

Reaching for the Future Through Shared Leadership One School's Journey

ITAG Fall Conference ~ Oct. 14, 2014

About us.....



Tell us about you....

What do you teach?
What size is your district?
What does your G/T in-service
look like?





and.....

Background Information

Gifted and Talented Education in Iowa

Iowa Code 257.44

- Gifted & talented defined
- Demonstrated achievement or potential ability
 - General intellectual ability
 - Specific academic aptitude
 - Creative/productive thinking
 - Leadership ability
 - Visual/performing arts

Chapter 12

12.5(12) Provisions for gifted and talented

Valid and systematic procedures

Goals and performance measures

A qualitatively differentiated program to meet the students' cognitive and affective needs

Staffing provisions

An in-service design

A budget

Qualifications of personnel administering the program

Review and evaluate gifted and talented programming

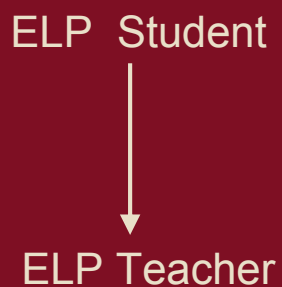
District Mission

**Dedicated to maximizing
individual learning and potential
for success
in a global community.**

Additional Considerations Within District

- **Instructional Coaches**
- **Reading and Math Interventionists**
- **Professional Learning Communities (PLC)**
- **Rtl / MTSS**

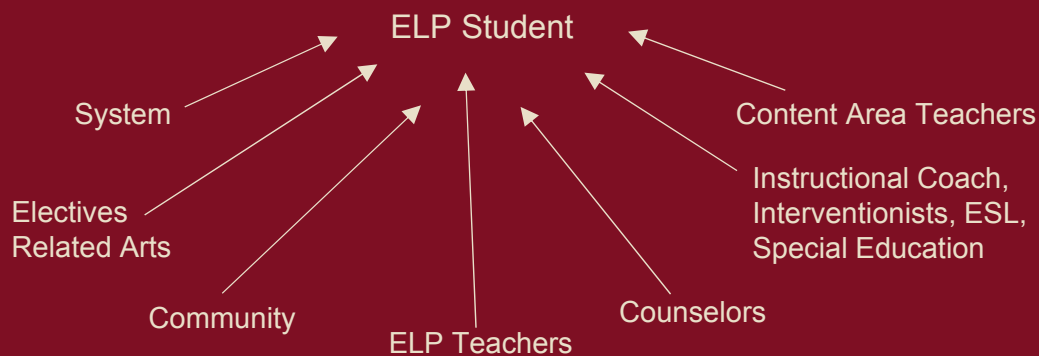
Past Thinking



The Changing World of Gifted Education

- ★ Integrating into the greater system
- ★ Systematically meeting the needs of high level learners within general education classroom

Forward Thinking



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The Journey

Prior to 2008: Annual in-service for staff

2008 - 09: Graduate research: *Staff Development: Bringing Change to Instructional Practices*

2009 - 10: *Introduction to Gifted Education*, 9 required PD for all staff, graduate credit offered toward gifted education endorsement

The Journey Continues

2010 - 11: *Gifted in the Middle*, 7 required PD for all staff, graduate credit offered toward gifted education endorsement

2011 - 12: *Differentiation and the Gifted*, 5 required PD for all staff, graduate credit offered toward gifted education endorsement

Cluster Grouping Background

- Spring 2011--decision made for ELP teacher to co-teach in cluster classrooms
- My research topic chosen in response
- Summer 2011--research into effects of cluster grouping
- Fall 2011-- surveys of teachers & students

Research: *The Effects of Cluster Grouping in the Middle School Classroom*

Research from the last decade indicates:

- Cluster grouping is effective in producing academic gains for G/T students
- BUT, it is only the first step--cluster grouping alone is not effective

Along with clustering, other factors are necessary:

- A differentiated curriculum
- Teacher training and support

Using the research to guide WMS

What teacher surveys told us:

- Our teachers were “buying in”. Previous inservice and P.D. had successfully impacted them and they believed that clustering was good for kids.
- They felt overwhelmed by the broad span of needs in their classes (ELP cluster *and* SPED in same class)
- They needed support with resources
- They needed more collaboration

Results of research shared...

- Administration open to hearing the results, even though not all favorable
- Administration offered the opportunity to form a “leadership team” to offer support and collaboration

2013 - 14 School Year

Year 1 - Extended Learning Program Shared Leadership Team (ELP SLT)

- 9 staff members participating, course book: *Educating Gifted Students in Middle School*
- Purpose of work: Provide G/T in-service training and support to cluster classroom teachers
 - Participants help facilitate PD for staff
- Option to earn graduate credit toward gifted education endorsement

2014 - 15 School Year

Year 2 - Extended Learning Program Shared Leadership Team (ELP SLT)

- 12 ELP SLT members (7 returning, 5 new) participating, course book: *Differentiation for Gifted Learners*
 - Option to earn graduate credit toward gifted education endorsement
- Participants help facilitate PD for staff

Teacher Feedback

Benefits:

- Ideas for differentiating lessons
- Increased knowledge about gifted student's social & emotional needs
- Learned about educational research that backs up ELP/gifted education practices

ELP Shared Leadership Team Feedback

Changes to instructional practices:

- Better quality differentiated activities and lessons for ELP students in cluster classroom
- More opportunities for choice for ELP students in cluster room

ELP Shared Leadership Team Feedback

Changes in student learning:

- Opportunities for students to demonstrate learning in multiple ways

ELP Shared Leadership Team Feedback

Continue to work with ELP SLT:

- Best fit with what I am interested in
- Would have more realistic takeaway that would benefit my students directly
- Meeting time works in my schedule





CONTACT INFORMATION

Susan Wouters

swouters@waukeeschools.org

Niky Monaco

nmonaco@waukeeschools.org