



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



Meeting Logistics & Desired Outcomes

Meeting:	Graduation Guidelines Unique Populations Work Group Meeting				
Date:	April 24, 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:	<ul style="list-style-type: none"> • Share research article information for graduation guidelines • Set work group next steps 				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps								
9:15 a.m.	Welcome & Review of Purpose	<p>*Confirm assignments: HS GRAD GROUP; ASSIGNED READINGS AND RESEARCH:</p> <table border="1"> <tr><td>Reading/s</td></tr> <tr><td><i>Career Planning for GT</i></td></tr> <tr><td><i>Helping Build Lives: Career and Life Development of Gifted and Talented Students</i></td></tr> <tr><td><i>High School Reform and Gifted Students</i></td></tr> <tr><td><i>Multipotentiality: Issues and Considerations</i></td></tr> <tr><td><i>Follow-Up Study of One Group of Achievers and Underachievers Four Years After HS Graduation</i></td></tr> <tr><td><i>Am I That Talented? The Experiences of Gifted Individuals from Diverse Education Backgrounds at the Postsecondary level</i></td></tr> <tr><td><i>Multipotentiality: Issues and Considerations for Career Planning</i></td></tr> </table>	Reading/s	<i>Career Planning for GT</i>	<i>Helping Build Lives: Career and Life Development of Gifted and Talented Students</i>	<i>High School Reform and Gifted Students</i>	<i>Multipotentiality: Issues and Considerations</i>	<i>Follow-Up Study of One Group of Achievers and Underachievers Four Years After HS Graduation</i>	<i>Am I That Talented? The Experiences of Gifted Individuals from Diverse Education Backgrounds at the Postsecondary level</i>	<i>Multipotentiality: Issues and Considerations for Career Planning</i>
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		<p><i>-Impact of Gifted Programs from the Students Perspective</i> <i>-High School Reform and Gifted Students</i></p> <hr/> <p><i>General vs Gifted Perceptions</i> <i>Career Decision-Making Among Gifted Students: The Mediation of Teachers</i></p> <hr/> <p><i>Gifted Dropouts: The Who and the Why</i></p>
	<p>Report out: Individual reading (research) assignments: BIG IDEAS</p>	<ul style="list-style-type: none"> • J: There may be conflicting elements regarding focused interest and multi-potentiality; programming needs flexibility in graduation guidelines and career planning, • A: Multi-potentiality and early emergence; late elementary and middle school; support for early career planning; flexibility – cannot put a student into a chosen career; provide guide toward options • A: Talked about soft skills; dispositional traits; practical experience - mentorships/internships as being important • A: Uplifted affective needs of gifted students; preparing for careers; life-long process, include decision making of identity and exploration, along with academics; multi-potentiality, perfectionism can prevent gifted student from exploring different careers • Another article: there are challenging experiences once in college; establishing autonomy; academic; social concerns; knowing this what

		<p>can we do at the secondary level to prepare students for the college challenges</p> <ul style="list-style-type: none"> • G: Middle school; community service; career preparation; opportunities to add expectations; job shadowing, mentoring • J: Graduation requirements are minimal. Want to see focus on programming guidelines • E: Vocational training and learning; justification that gifted students (also) thrive in tech learning; builds sense of autonomy; working with experts; Issue: Most gifted students are overlooked for tech learning; they are seen as “classroom” learners; visual spatial gifted student would have great opportunity in tech; provide tech options for all gifted students. Need other pathways,
	<p>Report out: Individual reading (research) assignments: ECEA or PWR Connections</p>	<ul style="list-style-type: none"> • E: 12.02 Diverse content options provided in their area of strength • A: Life-long process: PWR support for pre-school through post sec; • Identify ; art and humanities; extra-curricular; exploration; self-direction, persistent – fit with affective in articles; articulation to the college level; • Support to prepare students to meet readiness indicators; pre-AP; opportunities to meet indicators; earlier age considerations and may need further exploration in areas – sometimes gifted kids limit themselves because think they know

		<p>what they want – push toward further exploration</p> <ul style="list-style-type: none"> • ICAP development fits • ECEA: affective development – intra/inter personal; understanding self; ALP planning • J: PWR mentorships starting young important aspect of career planning and development • A: Internships indicator 3 is all about 21st century skills – • A: PWR • ALP and ICAP: an advantageous approach when combined ; efficiency of time and effort • Encourages student ownership of ALP/ICAP by focus on one document • Have one good, exceptional doc to work with
	<p>Report out: Individual reading (research) assignments: Resources</p>	<ul style="list-style-type: none"> • E: Mentorships – Eagle County: board program; matched with professionals in the area; g students lead program; importance of students having ability to work with experts re: (Leadership role) GT Mentor Board • A: Mentor program • G: HS: faculty meetings; students speaking about motivation, best lessons, differentiated instruction; • A: Talent Search; academic ACT/SAT testing at an early age; high level coursework at school; multitude of summer program; equivalency credit at honors or AP/college credit; early decision toward college; scores are used sometimes; sixth – ninth grade testing 95% or higher; offer above level assessment; access to

		<p>program; also can be a guide to access in school or out of school programming</p> <ul style="list-style-type: none"> • J: Anecdotal programming – middle through high school students prep to take higher level courses – AP - AVID Program
	<p>Report out: Individual reading (research) assignments: Meaning for Gifted Students</p>	<ul style="list-style-type: none"> • A: Lots of discussion; several of the components do not meet Minimum requirements; standards went with the competency notion; concern – how do we move forward with recommendations that will motivate students; Recommendation: support acceleration as a policy – an expectation • What kind of programming do we offer – effective programming; College planning: Meet the requirements of institutions that they aspire to attend AP/current enrollment • Current – access to concurrent enrollment, Affective PWR - tie to gifted affective; more in ECEA rules • J: Acceleration – guidelines should give flexibility; permit opportunities to demonstrate learning in other ways at a different ; this allows it; credit by assessment • G: Endorsed Diploma: invention, collaboration, - need more passion options; portfolios; product demonstrations; self-direction; • A: It about making high school meaningful for gifted students ; what opportunities will exist;

		<p>eliminate underachieving;</p> <ul style="list-style-type: none"> • E: (?4) Extra-Curricular activities: model UN, speech credit; make it relevant; math – academic credit for academic credit; other demonstrations of mastery - debate demonstrations; show performance in other way; provide more choices in the academic areas (e.g., math...need more examples • G: IB: personal project built into program (grade 10) • Description – Cynthia will provide
	<p>Notes from charts</p>	<p>J: Influencing on success</p>
	<p>Question to group: Why are mentorships not high on the programming list for gifted students?</p>	<ul style="list-style-type: none"> • Systematic issues; HS created through a system; must think outside the box • Mentorships is not about sitting in a class • Issue of resources; takes staff time to set up and monitor mentorship programs • Community member partnership time – close work with students • Can be a stretch • Time and Effort – passionate to do it • Transportation is an issue; at school – can't get to opportunities • District is working with the community to see if public transportation • There are a lot of challenges; benefits are tremendous – overflow into community members – come to events – part of school • Location is an issue; easier to access in some communities than in others

		<ul style="list-style-type: none"> • For students who have uncommon interests – skype, online, internships, resources to access in untraditional career; e.g. fashion designer, film; resources for • Internship resources
	<p>Query in our own state</p>	<p>What works? Adams 12 Broomfield Legacy 2000</p> <p>Jacquelin will send an inquiry to administrative unit directors and GERCs about model secondary programs that strengthen PWR targets.</p>
	<p>“Etc” notes, Other comments</p>	<ul style="list-style-type: none"> • And maybe using those math skills in a vocational field • aids in communication, one form • Model UN • some students only are offered access at local community colleges • as concurrent enrollment and these institutions may not offer the rigor needed for these students • Moffat county offers credit for a Model UN class • What about social-emotional components? • Again, resources, counselors have huge "caseloads".... • and many are unaware of GT needs and opportunities • "Virtual Mentor" bank...:-) • Virtual Mentor...:-)
	<p>Next steps</p>	<ul style="list-style-type: none"> • J&J: Synthesize what we have; what we have said; information from other states <ul style="list-style-type: none"> • Prep a document for

		task force review
	<p>May 6, task force will be notified at least two days before the 6th. if canceled</p> <p>May 22 is the next scheduled meeting after the 6th.</p> <ul style="list-style-type: none"> • Thank you...everyone, for your great ideas 	

Evaluate the Meeting:		
We stayed on track:	<input type="checkbox"/> No	<input type="checkbox"/> Yes
We achieved the meeting outcomes:	<input type="checkbox"/> No	<input type="checkbox"/> Yes
We clarified next steps:	<input type="checkbox"/> No	<input type="checkbox"/> Yes
This meeting was time well-spent:	<input type="checkbox"/> No	<input type="checkbox"/> Yes

How can we improve the next meeting?

Postsecondary Workforce Readiness is the knowledge, skills, and behaviors essential to high school graduates to be prepared to enter college and the work force and compete in the global economy, including content knowledge, learning, and behavior skills.