

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

Special Interest Articles

Jim Delisle Overview
Grading That Supports
Learning
Progress Monitoring
Gifted Students

Betsey Krill
SW GERC - Gifted Education
Regional Consultant
bkrill@sjboces.org (NEW)



Advanced by Design
REACH-Out and Nurture
Exceptional Abilities

Important Dates

Oct 1 & 2, 2007 CAGT
Annual Conference
Denver

**Oct 11, 2007 First
Regional GT Meeting
Durango Board Room**

Oct 12 USTARS Fall
Institute
Denver

Oct 22-26 Jim Delisle
Regional Workshops

Nov. 7-9, 2007 NAGC
Conference
Minneapolis, MN

Jan. 17 & 18, 2008
USTARS Winter Institute,
Denver

Jan. 30-31, 2008 Gifted
Education Directors'
Meeting,
Denver

Feb. 22, 2008
Beyond Giftedness
Conference
Featured Speaker
Donna Ford
"Creating Culturally
Responsive Classrooms
for Gifted Students"
Denver

April 24-25, 2008 (T)
Gifted Education
Directors' Meeting
Denver

JIM DELISLE — HERE IN OCTOBER!

Thanks to funding from the Colorado Department of Education's Gifted Education Regional funds and the Regional Professional Development Council, we are pleased to feature Jim Delisle, nationally known expert in exceptional education. Jim began his career as a special education teacher and has spent a lifetime studying how to best meet the intellectual and emotional needs of students. In a world driven by data-based decision making, Jim will be a delightful reminder to all practitioners about the passion and "art" involved in teaching.

This series of regional workshops are appropriate for administrators, counselors, special education teachers, gifted education facilitators and classroom teachers K-12. One-half credit from Adams State College is available. Two parent evenings are also scheduled.

Monday, Oct 22 – Parent Evening – Cortez Main Book Co., 34 West Main, Cortez
Tuesday, Oct 23 – Workshop – Cortez Middle School (CMS Library)
Wednesday, Oct 24 – Workshop – Durango- 9R Admin. Bldg. 201 E. 12th St (Please do not park in back of building)
Wednesday, Oct 24 –Parent Evening – Bayfield- Bayfield HS, 800 CR 501, Bayfield
Thursday, Oct 25 – Workshop – Pagosa Springs – Pagosa HS
Friday, Oct 26 – Workshop – Alamosa (leickoff@moffat.k12.co.us)

BRING A FRIEND — Oct 11 Gifted Education Regional Meeting

Our first Gifted Education Regional Meeting is October 11 from 8:30-3:30 and will be held in Durango in the 9R Board Room at 201 E. 12th St. There will be a continental breakfast at 8:30 and the meeting will begin at 9:00. Lunch will be on your own and reimbursement is available for subs. Agenda items include:

- CDE Updates and Conversation – Developing our 2008-2011 Vision, our new State Performance Plan, Clarification of the ECEA Rules and Gifted Education as a part of RtI and PLC
- Summary of the State Directors' Meeting (Presentation and Break Out Sessions)
- ALP (Advanced Learning Plan) and Goal Writing
- GERC Regional Budget Development and Staff Development Needs
- Policy Development relating to Gifted Education
- Staff Development – Collaboration and Communicating with Parents of Exceptional Children.

Please send ideas for other agenda items to bkrill@sjboces.org.

GRADING THAT SUPPORTS LEARNING

We know formative assessment strategies play a major role in student learning. We assess prior knowledge, build background knowledge for those students who need it, ensure rigor for those students who have prior knowledge, provide meaningful feedback, and ensure that we teach for application and transfer. How do our grading practices reflect what we know about learning? Lorrie A. Shepard, CU Boulder, lists a few reminders for teachers to consider:

- Make sure grades are faithful representation of learning goals.
- Spell out what evidence of understanding looks like.
- Focus instructional activities and assessments on rich and authentic tasks.
- Emphasize the value of increasing one's skill and participation in the learning task.
- Focus on gaining competence: create a learning environment that is intrinsically motivating and engaging.
- Allow students opportunities to apply what they have learned from feedback; review how earlier assignments are relevant and can be improved.
- Avoid "compliance" grading and using "points" to control behavior.
- When students struggle, allow more time, modify goals, and provide scaffolding opportunities.
- Instead of "extra-credit," unrelated to skill mastery, allow replacement assignments, or throw out poor scores when learning is verified by later assessments.

Consider on how grading practices affect student motivation and interest. Focus grading practices on achieving an appropriate level competence, not as a compliance mechanism.

HIGHLIGHTS - GIFTED EDUCATION DIRECTORS' MEETING — Sept. 20 & 21

Susan Assouline, PhD, Associate Director of Belin-Blank Center spoke about using data to meet identified gifted student needs. She illustrated that RtI is a context for understanding the needs of all learners, including gifted students. Simply stated, the purpose of instruction is to teach students what they do not already know. Dr. Assouline discussed the different types of assessments we use, tests of ability, aptitude and achievement. She stated, "Reasoning in a content area is not achievement when students who are not familiar with the content take the tests and are able to earn scores that surpass the averages scores of students who are three to six years older. This is aptitude. She supports "out of level" testing to gain an accurate assessment of student instructional levels.

PROGRESS MONITORING FOR GIFTED STUDENTS

Progress monitoring for gifted students is the assessment of gifted-level achievements. It is applying formative assessment strategies to curriculum that is differentiated in content, process and product. Some students may require a greater level of intensity and more frequent monitoring as a means to improve "at-risk" academic, behavioral issues or asynchronous development. Schools can use the curriculum-based data they collect for use in PLC meetings provided those students who reach grade level benchmarks be assessed using above grade level benchmarks, until the instructional level of the student is discovered. Consider progress as it compares to the past. Is the level of progress what was expected? Is the student responding well to differentiated curriculum and instruction? Is the student making progress? Has he or she met the stated goals? Progress monitoring for gifted students is on going and necessary throughout a student's school career to identify unique strengths, changing instructional levels and match programming to strengths.

DID YOU KNOW?

The Colorado Department of Education sponsors a Listserv and provides local, regional, state and national information appropriate for all who are concerned with gifted education. To subscribe send a message to: lyris@web.cde.state.co.us. In the subject field write: subscribe colo-gt *your first and last name*. The list also functions as a discussion group. For more information on Lyris: http://www.lyris.com/lm_help/6.0.



LINKS FOR INSPIRATION

www.hoagiesgifted.org/reading_lists.htm

www.2eNewsletter.com

www.nagc.org/resourcedirectory.aspx

Highly Recommended by Bob Seney:

Rules, by Cynthia Lord (Scholastic Press)

2007 American Library Association Newbery Honor Book

FUTURE ARTICLES

**Programming for the Non-Academic Areas
Gifted Education and Technology
New Books**