



Mt. Evans BOCES

Clear Creek RE1 - Gilpin RE1- Platte Canyon #1 Clear Creek RE1 - Gilpin RE1- Platte Canyon #1

Strong Partnerships Ensuring Success for Exceptional Students **Fall 2017 Newsletter**

Gifted and Talented Staff

The gifted and talented staff for the Mt. Evans BOCES and its member districts are:

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Gifted and Talented Field Trips

Middle School Games Competition. The first annual middle school Games Competition for the 6th-8th graders was held at Clear Creek Middle School in the Media Center on May 9th. Students competed against each other as individuals and as teams to strategize and complete the increasingly difficult levels of a variety of logic puzzles and games. Students



Students played the strategy game of the Island of Catan.

tracked their progress on the combined leaderboard and earned points for the highest levels completed. Door Prizes, awards, and bragging rights were awarded!



Students obtained hints for the game of Set with Mrs. Vincent, Coordinator for Gilpin School District.

Water Quest at the History Center of Colorado-The 5th-6th graders and a few 7th graders from each district participated in Water Quest Activities at the Colorado History Center. Students discovered the important role water has played in Colorado history—and the environmental challenges we face today. Students worked in small groups to explore History Colorado exhibits, solve STEM and geography challenges, and evaluate the ways different communities have used water. The students were able to experience the devastation of the drought during the Great Depression through the History Center's simulation of a family's home life during the wind storms.



1930's Colorado home used for the Great Depression simulation.



Our guide at the History Center explained how the ski industry impacts water in Colorado.

Mt. Evans BOCES' Website

There is an Events tab under gifted education on the Mt. Evans BOCES' website with events for families and students. Events are populated throughout the year, so please check back for new events at:

<https://mtevboces.com/gifted-education/>

Also on the website is information on the definition of and characteristics of the gifted, gifted identification, programming, resources, and Early Access along with GT staff contact information.

Upcoming Event!

The Colorado Association for Gifted and Talented Conference-*The Heart of the Rockies: Elevating the Gifted Connection* is on October 16 and 17, 2017 at the Embassy Suites Loveland.

CAGT's Annual State Conference is held every October in the Denver Metro area. This professional conference has an annual attendance of 700 educators, administrators and parents. At the Annual Conference there is also a Parent Institute and a Leadership Forum.

Parent Institute *Understanding the Heart of Gifted Children through Mindful Connections*, is on Monday, October 16, 2017 from 6:30pm - 9:00pm at the Embassy Suites Loveland, River Birch C Conference Room.

Creativity Night is back! It was a huge success last year with participants letting their creativity juices

flow making personalized journals and beaded page markers. This year participants will be creating sticky note holders with matching pens. This fun event is on Sunday night and there is a small materials fee for your creations.

CONFERENCE REGISTRATION IS NOW OPEN at <http://www.coloradogifted.org/conference>

Program Evaluation Surveys

Each year, beginning with 2016-2017, the BOCES conducts an evaluation of the gifted program. The results of the Parent and Student Surveys have been posted to the Mt. Evans BOCES' web site.

Highlights of the parent survey: Forty parents responded to the survey; 37.5% were from the Clear Creek School District; 27.5% were from the Gilpin County School District and; 35% were from the Platte Canyon School District. Responses on the three communication questions indicated 76% of parents feel we are communicating information concerning district contact information, communication regarding their child and gifted services, and gifted programming. For Advanced Learning Plans (ALPs), on the three questions, 82% of participants indicated either at strongly agree or agree, concerning input during the identification phase and in understanding the process for identification using a body of evidence as a gifted learner. On the four questions for ALPs, 79% indicated at strongly agree/agree that ALPs are developed annually to support gifted needs through programming. For the programming question, "There are adequate program options for my child's area of giftedness, 60% of parents agreed while 37.5% strongly disagreed/disagreed. This is an area that the gifted team has been focused on and will continue to refine options for students throughout the next year.

Highlights of the student survey: Fifty-eight students responded to the survey; 44.8% were from the Clear Creek district, 20.7% were from the Gilpin district, and 34.8% were from the Platte district for an overall response rate of 31%. Students indicated, on the three communication questions that overall 65% either strongly agreed or agreed that the gifted coordinator communicates on ALP options and

encourages them to communicate about their gifted needs. One question, “I know who to contact if I have a question about my gifts and/or talents indicated students strongly agreed only 41.4 % and disagreed 22.8%. This is a focus area for this year. On the identification/ALP questions, students results show an average of 77% at strongly agree/agree for understanding the identification process, providing input, agreeing that the ALP supports their needs. Students indicated that ALP is progress monitored throughout the year though only 62.1% strongly agreed/agreed that we are working with the students to progress monitor the ALPs whereas 31% strongly disagree/disagree. This indicates that the gifted education team must ensure that all ALPs are progressed monitored during Quarter 2 and 4. For the three questions on gifted needs in the classroom, 51.9% of students rated strongly agree/agree on being provided challenging, differentiated learning activities whereas 50.6% indicated strongly disagree/disagree. The gifted coordinators will be increasing their consultation with classroom teachers to increase the level of differentiation for gifted learners.

Areas of Gifted Identification

The BOCES has developed processes for the implementation of the expanded areas (as defined by state law) listed below for gifted and talented identification. The identification process involves the student development of a portfolio with performances and/or products highlighted, normed assessments, and a review of behavioral characteristics that indicate talent ability. An explanation of each identification process has been posted on the Mt. Evans BOCES’ web site under Gifted Education. If you have questions about these areas, please contact your district’s gifted coordinator.

12.01(16)(c) Creative or Productive Thinking- Definition Creative or productive thinking is exceptional capability or potential in mental processes (e.g., critical thinking, creative problem solving, humor, independent/original thinking, and/or products, etc.).

12.01(16)(d) Leadership Abilities-Definition Leadership is the exceptional capability or potential to influence and empower people (e.g., social perceptiveness, visionary ability, communication skills, problem solving, inter and intra-personal skills and a sense of responsibility, etc.).

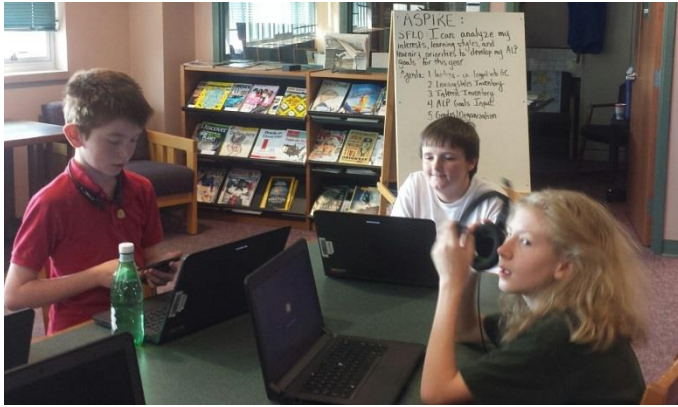
12.01(16)(d)(ii)

Visual Arts, Performing Arts, Musical, Dance, or Psychomotor Abilities-Definition Visual arts, performing arts, musical, dance or psychomotor abilities are exceptional capabilities or potential in talent areas (e.g., art, drama, music, dance, body awareness, coordination and physical skills, etc.).

District Gifted Programming

Advanced Learning Plans (ALPs): Each district gifted education coordinator is beginning the process of scheduling the annual meetings for each student’s ALP. An annual review of the ALP is required by the Department of Education. This year, for the students in high school, the coordinators are implementing student led ALP discussions. The coordinators will meet individually with each high school student to draft an ALP which will then be shared with parents and teachers for feedback. For grades K-7, face-to-face meetings will be scheduled with parents and teachers. If you have questions about the ALP process, please contact your district’s gifted coordinator. All ALPs will be completed by October 1st. Students’ progress with their ALP will be monitored and shared with parents at least twice a year.

Clear Creek School District: The school year is off and running in Clear Creek School District, and so are its gifted students. At the elementary level the students have begun working with Mrs. Lupinacci on developing their Advanced Learning Plans by completing their learning styles and interest inventory surveys. Parents and teachers have been asked to get involved in the process by providing their input as well. Students have also completed several activities that dig deeper into the meaning of giftedness, expectations, and how we celebrate our personal differences. Furthermore, students have been given access to our digital Google Classroom where they can complete activities and see announcements. Each week, students are also able to choose from a variety of enrichment/challenge activities from Khan Academy or various print resources that they can access digitally, take with them or archive in their portfolio for future use. An additional opportunity for enrichment is being offered by Mrs. Lupinacci to all students on Mondays at King-Murphy Elementary and Tuesdays at Carlson Elementary. October’s theme is brain games and November/December’s is Science/Science Fair.



The Golddusters at Clear Creek Middle School are also off to a great start. The new 7th graders have made a seamless transition to middle school, and the 8th graders are a highly involved group of students. The 7th and 8th graders are meeting every other week during their Wednesday or Thursday Aspire period to work on ALP development via their Google Classroom and the MS affective needs lessons. Organization has been the topic of focus during first quarter given the addition of the Google Classroom platform and the student-driven ALP process.

CCMS is now home to CCMS Robotics Club, which meets on Thursdays. The aim of the club is to help interested CCMS students become more knowledgeable and better able to apply their STEM skills to solve critical thinking problems in coordination with their creative thinking skills as they have fun creating unique and original devices. A number of our gifted students are getting involved. All of the students have jumped in and started learning about the various components, software, and electronics skills that are needed to build a functioning autonomous robot (AR). The team is in the process of designing, building, wiring, and programming their first AR. They are preparing for their first-ever competition on October 14th. Their converted remote control four-wheeler will navigate around a track using only the commands that the students have programmed. Tons of learning, application, and evaluation is taking place with regards to the concepts of direction, proximity, speed, and voltage. Special thanks go out to Mr. Paul Jeffers for bringing this technology and engineering opportunity to CCMS.

At Clear Creek High School the 9th through 12th grade students are as active and involved as ever; our gifted students are seen participating in a wealth of sports and clubs. In order to work with our high school gifted students on a more consistent basis, the majority of gifted

students have been cluster grouped into the same ACCESS class. It has been terrific to work with these students during that period and to see, hear, and discuss first hand their affective needs as gifted students. They, too, have been accessing their Google Classroom to develop their ALP. Many of the students are developing goals around college and career readiness, SAT prep, and their passions within their coursework.

Gilpin County School District: The upper elementary students are working on developing a community service project that they will work on throughout the school year. The middle school students have started learning the strategy games for our middle school competition. All ALPs are completed and teachers plan to report on them four times this year. The gifted coordinator has begun working with the K-2nd grade students with the PETS curriculum. This curriculum provides all K-2nd students opportunities to develop and practice the four thinking skills of convergent, divergent, visual, and evaluative thinking. The students have showed great enthusiasm to learning the new thinking skills, and the general education teachers also feel the program is designed to provide engaging, high level activities and have enjoyed the implementation of PETS. The gifted program is off to a great start.

Platte Canyon School District: Please welcome Stephanie Sierzputowski as the Platte Canyon School District Gifted Coordinator. Here is a message from Stephanie: I am excited to be a part of such a welcoming community! I moved to Colorado from Indiana at the end of December. While in Indiana, I taught as a first grade teacher in a small, rural area, much like Bailey. When I'm not working, I enjoy traveling, hiking, camping, and spending time with my fiancé, Garet and dog, Bruce.

As I have been settling in at Platte Canyon School District, Rebecca, the assistant director of gifted education for Mount Evans BOCES, has been very helpful getting me set up for success. I have been working with a group of five fifth grade math students on math skills by implementing Project-Based Learning. The students are able to collaborate with one another while getting the opportunity to create their own, unique project. We started with creating our own city! It was interesting and fun watching the students come up with their own ideas. I will be starting to work with my other groups of students in October on affective needs and Passion Projects.