



Gifted and Talented Task Force

Recommendations & Proposed Action Plan

November 28, 2017

I. Task Force Process and Membership

The Bayfield Gifted/Enrichment Task Force was charged to fully evaluate the current GT program within the Bayfield School District (BSD) at all levels and recommend changes to the superintendent, administration, and school board. The task force worked together to develop a student-centered framework for instruction that will encourage students to reach their true potential, allowing for adjustments to instructional practice and alternative pathways, while also supporting students' diverse social-emotional needs.

The Task Force met monthly throughout the 2016-17 academic school year. The agenda mirrored the state's framework for effective gifted programs. This framework provided a focus for each meeting and allowed for additional constituents to join the meetings when necessary. This proposed action plan is organized around these framework items.

- Definition of gifted/ enrichment
- Procedures for parent, family and student engagement and communication
- Identification procedures, criteria for determining exceptional ability or talent pool, and portability
- Advanced Learning Plan (ALP) content, procedures, and responsibilities
- School programming
- Evaluation and accountability
- Personnel
- Budget

The Gifted and Talented Task Force was comprised of the following members.

- Andrea Berghoff, Ed.D., Task Force lead
- Deb Nielson, SJBOCES Gifted and Talented
- Nisia Lawler, SJBOCES Gifted and Talented
- Tod Lokey, BMS Principal and administrative representative
- Cori Poitry, Bayfield MTSS Coordinator
- Kari Marsh, BSD Elementary GT Coordinator
- Roxanne Henderson, BSD Secondary GT Coordinator and GT parent
- Kerri Bayles, BES Teacher and GT Parent
- Esther Kopf, GT Parent
- Missy Sarnow, GT Parent
- Mitch Wennerstrom, BMS Teacher
- Wyatt Whitmer, BHS GT student

II. Proposed Action Plan

A. Definition of “Gifted Student”

BSD has a current definition of “Gifted Student” that requires revision to align with the state’s shift towards abilities and potential in non-traditional ways.

RECOMMENDATIONS.

1. Redefine district definition of “Gifted Student”: 2017-18

Gifted individuals are those persons whose abilities, aptitude (defined as an ability to reason and learn), talents, and potential are so exceptional that they require provisions to meet their educational programming needs.

Gifted individuals include twice-exceptional and students with exceptional abilities or potential from all socioeconomic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

CDE areas of identification

- a) *General or specific intellectual ability*
- b) *Specific academic aptitude: reading, writing, math, science, social studies, world language*
- c) *Creative or productive thinking*
- d) *Leadership abilities*
- e) *Visual arts, performing arts, musical or psychomotor abilities*

2. Update district website and brochures 2017-2018

B. Procedures for Parent, Family, and Student Communication

BSD currently has a GT page easily accessible from the district website and is updated as needed. The page provides an initial brochure and links to further resources upon request or when a student is newly referred and/or identified. It also offers four GT family nights throughout the school year. BES shares a monthly newsletter; BMS and BHS less consistently, although information is shared via parent email list. The GT coordinator at BES is available with open door during P/T conferences; BMS and BHS are split with coordinator available at each school on a conference evening.

RECOMMENDATIONS

1. Gifted website one-click away from district website COMPLETE
2. Transition communication (BEPS → BES → BMS → BHS) COMPLETE
3. Conduct GT Parent Nights and workshops ONGOING
4. Communicate universal screening process ONGOING
5. Distribute GT brochure annually 2017-2018
6. Provide GT information in other languages upon request ONGOING
7. Communicate referral process to stakeholders 2017-2018

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| 8. Translate and provide GT information in Spanish | 2018-2019 |
| 9. Develop quarterly GT Newsletter for primary and secondary | 2018-2019 |
| 10. Review student ALP annually to include parents and teachers | ONGOING |

C. Identification Procedures and Criteria

BSD's current identification procedures include a universal screening of students in grades 2 and 6. Coordinators collect a body of evidence (BOI) documenting student abilities and GT status. CDE requires three distinct pieces of evidence to identify a student as gifted. (<https://www.cde.state.co.us/gt/giftedidentification>) Online CogAt screening is used for students who are referred for GT identification outside of the universal screening process. The Gifted Evaluation Scale-Third Edition (GES-3) and Torrance Tests of Creative Thinking (TTCT) are both used to identify students in talent areas. Students who do not yet have a complete, documented BOI are included in the talent pool for additional observation.

RECOMMENDATIONS

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| 1. Prohibit emailing of student ALP information (FERPA) | COMPLETE |
| 2. Use SJBOCES talent pool guidelines | ONGOING |
| 3. Review teams to consist of counselor, teacher, GT coordinator | ONGOING |
| 4. Review enrollment packets to identify transfer students with GT Plans | 2017-2018 |
| 5. Review new student's ALP within 45 days of district enrollment, communicate with parent within 60 days | 2017-2018 |
| 6. Standardize communication of identification results and next steps | 2017-2018 |
| 7. Review with staff GT identification and referral processes annually | 2018-2019 |
| 8. Work with elective teachers and community organizations to identify GT students in non-academic areas. | 2018-2019 |

RECOMMENDATIONS WITH BUDGETARY CONSIDERATIONS:

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| 1. Train K-2 staff in Kingore Observation Inventory (KOI) | 2018-2019 |
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D. Advanced Learning Plan (ALP) Content, Procedures, and Responsibilities

BSD currently assures that transitioning students (BES to BMS and BMS to BHS) and families meet with GT coordinators and school counselors (BHS) to support and provide a smooth transition between schools. Fifth grade students create a PowerPoint about themselves and present to secondary resource personnel. BHS offers a freshman night for 8th graders moving up. Identified students and areas of identification are shared with teachers, though specific goals and timeliness have been inconsistent. Students are involved in writing of standards-based ALP goals and yearly ALP update meetings are held. Parent, student, and teacher input is solicited for goals. It is very difficult to find time for meetings to include content-area teachers.

RECOMMENDATIONS

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| 1. Communicate ALP information to all pertinent teachers | 2017-2018 |
| 2. Align teacher involvement in ALP process with those of IEPs | 2017-2018 |
| 3. Involve students in connecting goals to specific classes, including self-advocacy skills | 2017-2018 |
| 4. Write and prioritize transitional ALPs in spring | 2017-2018 |
| 5. Review ALPs in spring when possible, focused on future programming | 2018-2019 |

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| 6. Blend ALP and ICAP at high school | 2018-2019 |
| 7. Pair gifted upperclassmen with freshmen for mentoring | 2018-2019 |

E. Gifted Programming

BES currently offers math and reading pull-out groups in elementary but not enough time/personnel to achieve grade acceleration. Classroom cluster grouping is also utilized. These programs include social and emotional education.

BMS programming includes middle school cluster grouping in math and ELA in all grade levels with overlapping times for 6-7 and 7-8 acceleration. Accelerated eighth grade students take geometry at BHS. Music and art provide a host of options when relevant.

BHS offers expanding AP options (LA, Math, Science, History); concurrent enrollment/ college credit; National Honor Society and National Art Honor Society, as well as internships and club options. BHS also offers Honors English I&II for 9th and 10th, which helps with progression towards AP.

Both BMS/BHS have optional social/emotional discussion groups. BSD trained and initial cohort of teachers in Depth and Complexity in 2015-16 with the support of the Right 4 Rural grant. The district trained all staff in the fall of 2017 at the first level of training. Talent Pool services provides "guest" programming for those with two of three identification criteria, or identification from another state without CO criteria.

RECOMMENDATIONS

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| 1. Continue Cluster Model in elementary and middle school | COMPLETE |
| 2. Continue acceleration in math at the secondary level | COMPLETE |
| 3. K -12 Depth and Complexity training for all teachers | COMPLETE/ONGOING |
| 4. Individualize as much as possible with a combination of pull-out, acceleration, and differentiation within classrooms | ONGOING |
| 5. Clarify and communicate acceleration procedures | 2017-2018 |
| 6. Consider pilot programs for GT and Talent Pool in ELA curriculum review (Jacob's Ladder, William and Mary, Michael Clay Thompson) | 2017-2018 |
| 7. Focus social emotional support for gifted students within master schedules | 2018-2019 |

RECOMMENDATIONS WITH BUDGETARY CONSIDERATIONS:

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| 1. Provide targeted training for teachers in Cluster Grouping | 2018-2019 |
| 2. Provide targeted training in differentiation for all teachers | 2018-2019 |
| 3. Additional Math curriculum resources or training (Project M2, Project M3, Jo Boaler) | 2018-2019 |
| 4. Explore interest/asset based extra-curricular options (Book clubs/lit circles/Spelling and Geography Bees, Lego League/DI) | 2018-2019 |
| 5. Develop additional career classes programming based on strengths (see suggestions from <i>Secondary Gifted Ed. Handbook</i>) | 2018-2019 |

F. Evaluation and Accountability

BSD does not currently have any systems for evaluation or accountability; however, district work with the Right 4 Rural grant as well as the board's commitment for this task force and its recommendations sets the groundwork for evaluation and accountability.

RECOMMENDATIONS

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| 1. Develop an annual survey for parents, students, and teachers | 2017-2018 |
| 2. Hold an annual GT Stakeholder meeting | 2018-2019 |
| 3. Develop a GT advisory/support committee | 2018-2019 |

G. Personnel

Currently GT personnel includes a full-time GT coordinator/teacher at BES with a full teaching load in the GT pull-out program (65 GT identified or Talent Pool students). A secondary GT coordinator is split between BMS and BHS (36 identified GT students at BMS, 35 at BHS, and a talent pool of 14). Responsibilities include managing of ALPs, classroom support, team-teaching, teacher support and education in providing classroom extensions, social and emotional support/education for GT students.

RECOMMENDATIONS

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| 1. Continue providing time for GT Coordinator to meet with teams | ONGOING |
| 2. Develop comprehensive job description for GT personnel | 2017-2018 |

RECOMMENDATIONS WITH BUDGETARY CONSIDERATIONS:

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| 1. Dedicate GT teacher at each school, even if half-time | Future |
| 2. Support increased co-planning with teachers | Future |
| 3. Consider honors math/ELA teachers at both mid and high schools | Future |

H. Budgeting

BSD currently supports staffing for 2.0 full-time employees (FTE) that serve elementary and secondary buildings. Staff are supported to attend regional meetings and conferences provided by the SJBOCES.

RECOMMENDATIONS

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| 1. Apply for Title Scholarship for title teacher to attend CAGT (Colorado Association for Gifted and Talented) October of every year | 2018-2019 |
| 2. Reach out to BOCES for grant money personalized PD to connect initiatives | 2018-2019 |
| 3. Consider Stipend for Parent/Community/Evaluation work | 2018-2019 |

III. Key Definitions

1. Cluster Model

- Definition: The School Cluster Grouping Model is a method for providing full-time gifted education services without major budget implications, and with potential to raise achievement for all students. With the SCGM, all students are purposely placed into classrooms based on their abilities, potential, or achievement.
- Resource: *The Cluster Grouping Handbook* Dina Brulles, Ph.D.
www.giftededucationconsultants.com

2. Acceleration

- Definition: A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through grade skipping or subject acceleration (e.g., a fifth grade student taking sixth-grade math). [View the report A Nation Deceived from the Institute for Research and Policy on Acceleration.](#)
- Resource: National Association for Gifted Children (NAGC) website
<http://www.nagc.org/resources-publications/gifted-education-practices/acceleration>

3. SEL (Social and Emotional Learning)

- Definition: Social-emotional needs are needs that gifted and talented students have along with their thinking (cognitive) needs. They may include sensitivity, intensity, high expectations of themselves or others, a strong sense of justice, perfectionism, depression or underachievement.
- Resource: <http://sengifted.org/>

4. Differentiation

- Definition: The way in which a teacher anticipates and responds to a variety of students' needs in the classroom. To meet students' needs, teachers differentiate by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning).
- Resource: *The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition* by Carol Anne Tomlinson

5. Talent Pool

- Definition: A talent pool is defined as a group of students who demonstrate an advanced or even exceptional ability in a particular area, but at this time do not meet the criteria for gifted identification. Often students in a talent pool are provided advanced or gifted programming services. As students are presented with additional levels of challenge and rigor, increased achievement may occur. A student may meet the criteria for gifted identification at a later date.
- Resource: <https://www.cde.state.co.us/gt/giftedidentification>

6. ALP (Advanced Learning Plan)

- Definition: The Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted students and is used as a guide for educational planning and decision-making. The

Exceptional Children's Educational Act states that there will be ALP content and procedures set in Rule for statewide implementation; and that goals in the ALP are standards-based. Sections 12.02(2)(f) – 12.02(2)(g)(vi) of the Rules clarify ALP content, procedures and responsibilities. For high school students the ALP may be blended with an Individual Career and Academic Plan (ICAP) if all contents of the ALP are inclusive in the ICAP, including achievement and affective goals.

- Resource: <https://www.cde.state.co.us/gt/alp>

7. **ICAP** (Individual College and Career Planning)

- Definition: ICAP is a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes, and skills to create their own meaningful and powerful pathways to be career and college ready
- Resource: <https://www.cde.state.co.us/postsecondary/icap>