

1. Welcome to the Gifted Coordinators Quarterly Call for March 2019. I am Alicia Foy, gifted specialist for the Florida Department of Education. Joining us today is Cassie Paleis, who is filling today as our computer science specialist. She will be helping with IT and fielding questions.
2. Some quick reminders about webinars. Everyone is muted and the webinar is being recorded. If you have a question, please type it into the question box. Also, if you are having trouble with your audio, call 562-247-8422 and enter the access code provided here. 760-580-195
3. We have simple objectives today: we will go over the survey results from January and share out the resources.
4. This slide is an advertisement for two webinars on the gifted website. The first is called Goals, Objectives and Traits of Gifted Learners and comes from the K-12 Gifted Frameworks. This webinar is a review of the goals, objectives and traits of gifted learning and will also be posted as a PowerPoint with notes so that you will have them if needed. The second webinar posted in on the FINDS Method of Research for sharing with teachers. Since research is such a big part of a gifted learner's education, learning a method of research is a very valuable skill. This webinar/PowerPoint will help guide understanding of the research method. You will find these on www.fldoe.org/academics/standards/gifted.stml
5. We are going to share the results from the survey that was sent out in January and also resources that were revealed within the survey.
6. Question 1 told us how many districts responded to the survey. 40 out of 74 responded. Question 2 asked what is the percentage of gifted students in your district. The range was .02% to 25%. Question 3 asked how many of you performed a district-wide screening. 41% said yes and 58% said no.
7. Question 4 was the question about which screening instruments were being used in the districts; OLSAT 8, Nagliari, KBIT, KBIT-3, NNAT3 for universal gifted screening, KBIT and OLSAT for 2nd grade, KBIT and Naglieri for Title 1 schools, CogAt 2nd grade KBIT 2 individual, Slosson (SIT), NNAT 3, NNAT 2 for second graders KBIT 2 for individual, academic data (FSA, SAT,EOC, iReady) to identify potential candidates, KBIT Behavioral Characteristics Checklist GRS-Creativity, CogAt 7, NNAT 2, Gifted checklist then RIAs, no screening, assess based on parent or teacher request. This is a wide variety and gives us information about how we screen across the state. Psychologists generally give the WISC or Weschler IQ tests once initial screening or request is made.
8. Here are the graphed results for question 5. Screening happens K-12, but 87% of the districts responding to this survey screened in second grade.
9. Question 6 gave us an idea of how most districts that responded provide services. 82% of the districts had students pulled out of general education classes on a regular schedule to receive services. Fifty-nine percent of districts had full time inclusion classes which may include peers who are not formally identified as gifted, such as an enrichment class. 54% of districts had full time gifted only classes. Many districts had a combination of these services.
10. The comments from some of the districts responding to this survey on the types of services are: Consultation-gifted teacher meets monthly with gen. ed. teachers to check progress of gifted students, Consultative in high school, Consultative and gifted/high achievers combined classes,

Separate school for gifted/accelerated, Cluster sites for gifted/accelerated (eligible gifted students must meet district established ACCEL criteria), Consultation and monitoring, Decision of the principal, Consult, Gifted program counselor for 9-12, Gifted electives in middle school, Consultation for senior high students enrolled in AP, IB, AICE, Dual Enrollment

11. 66% of the districts reported using a gifted advisory/support group to encourage community participation. 34% do not.
12. 40% replied that their district had a specific acceleration plan in place. 32.5% stated that the acceleration plan was included as part of a student's Educational Plan (EP). 22.5% said acceleration was a school-based decision and 5% stated that they used ACCEL for gifted and acceleration for non-gifted was a school-based decision.
13. The forms of acceleration used by districts are posted here. 100% use dual enrollment. 94% use AP courses. About 83% use subject and grade level acceleration. 71% have IB programs in place. Ability grouping/differentiation in same grade classrooms is about 69%. 51% have AICE programs. Close to 49% use full time gifted programs with differentiated curriculum. Community mentors with externships acceleration was used by 23%. Multi-age classrooms based on areas of strength in the subject areas and with differentiation came in at 20%. This was a check all that apply, so the percentages are based on who chose the acceleration form.
14. This slide is interesting because it compares the 2015-16 school year using 46 districts that replied to 2018-19. It is very close to the number of districts that replied to this unofficial survey (40). The comparisons that jump out are the decreases in multi-age classes based on areas of strength in the subject areas and multi-age classes with differentiation. Previously they were at 35% and 41% and for this survey dropped to 20% each. Ability grouping/differentiation in same grade classrooms remained similar, but dropped about 1.5%. Full time gifted programs show 7.5% increase, subject acceleration about a 3% decrease. Early matriculation was 39% and went to 20% for this survey. Dual enrollment went to 100%, AP course offerings went up to 94 from 93%. IB programs jumped 10%, as did AICE programs. Community externships increased by about 3%.
15. This graph shows the picture of the percentages from the previous slide.
16. Question 10 asked how you use consultation in your district. 38% said only when a student chooses not to participate in regularly scheduled gifted services or per parent request. 32% said that the consultation model allows district to provide more support than another type of model due to schedule issues or use of a multi-tiered system of support. 16% stated that the district chooses consultation, but would like more information on how to support students with a different model. 14% say that there are limited resources due to small numbers of students in need of gifted services.
17. Question 11 asks if you as a gifted coordinator are endorsed or not. 59% said yes, and 41% said no.
18. This slide shares the comparison of gifted population to total population across the 2013-2016 school years to the 2018-19 enrollments. In the earlier years the percent of gifted students was reported from 5.76% to 5.92%. In 2018-19, 7.1% of total student population is reported gifted.

19. Question 12 asked how many teachers in your district are fully endorsed. Answers ranged from 1 to 2000 depending on the size of the districts and number of identified gifted students. Our general district populations varied from 769 to 350,456. Our district gifted populations range from 6 students to approximately 40,000.
20. 40 districts responded to question 12 about how many teachers in the district are endorsed. Twelve of the 40 districts didn't have information on the number that were endorsed. Two didn't have information on number of gifted students in their districts. The results from the previous slide were taken from 26 districts that responded to all of the questions. The goal for this was to compare across the state.
21. This slide shows that 15 of the 26 districts had a ratio of gifted teacher to gifted students of 1:28 or below. Ten of 26 districts had higher than 28 students per teacher due to consult and need for teacher endorsement.
22. Question 13 asks where district teachers go for endorsement classes. 58% take online courses, 20% are provided face to face classes by the district, 15% responded other as online and FDLRS or online and face to face. 5% went to face to face classes at a consortia office and 2.5% had teachers take classes face to face at university courses.
23. Question 14 asks if your district uses the self-assessment tool to document progress in providing appropriate programs and services. 69% of you said yes and 31% said no. The self-assessment tool is found in the Appendices to the Resource Guide for the Education of Gifted Students in Florida. <http://www.fl DOE.org/academics/standards/gifted.stml>
24. To find your district gifted plan in your school policy and procedures visit <http://www.beessgsw.org/spp/institution/public> Go to Part V. Appendices then Appendix C: District plan to increase the participation of underrepresented students in the program for students who are gifted.
25. This slide has been included because it provides the process for Plan B approval if your district is developing a Plan B. This concludes the survey portion of the webinar.
26. I am looking for ideas you want and need so that I can provide you with services that you are seeking.
27. The first idea needed is how would you like to communicate? Would it be possible to set up a directory in google drive for all coordinators to access? We would be able to share our resources across the state with each other to increase support for our gifted students and teachers. I am looking for areas of possibility for the webpage. Some of them are dual exceptionalities strategies/supports, service delivery for secondary gifted students, STEM and Tech strategies used with gifted, curriculum models for goals, objectives and traits including problem and project-based learning. Please call or email me with any other ideas you would like to see provided. 850-245-0830 alicia.foy@fldoe.org
28. Here are the links to the gifted resources that are posted on the gifted webpage at www.fl DOE.org/academics/standards/gifted.stml

29. Please take a minute to help improve our professional development. Please include my name and gifted webinar in the survey questions.
30. My contact information is included here. Please do not hesitate to contact me if you have questions, suggestions or anything else that will help us reach our gifted students to help them reach their goals.
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