

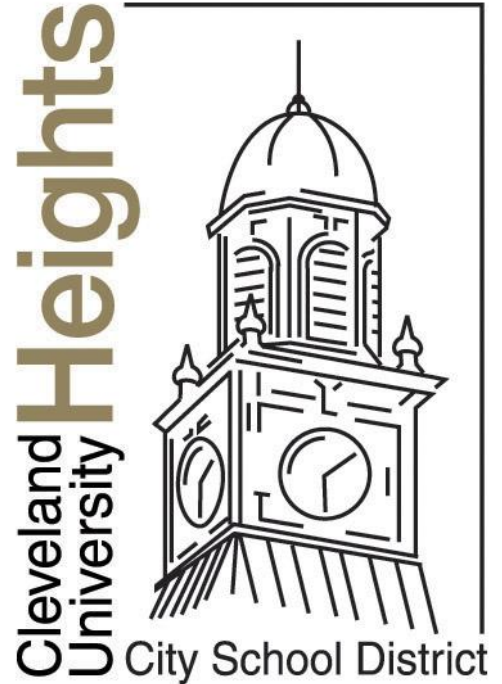
# Gifted Task Force: Gifted Service 2017 and Beyond

May 16, 2017

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Toia Robinson

Coordinator of Gifted and Fine Arts





# Gifted Task Force Members

- ◆ **Heights High:** Todd Bruce, Reginald Swain, Lisa Husain
- ◆ **Monticello:** Tre'Mia Hill, Jodi Sourini, Ziccraya Cisse
- ◆ **Roxboro Middle:** Joan Spoerl, Sonja Haywood, Heather Kilbride
- ◆ **Boulevard:** Nita Chancellor, Summer Watterson
- ◆ **Canterbury:** Elise Kuklinca, Adrienne Loretz
- ◆ **Fairfax:** Raychel Williams, Rita Speidel
- ◆ **Gearity:** Anne Tisch, Nathaniel Mouncey
- ◆ **Noble:** LaTonya Shazor, Deonna Kirkpatrick
- ◆ **Roxboro Elem:** Zela Brose, Cari Nelson
- ◆ **CH-UH:** Gifted Intervention Specialists

# Gifted Task Force Assignment

- ◆ Comprised of 22 parents selected by principals
  - Representative of the District population
- ◆ Approximately 10 gifted teachers
- ◆ Hanover findings, surveys, research, visits, outside meetings, input from community, state guidelines





# Guiding Questions

1. Will the service option help to promote diversity?
2. How will the service option improve our district overall?
3. Will the service option help us to identify and service more students?
4. Will the service option address the “whole” gifted child?
5. Will the district need more or less staff?
6. How much will the service option cost?
7. Are there any area schools using this service option?
8. Will the service option work in all of our schools?
9. Will the service option help students to grow academically?
10. How will the service option help students with social and emotional needs?
11. Will the service option benefit twice exceptional students?
12. What other services might the service option coexist with?



# Gifted Operating Standards

## Old:

- ◆ Gifted certification required
- ◆ AP - no service
- ◆ Minute requirement
- ◆ Minimal communication
- ◆ No push in

## New:

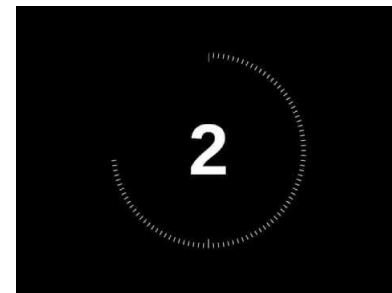
- ◆ Gifted Training Required (30 hrs)
- ◆ AP can be serviced
- ◆ Percent of content requirement
- ◆ Increased communication
- ◆ Teacher collaboration

*New Standards as of 3/7/2016.*

# What *does* a Gifted Student look like?



## Visualization “A Gifted Child”



Humor Vivid Justice  
Idealism reading Longer  
Sensitive Questions curiosity Solving  
Highly Intense feelings Rapid  
Puts imagination Insightful Enjoys things Perfectionism Ask  
Sense Preoccupied Comprehension Large  
Unusual Concentration experimenting Vocabulary  
Interest Exceptional Unusually Unorganized Excellent  
Precocious Daydreamer together  
Overexcitability Memory Self-Taught Reactions  
learner Procrastinator Problems differently Abstract  
developed Alertness typical Thinker probing  
Impulsive Attention Deep idea  
Logical Fidgety  
Twice range span





# Bright Learner vs. Gifted Learner

## Bright:

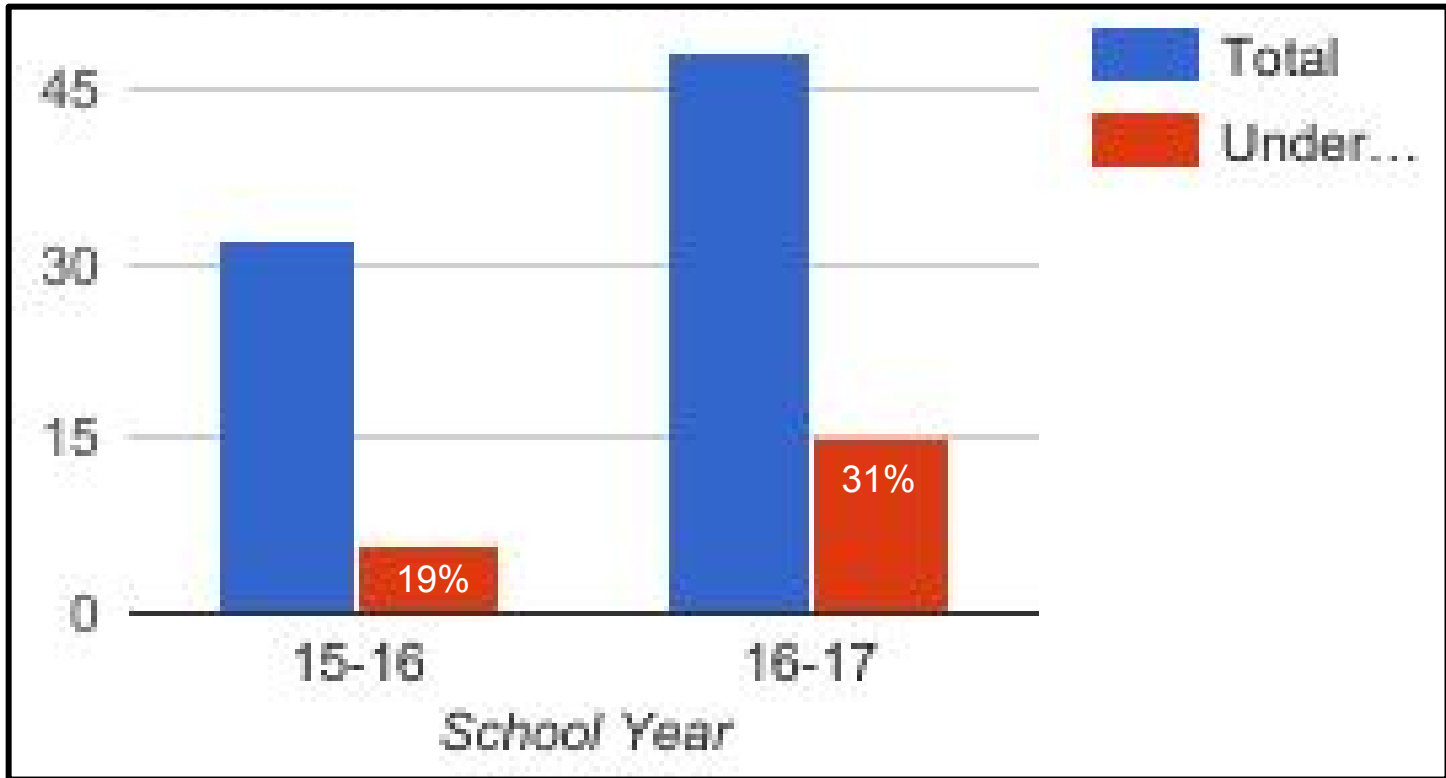
- ◆ Knows the answers
- ◆ Gets straight A's
- ◆ Good memorizer
- ◆ Is pleased with own learning
- ◆ Teacher pleaser

## Gifted:

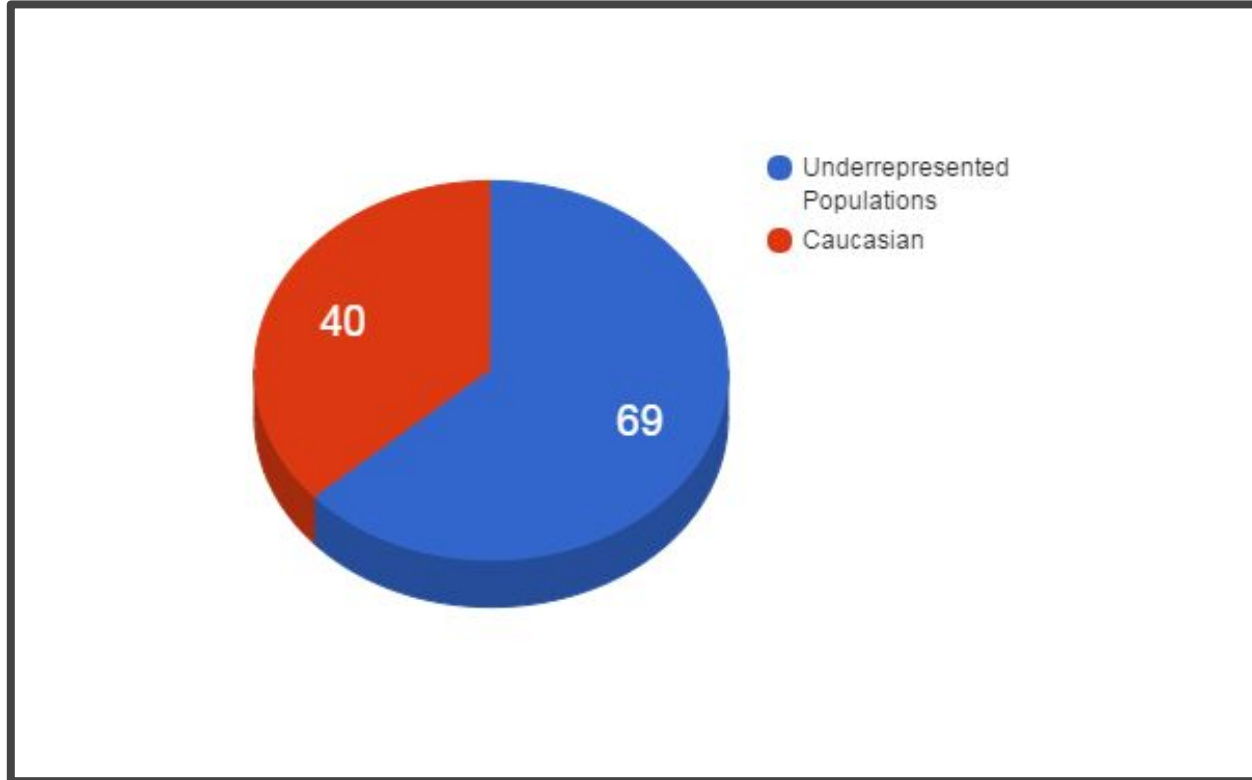
- ◆ Asks the questions
- ◆ Behaviors and intellect may not match
- ◆ Has wild and silly ideas
- ◆ Prefers adults
- ◆ Is intense and highly self-critical



# Changes in Identification



# Increased Individualized Assessment





# Faces of Gifted

Student testimony  
from a principal's  
perspective



# Continuum of Services

- ◆ Definition
- ◆ Why
- ◆ Stakeholder
- Input
- ◆ Choice





# Elementary Services Overview: Current

- ◆ Resource Room Pullout
  - Grades 3-5
  - All buildings
- ◆ Self-Contained
  - Grades 4-5
  - Roxboro, Boulevard,  
and Fairfax





# Elementary Services Overview: The Future

## Maintaining:

- ◆ Resource Room Pullout
- ◆ Self-Contained
- ◆ Acceleration



## Adding:

- ◆ Grades K-2: Primary Education Thinking Skills (P.E.T.S.)
- ◆ Grades 3-5: Cluster Grouping
- ◆ Collaboration/Co-Teaching



# Middle School Services Overview: Current

- ◆ Middle School Scholars Program (MSSP)
  - Resource Room Pullout



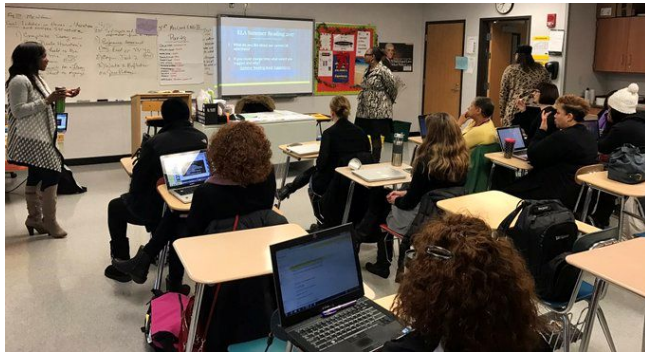




# Middle School Services Overview: The Future

## Maintaining:

- ◆ Resource Room Pullout (MSSP)



## Adding:

- ◆ Defining Honors (co-teaching, collaboration, and cluster grouping)



# Bridging Services for High School

## 2017-2018:

- ◆ AP courses
- ◆ Ongoing professional development from Gifted and College Board

## 2018-2019:

- ◆ Honors courses phased in to bridge AP gap





# State Report Card - Gifted Input Data

## Based on two main components:

1. Percentages of student population identified as gifted in a variety of areas: Academic, superior cognitive, creative, visual and performing arts, socio economic status, underrepresented populations.
2. Percentage of identified students receiving service.

### '15-16 Rating:

- ◆ Required score to meet: 60
- ◆ Our score: 60

### '16-17 Rating:

- ◆ Required score to meet: 80
- ◆ It is impossible to meet this indicator with current programming.

### 2019 and Beyond:

- ◆ With increased services, we will be on track to reach 80 points and meet this standard.

# Gifted Isn't Better; It's Different



# Choices For All

- ◆ P.E.T.S. (Primary Education Thinking Skills)
- ◆ Phase in of Clustering
- ◆ Acceleration
- ◆ Honors
- ◆ Advanced Placement
- ◆ Camp/enrichment activities
- ◆ Training



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