The Gifted Network was created as a professional learning community for teachers and supervisors of gifted students. IU13 formed this network specifically for the 22 school districts and other nonpublic institutions in Lancaster and Lebanon counties; but districts outside IU13 are also welcome to participate as members.

Each year, IU13 organizes at least four network meetings. Each meeting addresses topics relevant to gifted education and also provides a forum for discussion about current issues in gifted education at the classroom, building and district levels. Networking with others in the field of gifted education is an integral part of each meeting and allows for collaboration between participants. Online learning platforms developed for the network also foster communication and resource sharing across districts.

Gifted Network membership and meetings support Chapter 16 requirements for professional development in the area of gifted education. Regular education teachers are always welcome. PDE emphasizes the importance of collaboration between gifted support and regular education teachers in meeting the individual needs of gifted students.

§ 16.5. Personnel

(c) A school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P. S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators and support staff persons responsible for gifted education.

If selected for a compliance monitoring by PDE, the district will be asked for evidence that professional development in gifted education has been provided. Information will be gathered from the past two years prior to an audit. IU13 can provide documentation, as needed, that staff attended professional development through the IU13 Gifted Network.

Contact:
Lancaster-Lebanon IU13
Janice Estabrook
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Meeting the Needs of Gifted Children: Educational Strategies for Understanding & Supporting Gifted Children
Presenter: Christine N. Fonseca
Trained and licensed as an educational psychologist, our guest presenter, Christine Fonseca, is dedicated to helping children and adults connect with their personal truth. This engaging and interactive workshop focused on understanding the unique nature of gifted children, as well as specific strategies to support their needs. Topics included social-emotional development of gifted children, support of gifted students who deal with anxiety, perfectionism and depression, and how to support the development of the whole gifted child.

PVAAS Data: Building Capacity for Individualized Instruction (1/2-day Session)
Presenter: Dr. Cindy Goldsworthy, PVAAS Team
Following up on last year’s meeting, teachers continued to learn how to use data effectively to meet students’ individual needs. This meeting focused on analyzing the effectiveness of programming with custom diagnostic reports, reviewing root cause documents to enhance student growth and determining “look-fors” for instruction, along with reviewing how projection summaries can be revised as tools to support the identification process.

PVAAS Data: Building Capacity for Individualized Instruction – Working Session (1/2-day Session)
Presenter: Janice Estabrook, IU13
This working session allowed teachers to dig deeper into PVAAS resources while collaborating with colleagues. Cindy Goldworthy from the PVAAS team was available at the beginning of the meeting to answer questions and offer needed direction. The last hour of the meeting, we shifted gears to discuss the unique social/emotional needs of gifted students. A virtual discussion with Lisa Van Gemert (the Gifted Guru) offered specific resources that can be helpful when dealing with stress, anxiety and depression in students.

Google Expeditions Training (1/2-day Session)
Presenter: Ken Zimmerman, IU13
Teachers were introduced to our newest Instructional Media Service Resource – Google Expeditions powered via Virtual Reality (VR) - and learned how they can take students on over 200 virtual fieldtrips without ever leaving the classroom walls. IU13’s classroom set is built specifically for Google Expeditions and works with Google Cardboard devices as well.

STARLAB Portable Planetarium Training
Presenter: Ken Zimmerman, IU13
This exciting interactive training session included basic instruction on ordering the STARLAB from IU13, set-up procedures, and curriculum instructions ranging from basic to more advanced lessons including the Lewis and Clark, ocean currents, and plate tectonics curricula.

Practical Applications: Online Resources for Differentiation (AM session)
Members of the IU13 Gifted Network
This morning session was designed to meet teachers’ needs for collaborating with colleagues and learning from job-alike members of the IU13 Gifted Network. Looking at what makes leads to successful collaboration; several colleagues of the IU13 Gifted Network shared how they have implemented things such as cluster grouping, instruction focused on depth & complexity, and online management systems for use with general education colleagues. The morning conversations prepared them for a focused discussion on instructional coaching in the afternoon session.
From Working with Children to Working with Colleagues (PM session)
Presenter: Dr. Terri Lewis, Mentor for PA Institute for Instructional Coaching (PIIC)
In many districts, the role of gifted support teacher is transitioning (at least to some degree) from working directly with students all day to working more to support teachers in the general education classroom. Terri Lewis, IU13 mentor for Pennsylvania Institute for Instructional Coaching (PIIC), led this meeting so that current practices of instructional coaching could be examined. In this interactive session, gifted support teachers were given an opportunity to reflect on their roles and their relationships with other educators. Discussion revolved around the roles of a coach and the strategies for building trusting relationships with teachers and collaborating with colleagues.

Using 4-Color Analysis to Develop Nature & Historical Journals
Presenters: Dr. Carol Welsh; Tori Pyle, Katie Fichtner
At this first off-site Gifted Network meeting on the grounds of the Lancaster Campus of History, participants learned how Dr. Carol Welsh’s 4-Color Analysis can enrich the observations made by students through the art of journaling. The LancasterHistory.org staff showcased what is available for teachers and students in their beautiful facility, educational exhibits, and archives. Throughout the day, there was time for collaboration and planning as teachers focused on the content they teach.

What makes Gifted Network meetings valuable to you?

“It was valuable to learn about the resources at Wheatland and think about how to incorporate art/drawing/writing into experiences for students.”

“Networking with other elementary educators and hearing how they implement coaching with teachers of gifted students was very valuable.”

“I am familiar with Depth & Complexity, but the presentation really clarified some ways to put it into practice.”

“I enjoyed the experience of being in the STARLAB and becoming familiar with all of the various cylinders. Ken was an informed and dynamic facilitator.”

MEETING PLANS FOR 2019-2020
Thanks to requests and feedback from Gifted Network members, plans are already underway for next year. As always, offering meetings with relevant topics is key!

✓ Christine Fonseca, Author-Speaker-Coach: Returning to Lancaster in October

✓ Virtual meeting with Lisa Van Gemert on Depth & Complexity

✓ Chapter 16 updates and discussions

✓ Collaboration with job-alike colleagues
Meeting the Needs of Gifted Children

- “I was especially impressed with the rich content and research provided by the presenter.”
- “I felt validated. The social and emotional aspects of giftedness are where my true work and passion lie.”
- “I am so glad we received resources for IQ as well as EQ. The slides also provided efficient solutions that I can use in my classroom today!”
- “Christine’s quote, ‘Being intense is not the problem, the way you deal with it might be the problem,’ really spoke to me.”

PVAAS Data: Building Capacity for Individualized Instruction

- “I found looking at the PVAAS report for Child Success Summary and its projections to be very useful in helping to guide my future decision-making.”
- “I am rethinking the way I write PLEPs and am also considering sharing data with students to help them have ownership in their goals.”
- “I really had a good day talking with colleagues and sharing my concerns. It is nice to know that I am not alone.”
- “I feel I have a clearer understanding of how to make sense of the growth information on students.”

Google Expeditions & STARLAB Portable Planetarium Trainings

- “These trainings are a perfect tie-in with my geography units and demonstrated ways in which we could bring experiences to our young students, enhancing concepts from our current curriculum.”
- “These activities provided me with a great overview of what IMS has available to school districts in IU13 and introduced me to applications that I was not familiar with.”
- “STARLAB was very impressive. I plan to contact my science teachers to see if there is a way that we can incorporate this into their lessons.”

Practical Applications: Online Resources for Differentiation

- “It is always valuable to hear how other gifted support teachers use resources, work with students, schedule their day, and interact with teachers. It allows me to look at what others do and reflect about how I can implement those strategies in my district.”
- “The presentations from other districts were applicable as there are feasible competitions and directives that could support differentiating for students in our district. It allowed me the opportunity to decide things that potentially could be implemented and to reflect on the awesome things my district is already doing.”
- “I am eager to explore all of the slide decks from the presenters today. They had a ton of information packed into their presentations and a lot of forms/handouts available to use right away. This was great!”

From Working with Children to Working with Colleagues

- “As I work with classroom teachers, the principles for partnership shared today will be kept in the forefront of my mind. I also really appreciated thinking about the role of coach as one who can offer a partnership to help teachers reach their goals.”
- “My takeaway was to work with teachers who are willing, guide them toward growth (instead of telling them how to grow), and to make sure that we are maintaining confidentiality in our interactions with teachers.”
- “I absolutely loved the BDA Think sheet/activities. I will implement this activity immediately with the teachers I work with.”

Using 4-Color Analysis to Develop Nature & Historical Journals

- I have been using journaling in several forms to support my gifted students’ social/emotional development throughout this school year. The examination of several historical journals as well as the practice of nature journaling prompts ideas for extension to what I already do in my practice with our gifted students.
- I think journaling is important for today’s students. It is something that they do not do often. They live in an immediate world. It is difficult for them to sit back, relax, observe, and reflect on the world around them. I could see myself using journaling in a variety of topics and subject areas such as: Envirothon, history, science, and even emotional well-being.
- This type of journal writing could be used to address student GIEP goals in writing, art, science, and really any area of individual study. I see it as a very powerful tool.
- It was so helpful to learn about nature journaling, tour the property and then actually have time to practice what we learned. I am so inspired that I have decided to hone my drawing skills over the summer so that I can be more proficient when I work with my students next year. I downloaded John Muir Laws curriculum and plan to purchase a sketchbook for my work. I believe that the observation skills that our students can learn through this practice will be invaluable to them in the future. I also love how I can incorporate research into nature journaling as well.
Membership Benefits

- Four Gifted Network Meetings per year - no additional cost ($75 per person for nonmembers)
- Optional collaborative work sessions on meeting days
- IU13 Schoology site for Gifted Education: This online site allows members to easily access gifted resources and collaborate with other teachers in the network
- Personal support for new Gifted Support Teachers
- Inclusion on the IU13 Gifted Network distribution list which provides notifications of the following:
  - Local, statewide, and national opportunities for gifted students
  - Chapter 16 updates and training information from PDE
  - New PDE and ODR forms and documents
  - Updates on national, state, and local issues, resources, and research in the area of gifted education

2018-19 Participating Members (97):
Annville-Cleona, Cocalico, Columbia Borough, Conestoga Valley, Cornwall-Lebanon, Donegal, Eastern Lancaster County (ELANCO), Eastern Lebanon County (ELCO), Elizabethtown Area, Ephrata Area, Hempfield, Lampeter-Strasburg, LC PAGE, Lebanon, Manheim Central, Manheim Township, Millersville University, Northern Lebanon, Palmyra Area, Penn Manor, Pequea Valley, Red Lion Area, School District of Lancaster, Solanco, Warwick

Summer 2019...
Gifted Education in Pennsylvania: An Overview for NEW Gifted Support Teachers
Are you new to Chapter 16 and Gifted Education in Pennsylvania or would you like a “refresher”? If so, join us for discussion, information, and helpful resources to get off to a great start in 2019-20. Together, we will look at what it means to be a gifted learner and the legal protections available in Pennsylvania to ensure meaningful educational benefit. Participants will review the components of the Gifted Individualized Education Plan (GIEP) and best practices for developing individualized specially designed instruction (SDI) for gifted students. Discussions will include the determination of instructional levels, the types of data that are available to teachers of the gifted, and how this data is included in a GIEP. Goal planning tactics, including the need for enrichment, acceleration, or a combination of both, will be examined as well as social/emotional needs of gifted students that can impact learning.

Date: August 6, 2019
Registration: [https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=10019&l=3171791](https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=10019&l=3171791)

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