

LCPS Gifted Education Advisory Committee

May 13, 2021

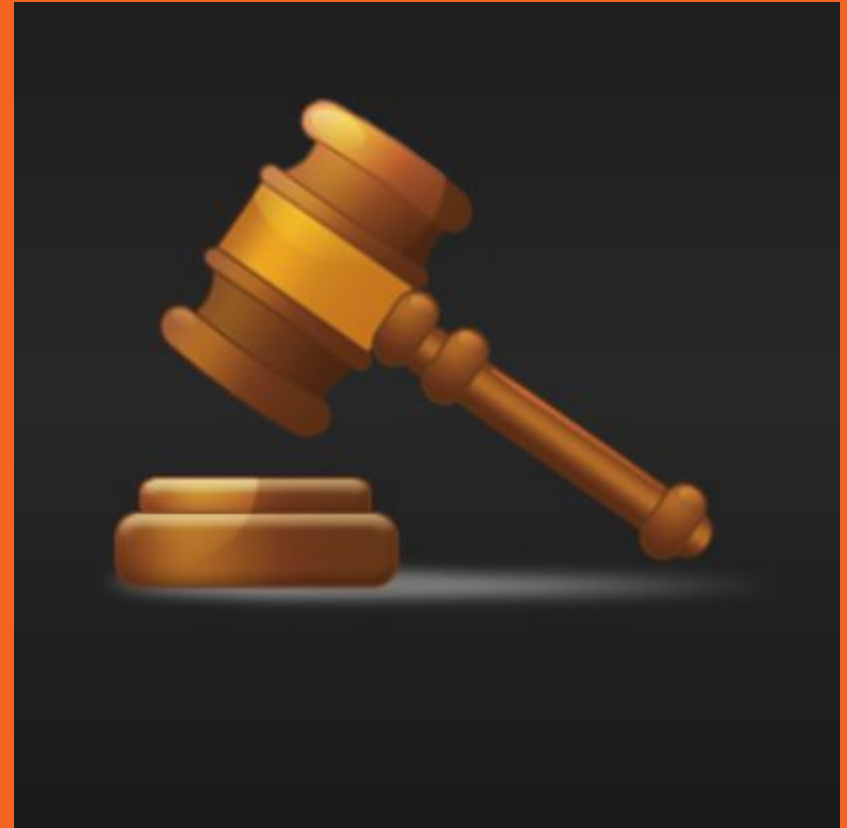


Meeting Materials

- A link to the presentation is being shared in the chat box.
- If you can't access the document, all materials are posted on the GT webpage:
 - Go to <https://www.lcps.org/Page/211705>
 - Click the green tab for Gifted Education Advisory Committee SY2020-21
 - Scroll down to May 13 and click on documents

Call to Order

May 13, 2021



An Effective Advisory Committee for Gifted Education:

- positively represents the community it serves;
- collaborates with school division staff and the community;
- focuses attention on gifted education issues, not individual concerns or complaints; and
- utilizes new information, current research, and best practices in gifted education to guide the work of the committee.

Agenda

“Concentrate on things your disability doesn't prevent you doing well. Don't regret the things it interferes with.”

- Stephen Hawking

- ❑ Call to Order
 - ❑ Spotlight on Curriculum
 - ❑ Optimizing Success for 2e Learners
 - ❑ Executive Function Skills
 - ❑ Gifted Program Update
 - ❑ Adjournment
-



Virtual Workshop

REGISTER NOW!!!

Monday, June 7, 2021

7:00-8:15 p.m.

FREE for VA Gifted Members

\$30 for Nonmembers



***What to Do With Your
Gifted Learner this
Summer***

with

Dr. Ashley Carpenter

College of William & Mary



Spotlight on Curriculum

Who Gets the Credit?

Jill Rodeffer &
Sarah Reeps
LCPS Gifted
Resource Teachers

Twice Exceptional





The Ten Commandments I Teach By: Optimizing Success For 2e Learners

By Susan Baum

To optimize learning in today's classrooms, we must first create learning communities that respect the intellectual, physical, and emotional needs of students. This is especially true for twice-exceptional students. Because of their constant struggle with the little things that others do easily, their sense of self is fragile and their academic self-efficacy is compromised. (Self-efficacy is belief in one's own ability to successfully organize and carry out some behavior.)

Over the years, I have found opportunities to create positive learning environments that nurture the emotional and intellectual development of these special youngsters. In this brief article I will share the ten commandments that guide my efforts to create this vital learning community. For me, these are nonnegotiable in offering a comprehensive educational opportunity to twice-exceptional students.

Intellectual Environment

Twice-exceptional students need to learn at a rate commensurate with their ability. Many have advanced interests, talents in specific areas, or great capacity to think critically and creatively. To meet these needs, I do four things.

I Provide a challenging curriculum. These bright youngsters need a curriculum that engages their advanced-level interests and problem-solving abilities. Watering down the curriculum serves no purpose and, in fact, does harm to these students' fragile sense of academic self-efficacy.

II Allow access to the curriculum. Many twice-exceptional students fail because they have difficulty obtaining information through reading or listening. Offer them opportunities to access content by using books on tape, technology, websites, video or DVD representations, experiential learning, demonstrations, etc. Offering all students in the class choices of how to achieve learning objectives has two advantages: it optimizes learning in general; and it allows the twice-exceptional student to accept accommodations without feeling different or inferior.

III Provide ways for twice-exceptional students to communicate effectively. Putting ideas in writing is often problematic to these youngsters. Handwriting

and spelling challenges are obstacles to recording ideas. Difficulty in organizing information also taxes short-term memory, making it difficult for them to concentrate as they complete writing assignments. These students should always have access to technology for putting ideas on paper, taking notes, completing writing assignments, or making presentations. Use programs like Inspiration™ or Kidspiration™ for pre-writing opportunities and planning.

When assigning written research reports or essays, allow these students to first create a PowerPoint presentation, and then have them talk from the slides. Turning the slides into a full report or essay is much easier; the slide show becomes their outline.

IV Use instructional strategies to enhance student engagement. Look for teaching and learning activities that allow twice-exceptional students to focus and sustain attention during the learning process. Helpful instructional strategies include using moral dilemmas, simulations, Socratic questioning, project-based learning, and creative problem solving, to name a few. An excellent resource for engaging strategies is the book *Models of Teaching* (Joyce, Weil, with Calhoun).

Physical Environment

The physical environment of a classroom can contribute to or inhibit classroom success. Many twice-exceptional students have difficulties attending and focusing in highly stimulating environments. They need opportunities for quiet as well as opportunities to move about. The following accommodations work well in meeting these needs.

V Provide office space. Some students require quiet space where they can collect their thoughts and focus on the task at hand. Create a private office in a corner of the room where any child can sign up to work. In this space should be a computer or AlphaSmart (an electronic keyboard), headphones, and music. (Yes, many students with AD/HD focus better while listening to music.) Have sketch pads and building materials available as well. Many of the more spatially gifted students – those with Asperger Syndrome, AD/HD, or dyslexia – need to draw before they write. They literally sketch out their ideas. Others build models to create meaning.

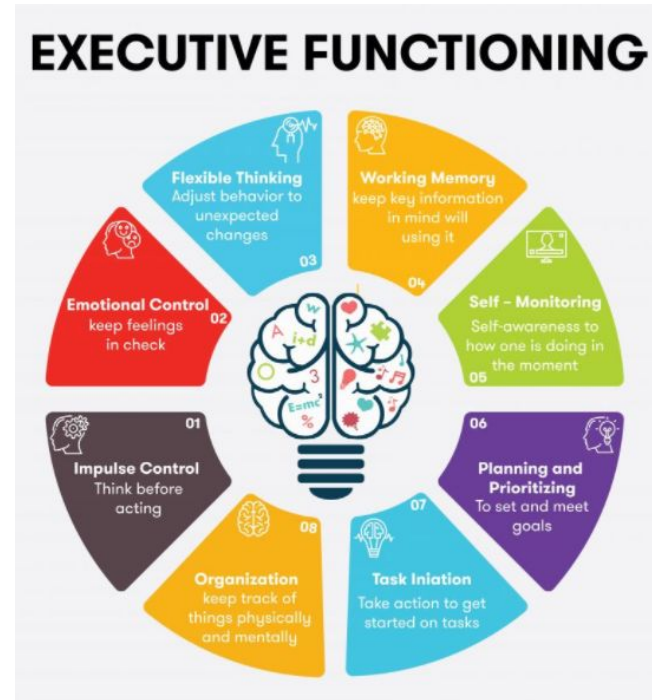
Group Discussion

Strength-Based Approach

A strengths-based approach considers the whole child. It recognizes the child, first, as a gifted individual who deserves opportunities to develop his talents and interests, and second, as a student who deserves the appropriate support in areas of challenge so that he can fully demonstrate those talents and interests. By putting their strengths in the forefront, children build on the inner-resources they already have which puts them in a better position to work on areas of difficulty; as a child grows in one area, other areas can follow.

EF Skills

**Karen Wright, Gifted
Resource Teacher
LCPS**



Exit Ticket



Survey URL:

<https://forms.office.com/Pages/ResponsePage.aspx?id=DAAt1hhLuPUayilD3srNGidWDXhwpX8tKIYJLIDfNQU1UOINaMUIDVTEzTEZRMkpTWDY1MkRWFVFTC4u>

2021 Gifted Eligibility Process

Driving Questions:

- How do we conduct the process in a safe way?
- How do we conduct a process that is fair and equitable for all students?
- How do we ensure that no students are disadvantaged by the process?

Resolution Agreement

■ The LCPS is in the process of revising its evaluation and identification procedures for the FUTURA and Spectrum gifted programs. LCPS is revising these procedures because of issues resulting from the pandemic, which include the challenges of school closures and digital learning, and to ensure equitable opportunities and access to these programs for all students regardless of their race/ethnicity, socioeconomic status, residence, language status and disability.

The LCPS shall implement the revised procedures in the fall of 2021 to identify students for the 2021-22 school year.

1st Marking Period

August

Gifted Information Sessions

September

Enrichment through
Talent Development
Activities

October

Enrichment through
Talent Development
Activities

- Establish a Portfolio/Talent Development Advisory Committee to review talent development and portfolio activities.
- Gifted resource teachers conduct curricular enrichment through talent development activities in 4th grade classrooms every other week for 45 minutes.
 - Activities extend the core curriculum and focus on the thinking skills characteristic of gifted learners.
- Classroom teachers lead activities provided by gifted resource teachers on alternating weeks.

2nd Marking Period

November

Data Collection for
Screening and Identification

December

Portfolio Ratings and
Student Profile
Creation

January

Screening and
Identification by
Division-Level Review
Panel

- Collect screening and identification data.
- Conduct portfolio ratings and create student profiles using national and school norms. Student profiles will include:
 - Student portfolio
 - CogAT Scores
 - MAP Scores (reading and mathematics)
- Convene Screening and Identification Review Panel for determination of eligibility for services.

Adjournment

Next Meeting: Fall, 2021
