

The Secondary School Leader's Role in Gifted Education

An argument for purposely serving our Gifted in Secondary Schools.

Your Presenters

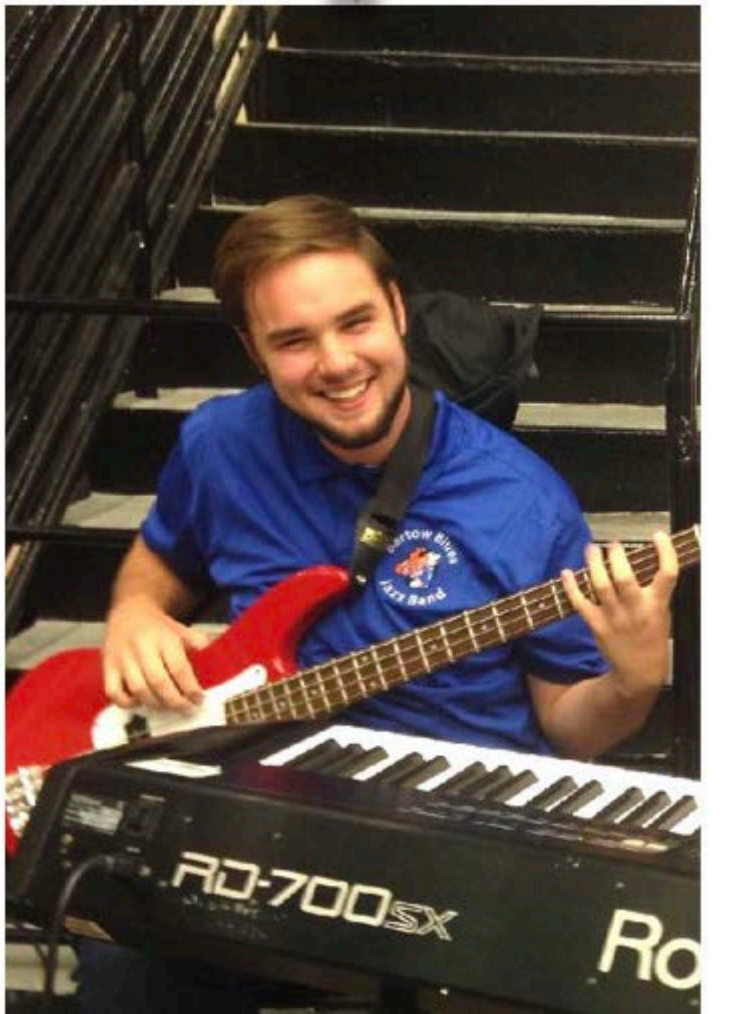
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Why Should School Administration support Gifted Education?



1. The *Learning Gains* of Gifted Students are YOUR responsibility.
2. Shifting the secondary **principal's mindset** toward serving our Gifted: Self-sufficient
3. Building a diverse Gifted population takes purposeful actions.
4. As the building manager, a principal can *hire staff* with a gifted-mindset.
5. As a champion for the gifted, the principal will encounter *district barriers*. The pursuit of excellence comes with a politically savvy, confident and driven leader.
6. Parents of gifted students are your soldiers for change.

A photograph of a school hallway with rows of orange lockers on both sides. The floor is light-colored and reflective. In the background, there are doors, a whiteboard, and a clock. Overlaid on the image are four blue circles, each containing white text. The circles are arranged in a diamond pattern: 'Know The Law' at the top-left, 'Staffing' at the top-right, 'Master Schedule' at the bottom-left, and 'Parent Advocates' at the bottom-right.

Know
The Law

Staffing

Master
Schedule

Parent
Advocates

A school's infrastructure CAN be built to bring the Gifted up to their highest potential.

Colorado Definition of Gifted & Talented

“‘Gifted and talented student’ means a secondary school student who possesses one or more of the following qualities or attributes:

- (a) Is intellectually gifted;
- (b) Is outstanding in school achievement;
- (c) Is outstanding in particular areas of human endeavor, including the arts and humanities.”

(Colorado Rev. Stat. § 22-26-102)

Federal Definition of Gifted & Talented

Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

Know Your State's Law

Mandated Gifted Programs:

- **Fully Funded:** FL, GA, IA, OK
- **Partially Funded:** AL, AR, CO, HI, ID, IN, KS, KY, LA, ME, MI, MS, NE, NV, NM, NC, OH, SC, TN, TX, VA, WA, WV, WI
- **No Funding:** AK, AZ, DE, IL, MD, MT, NJ, OR, PA, RI

Gifted Programs Not Mandated:

- **Partially Funded:** CA, MO, ND, UT, WY
- **No Funding:** CT, DC, MA, MN, NH, NY, SD, VT



The School's Master Schedule Impacts Success



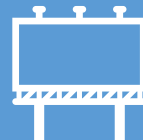
Accelerated options for all students



Know your minority students



The impact of electives on grades



Staffing for flexibility: They want the “smart kids” Use that to your advantage.



Build in Opportunities for Collaboration among peers of different levels and ages.

The Right People In the Right Place

Staffing

Hiring Gifted Advocates: The interview, recommendations, precedents

Creating a Gifted Supportive Culture: Conversations bring in “what’s best for the accelerated learner,” embedded expectations for individual support.

Professional Development: Book Study, Teacher-Mentors, Teacher Reports on Homework, Projects, Activities

Active Principal presence: classroom visits, by invitation and drop in.
Knowledge of assignments: projects

Counselors and support personnel: open minded, flexible, stern, clarity of situations, confidential, predictable advocate.

Parent Champions



A parent's understanding of what an accelerated learner needs.

Know Your Student!



Characteristics of a gifted student:

Perfectionist

Over-Thinkers

Isolated

Procrastination



Society's understanding of the Gifted Student



The gifted student's own ideas of who they are based on their environment : Home, School, Workplace.



Barriers & The School District

- Are they supportive of Gifted Students?
The Current School District's Process To Assess For Gifted.
- Is the Gifted identification process built for students or the district staff?
- How does the district respond to your recommendation for change?
- Know who is in charge.
- Know what you want.
- *Parent* Issues: Support & Nonsupport, Gather the troops
- More Gifted Students =
More Need For *Resources (Time, \$\$, Staff)*

Example of Administrative Actions:

Assessing Students in Secondary Grades

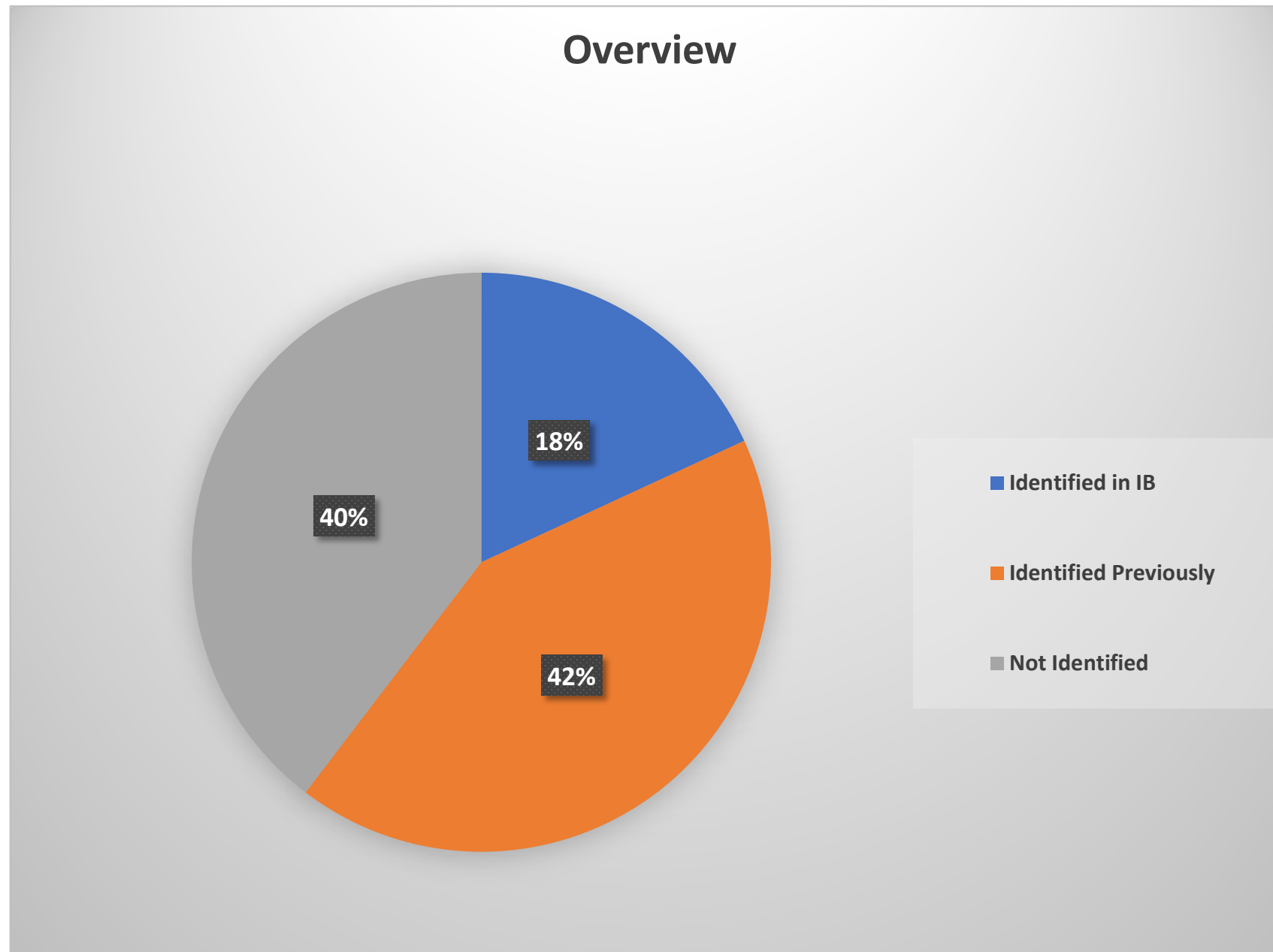
- Administration Noticed **Critical Need for Support**
- **Last Chance** For Students To Learn With Their *Academic Peers* In Secondary Classrooms.
- **Critical Academic Choices** in High School (*Dropouts At 10th Grade, Accelerated Courses/College Level, Honors*)
- Look For Alternative **Funding Sources** (FTE/IB, FTE/AP, Title 1, *“Left Over” Elementary Student Instruments*)



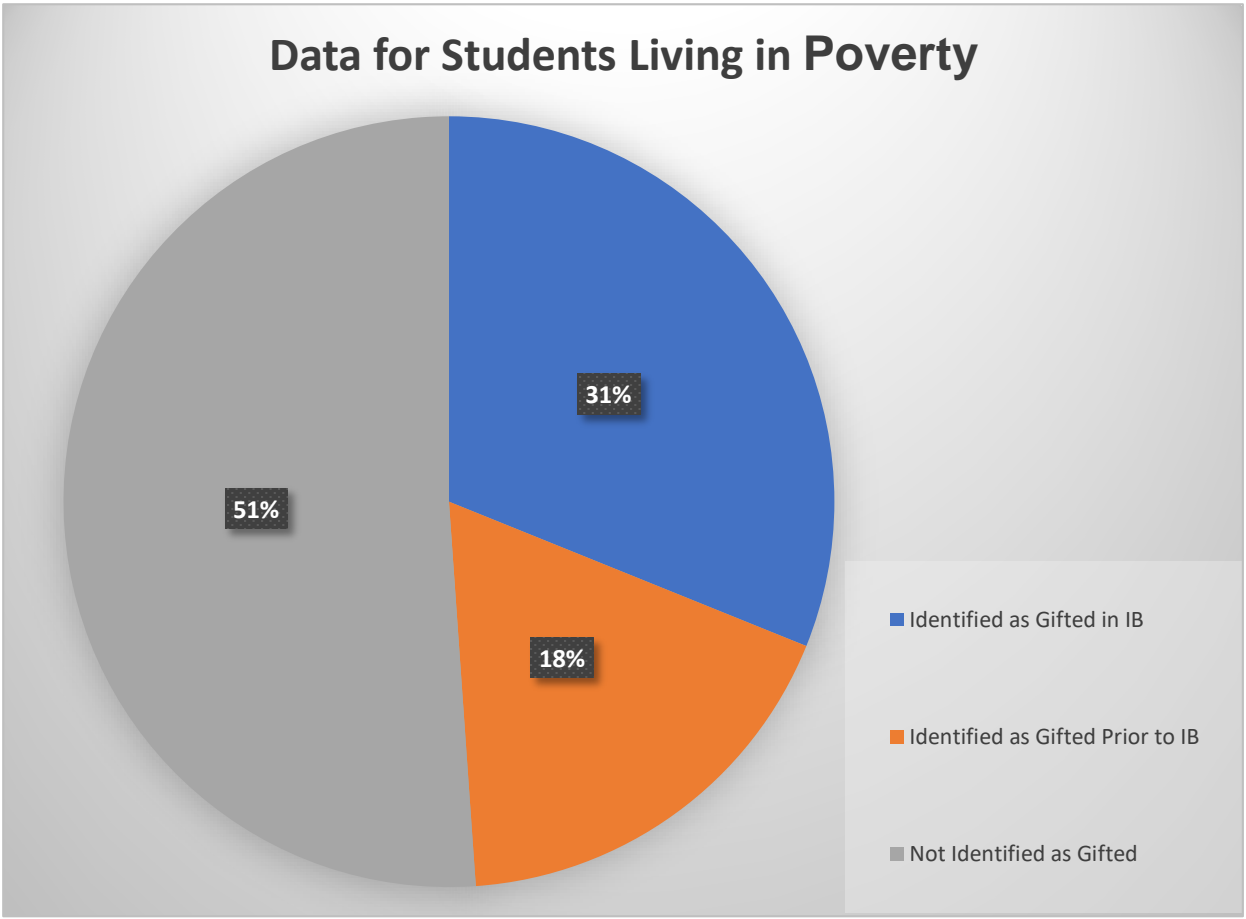
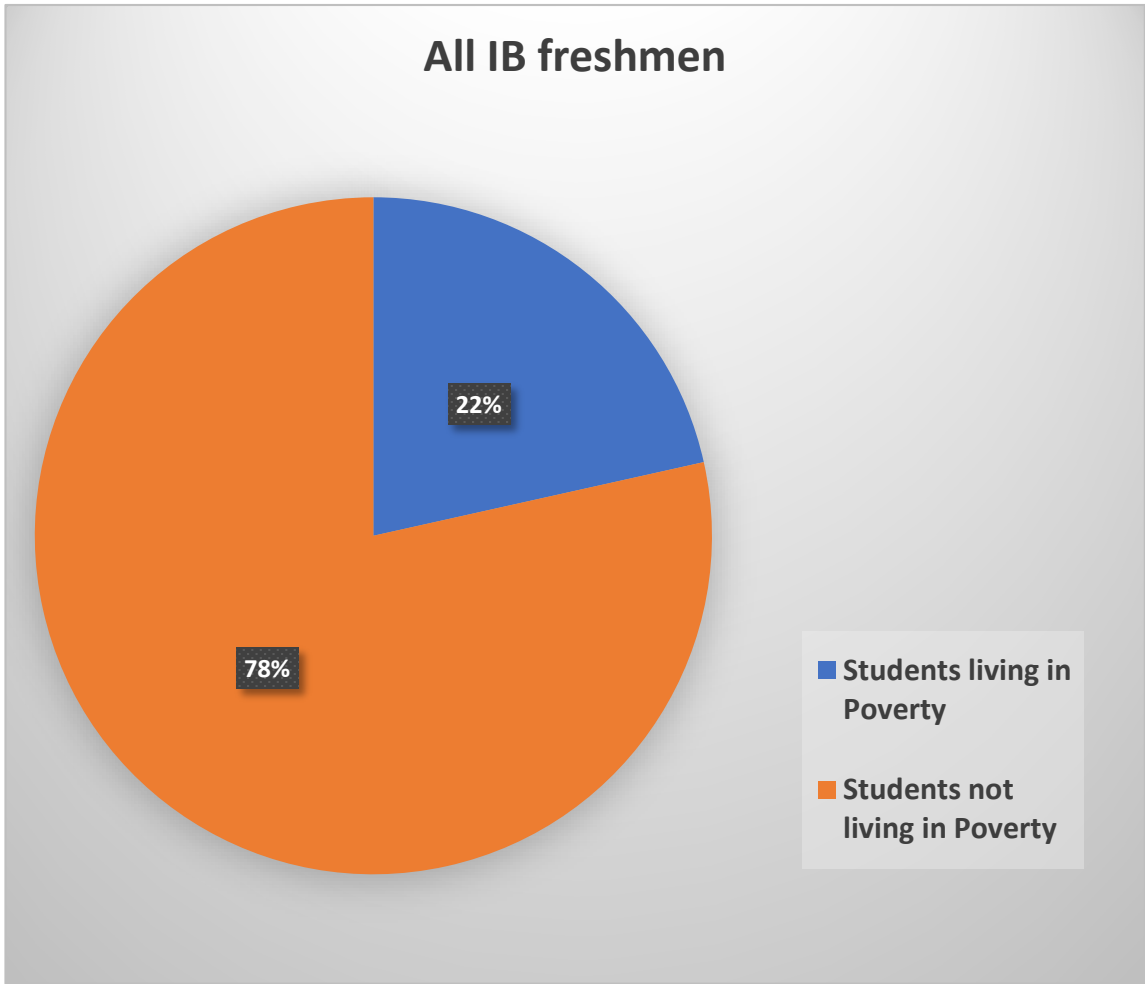
Year 4 of Gifted Initiative

- Screened students who were not Gifted in 9th Grade.
 - 2016 – 2020 = 124 screened
 48 designated as Gifted
- Financed through both district and school funds
- Additional students brought services to more Gifted Students and a full time Gifted Support teacher. Academic & Mental Health
- 4th year under new administration:
district less cooperative

9th Grade Results for 3+ years



9th Grade Results – Poverty Overall



What we learned from our Study

- Start At The Top. District Exceptional Education Leadership On Your Side
- Pull In Your Team: District, Gifted Teacher, Etc.
- Create Internal Support: Teachers, Parents, Etc.
- This should occur in 6th grade OR whenever students arrive from private school
- Who and How Do We Assess In 9th Grade?
- More education of HS staff about gifted and how they learn

Final Thoughts

- School Administration has the **power** to change students' lives.
- Be innovative in providing Students With Support through ***Personalized Resources***
- Our Responsibility Is To Meet The Needs Of Our Students - ***They Will Discover Their True Potential and give students the tools for success.***



Let's Talk