

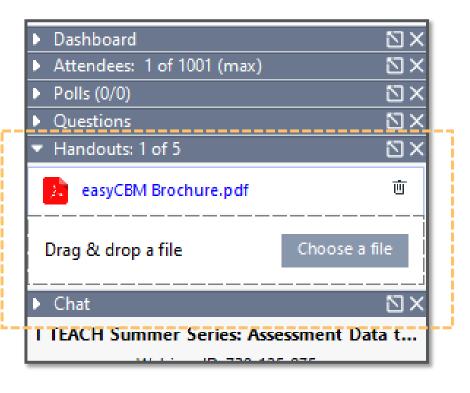


## What to Do as a Gifted Director/Coordinator





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## Webinar recordings:

info.riversideinsights.com/k12pd



PreK-12 Webinar Recordings & Other Resources



- Director of Advanced Learning Programs and Services, Richardson ISD
- Texas Association of Gifted and Talented Secretary
- Co-author of A Coordinator's Guidebook for Implementing Evidence-based Practices in Gifted Education: Professional Learning Modules
- 33 years in education (K-12)



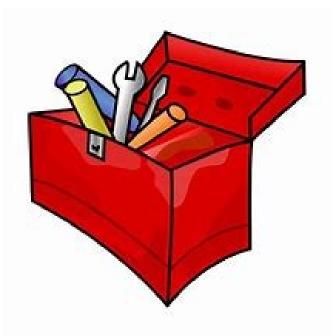




#### List of modules

- 1. Job-Embedded Professional Learning / Development (JPED)
- 2. Language Matters
- 3. Leveraging Conversations
- 4. District Gifted Identification and Service Model Decision-Making
- 5. Universal Screening and Norming Practices
- 6. Multiple Pathways and Differentiated Services
- 7. The Power of GT in the PLC
- 8. Clustering and Flexible Grouping
- 9. Student Goal-Setting and Personalized Plans
- 10. CogAT + Achievement Data = Growth
- 11. GT in MTSS
- 12. GT and Emerging Bilingual
- 13. Acceleration







#### Instructional Implications:

- Align instructional needs with services
- Demonstrate growth as an outcome of services
- Honor the rights of each student to learn and grow to become successful and fulfilled individuals
  - (Differentiate instruction to meet every gifted learner's needs.)

- Directly align identification and services that support a continuum of services
- Shift intervention strategies from deficit thinking to strength thinking
- Focus on growth instead of bright-line achievement goals



#### • Instructional Implications:

- Fidelity of the PLC process
- Increased engagement and growth for all students, especially those who are gifted and/or high achieving/low growth
- Collaboration between classroom teachers and GT teachers for improved instructional strategies for advanced learners

- Reframe your PLC time in this order of questions: 1, 2, 4, 3
- PLC question 4 is a non-negotiable and Include the GT teacher in the PLC process
- Use pre-assessment and formative data to ensure all students receive instruction at their current point of need



#### Instructional Implications:

- Teachers more easily can meet students' instructional needs
- Gifted students receive differentiation
- All students are strategically placed for maximum growth opportunity

- Use a cluster model to intentionally place all students, not just GT students, enabling teachers to more easily differentiate instruction
- Build master schedules to allow for flexible grouping including cross-class and cross-grade as well as embedded acceleration opportunities
- Provide ongoing teacher training on differentiation and flexible grouping strategies and expectations including addressing challenges as they arise

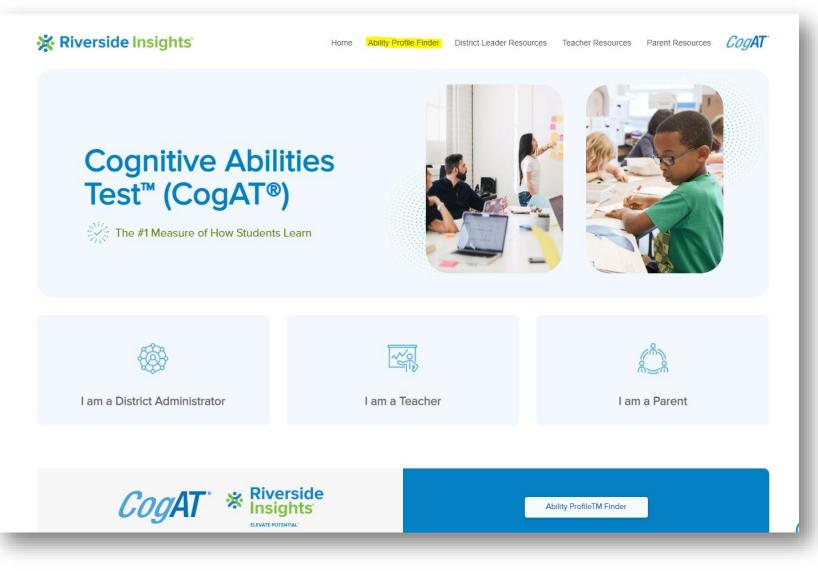


- Instructional Implications:
  - Improved equitable gifted identification of CLED (culturally, linguistically, economically diverse) students
  - Increased achievement for CLED students through strengths-based instructional strategies

- Partner with district colleagues who are working with the multilingual learners
- Provide joint professional learning opportunities so the teachers closest to the students become "talent scouts" to support gifted referrals
- Use sheltered instruction, as defined by Stephen Krashen as an approach using second languageacquisition strategies with content instruction, paired with Depth and Complexity



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8/3/2023 10

#### Local Norms and Equitable Identification Click here Tuesday, August 8 • 2:00pm CDT | 3:00pm EDT • Presented by Dr. Joni Lakin, Monica Simonds, and Vickie Driver to Hear from CogAT author, Dr. Joni Lakin, about the research behind local norms and equitable identification register Dive into Richardson ISD's journey to build equitable identification practices for all students In the Eyes of a Parent: Understand Your Child's Cognitive Ability Click here Thursday, August 10 • 2:00pm CDT | 3:00pm EDT • Presented by Jen Zink and Andy Blanco to register Discuss methods for helping parents understand their students' cognitive abilities and providing home support COGAT <sup>in the</sup> ClassrQom https://info.riversideinsights.com/ **Webinar Series** Get the most out of your CogAT ability data in this expert-led series on helpful tips and best practices citcwebinars Ability Data as a Tool for Differentiation Thursday, July 27 • 11:00am CDT | 12:00pm EDT • Presented by Maria Caviness-French and Monica Simonds Learn best practices and classroom tricks for using ability data you already have from two CogAT Power Users **Develop Students' Verbal, Nonverbal, & Quantitative Reasoning Skills** Tuesday, August 1 • 11:00am CDT | 12:00pm EDT • Presented by Elizabeth Uptegrove Discover best practices for developing students' cognitive reasoning skills with Charleston County's creative and engaging "Stretch or Support" Program

#### What to Do as a Gifted Director/Coordinator

Thursday, August 3 • 11:00am CDT | 12:00pm EDT • Presented by Monica Simond



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