunities for professional dialogue have resulted in improved instruction and learning. How do the needs of our gifted learners become an integral part of these conversations? When conducting a PLC, there are three guiding questions...

1. What do we want students to learn?
2. How will we know when they've learned it?
3. What will we do if they don't learn it?

There should ALWAYS be one more question...

4. What do we do if they already know it?

The use of a common assessment is often used to determine where students are relative to curriculum mastery. After a pretest is administered, the PLC will meet to analyze the results. Typically the results will show that a few students had great difficulty, a large group scored in the average range and some students scored at the 85% or above.

All of our schools have teachers with some level of expertise in differentiated instruction. Most teachers are able to implement intensive instruction for struggling learners. What we need now is to be sure that each PLC includes discussion of extension learning and how to differentiate for those students who have already mastered most of the materials, or those who can learn it at a faster pace. Until we have implemented this fourth question, our PLC efforts will not be addressing the needs of all our students. We need to be certain our PLCs do not merely focus on the attainment of minimal competency.

Carolyn Coil has published several books (www.piecesoflearning.com) to help RtI teams define problems, identify possible interventions, and progress monitor their effectiveness.

Differentiation, RTI, and Achievement: How They Work Together

RTI Progress Monitoring Forms for Struggling Learners with CD

Professional Development Opportunities

The following on-line modules are being offered across Colorado. For more information and registration, please go to Colorado Department of Education website:

www.cde.state.co.us/gt/trainend.htm

Classes are limited to the first 20 registrations. Enrollment is \$35 for administrative costs. Adams State credit is offered for \$55 per credit if interested.

Raising Thinking Skills for Gifted Learners	Jan. 4-March 5, 2010 1.5 ASC Credit
Affective Guidance: Addressing the Social/Emotional Needs of Gifted Learners	Jan. 11-March 12, 2010 1.5 ASC Credit
The Gifted Reader	Jan. 18-March 19, 2010 1 ASC Credit
Creativity	Jan. 25-March 26, 2010 1 ASC Credit
Developing Mathematical Thinking in Gifted Learners	March 1- April 26, 2010 1 ASC Credit
The Gifted Learner	March 1-April 23, 2010 1 ASC Credit

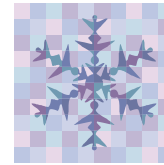
Should you wish to create a study group around one of the above on-line classes at your district/school site that includes professional dialogue and coaching on your own schedule, please contact nicki@durango.net to discuss possibilities that may work for your school. Limited funds are available through the region's Gifted Education Regional Consultant grant monies to assist your district with this important work.

The CDE Gifted Education is working on how we might feature national experts in the field and "stream" interactive professional development from Denver. Watch for a flyer in the coming months.

NAGC is offering WOW (Webinars on Wednesdays) FREE for a limited time!
<http://www.nagc.org/wow.aspx>

Upcoming Parent Webinar:

PARENT **The Power of Advocacy** Registration
NIGHT **with Del Siegle, University of** Opens: Dec. 4
Dec. 16 **Connecticut, Storrs, CT**
7 pm
Eastern



UNDERACHIEVEMENT

There are many causes of underachievement in students. Low self-esteem, fear of failure, negative pressure and lack of self-confidence are just a few. The number one reason for gifted student underachievement is often due to a lack of organization, time management or study skills. These students need interventions to keep them focused, interested and alert so they do not become bored with school and/or become mental or actual school drop-outs.

Sometimes our gifted underachievers need remediation as well as advanced work and research in their area of interests. These students may need to learn through small sequential steps to becoming more organized. Engage them in goal setting activities related to their organizational skills and celebrate successes.



KID LINKS – MATH

Please always check for suitability before children access any website.

<http://www.mathacademy.com/pr/minitext/escher/>

<http://classes.yale.edu/fractals/>

http://www.math.tamu.edu/~dallen/masters/egypt_babylon/babylon.pdf

<http://www.mathacademy.com/pr/minitext/escher/>

<http://www.math.utah.edu/~cherk/mathjokes.html>

<http://www1.center.k12.mo.us/edtech/everydaymath.htm>

<http://www.dupagechildrensmuseum.org/aunty/>