

# Guiding Gifted Programing from a District Leadership Perspective

Dina Brulles

Paradise Valley Unified School District, Phoenix, AZ

Lauri Kirsch

Hillsborough County Public Schools, Tampa, FL

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## Guiding Questions

1. As a district gifted coordinator, how do you define "success"?
2. How might a coordinator begin to develop quality district-wide programming?
3. What are tips for creating equitable identification practices within your school district?
4. What are effective PD practices for supporting teachers, administrators, and others in your district?
5. How do you support parents and advocate for gifted education in your district?
6. What are the 3 most important things for a coordinator to remember in creating a successful gifted program in their district?

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### 1. AS A DISTRICT GIFTED COORDINATOR, HOW DO YOU DEFINE "SUCCESS"?

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I define success as:

- Having the ability to meet the needs of all G&T students  
Documentation of students demonstrating academic achievement and individual growth
- Increasing enrollment of gifted students in the district

**PVUSD GIFTED SERVICES**

Gifted Preschool ~ Age 4+  
 Schoolwide Cluster Grouping Model ~ K-6  
 Content Replacement / Honors Math and Language Arts ~ Gr. 4+  
 Enrichment classes ~ 4-8  
 Self-contained Programs for the Highly Gifted~ gr. 1- 6  
 Uniquely Gifted ~ gr. 1- 8  
 Nonverbal Honors Core ~ MS  
 Digital Learning Center ~ MS  
 Digital Learning Center ~ HS  
 Honors Academies for Pre-engineering & Foreign Lang. ~ MS  
 Honors & Advanced Placement Classes ~ MS & HS  
 International Baccalaureate ~ K-12  
 Online Honors ~ ES/MS/HS

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What does this look like?

- Actively engaged students
- Students challenged in productive struggle
- Students enjoying learning!



"I cannot teach anybody anything,  
 I can only make them think." - Socrates

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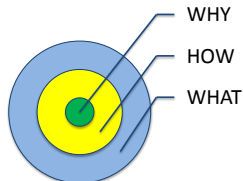
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Defining...Why? How? What?

Asking Ourselves...How well are we doing?

- Why: District Gifted Mission
  - How: District Gifted Vision
  - What: District Gifted Goals
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- How well are we doing...
    - Accomplishing our mission?
    - Staying true to our vision?
    - Meeting our goals?




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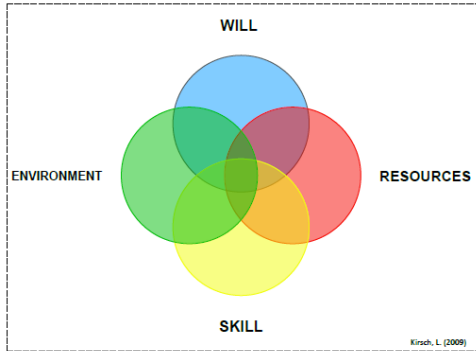
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## The Role of a Leader



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### Begin by:

- Seeking and accepting input from stakeholders: parents, teachers, administrators & students
- Studying the NAGC Programming Standards
  - Self-evaluate according to the standards
- Establishing the need with your stakeholders.
  - Start by sharing information on gifted students and their learning needs.

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### To begin developing quality district-wide programming:

- *Create an implementation timeline.*
  - Map out your objectives in a manageable timeframe.
- Steps:
  1. Analyze the current situation
  2. Create a vision as a starting point
  3. Define an action plan
- *Be patient!*
  - Working against **TTWADI** takes time.  
*("That's The Way We've Always Done It!")*

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### 3. WHAT ARE TIPS FOR CREATING EQUITABLE IDENTIFICATION PRACTICES WITHIN YOUR SCHOOL DISTRICT?

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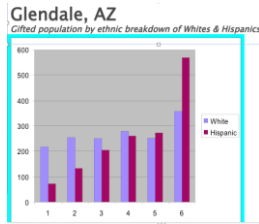
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#### Creating Equitable ID Practices

Goal: The Gifted population reflects the school/district population (ethnicity, gender, grade levels...)



#### ID Tools:

- Use standardized ability tests
- Incorporate multiple measures
- Include ID tools that are culturally fair and linguistically unbiased

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#### Tips for Creating Equitable ID Practices

#### The Nomination Process:

- Teach staff members what to look for when nominating students and then guide the process
- Use inclusive indicators to determine who to test
- Create a systematic process that ensures students in all subgroups have opportunities to test

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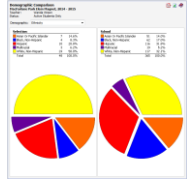
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### Make Equitable Identification a Priority

- Set identification goals and monitor progress
- Provide ongoing training and tools
- Target identification efforts
- Remove barriers to identification
- Remember there is no “magic” bullet
- Consider the power of storytelling
- Recognize successes



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### Make a Difference... The Parable of the Starfish



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### 4. WHAT ARE EFFECTIVE PD PRACTICES FOR SUPPORTING TEACHERS, ADMINISTRATORS, AND OTHERS IN YOUR DISTRICT?

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## Building Capacity via Powerful PD

- PD as a priority for all who teach gifted students
- Ongoing
- Multiple delivery models
- Responsive




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## Advice For Effective PD Practices

- Offer training opportunities throughout the year
- Vary the training formats
- Ensure that PD supports the program design(s)
- Align PD to school initiatives
- Offer training in gifted ed. to *all* staff members
- Target gifted students' special needs
- Target specific teacher/staff groups

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## Effective PD Practices in Paradise Valley

### Gifted Resource Site

Paradise Valley Unified School District



Recipient of the First Annual  
NAGC Professional Development Network



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**5. HOW DO YOU SUPPORT PARENTS AND ADVOCATE FOR GIFTED EDUCATION IN YOUR DISTRICT?**

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**Parent Support & Advocacy Efforts**

- Provide several parent presentations yearly
  - Evenings and lunch time offerings
  - Translation provided
  - Some presented solely in Spanish
  
- Involve parents on program development committees
  
- Share info on outside events and resources
  - State and national gifted ed. events
  - Enrichment opportunities through local venues and the Internet

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**Parent Support & Advocacy Efforts**

- Sample Parent presentation topics:
  - Gifted 101 & gifted students' learning needs
  - Testing and identification
  - Enrichment opportunities
  - Programming options

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### For a successful program, focus on results!

*Focus on opportunities that meet 3 TESTS:*

1. Does the opportunity fit squarely within the **mission** of your gifted program?
2. Do you have the **capability** to execute the opportunity better than anyone else?
3. Does the opportunity make sense within the **context** of the economic engine and resources of your program?



<http://escholars.mysdhc.org>




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### Success requires more than good ideas!

- Empowering others
- Planting seeds and allowing ideas to grow
- Listening, learning, recognizing and acting upon opportunities




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### 3 tips for creating a successful gifted program:

#1 - *First* identify students with high potential. *Then* develop your services in response to their needs.

#2 – Identify the training and curriculum needed to prepare teachers to teach in your model(s). Then create an ongoing system for supporting new and continuing teachers.

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#3 – Structure gifted services to be sustainable. Embed attention to gifted students’ needs into all school initiatives.



"OH, WE HAD A GREAT PROGRAM LAST YEAR BUT SHE MOVED."

Series of horizontal lines for taking notes.

### FAVORITE RESOURCES

#### Dina’s Suggested Resources for Program Development

Paradise Valley USD Gifted Services  
[www.pvschools.net/gifted](http://www.pvschools.net/gifted)

NAGC PreK – Grade 12 Gifted Programming Standards  
<http://goo.gl/XNV11n>

Snapshot Survey of PK – 12 Gifted Ed. Programming Effectiveness Factors  
<http://goo.gl/yxd15D>

[www.hoagiesgifted.org](http://www.hoagiesgifted.org)

*Beyond Gifted Education: Designing and Implementing Advanced Academic Programs*  
by S. Peters, M. Matthews, M. McBee & B. McCoach

*Reforming Gifted Education: How Parents and Teachers Can Match the Program to the Child*, K. Rogers

*The Cluster Grouping Handbook: How to Challenge Gifted Students while Increasing Achievement for All*, S. Winebrenner & D. Brulles

Series of horizontal lines for taking notes.

