

GIFTED OVERVIEW

OCTOBER 3, 2019

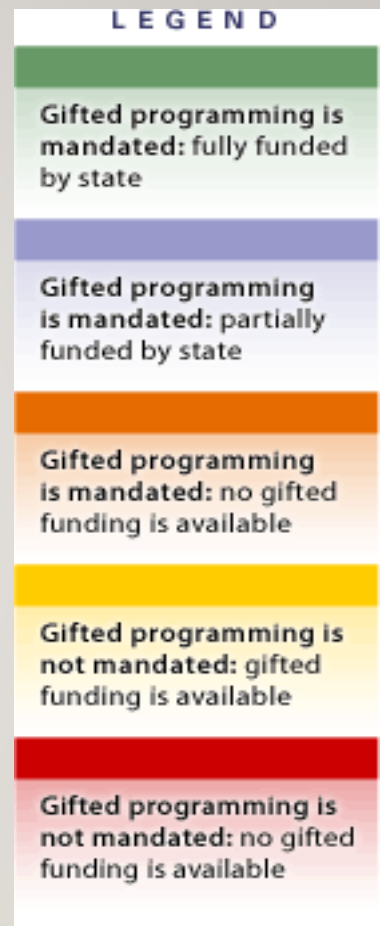
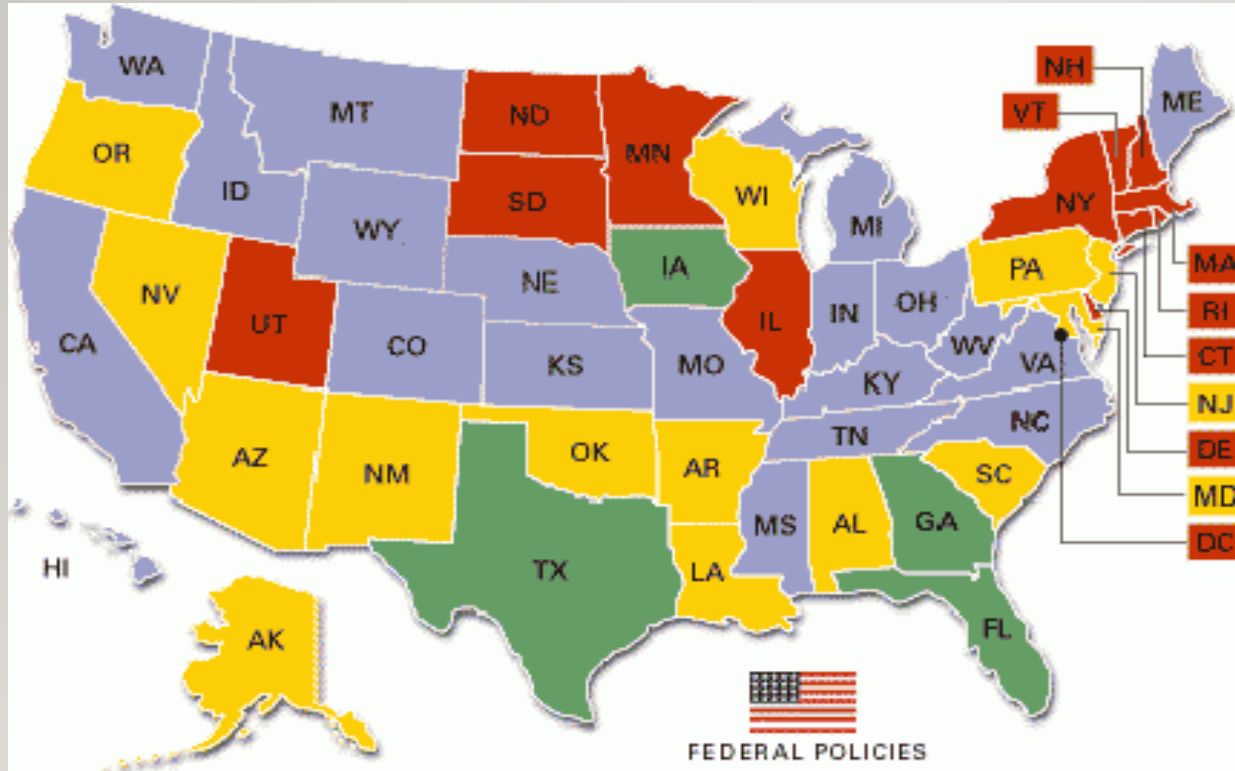
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GIFTED COORDINATOR

GIFTED

GIFTED EDUCATION BY STATE



GIFTEDNESS KNOWS NO BOUNDARIES



CHALLENGE ME!

Gifted children know nearly 50 percent of early elementary school material on the very first day of class. **Imagine how frustrating it is to sit through content you already know.**

Join the movement to **SEE, UNDERSTAND, TEACH,** and **CHALLENGE** gifted and talented children from all backgrounds. Sign up to be part of the Giftedness Knows No Boundaries team.


NATIONAL ASSOCIATION FOR
Gifted Children
www.GiftednessKnowsNoBoundaries.org

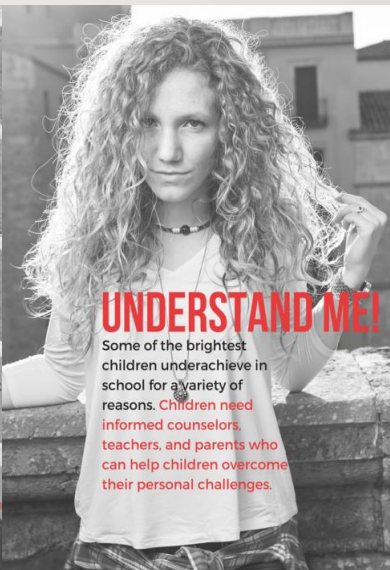


TEACH ME!

Gifted and talented children have unique learning needs that set them apart from their peers. These learners benefit most when taught by teachers trained to identify and support them. **Invest in training and professional learning.**

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UNDERSTAND ME!

Some of the brightest children underachieve in school for a variety of reasons. **Children need informed counselors, teachers, and parents who can help children overcome their personal challenges.**

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SEE ME!

High-achieving children in poverty and from minority groups are **2.5X LESS** likely to be identified for, and served in, gifted and talented programs in schools. **Children deserve fair identification strategies.**

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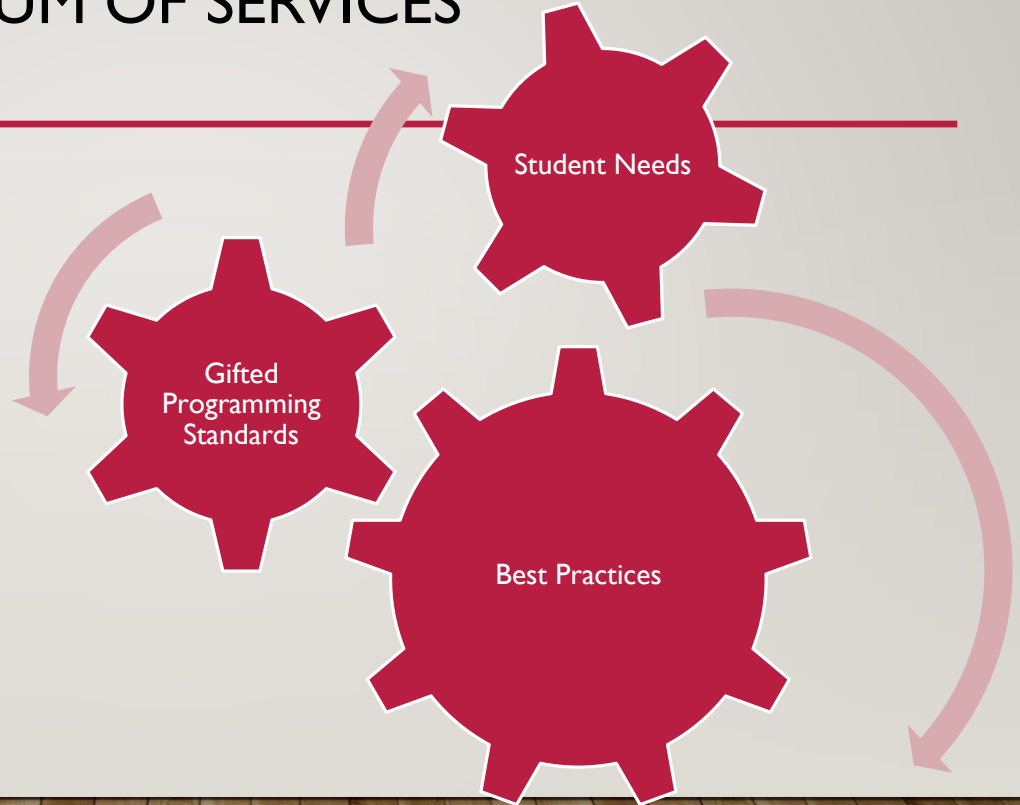
Gifted Definition

The District defines gifted students as those who **perform**, or who show the **potential** to perform, at remarkably high levels of accomplishment when compared with students their comparable age, experience, or environment.

These students exhibit high performance capacity in intellectual ability, creativity, and/or a specific academic field.

Gifted students are identified in **all** racial, ethnic or disability groups or within any socio-economic stratum. They require specialized instruction, services, and/or activities not ordinarily provided by the general education program in order to maximize the academic and social and emotional pursuits.

GIFTED CONTINUUM OF SERVICES



AIM TALENT DEVELOPMENT IN U-46

(ACCESS TO INQUIRY AND MEANING)

- **Access**
 - *Exposure* to enrichment opportunities for **all students**
- **Inquiry**
 - *Engage* with higher level thinking skills
- **Meaning**
 - *Understand* how critical thinking skills can transfer to all academic areas

AIM: WHY AIM?

- AIM provides a **systemic** way to increase the proportion of historically **underrepresented** students in advanced academic programs
- Recognize **potential**
- **Talent Development**
- AIM provides **opportunities** for development of student **potential**
- AIM reaches a **micro-targeted** population in 2nd and 3rd grades (Title-One Schools)

Types of thinking skills

Convergent Thinking

- Use clues to narrow down multiple possibilities to determine the single correct solution
- Ex: detectives, medical field, scientists

Divergent Thinking

- Brainstorm creative ideas by exploring as many solutions as possible
- Ex: Inventors, scientists, storytellers, artists

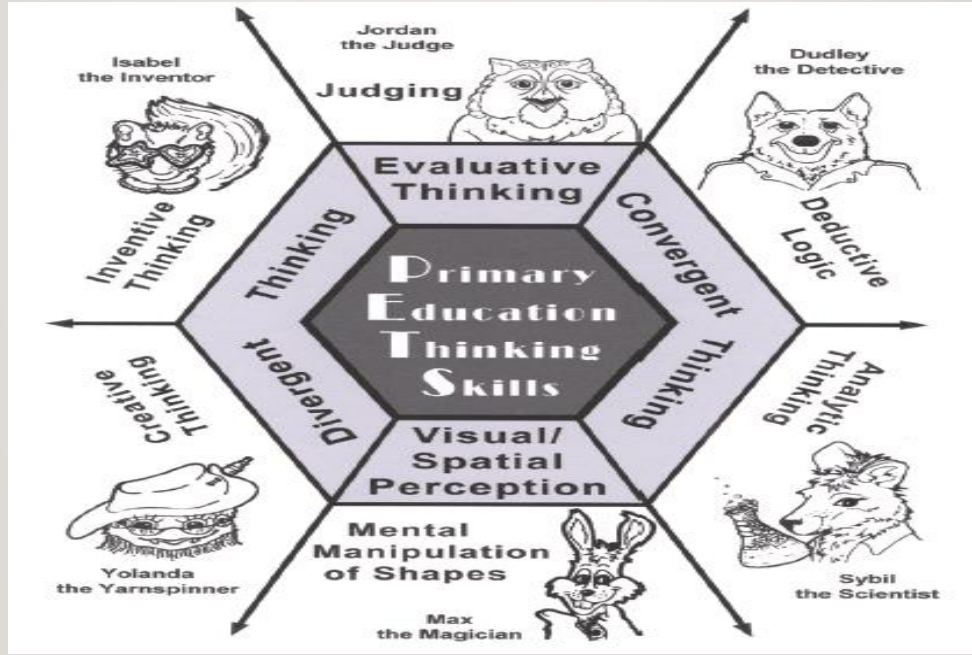
Visual Thinking

- Processing visual stimuli, identifying patterns and moving objects around mentally
- Ex: artists, designers,

Evaluative Thinking

- Use evidence and criteria to help determine the best solution to a problem
- Ex: Judges, citizens

PETS OVERVIEW



GIFTED IDENTIFICATION

- Universal screening as a **systemic** way to provide access to the identification pool
- **Equitable** identification-local norms
- Use **multiple measures**
- Increases fairness and the diversity of children **identified** and **served** in gifted programs while keeping **standards** high.

IGNITE AND
MIDDLE
SCHOOL GIFTED



SELF CONTAINED GIFTED PROGRAMMING

- Learning and Development
- Curriculum and Instruction
- Learning Environments
- Programming

IGNITE SITES

- Clinton
- Creekside
- Glenbrook
- Horizon
- Lincoln*
- O'Neal*
- Ridge Circle*
- Sunnydale
- Sycamore Trails

MIDDLE SCHOOL GIFTED

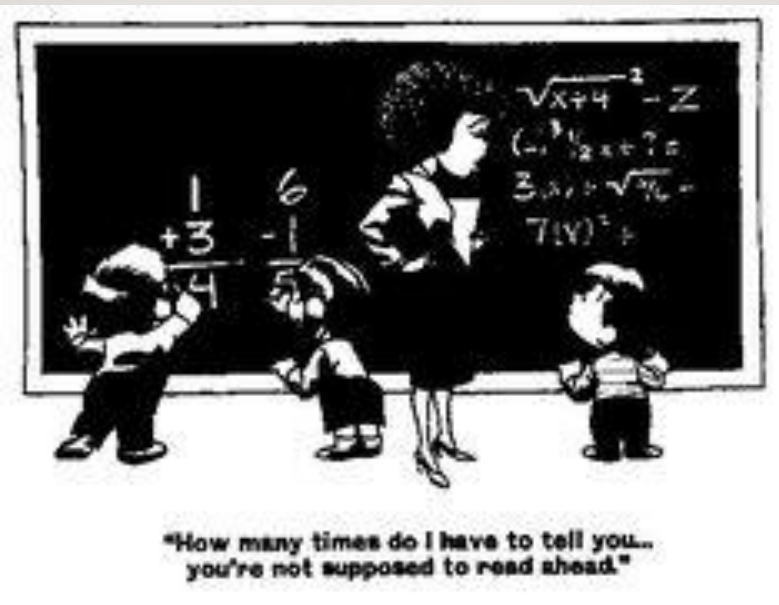
- The program is housed at all eight middle schools
- Language Arts, Social Studies and Science
- Integrated curriculum, to the degree possible
- All IGNITE and Dual Language IGNITE students continue in gifted for middle school
- Dual Language gifted is offered at 5 middle school sites

LEARNING AND DEVELOPMENT

- Educators, recognizing the learning and developmental differences of gifted students
- Include opportunities that promote ongoing self-understanding, awareness of their needs
- Attention to cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes

CURRICULUM PLANNING AND INSTRUCTION

- Educators apply the theory and research-based models of curriculum and instruction related to gifted students
- Respond to students' needs by planning, selecting, adapting, and creating culturally relevant curriculum
- Use a repertoire of evidence-based instructional strategies to ensure specific student outcomes



LEARNING ENVIRONMENTS

- Foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes
- Educators model appreciation for and sensitivity to students' diverse backgrounds and languages
- Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility
- Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities
- Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities

PROGRAMMING

- Awareness of evidence regarding the cognitive, creative, and affective development of gifted learners, and programming that meets their needs.
- Regular use of multiple alternative approaches to accelerate learning
- Instruction that starts with grade level standards and move gifted students to greater depth and complexity while engaging in content areas (also accelerating at times)
- Consistent use of multiple forms of grouping, including clusters
- Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents

2019-2020 TIMELINE

- Oct. 9-24 CogAT testing for 3rd (not tested as 2nd graders) and 6th graders plus any new enrolls to the District
- Nov. 5 Identification Committee meeting
- Nov. 21 Gifted notices sent to parents and principals
- Dec. 2-6 IGNITE Open House events
- Dec. 16 Gifted acceptances due

GIFTED CHILDREN'S BILL OF RIGHTS DEL SIEGLE NAGC PAST PRESIDENT

You have a right to...

1. Know about your giftedness.
2. Learn something new every day.
3. Be passionate about your talent area without apologies
4. Have an identify beyond your talent area.
5. Feel good about your accomplishments.
6. Make mistakes.
7. Seek guidance in the development of your talent.
8. To have multiple peer groups and a variety of friend.
9. Choose which of your talent areas you wish to pursue.
10. Not to be gifted at everything.

TAKEAWAYS

- Universal screening for 2nd and 6th grade
- Local norms Assessment instruments- CogAT, MAP and TILS
- All families receive score notices with placement decision
- Appeals Committee
- Gifted site assignment
- Gifted Open house events

QUESTIONS?



QUESTIONS?

