

Advocacy Panel

April 28, 2015

* look for certification emails - forms online
if haven't heard from Gifted Wiedman by July 1st, then email

Primary Learning Goal: Variety of Programs/Services found across FCS

NAGC National Assoc. Gifted Children

GAGC Georgia Assoc. Gifted Children

FCSG - Fulton County Supporters Gifted * Website to sign up

EQ: Why and how can we advocate for gifted programming?

> limited money + resources

>

> perception of what giftedness means

Advocacy should be collaborative, not controversial
No federal gifted mandate → state legislature

How do you challenge your gifted child at home?

- Reading, parents want to know your resources

- Enrichment activities at home (can be the reward)

- Play up their interests - give so much exposure, academic subj.

What are some challenges you've faced with FCS's gifted programming?

- Rotation of staff - transitions are hard for some

- Comic book seminar class

- traditional or one-size delivery of instruction, lack of choice

What incentives do high schoolers have to continue TAG
in high school?

> middle school is safest

> Charter, can manipulate TAG

> AP classes, go-to

* Seminar - HIRE ME

pull-out class (1 per week)

* Directed studies

* Internships

* SEL learning

What sets FCS gifted apart?

- Fulton is organized & more support

- Opportunities to lead / mentors

- more comprehensive here

- have a program, Standards

Discrepancies between North + South Fulton TAG?

A: Shouldn't be: there ~~should~~ may be more contacts in North, but it's the same opportunity/same TAG

A: South Fulton: High Potential Program

A: less exposure due to low SES

A: High Potential Program - manual // it's mixed model

How can we include/advocate for/serve special populations?

- > CISS process is great, using some of the alternative test/resources like Nonverbal → underrepresented groups
- > providing other strategies + instructions for variety, such as Nonverbal learners
- > teach general ed to recognize nonverbal giftedness
JACOB JABITZ (SP?) ACT - how to serve underrep'd.

(Reduce the gifted/nongifted line) - Social Skill (SEL)

How can we include/advocate for twice exceptional?

- > CISS opens opportunities
- > Manual: Get to know it, understand how they can qualify
- > close relationship with the school psychologist
* system to look for TAG eligibility purposes

How subjective are the motivation and creativity requirement/assessments?

- > creativity: Not subjective because it's a nationally normed assessment, week long training
- > motivation: growth area. Assumes honest and consistent grading across the county.

Should students be re-tested every three years, during transition?

- > IQ is not static. different strengths at different stages.
- > Current belief: one gifted always gifted
- > Can be pulled out based on performance: probation and discontinuation has very detailed + specifics
- > probation is never punitive → Carol Dweck
(InterventionCentral.org)