

UCFSD Gifted Education Back-To-School Night

2018-2019

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Fundamental Differences that Distinguish Gifted Learners from Other Learners:

Gifted Learners Have The Capacity To . . .

- learn at faster rates
- learn at a greater depth and with greater complexity
- find, solve, and act on problems more readily
- manipulate abstract ideas and make connections

Common **MISCONCEPTIONS** About GIFTED Students

- They are gifted in **all** subjects
- They **cannot** have learning disabilities
- They have **exceptional** student skills:
 - focused and attentive
 - neat and organized
 - perform according to their abilities/potential
 - enjoy school
 - socially adept

Chapter 16

Two Prong Approach to Gifted Education



Standardized **Testing** that Identifies Students as “Gifted”

ELA/MATH **Performance** that Indicates Students Have a **Need** for Specially Designed Instruction (SDI)

NORA (Notice of Recommended Assignment)

Once a student is formally identified as “gifted,” we must determine if (s)he has a **NEED** for additional challenge:

1. Gifted and ***NOT IN NEED*** of SDI (Specially Designed Instruction) because the rigorous UCFSD curriculum meets his/her needs.
2. Gifted and ***IN NEED*** of SDI for ***math or reading only*** in the form of:
 - a. Enrichment
 - b. Acceleration
 - c. Both (Enrichment and Acceleration)

REGULATIONS THAT GOVERN EDUCATION:

Chapter 4 (Governing Regular Education)

Chapter 16 (Governing Gifted Education)

- **Regular Education Teachers** are required to meet the needs of students who perform one year below to one year above the grade level they instruct.
- **Gifted Education Teachers** are required to **SUPPORT** regular education teachers in meeting the needs of gifted learners in the classroom setting, and/or planning acceleration services for students performing two or more years above their assigned grade level.

Enrichment vs. Acceleration

Enrichment

Grade Level Skills and Concepts Explored in Greater Depth and Sophistication

Acceleration

- Grade Level Skills Explored At Faster Pace (Compaction)
- Above Grade Level Content, Process, and/or Products

WHO IS IN CHARGE OF GIFTED GOALS?

Your child's academic needs WILL be met all day, every day!

- All UCFSD teachers are trained to differentiate to meet the needs of every student through remediation and/or enrichment.
- Classroom teachers work closely with the Learning and Gifted Support Teachers to ensure that student needs are met in every subject on a daily basis.
- Your child's needs will be supported by the person(s) best qualified to meet those unique needs (homeroom teacher, math teacher, gifted support teacher, special area teacher, RTII teacher, etc; often we use a combination of teachers).

LOCATION...LOCATION...LOCATION

The location for your child's gifted services will change throughout the day/district cycle. Location decisions are based on...

- What is least disruptive to your child's schedule
- Maintaining optimal curricular time and continuity
- Building and grade level schedules/teacher availability

The important thing to keep in mind is that your child's needs WILL get met; **where** they get met and **by whom** they get met are not defining factors in gifted education.

In NEED of SDIs? (Specially Designed Instruction)

- As your child progresses through the grade levels, the Gifted Multidisciplinary Evaluation (GMDE) team may find that the general education options available to all students meet your child's needs.
- If this is the case, the GMDE team will review current records and consider input from parents and teachers. Using that information a determination about SDI needs will be made.
- **This does not mean that your child is no longer gifted, only that he/she is no longer in need of specialized instruction (SDI) because the general education program meets his/her needs.**

Assessments that Determine **NEEDS**

Grade Level Curricular Assessments (95% and above)

- Wonders Weekly Assessments (TDAs)
- Fountas & Pinnell Leveling (primary grades)
- Math in Focus Chapter Tests
- End of Year Assessments

Above Grade Level Assessments

- District Accelerated Tests

Standardized Assessments: (95th percentile or above)

- **GMAD/GRADE**

CURRICULAR GOALS

Reading

- Homeroom teacher will differentiate to meet enrichment needs
- Wonders curriculum extensions (beyond level) and/or novels
- Gifted Support teacher will support classroom teacher with materials and/or instructional needs; may or may not work directly with students

Math

- Math teacher will differentiate to meet enrichment needs
- Math in Focus enrichment, CML opportunities, PBL activities
- Gifted Support teacher will support classroom teacher with materials and/or instructional needs; may or may not work directly with students

Gifted Units in UCFSD

Thematic pull-out sessions:

- Primary 30- 45 minutes/cycle
- Intermediate=up to 90 mins/cycle

Thematic Evaluation:

•Activities are ungraded to encourage students to take risks

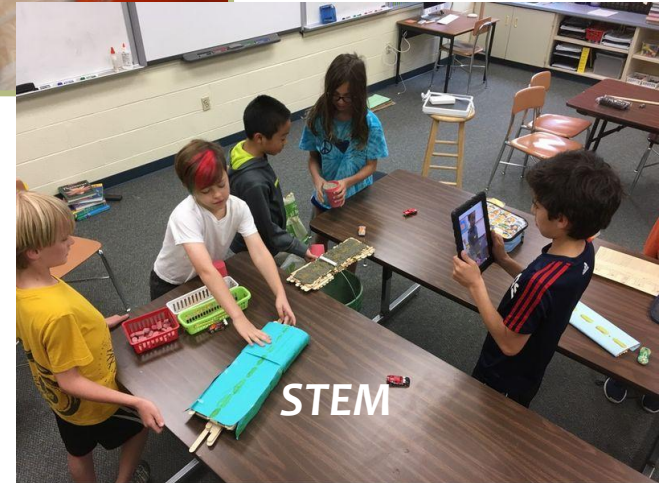
•Rubrics are used to monitor progress

Exceeds Expectations

Meets Expectations

Needs Improvement

• Progress Reports are shared at the end of the 1st and 3rd trimesters through PSSE



5th to 6th Grade Transition

All 5th graders will take a math test at the end of the school year to determine their math placement at Patton.

The middle school offers an “extended core” English class that addresses many students’ ELA strengths.

Gifted students will be enrolled in the “A.T. Literacy Class.” In this class, the literacy curriculum is compacted into 4 cycle days. The other 2 days of the cycle are spent in the A.T. classroom engaging in thematic exploration units.

PARENTS AS PARTNERS

PLANNING

Plan at home activities to spark curiosity and interest

CONVERSING

Ask child about current events they've overheard on news, radio, television, newspaper, etc.

CREATING

Create an environment that allows child to delve deeply into something or follow a passion.

REINFORCING

Reinforce doing work that challenges rather than work that earns an easy "A" or good score.

Struggle leads to cognitive growth: It's GOOD to make mistakes!

THE ULTIMATE GOAL IS TO...

Move students toward having their needs met **within the regular education** program by differentiating instruction to remediate, enrich, or accelerate.



FREQUENTLY ASKED QUESTIONS

Parent: Many of my friends take their children to after school tutoring programs that focus on learning more, should I also do this?

Teacher: You know your child best. Let your child's interests guide your decision making. Be aware that some of these programs differ in philosophy from UCFSD by focusing on the **pace** and not **depth** of instruction. If a child is "pushed" beyond their readiness it could diminish their intrinsic motivation. Ask about the curriculum they use and their "goal"- is it to learn more or to move at a faster pace or is it to develop critical thinking skills and various problem-solving strategies?

FREQUENTLY ASKED QUESTIONS

Parent: My child is in 3rd grade, but can read books on a 9th grade level. Should I encourage this?

Teacher: Most gifted learners are **fluent** beyond their grade level but need more practice in **comprehending and analyzing** texts. This can be accomplished with any book by asking questions and discussing texts at more complex levels. For example, compare and contrast books/characters/author's point of view, evaluate the meaning or theme, create alternate endings, etc.

Example of an 8th grade standard: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. [PA ELA Standards Gr. 6-12](#)

FREQUENTLY ASKED QUESTIONS

Parent: My child refuses to show work in math, what can I do?

Teacher: Explain that knowing **HOW** to do something is just as important as finding the right answer. Understanding the steps will make him/her more equipped to handle advanced math. Additionally, seeing the child's thought process helps teachers to identify where mistakes are happening, which allows them to redirect and support your child's success. (Growth Mindset) If students can "see" the solution to $3x = 9$, first congratulate them on having such an intuitive mathematical mind. Then, differentiate the complexity of the problem so that the child is challenged. Have your student solve for x given $3x - 2 = 7$. This two-step problem may be complex enough to make it *useful* to a student to show their steps. This is the crux. Once a student **believes in the usefulness** of writing out the steps, then they have an incentive to do so. As adults, we know that it's useful to write out steps because we've goofed up enough checkbooks to convince ourselves.

FREQUENTLY ASKED QUESTIONS

Parent: My child comes home from school and claims school is “boring.” What can I do?

Teacher: Boring or Bored? Ask questions to clarify. Some things we **have** to do are boring (wash the dishes, mow the lawn, learn multiplication facts or spelling patterns), but being “bored” might signal they have frustration with the lack of progress/pacing. In that case, encourage your child to be **creative** in the way they approach assignments. Often gifted children can look at work or a project from a different perspective. Have your child advocate for him/herself by asking the teacher to suggest ways they can go deeper into their work or **extend** what they are learning. Example: In lieu of a workbook page that has repetitive skill work, the child can create word problems utilizing the same concepts or may try using multiple strategies to solve the same problem. The child can even create a game or slideshow that teaches a younger child about the concept.



Any Questions/Comments?