

## Gifted and Talented Academy

### Activity Objectives

- \* To deepen understanding of the components of comprehensive gifted and talented programming
- \* To understand the purpose and importance of a written comprehensive gifted and talented program plan in the overall educational picture of a district
- \* To deepen understanding of data as it is necessary to provide, drive, and improve gifted and talented programming
- \* To make connections between 1) best practices in gifted education, national gifted education programming standards, and requirements in Iowa Code for gifted and talented and 2) the provision of comprehensive gifted and talented programs and services

### Activity Requirements

*(NOTE: If credit is being offered for this activity, the requirements are the same whether the participant is taking the class for license renewal credit or graduate credit. A passing grade for license renewal credit is the equivalent of an 'A' or 'B' letter grade in a graduate course.)*

See rubric

### Rubric

A rubric has been included for this course. [Click Here](#) to download the rubric

### Learning Design

To be completed prior to Day One of the Academy (20 hours)

- \*Readiness Survey - 1 per district w/copy submitted to instructor
- \*Team discussions about commitment and willingness
- To attend every session
- To complete work between sessions
- For each member to "carry his/her weight" on the team
- \*Formation of District Gifted and Talented Advisory
- \*Read Chapters 2 & 7 and journal about chapters

Day One:

- \*Welcome/Introductions
- \*Outcomes/Norms/Agenda
- \*Comprehensive Programming as Complex Change
- \*Program Evaluation
- \*Iowa Code/NAGC Programming Standards
- \*Conceptions of Giftedness
- \*Vision/Mission/Beliefs/Commitments to Action

Home Play (12 hours)

- \*Complete Program Goals and Identification sections of Self-Audit Tool
- \*Read Chapters 1, 5, & 6 and journal about chapters
- \*Read Identifying Gifted and Talented English Language Learners and complete

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**\*Finish draft of GT Vision/Mission/Beliefs/Commitments to Action and share with GT Advisory and/or Administrative Team for feedback - Reflect on results (written)**

**Day Two:**

- \*Process Home Play**
- \*Developing a Written Gifted and Talented Plan**
- \*District Program Goals**
- \*Domains and definitions of Giftedness**
- \*Developing an Identification Plan**

**Home Play (15 hours)**

- \*Establish program goal(s) for identification**
- \*Determine domains of giftedness to be served**
- \*Write identification plan for district (Identification section of written plan)**
- \*Share with GT Advisory and/or Administrative Team**
- \*Complete Differentiated Program section of Self-Audit Tool**
- \*Read Chapters 8, 9, & 11 in text and journal about chapters**

**Day Three:**

- \*Process Home Play**
- \*Developing a KASAB**
- \*Gifted and Talented Programming - What Research Says**
- \*Matching Programming to Need/Programming Options K-12**

**Home Play (10 hours)**

- \*Complete chart of programming options for the district at each grade span and Differentiated Program section of written GT Plan**
- \*Share with GT Advisory and/or Administrative Team**
- \*Read Chapters 16 & 17 in text and journal about chapters**

**Day Four:**

- \*Process Home Play**
- \*Personalized Education Plans (PEPs)**
- \*Measuring Progress toward PEP Goals**
- \*Setting Student Goals/Program Outcomes**
- \*Collaboration in Gifted Programming**

**Home Play (7 hours)**

- \*Analyze your district PEP, identifying positives and areas for improvement**
- \*Meet with GT Advisory to determine whether PEPs will be used**
- \*If yes, determine who will have a PEP and what that will look like**
- \*If no, provide rationale**
- \*Complete Staffing Provisions and In-service Design sections of Self-Audit Tool**
- \*Read Chapters 15 & 18 in text and journal about chapters**

**Day Five:**

- \*Process Home Play**
- \*Advocating for Gifted Students**
- \*Gaining Parent and Community Support**
- \*Essential Characteristics of Teachers of the Gifted**
- \*Staffing Patterns**
- \*Scheduling GT Teachers' Time**
- \*Surveying Stakeholders to Collect Data**

**Home Play (6 hours)**

- \*Analyze staffing patterns and use of teacher time - Is the program adequately staffed?**
- \*Complete written plan section for Staffing Provisions**
- \*Share with GT Advisory**
- \*Read Chapter 4 in text and journal on chapter**

**Day Six:**

- \*Process Home Play**
- \*Measuring and Reporting Student Growth**
- \*Using Above Level Testing**
- \*Developing an In-Service Design**
- \*Revisit Self-Audit/Tool**
- \*Analyze Program Improvements**

**Home Play (20 hours)**

- \*Develop stakeholder survey**
- \*Complete In-Service design template**
- \*Recommendations for program improvements to be shared with GT Advisory**
- \*Completion of written program plan to include Mission/Philosophy, Identification, Differentiated Program, Program Goals, In-service Design, and Staffing Provisions**

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