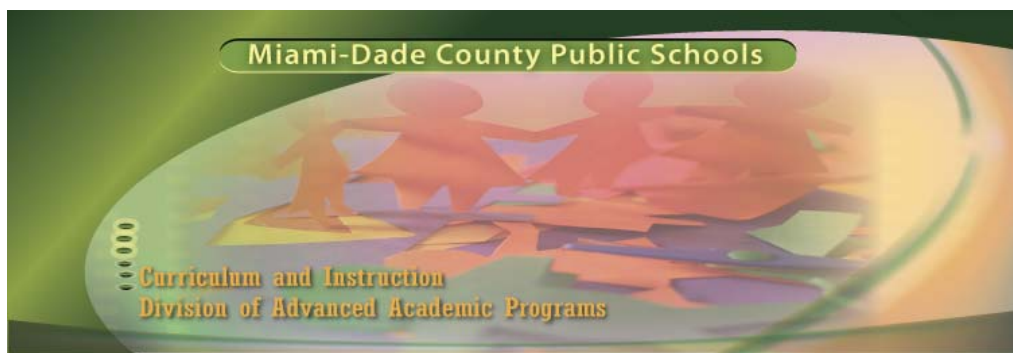


It Takes...



April 2008

<http://advancedacademicprograms.dadeschools.net/>

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A Path To Rigor...Your Child and Advanced Academics

A Path to Rigor...Your Child and Advanced Academics, Parent Conference, was an overwhelming success that took place on Saturday, March 15, 2008, at the Dadeland Marriott Hotel, sponsored by the Division of Advanced Academic Programs. This day was a reflection to the community of Miami-Dade County Public Schools (M-DCPS) educators' commitment to the education of its students.

Following are highlights of the event:

- The conference was attended by 568 parents and students.
- Fourteen (14) senior high schools throughout the District were pick-up and drop-off sites to ensure transportation access for all parents.
- Dr. Martin Karp, Member, The School Board of Miami-Dade County, Florida, delivered the welcome address, Ms. Antoinette Dunbar, Deputy Superintendent, Curriculum and Instruction, provided an inspirational message to parents, and Dr. Joseph S. Renzulli, Director, National Research Center on the Gifted and Talented, The University of Connecticut, delivered the Keynote address.
- The *Academic Excellence Program (AEP) Music Ensemble* from Palmetto Elementary School provided musical entertainment during the Plenary Session.
- The concurrent sessions afforded parents the opportunity to hear national, state, and local consultants/presenters in topics ranging from understanding and supporting the complexity of gifted children, College Board Advanced Placement Program, International Baccalaureate Programme, Cambridge Program, Dual Enrollment, excelling in mathematics, improving vocabulary, strategies, advocating for gifted education, as well as sessions in Spanish and Haitian Creole that provided non-English speakers with overviews of all the sessions.

In his welcome letter to the parents, Dr. Crew used the theme from Robert Frost's poem *The Road Not Taken*:

*Two roads diverged in a wood, and I-
I took the one less traveled by,
And that has made all the difference.*

"Our children have many roads available to them, many choices, many paths. As the adults in their lives, it is our responsibility to help guide them as they navigate through the paths that today's perplexing and mystifying yet fascinating and alluring 21st Century world places before them. It is our responsibility to teach them that nothing good comes easy and only with much tenacity, perseverance, and demanding work will they learn the skills and strategies they will need in order to face the challenges that life will place before them. This year's conference entitled, *"A Path to Rigor...Your Child and Advanced Academics"*, aims to help you in this effort."

"Today is about learning and equipping yourselves with the knowledge that you as the first and primary care givers of the students in Miami-Dade County Public Schools (M-DCPS) need in order to develop what is best in all of our children. Today is about discovering the very best in academic opportunities available to our most valued and greatest hope for the future, your children."

Your Legislative Information

Access House Bill 0297

<http://www.flsenate.gov/data/session/2008/House/bills/billtext/pdf/h029700>

Access Senate Bill 0990

<http://www.flsenate.gov/data/session/2008/Senate/bills/billtext/pdf/s0990>

Legislative Update

During the 2007-2008 legislative session, two bills, House Bill 0297 and Senate Bill 0990, have been proposed that would drastically impact gifted education in Florida.

Summary of Proposed Legislation

- Requires screening of all students K-12 for gifted.
- Redefines eligibility criteria for “gifted” limited only to students that score in the superior range of IQ (130 or higher). Creates new classification of “academically talented” for students that have high achievement in one or more areas.
- Requires research-based models and programs for both gifted and academically talented.
- Requires district annual evaluation of the gifted and academically talented programs.
- Requires district policy for whole grade acceleration.
- Requires re-evaluation of gifted and academically talented students every 3 years in order to continue participating in the program.
- Requires annual report to DOE on the number of students screened, identified, and served including performance data and student acceleration.
- Requires that all teachers graduating in a state-approved teacher preparation program complete a course on gifted education.
- Provides funding for “gifted” programs separate from the ESE guarantee allocation. No funding source is described for “academically talented”.

Effect of Proposed Changes

- Drastic cuts in gifted program funding
- Decreased participation of underrepresented students in gifted programs
- Limited equity and access
- Loss of teaching positions
- Disproportional gifted services
- Decreased Gifted programs

Analysis of Proposed Changes

M-DCPS ran an analysis of the students currently in the gifted program and applied the proposed eligibility criteria to determine the impact of the considered rule on our District. Data shows that 68.1% of current K-12 gifted students would not have met eligibility criteria.

The tables below further detail the negative impact the proposed rule would have had on M-DCPS' gifted program by providing the percentage of current gifted students who would not have met eligibility criteria.

Ethnicity					
Black	Hispanic	Indian	Asian	Multi-racial	White
87.3%	78.1%	80.4%	50.8%	57.3%	26.0%

Gender		Limited English Proficient	Socio-economic Status	
Male	Female		Free Lunch	Reduced Lunch
66.6%	69.5%	92.9%	90.1%	87.7%

This data indicate that Black, Indian, Hispanic, limited English proficient (LEP) and students on free/reduced lunch would be most negatively impacted by the proposed rule. These are specifically the population of students that M-DCPS is trying to reach.

Achievement analysis of current gifted students demonstrates significant achievement gains on the Florida Comprehensive Assessment Test (FCAT). Analysis of subgroup data of FCAT-SSS results on the percent of gifted students scoring Level 3 or Higher in Reading and Mathematics, reveal that all ethnic groups as well as limited English proficient (LEP) and students on free/reduced

lunch average 94.3% and 96.9%, respectively. In addition, grade level performance data on the FCAT-NRT Reading and Mathematics results indicate an average achievement of 97% and 98%, respectively, for current gifted students.

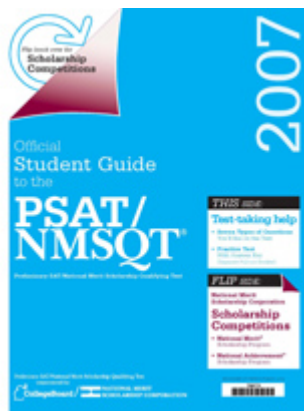
M-DCPS recommends the use of a broadened definition of gifted, as well as multiple quantitative and qualitative measures of superior cognitive abilities to determine eligibility and placement into the program. This practice would more accurately identify students who are gifted from all populations. Adopting multicultural and broader definitions of giftedness and constructing better tools and programs for assessing and identifying potential gifted students, represents small steps towards creating equitable education for all students.

Current Status

As of Friday, March 14, 2008, HB 0297 was amended through the Education Innovation and Career Preparation Committee including inclusion of screening, reporting, acceleration policy, teacher preparation, financial reporting, and forming of a State Gifted Task Force. The Committee passed a total strike on the sections about eligibility requirements and the reevaluation every three years. The remaining sections on reporting and screening will remain but will have little impact on M-DCPS because they are practices, guidelines, and policies that are already implemented. The companion Bill, Senate Bill 0990, will be heard in the House Schools and Learning Council on Tuesday, April 1, 2008. Amendments to SB 0990 are also expected before the Bills go further to the full House.

PSAT/NMSQT Score Report Plus

PSAT/NMSQT scores indicate how ready a student is for college-level work. In addition to test scores, the school's **Score Report Plus** gives personalized feedback on academic skills, and is full of information to help students get ready for college and for the SAT®.



Score Report Plus gives your students their Scores, Ranges, Comparison of National Percentiles, Review of Answers, and Ways to Improve Scores. Also, students who took the 2007 PSAT/NMSQT receive access to *My College QuickStart*—an easy-to-use, online, personalized college and career planning kit. This useful tool incorporates the responses that students provided when they took the test.

My College QuickStart is available using the access code printed on the score report, and it can be utilized throughout high school. Score reports are distributed by school after December 2007. See the left bar to log in or take a tour of *My College QuickStart*.

AP Potential



AP Potential is a free, Web-based tool that allows schools to generate rosters of students who are likely to score a 3 or better on a given AP Exam. Based on research that shows strong correlations between PSAT/NMSQT scores and AP Exam results, *AP Potential* is designed to help you increase access to AP and to ensure that no student who has the chance of succeeding in AP is overlooked. Please refer to the column on the left to get more information on *AP Potential*.

Your PSAT/NMSQT Information

[Access Your Summary of Answers and Skills Report](#)

[Access the Alignment of the PSAT/NMSQT and Your State Standards](#)

[Take a Tour of My College QuickStart](#)

[Access Your Summary of Answers and Skills Report](#)

[Access the Alignment of the PSAT/NMSQT and Your State Standards](#)

Your AP Potential Information

[Access AP Potential Here](#)

[Try the AP Potential Demo](#)

Your SpringBoard Information

Access SpringBoard website:
<http://professionals.collegeboard.com/k-12/prepare/spingboard>

SpringBoard Resources

SpringBoard

A collaborative agreement has been reached between Miami-Dade County Public Schools, Curriculum and Instruction, through the auspices of the Division of Advanced Academic Programs and the College Board Florida Partnership, to implement the Language Arts portion of the SpringBoard program at Allapattah, Horace Mann, Jose de Diego, Miami Edison, and Campbell Drive Middle Schools beginning with the 2008-2009 school year.



SpringBoard is a unique program designed to prepare students for the challenges of Advanced Placement Program courses and for college success. Written by master educators, who understand the challenges of today's diverse classrooms, SpringBoard supports differentiated instruction so that all students can learn rigorous content. SpringBoard provides schools with research-based curriculum-based courses based on the renowned College Board Standards for College Success. In addition, the curriculum is correlated to the Sunshine State Standards and most textbooks. SpringBoard provides teachers with strategies to implement and sustain increased rigor in classroom instruction. Students learn how to "think deeply" and take personal responsibility for their learning.

Your AP Course Audit information

Weekly Briefing #3911
<http://briefings.dadeschools.net/>

Surf the AP Course Audit website

Complete the AP Course Audit and get free practice exams

AP Course Audit Overview and Timeline

AP Course Audit Update



Renewing AP Course Authorization for 2008-2009

AP course authorization is an annual process. All courses authorized for 2007-2008 must be reauthorized for 2008-2009. Beginning March 4, 2008, principals and AP Coordinators can log in to their Course Audit accounts and renew previously authorized courses.

There will be no action required on the part of teachers who will teach the same course at the same school.

New AP Teachers and Teacher with Additional Courses

Beginning March 4, 2008, new AP teachers and teachers with authorized courses who are teaching an additional course can log on to their accounts and begin submitting materials for 2008-2009 authorization.

Weekly Briefing #3911

The Division of Advanced Academic Programs posted Weekly Briefing #3911 on Friday, March 28, 2008, to inform Senior High School Principals, Assistant Principals for Curriculum, and Advanced Placement Coordinators of The College Board requirements for renewing the authorization of syllabus for AP Courses for the school year 2008-2009. Please refer to the column on the left to get more information on the AP Course Audit.

Your Free AP Practice Exams

Sort through the AP practice exams for your students

AP Practice Exams



Did You Know?

AP practice exams are available in all AP subjects except for Studio Art, where no written exam is given. AP Chinese Language and Culture and AP Japanese Language and Culture practice exams are still being developed.

These downloadable practice exams have never been used in a live AP administration. Individuals are not permitted to distribute the AP practice exams in any Web or electronic form.

Personalized Summer Professional Development

In an effort to provide support to teachers throughout the 2008 Summer, the Division of Advanced Academic Programs will provide Personalized Professional Development for select teachers from June 9, 2008 to August 1, 2008.

The purpose of these session(s) is to assist teachers as they prepare for the new school year and to help them strengthen their teaching practices.

The target audience for this Professional Development is: Teachers of the Gifted (beginning and/or veteran), Elementary Academic Excellent Program (AEP) and Teaching Enrichment Activities to Minorities (TEAM) teachers, Secondary Advanced, Honors, and Advanced Placement teachers.

Participation in this Professional Development is strictly voluntary and will not pay teachers a stipend or award Master Plan Points.

The attached elementary and secondary flyers have been sent to schools and provide specific information on target audience, topics for learning, and contact information for scheduling individual or group session(s). Teachers should call or email to schedule their appointments.

Your PD Information

Click on the flyers to enlarge

Elementary teachers contact:
Ms. Marysel Urbanik
Curriculum Support Specialist
Division of Advanced Academic Programs
305 995-1934
murbanik@dadeschools.net

Secondary teachers contact:
Ms. Renee Gardner
Curriculum Support Specialist
Division of Advanced Academic Programs
305 995-1993
reneegardner@dadeschools.net

Personalized Summer Professional Development for Elementary Teachers

Time Frame: June 9, 2008 - August 1, 2008

Division of Advanced Academic Programs 305 995-1934

Topics (include but are not limited to)

- Content-based Computing
- Differentiating Your Classroom Instruction
- Designing Curriculum for Gifted Learners
- Problem Solving Strategies
- Incorporating Technology
- Digging Deeper into your Content
- Effective Questioning/ Higher Order Thinking
- Creating Meaningful Projects
- Shared Inquiry: Discussions
- Effective use of Manipulatives
- Incorporating Mathematics Across the Curriculum
- Assessments for the Differentiated Classroom
- Effective Writing Strategies
- Using Data to Drive Instruction
- Enrichment Units
- Infusing Current Topics into your Curriculum
- Using Building Thinking Skills (BTS)
- Using Sunshine State Standards
- Using Knowledge, Skills, Attitudes Series
- Writing an I.P. and the Behavioral Process
- Implementing a T.E.A.M. Program

Assessments: Beginning Teachers of the Gifted, AEP, or TEAM; Teachers of the Gifted, AEP, or TEAM

Principals and teachers are encouraged to call 305-995-1934 or email Marysel Urbanik at murbanik@dadeschools.net to schedule a one-on-one or small group professional development session.

Personalized Summer Professional Development for Secondary Teachers

Time Frame: June 9, 2008 - August 1, 2008

Division of Advanced Academic Programs 305 995-1993

Topics (include but are not limited to)

- Writing Current Topics into your Curriculum
- AP Strategies
- Effective Writing Strategies
- Long-Range Planning
- Incorporating Technology
- Digging Deeper into your Content
- Assessments for the Differentiated Classroom
- Effective Questioning/ Higher Order Thinking
- Media Literacy
- Incorporating Mathematics Across the Curriculum
- Problem Solving Strategies
- Using Data to Drive Instruction
- Shared Inquiry: Discussions
- Differentiated Instruction
- Creating Meaningful Projects
- Developing Curriculum for Gifted Learners
- Writing the Gifted I.P.

Assessments: Beginning Teachers, Secondary/Advanced and Honors Teachers, Teachers of the Gifted, Advanced Placement Teachers

Principals and teachers are encouraged to call 305-995-1993 or email Renee Gardner at reneegardner@dadeschools.net to schedule a one-on-one or small group professional development session.