



Welcome High Ability Teachers!

It's great to see you!

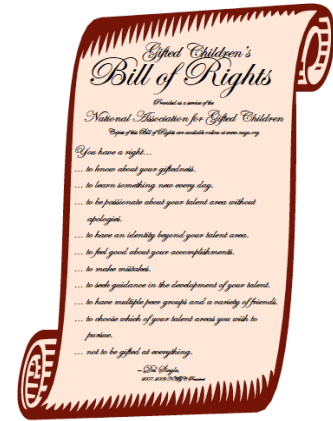


Please take a moment to settle in.

Greet friends & look over the PD books at your table. We'll begin shortly.

Let's Reconnect...

- ➔ Take a moment to look over the **Gifted Children's Bill of Rights** in your handout packet.
- ➔ The fact that the NAGC drafted this Bill of Rights implies that certain indefensible practices and situations have existed for our gifted kiddos.
- ➔ Think for a moment about **what these indefensible situations** might be.
- ➔ **SHARE** your thoughts with your table mates and **jot a list** of indefensible situations.
- ➔ We'll share some of our inferences **whole group** in a moment.



Today's OUTCOMES...

- Together, we will...
 - Reconnect with one another and with the journey we are on together...
 - Reconnect with our shared purpose of holding up as needing special support our **highest ability students**...
- Together, we will come to a shared understanding of...
 - Some **business** - the long-range plan for our **HA program** & the expectations for THIS year
 - The **STUDENTS** that are in our classrooms: their CogAT scores and areas of giftedness
 - **Issues in reaching our HA students – Dabrowski's 5 Overexcitabilities**
 - Our **NEXT STEPS** as a journeying group...



What will the **Working Agreements** for our work together be?

- ◆ Listen fully and reflectively.
- ◆ Practice forming new habits of mind.
- ◆ Hold experiences and revelations of others with care.
- ◆ Challenge the limits of your potential.
- ◆ Monitor your personal technology.
- ◆ Be responsible for your impact on the room.
- ◆ Have **FUN!**



High Ability Program **PLAN** – *Where are we in meeting the STANDARDS?*

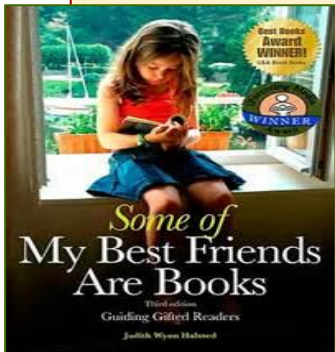
➤ Pillars of **Indiana's High Ability Program Standards**

1. Plan for the **Identification of Students**



- District has a **plan** for the identification of students which brings it into compliance with IN code – over time
- Includes **screening of ALL students (K-12)**
- **Based upon multi-faceted assessments** (using traditional and non-traditional instruments)

2. **Professional Development Plan**



- District has an **articulated plan** for the growing expertise of teachers and staff in the area of high ability education
- Includes: a plan for **on-going study**, the encouraging of **workshop & conference** attendance, a bringing of **administrators and support staff** into the PD process

High Ability Program **PLAN** – *Where are we?*

➤ Pillars of **Indiana's High Ability Program Standards**

3. Curriculum & Instruction Plan

- District has a **plan** for the development of differentiated curriculum & instruction to meet the needs of high ability learners
 - **Written**, articulated; **Goals**, content, and resources to challenge students; **Development** of critical, creative, problem-solving, and research skills
 - Teachers **differentiate, supplement, or modify** their curriculum to meet accelerated and enriched learning needs
 - This curriculum work should be done at the **district** (not simply school) **level**



High Ability Program **PLAN** – *Where are we?*

➤ Pillars of **Indiana's High Ability Program Standards**

4. **Systematic Program Assessment** (*internal yearly, external 3-5 years*)

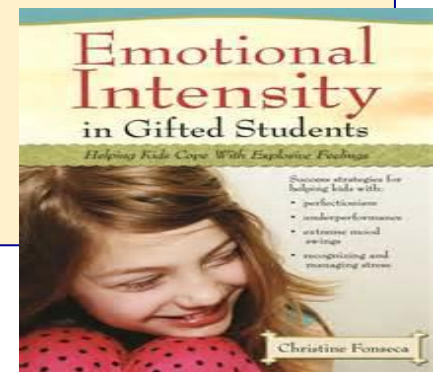
- ***How are our students doing? Is our program meeting its stated goals and objectives? How might things be improved?***
- ISTEP+ performance, mClass, student enrollment in honors, AP, and dual credit courses (along with their achievement in these courses)... **moving toward inclusion of nontraditional measures (questionnaires, checklists, surveys, performance measures)...** moving toward survey of multiple stakeholders
- Creation of **a broad-based planning committee** (made up of a variety of stakeholders)
- **Written report** presented in a public forum with responsive planning and troubleshooting

High Ability Program **PLAN** – *Where are we?*

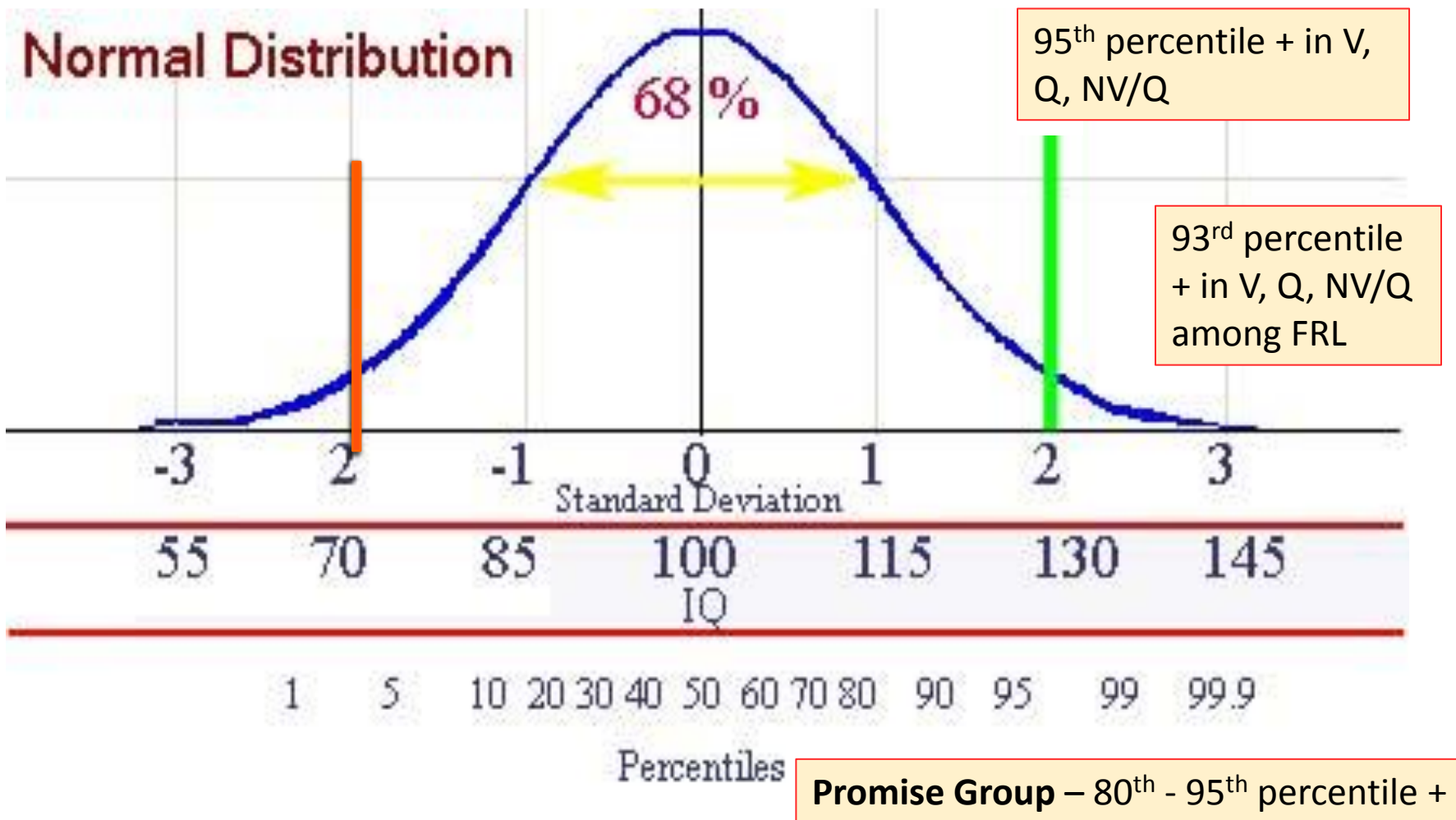
➤ Pillars of **Indiana's High Ability Program Standards**

5. **Counseling & Guidance Plan**

- Teachers, **administrators, parents, counselors** (etc.) are provided with information on the characteristics of high ability learners and their socio-emotional needs
- **Classroom & guidance efforts are differentiated to meet the socio-emotional needs of high ability learners**
- Teachers utilize classroom techniques to support the affective needs of their high ability students
- College and career guidance is offered
- **At-risk high ability students are monitored**



Who are our High Ability Identified Students?



Reflecting on our HA Students...

- Consider your list of students & their CogAT scores.
 - Are there any surprise **inclusions**?
 - Are there any surprise **exclusions**?
- Choose 1 or 2 students (by name)
 - What do you know about these students at this point in the year?
 - What **SUCCESSSES** you have experienced so far these high ability students ? *What have you tried?*
- Table group **QUICK SHARE** & Whole Group **HANDS...**



Dombrowski's 5 **Over-excitabilities**...

- **Intensity, sensitivity, and over-excitability are primary characteristics of highly gifted children.**
- **Psychomotor Over-excitability** – *Intense physical activity, rapid speech, zealous enthusiasm; emotional tension yields compulsive talk and actions, misbehavior, nervous habits, compulsive organization, competition...*
 - **Joy** in enthusiasms which others may find **overwhelming**
 - **Strategies:** Allow time for non-distracting physical & verbal activity for these kiddos; allow time for spontaneity & open-ended activities

Dombrowski's 5 **Over-excitabilities**...

- **Sensual Over-excitability** - Heightened experience of sensual pleasure or displeasure emanating from sight, sound, touch, taste, and smell ...
 - Early & increased **appreciation for aesthetic** pleasures (music, art, language)
 - Can lead to **over-stimulation**; emotional tension can bring **buying sprees, over eating, attention seeking behavior or withdraw,**
 - **Strategies:** Create an environment that limits offensive stimuli, offers soothing spaces, & the opportunity to delight in the senses; provide opportunities for being in the limelight

Dombrowski's 5 **Over-excitabilities**...

- **Intellectual Over-excitability** – *Marked need to seek understanding & truth, to gain knowledge, & to analyze and synthesize...*
 - Intense **curiosity**, avid **reading**, keen **observing**, tenacious **problem solving** (when they choose), remarkably **detailed visual recall**, love of **theory** and **moral thinking**, **inappropriate interrupting**
 - **Strategies**: Show how to find the answers themselves; provide opportunities for engagement with social concerns

Dombrowski's 5 **Over-excitabilities**...

- **Emotional Over-excitability** – *Heightened, intense feelings; extremes of complex emotions, identification with others' feelings; stomachaches & blushing; concern with death & depression...*
 - Remarkable capacity for **deep emotional attachments**; acute **awareness** of their own **feelings**; **inner dialogues & self-judgment**
 - Can be accused of **over reacting**
 - **Strategies**: Accept all feelings regardless of intensity; teach kids to anticipate (noticing sweaty palms, headache, & stomachache) & to prepare for emotional responses

Dombrowski's 5 **Over-excitabilities**...

➤ **General Strategies**

- Discuss the concept of **overexcitability** (*that it is OK*)
- Focus on the **positives** (*energetic, enthusiastic, sensual, aesthetic, curious, loyal, tenacious, moral, metacognitive, integrative, creative, metaphorical, dramatic, poetic, compassionate, self-aware*)
- Cherish & **celebrate diversity** (*allow time for pursuit of passions*)
- Use & teach clear **verbal & nonverbal communication skills** (*provide the skills students need to fit in when they want to, the skills that allow kids to treat others with respect, and that allow for changing the system if needed*)

Dombrowski's 5 **Over-excitabilities**...

➤ **General Strategies**

- Teach **stress management** (*learn to identify stress symptoms, develop strategies – talking, relaxation exercises, change of diet, exercise, meditation, asking for help*)
- Create a **comforting environment** wherever possible (*lovely pictures, carrying of a comforting item, comfortable clothes*)
- Help to raise awareness of students' behaviors & their impact on others (*OEs can be unaware of their impact on others...*)
- Remember the **JOY** (*Too often we focus on the negatives; help students to see the joy.*)

Let's hear from a **HA parent**...

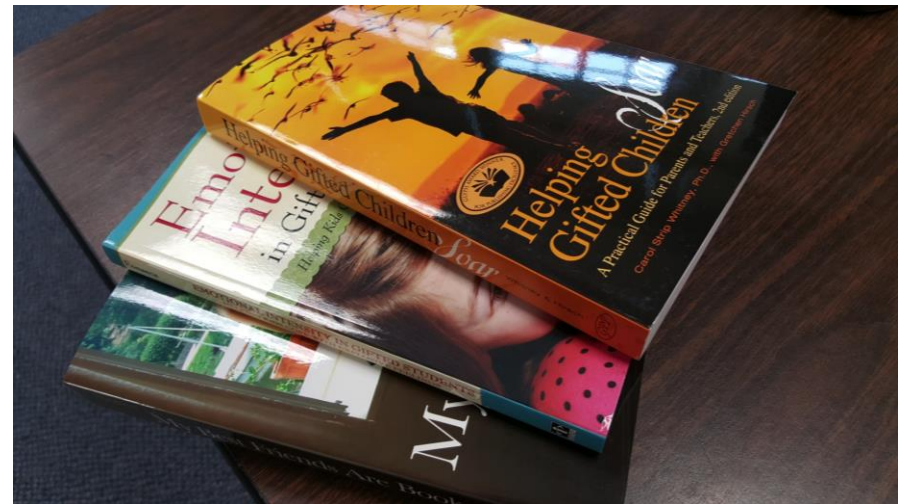
➤ TED x Talk...

➤ <https://www.youtube.com/watch?v=ybmgVSdsMu8>



Book Study Options...

Let's take a moment to look over the options for book study this year.



Moving forward – Extended Learning Opportunities ...

- **Conference Possibility** – Indiana Association for the Gifted (December)
- **Extended Learning – Student Knowledge** – Continue getting to know your high ability students. Continue surveying them and assessing (informally or formally) their interests and learning styles.
- **Extended Learning – Differentiating Instruction** - Continue differentiating your instruction to add challenge and interest.
- **Extended Learning** – Before our next meeting on **December 7th**...
 - Let's read...
 - *The first 1/3 of your book study book. Coding important parts.*
 - *Expect to hear from me with questions for discussion.*

EXIT Card...

- Reflect for a minute on this afternoon...
- On an **INDEX CARD** –
 - **Front: Personal synthesis** - Write 3 take aways for your practice.
 - **Back: Feedback** - What are your pressing differentiation concerns? What would you like for me to know?



Thank you for your presence here and for the work you do everyday! See you in December!! 😊