

# Collegial Circle Final Report

Please complete all information on this form. After it is complete, send it to the Teacher Center along with other supporting documentation. Electronic copies are preferred whenever possible.

## COLLEGIAL CIRCLE INFORMATION

Title of Circle: Empowering Underrepresented Gifted Students Standards Area: Instructional Challenge  
Facilitator: Sandy Stewart School(s): MCE, PR, JR, TR, AC, BRMS, RMS  
Beginning Date: 9/14/22 Ending Date: 3/29/23 # of Hours: 7 1/2

*Please submit copies of the following to this report:*

- ✓ Collegial Circle Attendance Log
- ✓ Collegial Circle Meeting Log
- ✓ Samples of strategies implemented, materials created, or student work samples where applicable
- ✓ Collegial Circle Reflection Sheets - completed by each participant

## COLLEGIAL CIRCLE DESCRIPTION

### What was the anticipated goal(s) of this Collegial Circle?

Our main goal was to better understand self-advocacy and why it is important for underrepresented and underserved students and their advocates to develop self-advocacy skills and knowledge. It was also our goal to be better able to navigate G/T services and identification that are not historically designed for culturally, linguistically and economically disadvantaged students.

### What grade level(s) and or subject area(s) will benefit from this Circle?

The grade levels that could benefit would be K-8 and the subject areas would be ELA and math.

### What level of Guskey's Professional Development Evaluation did you select for this Circle?

We selected levels 4 and 5.

## FINAL REFLECTIONS

### Was the goal of your Collegial Circle met? Please explain.

Yes, we feel that the goal of the collegial circle was met. We gained a lot of new knowledge and are beginning to apply it to our work with the gifted population. I believe we have a deeper understanding of the structural and educational inequity in gifted education, and it has definitely made us realize there is more work to do in this area.

### How did the members of this Collegial Circle assess whether the outcome was met? What evidence was utilized to assess your progress?

All participants read the focus book. After each chapter, we spent considerable time discussing which part of the chapters, if any, applied to the work we do in our district. While not all chapters were applicable to our district, we did identify a few specific gaps and needs in our work with gifted students.

### How did your work impact teaching and learning? [Include student work samples, lesson plans, peer reviews, etc.]

This work will impact our teaching and learning because new ideas and strategies have been identified. For example, we are going to be meeting with and talking to ENL teachers to discuss their population and students that we may be missing. This chapter was particularly eye-opening as this is an area where we feel we could do better. We always worry about "missing kids" and we learned so much about recognizing the barriers that often prevent ELL's from accessing gifted education. We know that in order to develop the gifts, talents, and self-advocacy skills of

ELL's, all stakeholder groups must follow a collaborative approach rooted in communication and respect for the challenges faced by ELL students. Another area we spent a great deal of time focusing on was the LGBTQ+ population. We read about and discussed the unique challenges experienced by gifted LGBTQ+ students. We understand, on a deeper level, the importance of safe self-advocacy for these students, as well as continuing to develop support and affirmation for them by including access to curriculum and role models that are LGBTQ+ friendly and inclusive.

**Did your work align with the Level of Evaluation you identified in your proposal? Please explain.**

It more solidly aligned with level 4. Now that we have more knowledge and understanding, level 5 will be more a part of our next steps.

**Please included any additional comments you would like to share with the Collegial Circle Committee. This may include unanticipated outcomes, next steps, new learning, etc.**

As a result of this collegial circle, we absolutely feel there is a next step needed. We realized that we have a need for new ability tests for gifted identification. We know that historically there have been failures in our field that have perpetuated past inequities and we need to read about and implement new approaches for recognizing the high ability potential of groups that have been marginalized. We know that the typical tests used to identify gifted students put excessive emphasis on content knowledge and English language proficiency. We would like to address these obstacles. We will be looking to form a collegial circle for the next school year in which we focus on using the NAGLIERI general ability tests. Amid the loud calls for equity and inclusion in our field, looking at these general ability tests aim to meet that need. This year's collegial circle, and the future work we have wholeheartedly determined is necessary, is time very well spent.