



ECBOCES GT Advisory Committee

NOVEMBER 14, 2017

Advisory Committee

- ▶ Lois Buckman
- ▶ Carey Carson
- ▶ Jodi Church
- ▶ Kim Hall
- ▶ Delsi Steach
- ▶ Sara Turrell

Objectives

- ▶ State and Regional Updates
- ▶ ALP Progress
- ▶ Survey Data
- ▶ Committee Goal(s) for 2017-2018

Regional GT Updates

- ▶ 5 New GT Coordinators
- ▶ GT Characteristics & Differentiation Trainings
- ▶ 7 GT Coordinators attended CAGT
- ▶ Social Emotional Training
- ▶ Twice Exceptional Trainings
- ▶ Universal Screening Grant
- ▶ Student Events
- ▶ Scavenger Hunt
- ▶ CGER Fall 2018

Advanced Learning Plan Goals

By October 2017, each district will show the GERC one completed standards aligned ALP.

- ▶ Not there yet

Stronger goals with progress monitoring built in.

Student and parent involvement in goal development.

Stakeholder Surveys

- ▶ Spring 2017
- ▶ Feedback from students, families, teachers, and administrators
- ▶ Progress monitor our program
- ▶ Choose priorities

Elementary Students

- ▶ 7 responses from 4 districts
- ▶ 86% know why they are identified as gifted
- ▶ 86% help write their ALP goals
- ▶ 86% feel their school work is at the right level
- ▶ 100% believe they learn new things
- ▶ 86% get to learn with students with strengths similar to their own
- ▶ 71% do work that is different from their peers
- ▶ 86% work on projects that interest them
- ▶ 71% know whom to talk to when they have questions about being gifted

Elementary Students

What do you like best about your gifted program?

- ▶ I like going to different outreach programs during the year
- ▶ Making the power points
- ▶ I like presenting the best
- ▶ So that things are harder and take me longer because they are harder to figure out
- ▶ Access to funds that support additional programs
- ▶ The thing that I like best about my gifted program is discussing stories with my fellow students and teacher, making new friends, and reading stories.
- ▶ I like doing hard homework at night

Elementary Students

Do you have suggestions that could strengthen the program?

- ▶ Add math to the program
- ▶ Maybe have both classes watch the presentation
- ▶ I think that if they included all of the subjects like social studies and reading
- ▶ I do not have any other suggestions that could strengthen gifted programming. I love it!
- ▶ Make sure students are learning every subject

Secondary Students

- ▶ 20 responses from 8 districts
- ▶ 80% feel their school supports them as a gifted student, 15% disagree
- ▶ 95% know their identified strength area(s)
- ▶ 90% had significant involvement in developing their ALP
- ▶ 60% feel their ALP is meaningful, 25% disagree
- ▶ 55% believe the classes in their strength area are adequately challenging, 40% disagree
- ▶ 65% agree that their teachers understand their learning needs, 25% disagree
- ▶ 55% are in classes with/get to work with other gifted students *
- ▶ 75% said their teachers have their ALP when they move to the next grade/building
- ▶ 70% have teachers/counselor who provide support with ALP goals

Secondary Students

My school provides me with opportunities to participate in:

Honors Classes	5 (25%)
Concurrent Enrollment	9 (45%)
Clubs	13 (65%)
Contests	7 (35%)
Weekend Opportunities	6 (30%) *
Summer Opportunities	10 (50%)

Secondary Students

What do you like best about your gifted programming?

- ▶ The opportunity to move ahead in subjects
- ▶ My favorite part of the gifted program is that I have a great gifted and talented coordinator and that I get to do a grade ahead in my math class so I am not totally bored
- ▶ I hate it
- ▶ It allows me to excel
- ▶ The opportunities that come with it
- ▶ It looks good on scholar ship applications
- ▶ The camps
- ▶ I like how supportive the school is
- ▶ Being able to work on projects that challenge me more than the normal assignments

Secondary Students

Continued

- ▶ I don't really have a preference towards this question
- ▶ Reimbursement for classes and camp
- ▶ It involves topics I enjoy
- ▶ The fun trips I attend
- ▶ It helps me create and achieve goals that make me a better person
- ▶ I like how it will look on my college applications
- ▶ The thing I like best about my gifted programming is that I get to have such a strong influence upon it. I was able to select, partially, the area of my ALP, and as a result, it is much more challenging
- ▶ I get to have an input into my ALP
- ▶ I get more field trips than I would if I weren't in the program
- ▶ I like that my hard work has been noticed and am glad that I will get the chance to participate in more honors classes and GT field trips

Secondary Students

Do you have any other suggestions that could strengthen gifted programming in your school?

- ▶ If bored or not challenged in the advanced class you are in there should be the opportunity to advance to the next class
- ▶ I would like my teacher that does the math and science classes to understand more about the gifted and talented program
- ▶ Eliminate it because it's absolutely pointless
- ▶ No
- ▶ Nope
- ▶ Have really seen no benefit from the program just more hoops to jump through and paper work
- ▶ I just go to regular classes, there really isn't anything challenging about them. I would like to be in a more challenging environment
- ▶ More chances to find internships and etc. for college and future career interests instead of extra class work or harder assignments

Secondary Students

Continued

- ▶ Giving it a purpose. As of all my years in this program, I do some paperwork and writing goals, and then do nothing else with it until there is a checkup halfway through the year, then I write some new stuff into the paperwork and then for the rest of the year we don't do anything with it again
- ▶ That my alp would actually offer something that benefits me in my general courses
- ▶ Do gifted programs more often
- ▶ Offer other classes or opportunities
- ▶ If the school would pair us up with the kids we work with instead of the kids that need more help because if I don't get it no one does
- ▶ It would be nice if the teachers would allow me time to work on my goals
- ▶ I can't think of anything off the top of my head

Families

- ▶ 23 responses from 9 districts
- ▶ 70% feel their school encourages them to communicate about their GT child's needs, 22% disagree
- ▶ 79% receive information about gifted programming, 18% do not
- ▶ 65% are offered resources to support their gifted child's education, 19% are not
- ▶ 30% say their school district offers gifted education training/support workshops to parents, 39% disagree
- ▶ 61% know they can access information about the district's gifted policies and guidelines
- ▶ 96% know whom to contact with questions about their gifted child
- ▶ 39% know their school has a procedure for parents to share concerns if they disagree with gifted education decisions

Families

- ▶ 78% had input in their child's identification process
- ▶ 91% understand the process used to identify their child as gifted
- ▶ 79% understand their child's ALP
- ▶ 78% are given the opportunity to provide input on their child's ALP
- ▶ 74% believe their child has opportunities to work with other gifted students *
- ▶ 57% believe their child feels accepted and supported as a gifted student, 26% do not
- ▶ 52% agree that when their child moved to the next grade/building, he/she was provided support as a gifted student

Families

- ▶ 79% believe their child is challenged academically at school, 21% disagree
- ▶ 70% know the different programming options their child is receiving to meet his/her gifted needs
- ▶ 83% feel their child is growing in his/her areas of strength, 9% do not
- ▶ 69% are updated about their child's progress on his/her ALP goals
- ▶ 56% say the school staff monitors their child's growth and achievement in his/her areas of strength, 17% disagree
- ▶ 56% believe their child's school is knowledgeable about the needs of gifted students, 17% disagree

Families

What are the strengths of the district's gifted programming?

- ▶ Our coordinator is our strength. She does an amazing job.
- ▶ They keep me involved and value my input.
- ▶ A very dedicated coordinator that is eager to develop this program and very committed to the students.
- ▶ The coordinator stays on top of the scores to correctly identify the students.
- ▶ Small school, so they can offer specific help in area of interest
- ▶ They make sure the kids have the opportunity to attend events
- ▶ n/a
- ▶ The program director
- ▶ Our GT coordinator does a lot for my child, she informs me of outside opportunities, and keeps me updated as much as she can.
- ▶ The G-H staff is always out going and helpful.

Families

Continued

- ▶ I was not ever even spoken to regarding my students APL or her progress/placement until 3 months prior to the end of the school year, at that time the G/T coordinator rolled her eyes and said " I don't know why they even put this on me this year, I'm leaving anyway" I was disappointed as she also told me that she "doesn't deal with 6th graders, and to be honest she didn't even know my child"
- ▶ Individualized to my student
- ▶ Reimbursement
- ▶ Math and science
- ▶ They are very thoughtful when writing my child's ALP. I feel like they have the best interest of my child in mind.
- ▶ Support from GT teachers.

Families

Continued

- ▶ They completely fail in the elementary building. They make a little effort in the middle school with some advanced classes but refuse to move kids up more than one grade level in math even if they show by their test scores and grades that they are not being challenged where they are at. (with the exception of one student they moved up 2 math levels only because the parent demanded it. By the time the other parents found out what they did for this one kid it was later in the year and "too late" for the other kids) We will find out in a couple years what they do in High school.
- ▶ Unknown.
- ▶ Last year I went to some excellent events with _____. Haven't been offered this with _____.
- ▶ The ALP meeting at the beginning of the year was great for understanding and communicating with my daughter's teachers and the GT coordinator.

Families

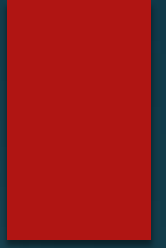
Continued

- ▶ I don't feel the district puts any effort into the gifted program. I'm sorry to report I talk to a teacher 3 times about my child and the gifted program this year. First about doing a home survey (which technically happened last year) to help determine whether or not she had the quality of a gifted student. Then about her schedule which required her going to the high school for a class. Last they went on a STEMS field trip to Limon.
- ▶ I don't really know. The teacher who took it over this year was new to it and I am not sure she knew fully what she needed to do. And we are new to the Gifted programming so I am not sure to what extent we can be involved. I have not seen an ALA or even really know what that is. The teacher taking care of that now, is moving and the responsibility will be passed onto a new teacher next year. I guess we will see how things change.

Discussion

- ▶ What are our strengths?
- ▶ What are our weaknesses?
- ▶ Can we prioritize which challenges to address?

2017-2018 Committee Goal



Possibilities...

- ▶ Social Emotional Support
- ▶ Parent Education
- ▶ Classroom programming for GT students
- ▶ Depth & Complexity

Thank you for your time!

▶ Next meeting?