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COLORADO DEPARTMENT *of* EDUCATION

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals

Every student, every step of the way

Start strong → Read by third grade → Meet or exceed standards → Graduate ready

Meeting Logistics & Desired Outcomes

Meeting:	Graduation Guidelines Unique Populations Work Group Meeting				
Date:	June 2, 2014	**Time:**	9:15-10:30	**Location:**	Webinair
Meeting Lead:	Jacqueline Medina, Julia Watson				
Meeting Participants:	Unique Populations Work Group Members: Gifted HS Graduation				
Meeting Objectives:	• Share research article information for graduation guidelines • Continue work group next steps				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps
9:15 a.m.	**Welcome & Review of Purpose**	
	Report out: Merged notes from all group members	**(see charts that follow)**
	Next steps	• **J&J:** Continue to synthesize Prep a document for task force review

Evaluate the Meeting:				
We stayed on track:	☐	No	☐	Yes
We achieved the meeting outcomes:	☐	No	☐	Yes
We clarified next steps:	☐	No	☐	Yes
This meeting was time well-spent:	☐	No	☐	Yes

How can we improve the next meeting?

Implementation Recommendations

	Format: Visuals, graphics for easy reference, #2 and #6 District research and adopt specific procedures and requirements for process for : • Credit by assessment • Alternative pathways
	HGT Magnet School(s) where the Guidelines and its entire host of skills would be implemented with the most intentionality for addressing the unique learning needs of our unique population and 2e learners. In smaller or rural districts, the magnet concept could be implemented as a school within a school or a track.
	Body of Evidence modeled at North High School is a representation of work to standards and graduation readiness. It is online via Livebinders and physical portfolios.
	Maximize freedom or liberty for multiple demonstrations of learning (i.e. project-based learning, interest-driven and student-centered instruction), assessment and the hallmarks or tenants of our best GT practices and programming (Creativity, rigor, cooperative, flexible and clustered groupings, etc.).

I)   Promising or Best Practices

Affective needs	Educators and parents helping the student to know and understand self-strengths and interests; critical when planning individually
	The student development of self-identify
	• Develop self-advocacy skills • Build sense of autonomy • Explore multiple pathways • Internships • Mentor and Mentee-ships • Working with expert • Community service • Job-shadowing • Off-campus Programs • Dual Credit/Concurrent enrollment • Seminars On-line courses
	Providing opportunities to explore and address the affective needs of gifted students in five areas of competency: personal, social, cultural, communication, and leadership Is this a place to reference George Betts' Autonomous Learner Model and his Individual Development quadrant?

This is something I wrote as a snapshot for CAEGTC, perhaps some of the language would be useful?

Brian Weaver

How are the unique social-emotional challenges of gifted secondary students best recognized, understood and supported in the classroom and beyond?

The rapid and increasingly complex social-emotional variables impacting our gifted teenagers today is at once daunting, fascinating, and urgent in nature.

They are *always* reflected in learning outcomes.

Researchers have recognized time and again for nearly a century the "Concern for the social-emotional needs of gifted students and the impact of these on the realization of a gifted student's giftedness… These unique needs exist and interact in the successful or unsuccessful development of talent" (Dixon and Moon, 2006, p. 82).

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Social-Emotional Need	Need Appearance	Teacher Response
Multipotentiality: Life's rich banquet	• Drive to explore multiple activities • Engagement and involvement in various domains • Over commitments and obligations • Polarization of school-day goals and after or outside-of-school goals	• Recognition of multiple strengths and interests • Verbalization of honor and respect for the intellectual pursuits, interests, and successes of students as whole people • Coaching and modeling priorities, time management, homework differentiation • Differentiated workload to allow for overlapping demonstrations of learning beyond the classroom

Sense of fairness and justice	• Passionate approach to life • Firm, fully-developed opinions and ideas to high stakes topics • Heightened concern and expression around social issues	• Teachers demonstrate their own passions - teaching in the classroom and beyond • Differentiating curriculum, instruction and the overall learning environment to support individualism, and offer opportunities for students to respond to content in a way that's meaningful to them • Embrace the stormy exploration of self-concept through current moral and ethical dilemmas and events
Relationships with, and perceptions of authority	• Willingness and eagerness to buck the status quo, play the devil's advocate, or maintain persistent and unwavering positions on ideas • Student seems to believe that he or she is superior, has more knowledge, or more important perspective • Challenging authority figures as if for the sake of the challenge, or "fun of it"	• Manifest a more challenging and rigorous experience of discussion, debate and appropriate argumentation • Practice active or deep listening to help students feel the teacher "gets" or understands them • Keep messages non-manufactured • Recognize and emphasize the positive aspects of challenging authority
Perfectionism	• Student completes the work, but hesitates or will not turn it in for assessment • Spending longer on tasks, work and assignments with paralyzing attention to detail, and precision • Self-critical, ascertain self-worth through achievements of lofty goals	• Continue to learn more about the characteristics of gifted adolescents • Teaching and learning with positive, motivated energy • Recognition that high aspirations do not necessarily equate to negative, or maladaptive perfectionism • Teach and model "SMART" goal setting: Specific, measurable, attainable, realistic and time-specific

Hypersensitivity	• What seems normal to everyone else seems "ten times" to the gifted adolescent • Teens' problems "are on Steroids" • Student seems to have "no filter" in receiving and/or expressing feedback	• Communicate with absolute authenticity • Address and intervene with issues face-to-face • Seek Response to Intervention team-targeted support from Specialists

If a gifted student can become more self-aware of how his or her social-emotional world unfolds as a function of his or her own exceptionality, then we are ultimately supporting resilience, metacognition, and other life tools to navigate life skills in today's "real world," with family, friends and in school environments, the development of self-concept, achievement and underachievement, and envisioning and planning for the post-secondary future.

Is this the place to include any verbiage around self-advocacy, motivation/engagement, 2e, gender issues, risk factors and/or pull from our "GT as RtI Talking Points?" Underachievement? If so, for underachievement we have the notion of keystone habits as a critical frame of reference. Essentially, these are pivotal habits that control and trigger a series of other (potentially harmful) habits. For example, in habit studies, individuals who stop smoking have statistically improved levels of success with career and relationships *(The Power of Habit)*. Also, we might reference the website (http://www.onlinecollege.org/2010/02/16/50-famously-successful-people-who-failed-at-first/).

Managing, not coping or dealing with stress to promote and empowering sense of inner locus of control. The text, *Fighting Invisible Tigers* (referenced above) offers students all sorts of techniques including positive self-talk, breathing exercises, etc.

Cultural competency and responsiveness: Raising awareness through knowledge, value and advocacy. Understanding the modalities of Language

Learners at the high school level can lower the affective filter as a gateway to understanding content vs. the obstruction of language.

Social/Emotional Discussion Groups and Terry Bradley's binder by the same name… Any chance to build and use these is important. In Discussion Groups, Terry provides a categorical manual for optimal facilitation and adaptation to diverse demographics and participants.

Citations:
Role of Alternative Programs

A school administrative unit may establish or participate in one or more programs as alternatives to the regular course of study to meet the needs of students at risk. Alternative programs shall support student social and behavioral development in addition to performance on the content standards of the system of Learning Results.

These programs shall have stated goals, objectives, and procedures for implementing and assessing their effectiveness. Such programs may include interventions such as programs outside the school administrative unit, specialized instructional settings, extended or shortened school day, or extended school year, and may be scheduled outside of the regular school day, if appropriate.

School administrative units shall develop a Personal Learning Plan, aligned with the system of Learning Results, for every K-12 student enrolled in an alternative program. Each Personal Learning Plan shall include, but not be limited to, the following components:

1). A description of the student's academic strengths and the observable or measurable areas in need of improvement.

2). A description of the annual educational goals, aligned with the content standards and performance indicators of the system of Learning Results, that the student may reasonably be expected to achieve during the school year.

3). A description of short-term instructional objectives leading to each annual educational goal.

4). A description of the social and behavioral needs that must be addressed for the student to achieve academic success, including strategies to keep the student in school.

5). A description of the multiple measures that will provide evidence that the student has achieved each goal.

6). For secondary school students, a description of the student's career goals and transitional steps to achieve them.

The school board may provide external courses, in settings outside the regular school program, for any student. External courses may include, but are not limited to, the following: tutoring, adult education, on-line or correspondence courses, internships, and college courses.

==The intent of the system of Learning Results is to provide the time that students need in order to meet the content standards. This may involve more or less than the typical four years of secondary school. Nothing in these rules shall prevent the local school board from awarding of a diploma to a student who has completed all state and local diploma requirements in fewer than four years of study.==

TOOLS/RESOURCES FOR HIGH SCHOOL GRADUATION TASK FORCE
Books:

Assouline, S. G., Colangelo, N., Lupkowski-Shoplik, A., Lipscomb, J., Forstadt, L. (2012). *A guide for Whole-Grade Acceleration K-8, 3rd Edition.* Tuscon, AZ: Great Potential Press

Berger, S. L. (2006). *College Planning for Gifted Students*. Waco, TX: Prufrock Press.

Cash, R (2011). *Advancing Differentiation: Thinking and Learning for the 21st Century*. Minneapolis, MN; Free spirit Publishing. ISBN 13-978-1-57542-357-9

Delisle, J (2006). *Parenting Gifted Kids.* Waco, TX; Prufrock Press. ISBN 1-59363-179-0

Delisle, J & Galbraith, J (2002). *When Gifted Kids Don't Have All the Answers*. Minneapolis, MN; Free Spirit Publishing. ISBN 1-57542-107-0

Delisle, J & Lewis, B (2003). *The Survival Guide for Teachers of Gifted Kids.* Minneapolis, MN; Free Spirit Publishing. ISBN 1-57542-116-X

Dixon, Felicia A., & Moon, Sidney M. (2006). *The Handbook of Secondary Gifted Education.* Waco, TX: Prufrock Press.

Duhigg, Charles (2014) *The Power of Habit.* Random House Trade Paperbacks.

Dweck, Carol (2007) *Mindset.* Ballantine Books.

Freire, P. and H. Girous & P. McLaren (1988*). Teachers as intellectuals: towards a critical pedagogy of learning*.

Galbraith, J & Delisle, J (2011). *The Gifted Teen Survival Guide*. Minneapolis, MN; Free Spirit Publishing. ISBN 978-1-57542-381-4

Heacox, D & Cash, R (2014). *Differentiation for Gifted Learners: Going Beyond the Basics.* Minneapolis, MN; Free Spirit Publishing. ISBN 978-1-57542-440-8

Hewitt, D., Hewitt, R. (2010). *Free College Resource Book.* Waco, TX: Prufrock Press.

Hipp, Earl (2008) *Fighting Invisible Tigers.* Free Spirit Publishing.

Kingore, Bertie (2013) *Rigor and Engagement for Growing Minds.* PA Publishing.

Krashen, S.D. (2003), Explorations in Language Acquisition and Use, Portsmouth: NH: Heinemann.

Lewis, Barbara A. (2005) *What Do You Stand For? For Teens, A Guide to Building Character.* Minneapolis, MN: Free Spirit Publishing

Murratori, M. (2007). *Early entrance to college: a guide to success.* Waco, TX: Prufrock Press.

Roberts, Julia Link & Boggess, Julia Roberts (2011). *Teacher's Survival Guide Gifted Education.* Waco, TX: Prufrock Press.

Peterson, J (2011). *Talk With Teens About What Matters to Them*. Minneapolis, MN; Free Spirit Publishing. ISBN 978-1-57542-384-5

Pope, L. & Oswald (ed) (2012). Colleges That Change Lives. New York, NY: Penguin Books.

Strip, C (2000). *Helping Gifted Children Soar*. Scottsdale, AZ; Great Potential Press. ISBN 0-910707-41-3

Webb, Gore, Amend & DeVries (2007*). A Parent's Guide to Gifted Children*. Scottsdale, AZ; Great Potential Press. ISBN 0-910707-52-9

Webb, J. T. (2005). *Misdiagnosis and dual diagnoses of gifted children and adults: ADHD, bipolar, OCD, Asperger's, depression, and other disorders*. Scottsdale, Ariz.: Great Potential Press.

Articles:

Assouline, Colangelo, Heo & Dockery (3/1/13). "High-Ability Students' Participation in Specilaized Instructional Delivery Models: Variations by Aptitude, Grade, Gender, and Content Area." Gifted Child Quarterly 2013 57:135

Callahan, Moon & Oh (2014). National Surveys of Gifted Programs: Executive Summary." National Research Center n the Gifted and Talented, University of Virginia.

Gentry, Peters & Mann (Spring 2007). "General versus Gifted Perceptions of CTE v High School Perceptions". Volume 18, No 3

Gomez-Arizaga & Conejeros-Solar (2013). "Am I That Talented? The experiences of gifted individuals from diverse educational backgrounds at the postsecondary level." High Ability Studies, 2013, Vol 24, No 2, 1350151.

Greene, M J ( ). "Recurring Themes in Career Counseling of Gifted and Talented Students." NEAG Center for Gifted Education and Talent Development, Univ of CT

Greene, MJ (Oct 2006). "Helping Build Lives: Career and Life Development of Gifted and Talented Students."   ASCA, Professional School Counseling.

Gross, M., Vliet, H. (2006). "Radical acceleration and early entry to college: A review of the research. " Gifted Child Quarterly, 49 (2).

Hertzog , N B (Spring 2003). "Impact of Gifted Programs from the Students' Perspectives." Gifted Child Quarterly, Vol 47, No 2.

Kass & Cavallaro (3/1/2010). "A World of Possibilities: Career Development for Gifted Students." National Career Development Association.

Kerr, B. ( ). Career Planning for Gifted and Talented. Eric Digest #E492.

Lewis, G (Feb 1984). "Alternatives to Acceleration for the Highly Gifted Child." Roeper Review 6(3), pp 133-136.

Peterson, J S (Jan 2000). "A Follow-up Study of One Group of Achievers Four Years After High School Graduation." Roeper Review: Jan 2000, 22, 4.

Renzulli, J S (Fall 2000). "Gifted Dropouts: The Who and the Why." Gifted Child Quarterly, Volume 44, No 4.

Watters, J J (2010). "Career Decision Making Among Gifted Students: The Mediation of Teachers." NAGC, Gifted Child Quarterly 54(3) 222-238.

WebResources:

Academic Acceleration:: http://tip.duke.edu/node/1515

Breaking Ranks in the Middle: http://www.nassp.org/Portals/0/Content/53495.pdf

College in Colorado: www.collegeincolorado.org

Early Decision and Early Action: http://tip.duke.edu/node/674

Grade Skipping: Less School Can Mean More Learning: http://tip.duke.edu/node/1591

High School Reform and Gifted Students: http://tip.duke.edu/node/898
John Hopkins Center for Talented Youth: http://cty.jhu.edu/imagine/resources/college_entrance.html
Lost in Space, the Information Gap: http://tip.duke.edu/node/862
"Major Area of Interest" (MAI): http://www.fldoe.org/eias/databaseworkshop/pdf/mairptng.pdf
The Middle School to College Connection: https://tip.duke.edu/node/863
Northwestern Center for Talent Development: http://www.ctd.northwestern.edu/ctd/
Multipotentiality: Issues and Considerations for Career Planning: http://tip.duke.edu/node/784
Smooth Transitions: http://tip.duke.edu/node/759
Talent on the Sidelines:
http://webdev.education.uconn.edu/static/sites/cepa/AG/excellence2013/Excellence-Gap-10-18-13_JP_LK.pdf
A Voice From the Middle:: http://www.nassp.org/portals/0/content/56195.pdf
What About Students Who Drop Out?: http://tip.duke.edu/node/872

Multi-potentiality	Recognize the possibility of an individual's varied strength areas
	Provide time and experiences to explore multiple strengths
	Encourage wide-exploration before narrowing a focus for post-secondary/vocational/career experiences; explore and build understanding of integration of strengths
	Teach and facilitate the decision making process for post-secondary choices
	Does "Work-Keys" fit anywhere here????
	Off-campus programs in the form of volunteer opportunities, mentorships and internships go a long way in helping students navigate their multi-potentialities.
Grade acceleration or content specific acceleration	YA: at Cherry Creek High School we offer Science Research. While this is not an acceleration program, it provides opportunity for students at any grade level in the high school to design research projects, compete in science fairs at state, national, and international levels, and gives an opportunity to pursue interests and talents. It seems like this something that we "just do," collaboratively with families, teachers, GT Coordinators and ultimately a principal decision. The math department at DPS has been pushing back with PARCC implementation… Are we looking for a state policy?
Radical acceleration	Research provides strong support for the use of thoughtfully planned and monitored radical acceleration as a process allowing educators to respond to the academic and affective needs **of a significant subgroup of the gifted population.** In general, the academic performance of students who radically accelerate is highly impressive. These students earn higher GPAs, and they are more likely to complete college on time or early, earn general and departmental honors, make the dean's list, enter graduate school, engage in research, and embark on prestigious careers (Olszewski-Kubilius, 1995, n.d.; Stanley, 1978c; Swiatek & Benbow, 1991; Terman & Oden, 1959). Research also documents positive outcomes for social and emotional development, with radically accelerated students adjusting well to their new learning context, making friends easily, being accepted by older students, and enjoying increased levels of self-esteem and self-confidence (Gross, 2003;Janos et al., 1988; Pollins, 1983). Programs of cohort acceleration developed over the last 25 years have provided highly gifted students with a cadre of age peers of somewhat similar ability and supportive organizational structures, including career and academic counseling.
Talent search experience	CBK and WATS for Grade 9 – does this fit?
Summer programs	YA: Stanford Summer program: http://summer.stanford.edu YA: Brown 5 week summer program: www.brown.edu/ce/pre-college There are just so many… On my Wiki I have tried to compile everything that's "come across my desk" this year much and most of which was collaboratively assembled by our Team: http://brian-weaver2.wikispaces.dpsk12.org/Summer+Opportunities http://giftedandtalentedresourcesdirectory.com/

Academic competitions	Speech and Debate Are artistic competitions in play here? Shakespeare Festival awards ribbons… There's all state Honor ensembles along with school-sponsored music/dance/film festivals… The DAFFY Film Festival/competition and Bobby G awards. Scholastic Publishing Company sponsors writing contests, and the DCPA sponsors a wonderful playwriting contest each year. CASIS sponsors an International Space Station experiment contest.
Early career planning	Multiple inventories and tools for this on Naviance, should we list them out (Learning Styles, personality, strengths inventories matching to careers)? Girls Lead the Way! Engineering at Mines. An engineering firm called Parsons has offered a night to discuss engineer career planning with engineers on staff. High impact excursions (Legislative Day, etc.) for career planning! Cisco Networking Internships/Career Planning Model. CTE classes seem to be more and more popular in schools. East is thinking of partnering with STEM. Websites and social media.
Individual plans	Personal plans of study should reflect not only graduation requirements, but also movement toward a career focus revolving around school-based programs of study developed around career paths and/or clusters. It is imperative that school personnel, students and their parents continuously review these plans and modify them when all agree that changes are desirable. Colorado's Individual Career and Academic Plans
Credit by assessment	The best I could find in the amount of time we've had so far is Michigan's Merit Curriculum. Standardized tests are not emphasized in the Michigan Merit program. http://www.michigan.gov/documents/mde/FAQ_-_Entire_Document_12.07_217841_7.pdf p.72 AZ, Grand Canyon Diploma SAT, ACT, Accuplacer, GED, TABE: Do these play in to credit by assessment? (Does this need a separate or combined category: **Compacting**? It would be great to make recommendations on compacting) and/or telescoping ??
Advanced placement or International Baccalaureate	Is AP "a dying dinosaur?" Our Executive Director Susan Olezeane today in a staff meeting was opening discourse around the importance of aligning AP and concurrent enrollment courses.
Concurrent or dual enrollment	One school administrator points out how much easier it is to get concurrent enrollment credit. On a flip side, to some families/stakeholders we need to battle the stigma of concurrent enrollment as remedial or that having

	community college credit on your transcript will be frowned upon by highly selective university admissions officers. How is concurrent enrollment marketed to selected demographics?
Early graduation or early exit	Credit by assessment Does this go back to credit by assessment What happens then? Who pays? (see AZ program)
Early college entrance	Does this go back to credit by assessment? Should we reference the NAGC myths around the "dangers" of acceleration?
Outside programs – internships and mentorships	• Alternate pathway experiences (job shadowing, mentoring, internships with credit options) . Criteria and accountability specific. Minimum requirements, guidelines. Plans developed together w/reflection and check-in points required. • Partner with businesses to support ($$) and mentor (CAPS program, KC, MO) The Governor's School High School HGT Magnet The College Board endorsement – the only school we know of to have it is West Academy. • Executive Internships for Seniors • "Major Area of Interest" (MAI), Florida
Middle school transition	• Success of middle school transition is a predictor of success into college Passion Projects Fair (as modeled by Morey this year) • GT presence at Counselor Transitions Days • Recommendations for stakeholders: Students: • Social-Emotional support groups • Clustered Advisory groups • Career Exploration Activities & Planning • Community service • Seminars • Internships • Mentorships • Affective development – intra/inter personal • ALP planning & monitoring Parents/Guardians: • ALP planning and monitoring • MS is transition time, student may not excel: instill positive mindset about learning from challenges Teachers:

	- Provide opportunities for choice and decision-making - Cluster and flexible groups Counselors: - support for early career planning, decision making, and identity exploration Administrators: - Facilitate scheduling to accommodate learner needs, including acceleration options as well as teacher-planning and collaborative work-time
High School: Roles of significant adults	(see role-specific notes below) ==We think what is outlined in Doc. 2 Best Practices Overview is comprehensive, but we do not see the psychologists/social workers there==
Parents	- Meet with other parents of GT students, book study - Involvement with ALP/ICAP development and monitoring - Open options for discovery of other talents (multi-potentiality), encourage exploration - Assist to set up community member partnership time, mentors - Understand that your child may not have been challenged in the curriculum until entering HS, support through challenges
Teachers	- Use ICAP/ALP goals to adjust curriculum and materials in content area/s. - Compacting - Telescoping - Pre-tests to assess content knowledge - Extension-investigations in content and career areas - Facilitate off-campus career exploration, courses, intern and mentorships - Offer above level assessment; access to appropriate coursework - Utilize technology (Skype, online, Adobe Connect) for mentorships & distance-learning ("Virtual Mentor" bank) - Provide connections to content in vocational courses - Cluster and flexible groupings
Counselors	- Merge ICAP/ALP to align strength-needs and college/career planning - Provide opportunities for gifted students to be together - Offer specific mini-courses for academic and social concerns, talent exploration - Facilitate off-campus career exploration, courses, intern and mentorships

	• Offer above level assessment; access to appropriate coursework • Provide opportunities for students to pursue rigorous, content-based, vocational courses
Administrators	• Assist with scheduling to facilitate communication between teachers, GT coordinators, counselors • Explore/support test-out options, Fast Track graduation • Offer above level assessment; access to appropriate coursework

II) Stakeholder Information & Messaging

	Accessing multiple communication pipelines and then staying consistent with messaging, avoiding duplication of services

III) Collaboration

	There are so many collaborative and community partners that our team could list 25 or more… The Big Brain Club for example whose mission is "smart is cool." We're not sure what specifically we're looking to put here. Are we thinking much bigger collaborations with other states MO project/collab w/buinesses
	Creating GT PDUs for teachers who work with gifted students to gain basic knowledge… Such as via modules similar to those used by ELA. Furthermore, these could be a way of ensuring that background and content for teacher endorsements are accessible and organized. Or tracks to endorsements…

IV) Ambassador ARE THESE THE PEOPLE WHO SUPPORT GIFTED HIGH SCHOOL LEARNERS – THE PARENT, EDUCATOR, COUNSELOR, ETC.? ROLES OF THE AMBASSADOR

	The role of the ambassador could be assumed by any of the stakeholders depending on the time and situation… Things we might not normally associate with an ambassador role might be building capacities in high schools through knowledge and value of GT programming, serving on committees, or leading students to drive decision-making in schools.
	CAGT and local affiliates, CASE (?), etc….

VII. Questions and Draft responses

Questions	Responses
How are we going to guide districts to	This is where multiple demonstrations of learning

implement the ambiguously qualitative 21st-Century skills in the endorsed diploma? For example, creativity and innovation or collaboration… How will we guide the districts to make quality recommendations to meet such criteria	and capstone options really become paramount.
What is the role of our pathways schools and why does it sometimes seem that our "second chance" schools are the ones modeling GT best practices (case in point – Contemporary Learning Academy)?	

VIII. Issues and Potential Solutions

Issues	Potential Solutions
The receipt of a diploma is a rite of passage, are we moving toward a diploma that makes kids more into their "numbers?"	