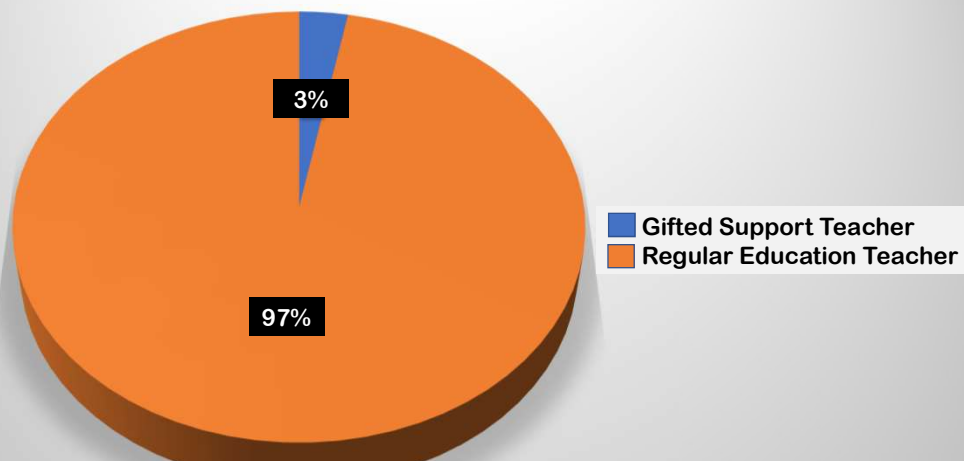


The Other 97%: Challenging Gifted Learners in the Regular Education Classroom

Bob Young
Grade 2 Teacher
Harbor Creek School District
Harborcreek, PA



Challenging Student Learners



On average, high-achieving elementary students spend approximately 97% of their school day with the regular education teacher and 3% with the gifted support teacher.

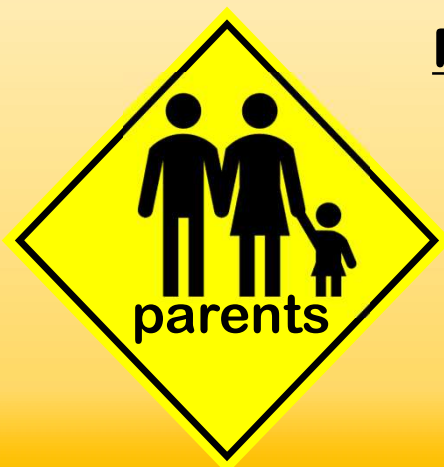
Past Thoughts on High-Achieving Students...

Focus on the Low-achieving students

Already know the curriculum I'm going to teach them.

Don't have to spend as much time helping them.

Changing My Mindset...



Parent/Teacher Conferences

#1 question from parents of high-achieving students...

“What are you doing to challenge my son/daughter?”

Changing My Mindset...



Professional Development

- Regular education teachers are responsible for challenging all students in the classroom.
- No matter what level a student is at when they enter your classroom, they should make at least a year of academic growth.

On the Lookout...

Very few students come into my classroom with a GIEP. So how do I know which students need challenged?



Transition Plan Transition Meetings

**ROLLING RIDGE ELEMENTARY SCHOOL
INSTRUCTIONAL SUPPORT PROGRAM/SPECIAL EDUCATION
TRANSITION PLAN**

Student Name: _____ Date: _____

The following is a summary of academic and behavioral interventions found to be useful in working with this student. Circle or underline areas that apply to this student.

Behavioral Concerns: difficulty with rules and authority eye contact following directions attention/ lack of focus organization homework completion	Academic Concerns: difficulty with Reading: Decoding Comprehension...Fluency Math: Facts Computation Concepts Word Problems Written Language: mechanics letter formation spelling
--	---

At Risk: Life Skills Poor Self Concept Visual/Auditory Processing Concerns

Medical Info: wears glasses needs hearing loss physical disability

Support Services:
Title One Reading SAP Safe Harbor Rainbows
Quest IEP Speech Learning Support Autistic Spectrum Disorder GIEP
Chapter 16

Classroom Strategies used with this student on a regular basis:
Frequent parent contact e-mail phone notes home conferences
Structured behavior/incentive system sticker chart goal sheet behavior book
Needs seated in front of classroom
Needs help organizing materials and/or packing bookbag
Needs frequent reminders of rules and routines
Needs frequent checks for understanding
Needs advanced notice of tests
Needs additional time to complete work/turn
Needs homework reduced
Needs independent work checked frequently for accuracy
Needs reduced syllable list
Needs testing in quiet area IST room

WHAT WORKED WELL!!!
Needs a structured study guide
Needs a copy of notes
Needs assessment book checked
Needs additional practice/repetition
Needs tests read aloud
Needs clearly stated directions
Frequent contact with IST

Attend Learning Support Class for: circle all that apply:
Reading Math Spelling English Science/Health
Social Studies Handwriting

Begin data collecting for testing/LS (circle if applicable) Possible Quest Candidate

Additional Comments from Teacher: _____

Teacher Signature _____ School Year 2017-2018

On the Lookout...

- 1st Grade -

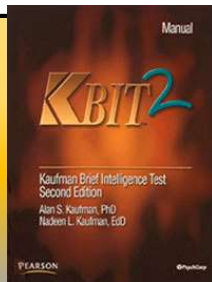
The district gifted support teacher pushes into all 1st grade classes once per week. Works with 1st grade teachers to start identifying high-achieving students.

- 1st Grade -

The district gifted support teacher gives a K-Bit test to those students who stand out academically.

- 2nd Grade -

October – Scores are shared with 2nd grade teachers. K-Bit scores of 115+ in verbal and/or nonverbal are a strong indicator that a student needs challenged.

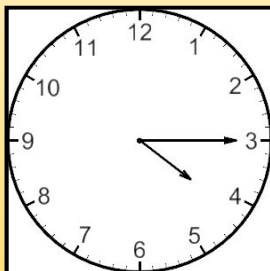


Establishing Strong Rapport

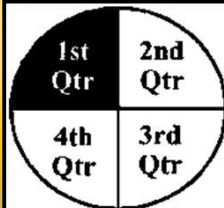
Aug.

Sept.

Oct.



Take the time to get to know your students really well. This helps students build trust... which leads to them truly starting to show you what they can do.

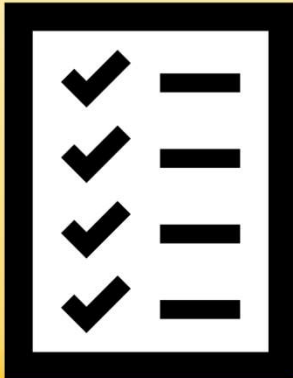


Entire 1st Quarter: observing, analyzing, and building rapport with my students. Keep track of strengths, weaknesses, and interests. Who needs challenged in the classroom?

Communicating with Parents:



Parent/Teacher Conferences -



- Current academic progress...
- The need for more challenging activities...
- My plan for how I'm going to challenge them...
- The Husky Challenge... explain it and they take a copy home to look over.

9 out of 10 times: I've already answered the #1 concern the parents had for their child: How am I going to challenge them?

Communicating with High-Achieving Students:

Invitation



Dear [Student Name],

Since school started, you've shown me that you excel in all subject areas. You work hard and getting good grades is important to you. As your teacher, it's part of my job to find those students who need challenges. I feel you're a student who would benefit from more challenging activities each day.

For these reasons, you've been selected to take part in the Husky Challenge Program which lets you choose different challenges each week. This program begins [Insert Date] and continues for the remainder of the school year.

I'll be holding an after-school meeting next week to get you started and familiar with the Husky Challenge Program. During this time, you'll be able to try out many of the challenges and programs, ask questions, and challenge each other to learn. Please select any of the days/times below that would work with [Student Name]'s schedule and return by [Insert Date]. A note will be sent home soon with the chosen date/time.

Congratulations on being selected and I'm excited to see how you challenge yourself the rest of the school year!

Mr. Young

Please fill out and return by [Insert Date].

Name: _____

Circle any dates/times below that will work to stay after school to learn about the Husky Challenge Program:

*[Insert Date]
3:45-4:45pm

*[Insert Date]
3:45-4:45pm

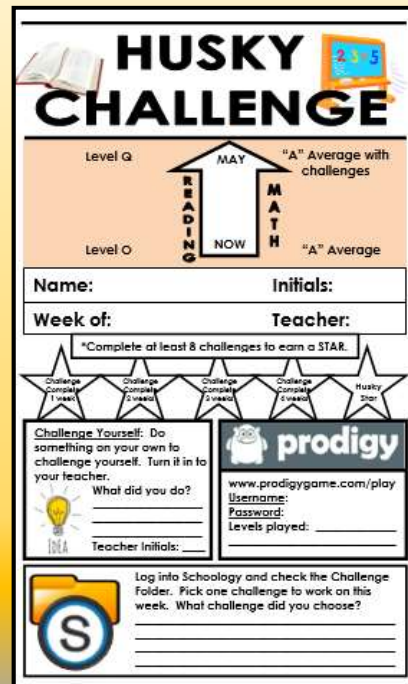
*[Insert Date]
3:45-4:45pm

Parent Signature

- Discuss the Husky Challenge with the selected students.
- Pick a few available after-school dates to train them on the Husky Challenge.
- Send an invitation for them to participate.
- HUGE Excitement!

Introducing: The Husky Challenge:

- ★ Folded booklet containing 16 challenging activities.
- ★ Goal is to complete any 8 activities within a week. (color in a star)
- ★ Most activities are completed at school. Some are available to do at home.
- ★ Become a "Husky STAR" if they can complete 8 activities in 5 weeks.



HUSKY CHALLENGE

Level Q MAY "A" Average with challenges
READING MATH
Level O NOW "A" Average

Name: _____ Initials: _____
Week of: _____ Teacher: _____

*Complete at least 8 challenges to earn a STAR.

Challenge Complete 1 week Challenge Complete 2 weeks Challenge Complete 3 weeks Challenge Complete 4 weeks Husky Star

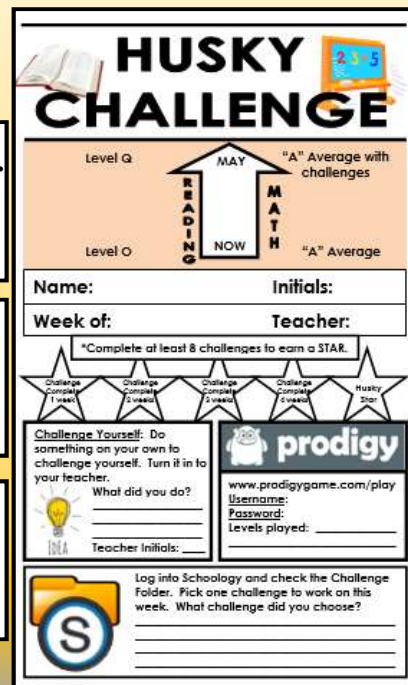
Challenge Yourself: Do something on your own to challenge yourself. Turn it in to your teacher.
What did you do? _____
Teacher Initials: _____

prodigy
www.prodigygame.com/play
Username: _____
Password: _____
Levels played: _____

Log into Schoology and check the Challenge Folder. Pick one challenge to work on this week. What challenge did you choose?

The Husky Challenge, continued...

- ★ Activities are flexible & independent. Student chooses how to challenge him/herself.
- ★ Activities change from year to year based on what's available for the classroom/district.
- ★ Allow students and parents to give suggestions on possible challenges.



HUSKY CHALLENGE

Level Q MAY "A" Average with challenges
READING MATH
Level O NOW "A" Average

Name: _____ Initials: _____
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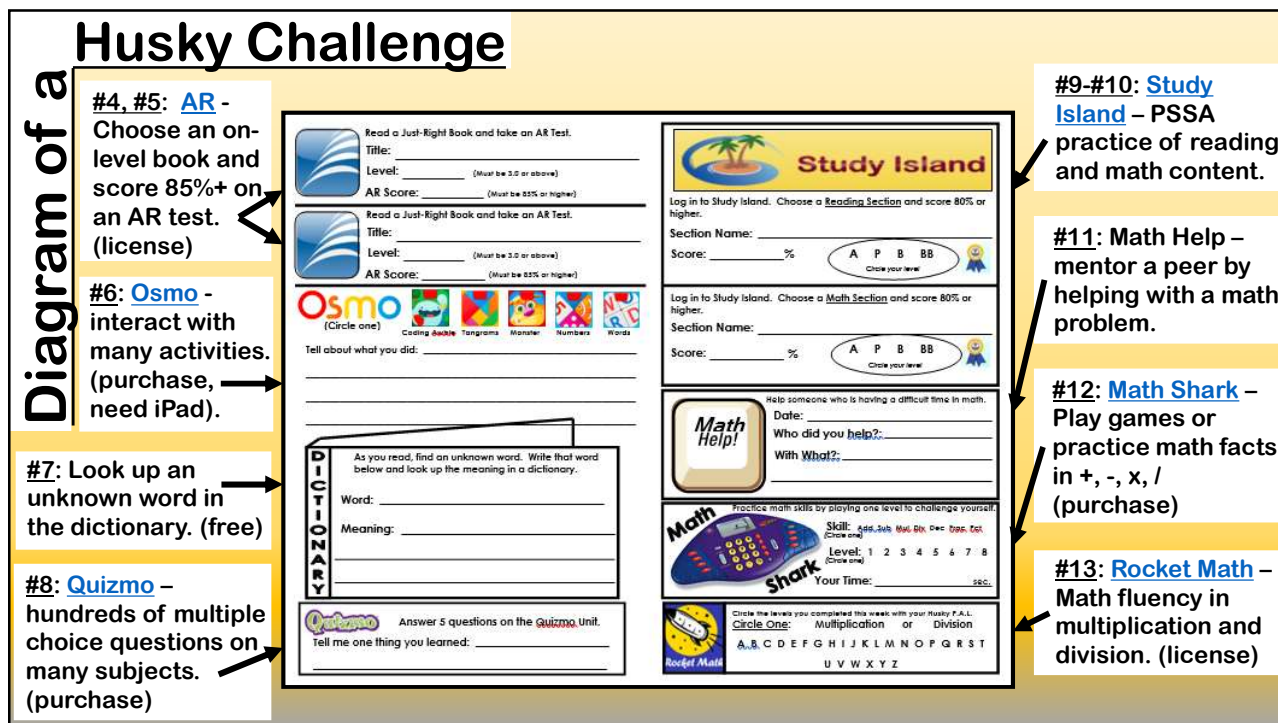
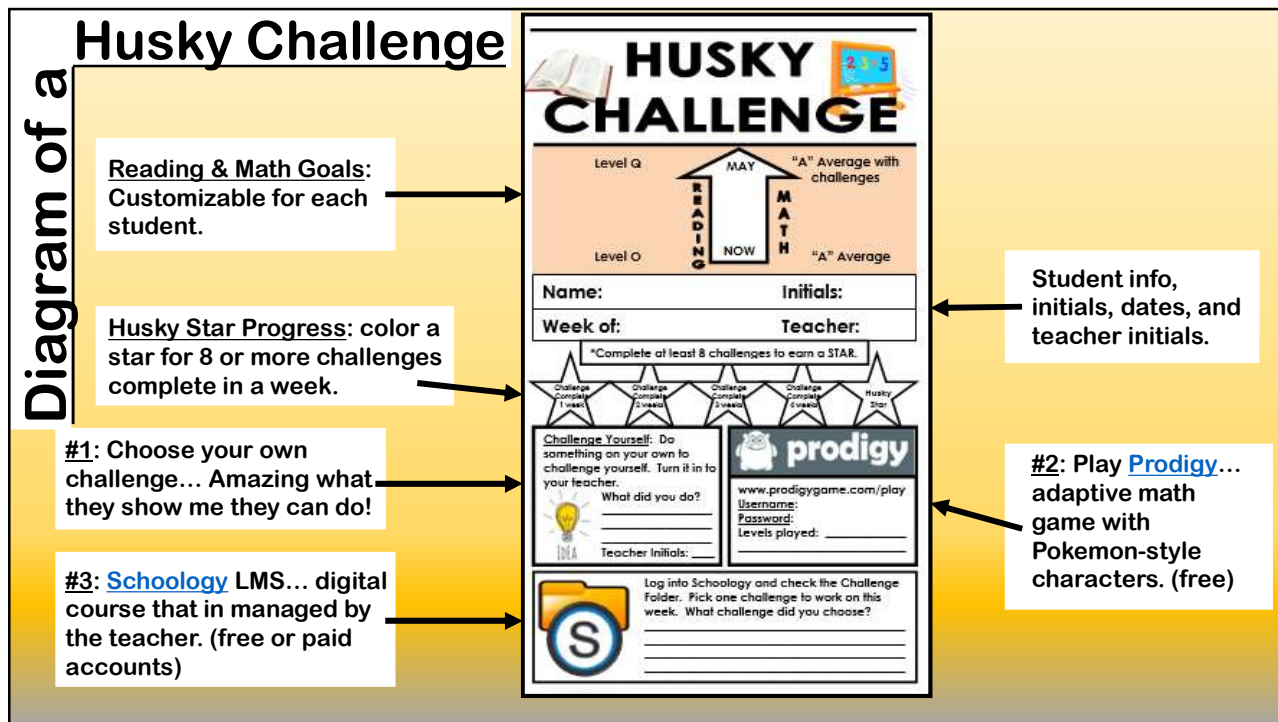


Diagram of a Husky Challenge

#14: Brief research on something you wonder about (free)

#15: Apps that support reading (choose one) (free-purchase).

I Wonder... Did we talk about something in class that got you wondering about something? Use Siri, Ask Google, or Echo to find out more about it. What did you wonder about?

What did you find out about it? _____

iPad Apps

READING

BRAINQUEST

Level: _____ # Correct: _____

READING

BOGGLE

How many words: _____

READING

HMH READERS Read a Level O or P book.

Title of Book: _____ Level: _____

MATH

MY MATH APP

Circle: + - x ÷ Level: Starter or Advanced

MATH

MATHS MAN

How far did you get? _____

MATH

MATH DOODLES

What game? _____

MATH

ATTRIBUTES

What game? _____

MATH

RUSH HOUR

Level: _____

#16: Apps that support math or logical thinking. (choose one) (free-purchase)


Letting Go of the Reigns:

In the
PAST

Every single student had to complete all the assignments I handed out... no matter their ability.

DIFFERENTIATION

Those who need extra practice and support...



Comfort Zone

←


↕

↔

↕

→

Those who need challenged outside the regular curriculum...



Outside their comfort zone

NOW...

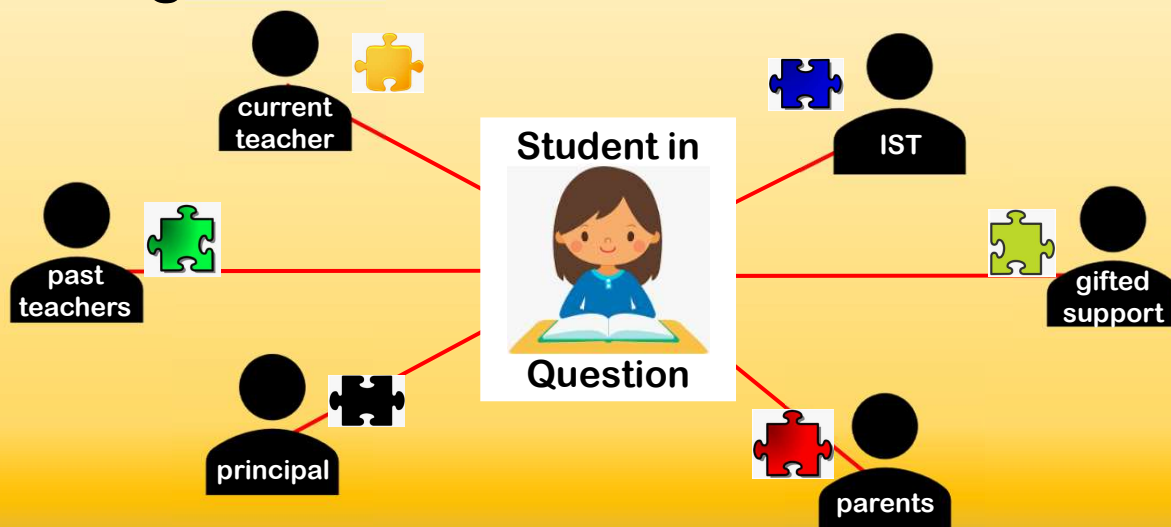
Is His or Her Ability Being Masked?



Important to Think:

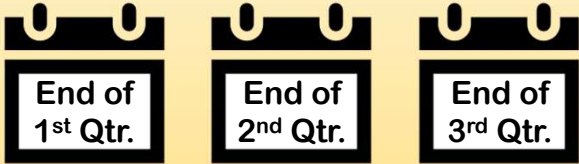
These are just a few issues that might skew academic data. What might their academic achievement look like without these problems? Are there solutions to help unmask some of these problems?

Strong Communication Needs:



Hold a piece of the puzzle... challenge them? or possibly gifted?

Possibility of Gifted?



- Fill out IST screening forms with requested data, collect classroom evidence, and discuss at screening meetings at the end of the 1st, 2nd, and 3rd quarters. Informed decision: test? Wait a little? Not test?
- Be on the Lookout: any quirks?

2018-2019 Quarter One Quarter Two Quarter Three

Instructional Support Level One Screening Form

Student Name _____ Grade/Section 2C Age/DOB _____

Concerns Academic Behavioral Emotional Inattentive/Lack of Focus

Reason for Presenting Keep on Radar Initiate IST Process Behavioral Rating Forms
 Suggestions Possible Quest Candidate Permission to Evaluate

Background Data (add data and/or circle all that apply) Chapter 15 IEP

Behaviors of Concern <input type="checkbox"/> Organization <input type="checkbox"/> Defiance <input type="checkbox"/> Lack of Effort <input type="checkbox"/> Inattentive <input type="checkbox"/> Disrespectful <input type="checkbox"/> Difficulty following rules <input type="checkbox"/> Poor participation <input type="checkbox"/> Poor organization	Classroom Interventions <input type="checkbox"/> One on one w/teacher <input type="checkbox"/> Behavior Plan <input type="checkbox"/> Adv. Notice of Tests <input type="checkbox"/> Study Guide/Flashcards <input type="checkbox"/> Check Agenda Book <input type="checkbox"/> Close Proximity <input type="checkbox"/> Freq. Checks for Under.	Grades of Concern Reading _____ Math _____ Word Work _____ Science _____ Writers WS _____ 3000000	Differentiation of Instruction <input type="checkbox"/> Class work <input type="checkbox"/> Homework <input type="checkbox"/> Assessments
Small Group with Teacher <input type="checkbox"/> Reteaching <input type="checkbox"/> Independent Work <input type="checkbox"/> Test Taking	Counseling Services <input type="checkbox"/> Guidance Counselor <input type="checkbox"/> Rainbows <input type="checkbox"/> SAP services <input type="checkbox"/> Safe Harbor Services	Other Services <input type="checkbox"/> Speech/Language <input type="checkbox"/> Title One /Title Aid <input type="checkbox"/> Hawk PAL/Support	DIBELS Composite Score <input type="checkbox"/> Core Support <input type="checkbox"/> Strategic Support <input type="checkbox"/> Intensive Support
S&P Levels Should be _____ Rocket _____ / 100	PSA Scores Reading _____ Math _____ Science _____	IST Support <input type="checkbox"/> Reteaching/Review <input type="checkbox"/> Test Prep <input type="checkbox"/> Test Taking	Additional Support <input type="checkbox"/> Attends Tech Help <input type="checkbox"/> Attends HW Help

*Parent Contact Made: Attended Conferences Phone Conversation Email/Notes Home

Comments: _____

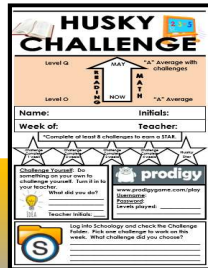
Discipline to date: Recess Detention Lunch Detention Apology Letter
 Loss of Privileges ISS OSS

Teacher Signature _____ Date _____

Thinking About Next Year:



- Fill out a transition plan form on what worked well. Discussed at transition meetings during first week of school the following year.
- Reflect: What's worked well? Any changes? Additions? Deletions?



**ROLLING RIDGE ELEMENTARY SCHOOL
 INSTRUCTIONAL SUPPORT PROGRAM/SPECIAL EDUCATION
 TRANSITION PLAN**

Student Name: _____ Date: _____

The following is a summary of academic and behavioral interventions found to be useful in working with this student. Circle or underline areas that apply to this student.

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--	---

At Risk: Life Difficulties Peer Self Concepts Visual/Auditory Processing Concerns

Medical info: wears glasses needs hearing aid physical disability

Support Services: Title One Reading M. L. Leveson SAP Safe Harbor Rainbows

Quest: IEP: Speech Learning Support Autistic Spectrum Disorder OIEP Chapter 15

Classroom Strategies used with this student on a regular basis: Frequent parent contact: 4-8 phone notes home conferences Structured behavior/incentive system: sticker chart goal sheet Needs seated in front of classroom Needs help organizing materials and/or passing bookbag Needs frequent reminders of rules and routines Needs frequent checks for understanding Needs advanced notice of tests Needs additional time to complete worksheets Needs homework reduced Needs independent work checked frequently for accuracy Needs reduced syllable list Needs testing in quiet area/IST room	WHAT WORKED WELL!!! behavior books Needs a structured study guide Needs to rotate directions Needs a copy of notes Needs assignment books checked Needs additional practice/repetition Needs time read aloud Needs clearly stated directions Frequent contact with IST
---	--

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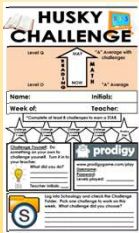
Additional Comments from Teacher: _____

Teacher Signature _____ School Year 2017-2018

Final Thoughts/Questions:



Check It Out:



Student Screening Forms • Transition Forms • Husky Challenge Invites

Contact Information:



Presenter: Bob Young

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School: Rolling Ridge Elementary

Title: Grade 2 Teacher

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