Action Plan

Gifted Education in Elizabeth C-1 School District
Past, Present, Future
When you have questions regarding gifted education, contact your school gifted education liaison first. If they do not know the answer, they will refer you to the District Gifted Education Coordinator. Specific classroom and school programming questions should begin with the classroom teacher and then the principal.
Where you see the family icon throughout this PowerPoint indicates a place for parental involvement.
A gifted education website page has already been completed. Individual handbooks for parents, teachers and gifted education liaisons have been created and are posted on the website. Parents can use this site as their first point of reference when they have questions about gifted education.
Identification procedures are in place and implemented throughout the year for academic aptitude and general intellectual ability. Part of our 4-year action plan is to include talent aptitude in that process.
We have already completed the items on the checklist to the left. Those on the right are on the action plan to be addressed.
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https://www.surveymonkey.com/r/gtinterestsurvey
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The first item on the checklist to the left has been completed. The others are in the process, but not yet ready to implement. Those on the right are on the action plan to be addressed.
The 2016-20 Program Plan was created based on feedback from teachers, parents and students. Your feedback each year is important to keep us on track to reach our targets. Please be sure to fill out the survey in January when you receive the link. You can check the website for the link as well.
We have completed the 2016 year training. Icons and prompts from the Depth & Complexity Framework are used in classrooms to raise the level of thinking in all students. This project, from the state office of gifted education, provides training and support materials for teachers to train other teachers in their schools. As shown in the picture to the left, Jacque Love, Leanne Cook, Lynette Metherd and Lori Williams-Martin became teacher facilitators this summer, and conducted multiple trainings in their schools first semester. The icons prompt students to focus their thinking when answering questions, reading text, solving problems or carrying on a discussion. These prompts become a student’s mental “thinking toolbox” to support deep and complex thinking throughout a lifetime.
Due to the district’s rural classification, gifted education received an additional $20,000 from the state this year. One of the first programming options we will be implementing is a summer STEM program at the middle school level.
Your children and their teachers may have already shared with you a little about the Depth & Complexity Framework. From the student’s perspective, depth and complexity is all about the prompts. However, from a teacher’s perspective the entire framework encompasses much more. Over the course of the next three years, teachers will go deeper into the framework as it transforms their lesson planning and instruction to reflect much more than the colorful thinking prompts.
Depth and Complexity Prompts are tools for students to focus their thinking. The picture icons are a mnemonic device that help students to commit these focusing tools to memory. There are 11 Depth & Complexity Prompts. Eight of them focus on Depth.
How can you use Depth & Complexity Prompts at home?

**COMPLEXITY**

- Promotes scholarly insights into connections over time, across disciplines and through multiple perspectives

The other three prompts focus on complexity.
Teachers pose questions and require tasks that are open ended. This means students move beyond the factual knowledge they have learned about a topic to think in more deep, complex and relevant ways about that information. Open-ended questions are often referred to as “think” questions because they take more time and require more information and evidence to answer. Closed questions are thin, as they often require a one word answer such “yes” or “no”. Closed, thin questions do not lead to big ideas or discussions. Once the answer is given, there is no room for anyone else to add their “two cents”. As parents, we often ask thin, closed questions. How was school? What did you learn today? What’s wrong? Instead we can ask focused questions that will give us the details we were looking for such as Explain the big idea of your math lesson today. What language of the discipline do you think will you need to include in your science project?
As parents, you can help reinforce the use of the prompts to focus thinking by using them at home with your child.
Now let’s take a few minutes to answer any question you might have about gifted education.