

# Colorado River BOCES 2018 C-GER Timeline Results

*with new timeline included for further improvement in GT education*



## Summary of Progress

After the very thorough review provided by the C-GER team, the Colorado River BOCES Gifted Education Leadership Team created a timeline for implementation of the recommendations brought forth in the review report. The GELT created language that could be used in all districts for such areas and shared in a google documents folder. Each district then worked on incorporating these changes within their own districts. Some districts were already in compliance and were very helpful in sharing ideas and plans with other districts. Some areas are completed and others show progress but still need work. A break down in each area follows.

## Identification (Priority Area #1)

Recommendations Results:

- Identify students in all domains of giftedness using procedures that are in compliance with the Exceptional Children's Education Act (ECEA) rules. Results: Each district reviewed their identification process to determine if they were in compliance. It was determined that training in one district was needed on the most current procedures to ensure compliance. This district is in the process of training all personnel and updating their procedures.
- Develop and communicate the Administrative Unit's (AU) procedures for identification in all areas of giftedness, including the talent domains. Results: Our gifted leadership team reviewed the procedures in other districts for identification in the talent domains, and decided to adopt the process on the Mountain BOCES website. They are currently working at getting this process on their own websites, and/or will link to the Colorado River BOCES website, as soon as it is up and running.
- Implement gifted identification criteria that is current with state guidelines by utilizing a Body of Evidence that includes qualitative and quantitative data from multiple sources. Results: The timeline that was created has examples of the many assessment tools and rating scales that are currently used to make the ID process a combination of qualitative and quantitative data. The district(s) that are really solid in this area are making themselves available to and offering a lot of assistance to district(s) that need more growth in this area.

- Update and align all communication on identification as it pertains to the ECEA rules. Results: All districts will be communicating the ID assessment process on their school website under Gifted & Talented, in their program handbook, or both. A determination letter will be shared with parents and put in school files describing the decision of the review team and the criteria used.
- Implement additional identification assessments to identify underrepresented populations. Results: The GELT is still working on finding new and better ID tools for finding those GT students from underrepresented populations. Darlane Evan's is doing a great job of bringing in people to do training for culturally and linguistically diverse needs of students.
- Develop consistency within the AU for screening scores and talent pool designation. Results: The GELT was unable to come up with a consistent screening score that we could all agree on for designating that a student be put in the talent pool, and I felt they all had valid arguments for their views. However, they are all consistent on the fact that they feel it should be a holistic approach. As the Colorado River BOCES GT Director, my determination is that each of their processes are in the best interest of the students in their districts.

## Programming (Priority Area #2)

Recommendations Results:

- Implement specific, research based instructional strategies at the classroom level for gifted students that align to their data and ALP goals. Results: This was a reminder to all districts to create ALPs based on the students ID strength areas, as well as creating goals based on the student interests and affective needs.
- Build capacity through professional development at the classroom level to deliver rigorous programming and differentiated instruction. Results: There is a continual effort to bring professional development to the teaching staff on delivering rigorous programming. Colorado River BOCES depends heavily on the state to offer that type of training each year, as they do not have a wealth of resources in their area.

- Articulate programming across grade levels to address affective and achievement needs in the general education setting. Results: All Gifted district handbooks and communication tools will describe a transition process that will be shared with school staff, administrators, parents and gifted students. Ongoing communication between the district G/T leader with classroom teachers will ensure that services and goals are appropriately supported.
- Develop consistent programming for students in each of the talent areas. Results: As stated above under ID, our GELT reviewed the procedures in other districts for identification in the talent domains, and decided to adopt the process on the Mountain BOCES website. They are currently working at getting this process on their own websites, and/or will link to the Colorado River BOCES website, as soon as it is up and running. As programming has not even started, this will be a goal area for us.

### ALP (Priority Area #3)

- Create a protocol for the development of ALPs for all identified students to include the following key requirements of:
  - Strengths and interests
  - Standards-based achievement goals in student strength area(s)
  - Measurable affective goals
  - Specific curriculum adjustments aligned to student strengths and needs
  - Progress monitoring information
  - Involvement by all appropriate stakeholder groups
  - Shared responsibility for ALP development

Results: This is a work in progress, as some districts are struggling with a turnover in staff, and need time to develop this process before it will be done with fidelity. In all districts, the biggest struggle is in getting more involvement from all stakeholders and the progress monitoring. The following wording (or similar to) will be used in each district:

#### **Alignment of Student Programming with Student Needs**

When creating the ALP, the GT Coordinator and teachers will use the following to ensure that the needs of the student is being met:

- Components, options and strategies address the educational needs of gifted students

- Programming:
  - Matches the student's strength area(s) and interests
  - Aligns to student's data and ALP goals
  - Identifies the type of delivery by which students are served at the different school levels
  - Supports methods of differentiated instruction
  - Provides affective and guidance support
  - Provides diverse content options in areas of strength
  - Is articulated across grade levels
  - Provides pre-collegiate and/or pre-advanced placement support and post-secondary options to students
  - Provides concurrent enrollment options if indicated in ALP or ICAP
  - Supports the collaborative development of the ALP
  - Provides a problem solving process when a gifted student is underachieving
  
- Formalize the annual transition process as students move to the next level of schooling.  
 Results: The following or similar language will be used in all districts for the transition process:

## **Transition Process**

### **Grade Level to Grade Level**

GT Coordinator communicates with relevant teachers/teams and reviews ALP goals and strategies for individual students. Staff is reminded that all GT information is kept confidential.

### **School to School**

A transitional meeting takes place between the GT Coordinators and/or counselors. Meetings with parents on what they can expect in the next school take place. Folders are passed to the next coordinator with all the GT information. Copies of updated information is placed in the cumulative file.

- Engage classroom teachers in the shared responsibility of the ALP development, implementation and progress monitoring. Results: All districts are continuing to encourage classroom teachers to share the responsibility of the ALP development and monitoring. Throughout the districts it seems to be more common for elementary teachers to be involved. The later grades are different with the students having so many

different teachers. However the discussion of slowly encouraging the students to take on more responsibility for their ALPs, as they get older, seems to make the most sense. We are talking with other districts that use this practice in the hopes of moving forward with this idea.

## New Goals/Timeline

Goal Area	What will happen?	By this date:
Identification	<p>The GELT team will continue to work on creating the process for ID in all areas.</p> <ol style="list-style-type: none"> <li>1. Review the current collection of resources as well as the Talent ID Toolkit on the CDE website, and collect more if needed. Determine appropriate resources for the ID of underrepresented populations.</li> <li>2. Create a matrix that shows current assessments in use in our districts; add any from matrix that will fill gaps.</li> <li>3. Update all websites and documents with the newly adopted ID in the talent areas.</li> <li>4. Incorporate training into PD days in the district to ensure ID compliance.</li> </ol>	September, 2021
Programming	<ol style="list-style-type: none"> <li>1. The GELT team will begin discussing</li> </ol>	November, 2021

	<p>possible programming options that could be consistent in all districts in the talent areas.</p> <ol style="list-style-type: none"> <li>2. Find PD opportunities for rigorous programming within the classroom.</li> </ol>	
ALPs	<ol style="list-style-type: none"> <li>1. Update appropriate documents with protocol wording for creating ALPs that align student programming with needs.</li> <li>2. Update appropriate documents and/or websites with transition process wording.</li> <li>3. More discussion at GELT meetings on ways to get staff involved in ALP creation and progress monitoring.</li> </ol>	October, 2021