

A decorative graphic in the top-left corner featuring a network of interconnected nodes and lines. Some nodes are highlighted with blue circles or dots, while others are grey. The lines are thin and grey, creating a web-like structure.

Welcome!

Gifted Parent Engagement Night

April 12, 2017

A decorative graphic in the bottom-right corner, similar to the one in the top-left, showing a network of nodes and lines with some blue highlights.

A decorative network diagram in the top-left corner, featuring a complex web of interconnected nodes and lines. The nodes are represented by small circles, some of which are larger and have concentric circles inside, suggesting a hierarchical or multi-layered structure. The lines are thin and gray, connecting the nodes in a non-linear fashion.

1.

Introductions & Format

A decorative network diagram in the bottom-right corner, similar to the one in the top-left. It shows a cluster of nodes connected by lines, with some nodes being larger and having concentric circles, indicating a similar hierarchical or multi-layered structure. The lines are thin and gray.



2.

Dina Brulles, Ph.D.



A decorative network diagram in the top-left corner, consisting of various sized circles (nodes) connected by thin lines (edges). Some nodes are solid grey, while others are hollow with a grey outline. The connections form a complex, branching structure.

3. **Gifted Task Force**

A decorative network diagram in the bottom-right corner, similar to the one in the top-left, featuring a cluster of interconnected nodes and lines.

Task Force Recommendations

- ◎ Clustering is vital - Amount of time spent together correlates to increased impact
- ◎ Highly trained staff - High quality PD (Consistent, ongoing)
- ◎ Identification - Whole grade, culturally fair
- ◎ Service continuum/tiered approach
- ◎ Leadership - Dedicated to Gifted Program
- ◎ Alternative curriculum materials - Personalization, pacing
- ◎ K-8 - Now gaining appreciation for K-12
- ◎ Bigger support team - Bring Media Specialists, Counselors into the fold
- ◎ Education team receptive to affective and social-emotional needs - Whole Child valued
- ◎ Mentoring - Community partners

FAQ

What prompted the necessity of a gifted services task force?

- ◎ Gifted program had last been reviewed in 2011-2012
- ◎ The state report card indicated that a new review was in order

Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

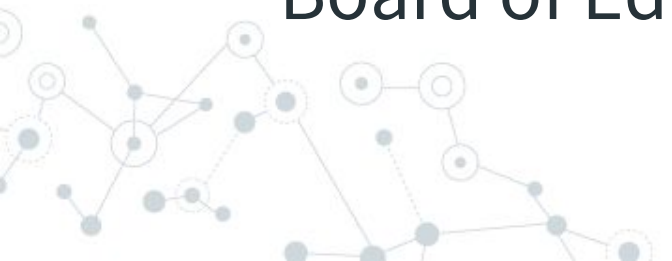
INDICATOR

Not Met



FAQ

Why did we find out about this after we voted for the Levy?

- ◎ Task Force had an aggressive timeline
October-December 2015
 - ◎ Wide representation from HCSD's gifted
community and staff
 - ◎ Recommendations were presented to the
Board of Education on January 25, 2016
- 

FAQ


The Task Force recommended a combined cluster and out-of-classroom approach. Why did the district replace the classroom instruction with only clustering?

- ◎ We decided to move forward with pioneer schools who volunteered to embrace the cluster model during 2016-2017, with intent to reevaluate for 2017-2018.
- ◎ Currently exploring long-term possibilities for a continuum of services for K-12.



FAQ

How long will this cluster model be implemented before a review of efficacy will be performed?

- ◎ Our programming will be evaluated on an ongoing basis.
 - ◎ Parent, student, and teacher feedback are all essential.
- 



FAQ

Was this change budget motivated? Has HCSD increased commitment to the gifted program?

◎ Personnel

- Added Coordinator of Gifted Services and 0.5 elementary GIS positions last year

◎ Professional development

- National expert consultants, literature resources for teachers, release time for teacher PD

◎ Gifted testing

Whole grade screening, content area assessments



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4.

Teacher Selection and Professional Development

A decorative network diagram in the bottom-right corner, similar to the one in the top-left. It shows a cluster of nodes connected by lines, with some nodes being more prominent than others. The overall style is clean and modern, using a light gray color scheme.

New Ohio Gifted Operating Standards

- ◎ ODE adopted new operating standards for gifted education in March.
- ◎ Very specific guidelines for general education teacher training.
 - Year 1: 30 hours of PD in gifted education
 - Year 2: 30 hours of PD in gifted education
 - Years 3+: ongoing PD in gifted education

New Ohio Gifted Operating Standards

- ◎ A general education teacher who is designated as the provider of gifted services shall receive specialized training in gifted education in order to meet the following competencies:
 - Differentiate instruction based on a student's readiness, knowledge and skill level
 - Select, adapt, or create a variety of differentiated curricula
 - Provide an extension or replacement of the general education curricula

New Ohio Gifted Operating Standards

◎ (Competencies, continued)

- Understand the social and emotional needs of students who are gifted
- Recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted
- Use data from a variety of sources to measure and monitor the growth of students who are gifted
- Select, use, and interpret technically sound formal and informal assessments

Participate in the development of the Written Education Plan




Cluster Teacher Selection

◎ Volunteers

- In the majority of cases, classroom teacher have volunteered to be the gifted cluster teacher
- Ensures commitment to gifted students' needs and to completing the required PD hours

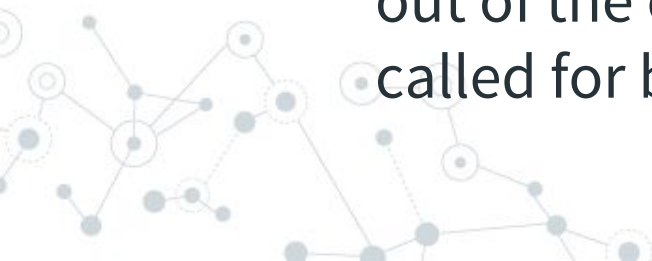
◎ Principal request

- In a few cases, the building principal has asked a teacher to be the gifted cluster teacher
 - Based on both teacher skill with gifted learners and content area taught (if team is departmentalized)
- 



Role of Gifted Intervention Specialists (GISs)

GISs will be assigned to two buildings

- ◎ Flexible schedules allow GISs to frequently plan with cluster teachers and teach in cluster classrooms
 - More support for cluster classroom teachers in planning and teaching
 - Flexibility to co-teach side by side, pull gifted students within the classroom, pull gifted students out of the classroom, and other configurations as called for by student needs
- 

Training for GISs

GISs will receive PD in multiple areas

- ◎ The same eight competencies in gifted education required for classroom teachers
- ◎ Best practices for co-teaching
- ◎ Curriculum specific PD
 - Priority on math instruction for 2017-2018

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Audience Questions

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Thank you!

Any questions?

The panel will be available for a few minutes of individual questions.

Contact Kelly Riley at
Kelly_Riley@hboe.org or 614-921-7043

