

Gifted Program Initiatives 2009-2010

1. Response to Intervention Support (RtI) for Elementary and Middle Schools

IGNITE teachers will incorporate RtI to their site schools and/or feeder schools. The time commitment will depend on testing load, other school duties, and IGNITE class time. Such supports include:

- Small group instruction with high achieving learners in a certain subject (math, reading, writing, science).
- Assist in testing students at high referral sites.
- Provide enrichment opportunities for high achieving learners.
- Team up with regular education on a topic using the classroom delivery model.
- Day, etc. that will involve **all** kids.

The Mid-level Gifted Coordinator trained 12 classroom teachers in differentiated curriculum and instruction, and flexible grouping of learners during the first quarter. Continued support in the areas of curriculum and instruction for middle school high achieving students is occurring second semester.

The Gifted Program has an extensive professional library that ASD educators and parents can utilize. Resources include: Differentiated Instruction, content specific activity books, and lesson ideas. There are books and DVDs available for check-out that focus on differentiation, underachievement, and gender specific educational needs.

The Gifted Program leadership staff is happy to present or provide guidance on a variety of topics at grade level meetings, staff meetings, in-services, and retreats. Credit courses can be sponsored for schools that want to pursue a specific topic. Such topics include: Differentiation, Educational Needs of Boys and Girls, Socratic Seminar and language arts strategies for all readers. Gifted, Meeting the Educational Needs of Children in Poverty.

- Differentiated training to Lake Otis staff first quarter.
- Instructional Strategies training to all new-to-district teachers (320 employees trained in 2009-2010) and elementary principals.
- Differentiated training to building specialists in Winter of 2010 (60 staff members).

2. Increase both numbers and proportions of Native/LEP/under represented groups who are identified and served by Gifted Education, K-8.

- Provide enrichment services for high achieving students in four Title I elementary schools.
- Coordinated two SuperSaturday events for eight Title I elementary schools.
- Coordinated one SuperSaturday event for Title I Middle School.
- Provided training on “Instructional Strategies for Boys” as part of the Project Kii’l Indian Education Program.
- Facilitated a workshop on gender specific strategies for English Language Learners.
- Continue using alternative forms of assessment in order to qualify more ELL and Native students into the Gifted Program.

3. High school gifted students apply their academic learning in the “real world” to both broaden and focus their career interests for long-term goals. High school gifted students develop “real world” communication, team and collaborative skills.

- Increase Summer Mentorship experiences for students.
- Develop partnerships with school resources such as SWS, Cook Inlet Tribal, and the New Comers Center in order to increase diversity of the program.
- Collaborate with mentees, community resources, and business organizations on career development for high school gifted students.

4. Increase professional development opportunities to ASD staff and the community.

- Develop online courses for teachers during the school year and over the summer.
- Provide monthly training sessions to new-to-program staff. Present educational trends relating to gifted education and enrichment to community stakeholders. (BLM, AK State Arts Council, Anchorage Concert Association).
- Present ASD Gifted Program initiatives to state and national audiences. (Kodiak Borough School and National Association of Gifted Children).
- Participate in professional development Webinars with other educators in the nation.