

GIFTED

2015-2016 Gifted Goals

1. To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. Measurement is focused on the 2013-14 Grade 6 cohort, and using the Grade 5 Term 2 Provincial Report Card, June 2013 as baseline. In this final stage of implementation of the goal, continue to focus on increasing and maintaining the improvement for this cohort through Grade 8 to ensure successful transition into secondary school. Progress will be monitored by continuing to collect report card data on this (and the 2016-17 Grade 6 cohort) on Organization and Self-Regulation skills.

Strategies implemented for Gifted Program:

- Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities.
- Focusing on facilitating collaboration/communication between regular classroom teachers, Special Education Teachers (SET) and Withdrawal and Congregated Special Education Teachers of the Gifted Programs regarding students’ strengths, needs, learning skills and accommodations recorded in the Individual Education Plan (IEP).
- Providing information to students, staff and parents to support successful transitioning.
- Exploring opportunities for student-led coaching activities and peer-support in facilitating the development of self-regulation and organization skills.
- Monitoring of longitudinal development and maintenance of Learning Skills of students with Giftedness (report card data).

Outcomes/Observations/Learnings for Gifted Program:

- No report card data were available due to the elementary teachers’ job action.
- Provided professional development for Gifted Withdrawal and Congregated Program Teachers on supporting the development of self-regulation skills (“Stress Lessons” training by the Psychology Foundation of Canada, April PA Day).
- APT (Gifted Programs) is supporting teachers in focusing on self-regulation and organization when visiting classes.

- To facilitate collaboration/communication between regular classroom teachers, Special Education Teachers (SET) and Withdrawal and Congregated Special Education Teachers of the Gifted Programs, a newsletter was shared with all staff titled “Roles and Responsibilities of the Home School and Gifted Program and information pertaining to the IEP, Strategies for Organization. (Gifted Program October, 2014; Newsletter was distributed board wide again in October 2015.)
- Information was provided to students, staff and parents pertaining to transitions through:
 - Gifted Program October, 2015 Newsletter Focus: Transition to Secondary, Dealing with Change (for staff)
 - Strategies for dealing with periods of transition on TCDSB Public Portal (for parents)
 - Presentation to parents at the CEC (ABC conference) in May 2016
 - Resources for parents at the TCDSB Special Services Fair on April 30, 2016.

Goal(s) for 2016-17 Gifted Program

1. To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. Measurement is focused on the 2016-17 Grade 6 cohort, and using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and to maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

Strategies that will be implemented in Gifted Program:

- Continue to ensure information and strategies are shared regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Sharing of information and strategies with TCDSB staff on the importance of and the strategies to develop self-regulation skills.
- Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Building capacity for all teachers (regular classroom, Special Education, Gifted Withdrawal and Congregated Program Teachers, through communications and professional development activities.
- APT (Gifted Programs) supporting teachers in focusing on self-regulation and organization when visiting classes.
- Monitoring of longitudinal development and maintenance of Learning Skills

of students with Giftedness, and comparing the development and maintenance of Learning Skills of students with Giftedness for the 2013-16 and 2016-19 cohort of students.

- Further exploring and using opportunities for student leadership activities and peer-support in facilitating the development of leadership, self-regulation and organization skills.

Outcomes/Observations/Learnings in Gifted Program

Resources were shared with TCDSB staff on the importance of and the strategies to develop self-regulation skills through:

- Gifted Program October, 2016 Newsletter titled Self-Regulation skills (distributed to all TCDSB staff)
- There was a PD presentation on “Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help. Strategies for the classroom” in December 2016.
- Formal connections were made with the TCDSB Student Leadership Program and student leadership opportunities are being shared with Gifted Program teachers and students as appropriate.