

IU13 GIFTED EDUCATION SERVICES

2022-2023 YEAR IN REVIEW

IU13 Gifted Education Services provide a professional learning community for teachers and supervisors of gifted students. IU13 formed the Gifted Network specifically for its 22 school districts and is also available to nonpublic institutions in Lancaster and Lebanon counties. School districts outside IU13 are also invited to participate. In 2022-23, the Gifted Education Professional Development Series was created to coincide with three of the Gifted Network meetings. IU13 provided this series of workshops to connect educators with experts in the field of gifted education.

Each year, IU13 organizes at least four network meetings. These meetings address relevant topics in gifted education and provide a forum for discussion around current issues for gifted learners 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. The IU13 Gifted Network Schoology GROUP also fosters communication and resource sharing across districts. Anyone is welcome to attend these network meetings at no cost.

Gifted Network meetings support Chapter 16 requirements for professional development in gifted education. Regular education teachers, school psychologists, and counselors are always welcome. PDE emphasizes the importance of staff collaboration 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, demonstrating staff attendance at Gifted Network professional development opportunities.

#giftedkidburnout

What if? See points of view, Create a plan, Make something new Extend

Why? (How?) Justify explain why Show how x relates to y Evaluate Relate

What? What? Knowledge Know

ZONES OF REGULATION

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
tired, sad, sick, moving slowly, disappointed, lonely	happy, calm, focused, curious, read proud, excited, relaxed, feeling settled	Frustrated, worried, overwhelmed, loss of some control, anxious, confused, stressed, distracted	angry, annoyed, jealous, terrified, yelling/fitting, blasted out of control

2022-23 Gifted Education Professional Development Series

Gifted Education Workshop – Vertical Differentiation: Strategies that Stretch

Emily Mofield, Ed.D. presented strategies to stretch student thinking, promote deep learning, and provide layers of challenge for gifted students. Her strategies are representative of evidence-based practices that build schema, academic language, and scaffolds within curriculum to intentionally foster gifts and talents of students from underrepresented groups.

“Dr. Mofield provided numerous examples of activities that could be used with gifted students to differentiate their learning using higher levels of DOK. As district colleagues, we were able to brainstorm ways to implement the vertical differentiation strategies with staff and students. There were several take-aways that can be implemented with little prep.”

“This session allowed me to learn strategies to promote deep learning and provide layers of challenge for gifted and high potential students and to learn to use scaffolded supports to bridge equitable access to advanced content/programming.”

“Dr. Mofield provided some great ideas on how to implement vertical differentiation for students in honors and AP classes, and individually adjust informal assessments to provide constant challenge at levels to challenge each student individually.”

“I like having concrete applications of how to require more strategic reasoning and elicit deeper learning from students. The Connections Web and the Wonder Window (Q-Matrix) are two that Dr. Mofield shared that I could implement right away.”

Gifted Education Workshop – Learning and Stress: Minimizing Stress and Maximizing Emotional Regulation and Learning for School Success

This workshop, led by Margaret Foster (co-author of *Boosting Executive Skills in the Classroom*), looked at how to support students with emotional regulation challenges arising from Executive Function deficits which have been made worse by the pandemic.

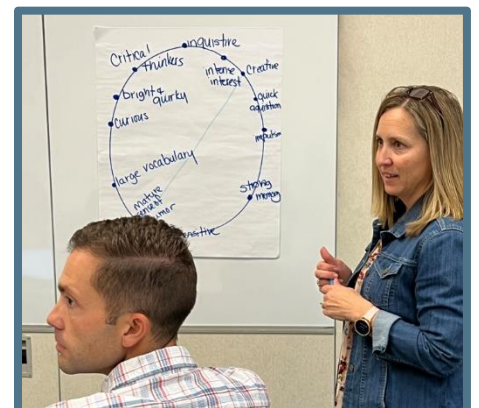
“I loved the Venn diagram showing the overlap between Gifted, ADD, and Autism.”

“As a gifted support teacher, I work with students who show stress and anxiety. I thought of examples of students' behaviors and how I could help them. The reflection time was valuable.”

“The timing of this was perfect as in the last several weeks I seem to have a number of learners who are struggling with high levels of stress. I appreciated the brain-based research and strategies.”

“I appreciated getting more in depth with the 4 Zones of Emotional Regulation so I can use that language with my students.”

“This provided great reminders about feedback that the brain can use -- meaningful, timely, specific & descriptive.”



Gifted Education Professional Development Series Review (cont'd.)

Gifted Education Workshop – The Struggle is Real: Recognizing and Responding to #giftedkidburnout

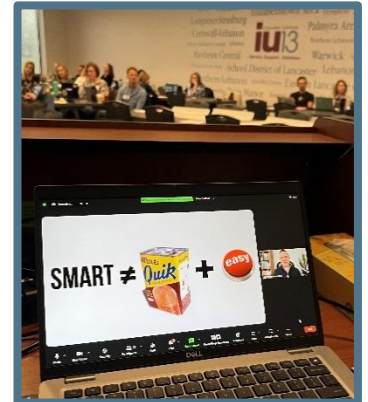
Gifted adolescents and young adults are turning to social media and sharing their experiences growing up in gifted programs, and it is brutally disheartening. In this session led by Brian Housand, Ph.D. who is the coordinator of the Academically or Intellectually Gifted program at University of North Carolina Wilmington, we explored some potential causes of this phenomena and discussed some key strategies that can help to alleviate the despair as well as prevent it from happening in the first place.

"The social emotional toll of giftedness is timely information as this is an issue we are needing to address increasingly often in my district."

"I left feeling a huge need to continue to educate our teachers on the social emotional needs of gifted students and how our mindsets towards what gifted is matters so much."

"The focus of this session was on Gifted Kid Burnout --- so relevant at this time of year, with my gifted learners. Walking with them through their emotional struggles is a daily part of my job. This session provided a few new perspectives on doing so effectively."

"One thing that will stick with me from today is the idea of the teacher as the Meddler in the Middle. While the concept is how I often think about my role, I have not heard the 'ideal' teaching role referred to in this way. We've been told to avoid being the 'Sage on the stage' and encouraged to be more of a 'guide' or 'facilitator'. Meddler in the Middle and provoking or 'flummoxing' our learners encourages all of us to THINK. I love that!"



Gifted Network Meetings - Feedback from Members

"It is important to have updates on PDE gifted regulations, and as a natural result we are continually reviewing our GIEP writing process."

"I will implement many new strategies with my gifted students in class and in conferences as a result of this session."

"I appreciate the opportunity to not only connect with my colleagues in my district, but more specifically to share ideas/experiences and problem-solve with other elementary gifted colleagues."

"I plan to work with my colleague to provide professional development for our teachers who have gifted students in their classrooms."

"I appreciated the time that was given to collaborate with my peers. There is never enough time in the day to do this."



Gifted Network Feedback from Members (cont'd.)

"Today's discussion caused me to go back and review the recommendation section of the GWR. I see that our school psychologists give a standard recommendation for almost all students none of which assists with me writing goals or SDIs for the student."

"The GWR should include specific recommendations for instruction, goals, and SDI's which would originate from the school psychologist. These recommendations would better guide the GIEP development."

"Dr. Mitra-Itle has a wealth of information and experiences to share to help understand and bridge the connection of the Gifted, Learning Support and Psychology worlds."

"As a first-year school psychologist, I appreciated the opportunity to speak with Gifted Support Teachers regarding how to format our GWRs, what information is essential to write a GIEP, and how to better explain our data to support in the development of a GIEP."

"It was helpful to have our gifted team as well as our psychologists here at this meeting. We came away, knowing that we need to communicate more and get together more often to discuss our students so that we can better serve them."

"We were provided time to collaborate on all things gifted. We chose to research resources for parents, students and teachers with the end goal of publishing a website for our elementary gifted community."

"This Gifted Networking time with job alike colleagues is so important --- it is so beneficial not only to collaborate on instructional ideas with peers, but also to share ideas for handling similar circumstances."

MEETING PLANS FOR 2023-2024

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!

2022-2023 Participating Members

Annville-Cleona, Cocalico, Conestoga Valley, Cornwall-Lebanon, Donegal, Eastern Lancaster County (ELANCO), Eastern Lebanon County (ELCO), Eastern York, Elizabethtown Area, Ephrata Area, Hempfield, Lampeter-Strasburg, Lancaster Catholic, Lancaster Mennonite, Lebanon, Manheim Central, Manheim Township, Northern Lebanon, Our Mother of Perpetual Help, Palmyra Area, Penn Manor, Pequea Valley, Red Lion Area, School District of Lancaster, Solanco, Warwick

Benefits of the IU13 Gifted Network and Gifted Education PD Series

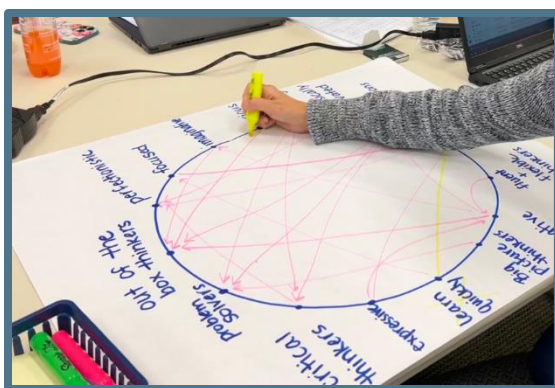
- At least four half-day Gifted Network Meetings per year
- Connections with national leaders in gifted education
- Optional collaborative work sessions on meeting days
- IU13 Schoology Group for Gifted Education: This online site allows members to easily access gifted resources and collaborate with 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 gifted education



NEW Staff Joining Your Gifted Support Team for 2023-24?

Gifted Education in Pennsylvania: An Overview for NEW Gifted Support Teachers

If you have new staff joining your district with a need for training in Chapter 16, this annual online professional development opportunity will be available for all teachers across PA. IU13, IU12, and IU14 are currently planning a two-part collaborative session for Fall 2023; the dates will be available soon. New or experienced teachers and administrators are welcome as Chapter 16 requirements and GIEP development are reviewed. This training is an additional service that requires a registration fee for all participants. For registration information go to **IU13.org** and search "Gifted Education" or reach out to Janice or Rachael for details.



"Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences."

- Dr. Annemarie Roeper, 1982

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