

APPENDIX V – 16

**T.U.S.D. District
Self-Contained Gifted Training
Erica Bailin
February and April 2016**

What: District-Wide Gifted Education Training

Date: February 3rd, 2016 and April 27th, 2016

Time: 9:00a.m. – 3:30p.m.

Location: Cavett Elementary School

Number of Participants: 45

Room Set-up: Table Groups; 10 groups of 4 and 1 group of 5

**We will be working in pairs and small groups throughout*

Training will focus on creating standards for Gifted and Talented program throughout the TUSD. When going through the content of the guiding questions, I will be demonstrating gifted strategies and log these as we progress through the workshop. I will bring the grappling of these strategies back to indicators of how the gifted brain works and characteristics of gifted and talented learners. Teachers will be able to immediately build into their practice the strategies presented in the training.

| Deliverables | # | Guiding Questions | Topics |
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| Teachers Can Expect To: <ul style="list-style-type: none"> • Build consistency of GATE Department expectations and practice • Acquire highly effective Gifted engagement practices • Increase usage of gifted strategies in the classroom • Hold and maintain students' attention through positive classroom environment and cultural responsive climate • Increase efficiency in the classroom by developing strategies that leverage time, remove barriers, and ignite student learning | 1 | What is the history of "gifted" in T.U.S.D.? | History of "gifted" in T.U.S.D. to make this. Riddles (most challenging) Ordering (scaffolding) Putting the riddles and ordering content together |
| | 2 | What are we trying to do in T.U.S.D. for "gifted"? What is our goal? | Teachers will construct with guidance from policy, goals and objectives of the GATE Department; vision and mission of gifted education in T.U.S.D. |
| | 3 | What makes our instruction and classrooms different? | Fluency exercise in brainstorming. |
| Gifted and Talented Strategies for Toolbox Development <ul style="list-style-type: none"> • Teach standards • Enrichment, Acceleration, Depth, Complexity, Rigor, Creativity within mastering the standards or working above the | 4 | What does each child need in terms of readiness? (cognitive and affective lenses– developmentally appropriate, asynchronous development, skills and knowledge, social-emotional) | Teachers will work in grade level groups to form consistency in perspective and THEN specifically for their program. Teachers will work on developing a scope and sequence or standard; articulation. |

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| <p>standards</p> <ul style="list-style-type: none"> • Indicators of Differentiation: Planning, Delivery, Environment, Indicators, Assessment • Cultural Responsive, Culturally Relevant • Brain-compatible strategies • Mindfulness of ESL/ELL needs • Mindfulness of gifted and talented learners from or in poverty | <p>5</p> | <p>Classroom Environment and Climate</p> | <p>Cultural Responsiveness Training Exercisie - questions and initiate a positive climate.</p> |
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