



PEP TALK - 2020

Supporting the education and well-being of gifted learners of Belmont County

Congratulations!

The winner of
January's drawing for
"On the Dot" is

Megan Totterdale
from
Martins Ferry
Ayers Elementary

Make sure you enter to win the
February game giveaway on
page 6.



Calendar of Events

1st - Visual and Performing
Arts Showcase at Ohio
University Eastern 9am-1pm

1st - Anthology Entries Due

6th - Belmont County
Spelling Bee - Ohio
University Eastern's theater
6pm

17th - President's Day

21st - Spelling Bee Wrap-Up
Meeting at ECOESC STC
office 1-3pm

Coordinator's Corner

Gifted PD Update

Teachers with Missing Modules

Most teachers should now be working on Module 3,
Social/Emotional Needs. Teachers are asked to complete two
parts for this module:

Part 1: Gifted Student Checklist

Think of a gifted student you have in class this year. This student
will serve as your focus student for this module. If you do not
have an identified gifted student, choose one from years gone
by. If you are still having difficulty, envision a gifted person from
history or a movie (eg. Sheldon Cooper from Big Bang Theory -
remember to assign fictitious students a grade level and
denote their area of identification). This checklist should be
completed over several days, and not necessarily in just one
class period, in order to adequately compile your data.

Part 2: Create a Student Profile

Use data from the checklist referenced above to create a
student profile in order to develop a framework for better
understanding the feelings, behaviors, and needs of gifted
children.

Ongoing Gifted PD

Teachers should be discussing strategies and information from
the monthly Pep Talks in TBTs, grade level meetings, etc. to
document their ongoing PD. The Social and Emotional
Learning Standards are continued in this Pep Talk in ways to
Create a Culturally Responsive Classroom. As ODE directs, by
addressing the "whole child" we can create a learning
environment that is conducive to learning at higher levels. A
student who feels safe, respected and valued is more likely to
take risks in academic activities and work "outside the box."

Creating a Culturally Responsive Classroom

Are you looking for ways to create a culturally responsive classroom? Consider these research based strategies, as noted by Banks & Banks (2004)

1. Acknowledge students' differences as well as their commonalities.	With each student being unique, learning needs will be different. Recognizing these distinctions enhances the ability of the teacher to address the individual needs of the students.
2. Validate students' cultural identity in classroom practices and instructional materials.	Teachers should utilize, to the extent possible, culturally rich texts, and implement classroom activities culturally supportive of their students. By utilizing images and practices familiar to students, teachers can capitalize on the strengths each student brings to school - which will result in a greater feeling of inclusion and a higher probability for success.
3. Educate students about the diversity of the world around them.	Students need the skills to relate to each other positively, regardless of cultural or linguistic differences. Teachers need to provide students with learning opportunities so that they might become more culturally knowledgeable and competent when encountering others who are different.
4. Promote equity and mutual respect amongst students.	In a classroom of diverse cultures, languages and abilities, it is imperative that all students feel they are treated fairly and respected.
5. Assess students' ability and achievement validly.	Assessment instruments should be varied and suited to the population being tested.
6. Foster a positive interrelationship among students, their families, and their community.	When teachers tap into the resources of the community by inviting parents and other community members into the classroom as respected partners in the teaching-learning process, this interrelationship is positively reinforced.
7. Motivate students to become active participant in their learning.	Culturally responsive teachers encourage students to become active learners who regulate their own learning through reflection and evaluation.
8. Encourage students to think critically.	When teachers provide opportunities for students to engage in critical thinking, students learn how to think outside the box.
9. Challenge students to strive for excellence as defined by their potential.	Teachers have a responsibility to continually motivate all students by reminding them that they are capable and by providing them with a challenging and meaningful curriculum. As students progress, teachers need to continue to raise the bar, giving students just the right amount of assistance to take them one step higher and reaching their full potential.
10. Assist students in becoming socially and politically conscious.	Students must be taught that the world is a better place where everyone is treated fairly and how to work to make it so.

Culturally Responsive Teaching



Gallery Walk

Overview: For this activity, students walk around the room individually, with a partner, or in small groups to discuss and respond to certain concepts. Students will spend a certain amount of time at each station, and then will transition to a new topic and discuss and respond to a new concept.

Tip: If you are studying a particular war in social studies, you could have information or artifacts for students to explore at each station. You could have pre-made response sheets at each station or an advanced organizer for your students to follow as they travel and learn. This strategy could be used across all content areas.

Coach

Overview: This activity is a great way to have your students help each other on strategies, problems or concepts. Pair up students. Student A completes the problem and Student B watches, listens, encourages and coaches. Student B solves the next problem, while Student A watches, listens, encourages, and coaches.



Tip: This would be a great activity to review math problems.

How does culturally responsive teaching connect to Hess's Cognitive Rigor Matrix ?

Encourage students to work at the higher Bloom's & Webb's DOK levels as they work through problems or situations in their learning.

For example, for the Coach activity above could use DOK Level 3 Strategic Thinking/Reasoning by having students: Analyze & draw conclusions, generalize a pattern, organize & interpret data, analyze a viewpoint, bias, etc. They could also describe their compare & contrast methods, verify the reasonableness of results & justify the conclusions made.

For more information on using Bloom's or Webb's DOK levels in your classroom, check out:

<http://www.corelearn.com/wp-content/uploads/2016/08/dok-rigor-guide.pdf>

<https://www.karin-hess.com/single-post/2014/4/11/The-Hess-Cognitive-Rigor-Matrix>

Tips to Improve Classroom Environment and Learning

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>



IN OUR CLASSROOM,

WE SAY...



“How can I improve?”

Instead of...

“I’m no good at this.”

“Let me try a different way.”

Instead of...

“I give up.”

“Mistakes are part of learning.”

Instead of...

“I failed.”

“Have I done my best work?”

Instead of...

“I’m all done.”

“Learning takes time.”

Instead of...

“This is too hard.”

“How can we learn from one another?”

Instead of...

“He/she is smarter than me.”

“I like a challenge.”

Instead of...

“I’ll stick with what I know.”

“My effort and attitude are everything.”

Instead of...

“My abilities determine everything.”

If you are brave enough, have your students evaluate you and your classroom with the following:

Culturally Responsive Teaching Checklist

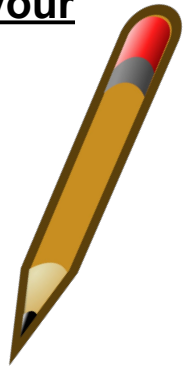
As I teach, consider:

How do I talk about my students' identities?

How do I speak about the histories and cultures of groups other than my own?

Are members, histories, and cultures of the nondominant group characterized or represented through a deficit lens?

Are there demeaning messages by me or through the resources I use?



	Positive/Negative:	Example:
RACE	_____	_____
ETHNICITY	_____	_____
LANGUAGE/ACCENT	_____	_____
RELIGION	_____	_____
GENDER	_____	_____
SOCIO-ECONOMIC STATUS	_____	_____
DISABILITY	_____	_____
INTELLECTUAL ABILITY	_____	_____
ENCOURAGE STUDENT INVOLVEMENT	_____	_____
OFFER MULTI-CULTURAL PERSPECTIVES	_____	_____

***Do I view my students through a deficit lens? Do I recognize the assets they bring?**

Congratulations to the 2020 Belmont County Spelling Bee Participants

Please join us on Thursday, February 6th at 7:00pm - at Ohio University Eastern's Theater as the following 18 students compete for the title of Belmont County Spelling Bee Champion. One of these students will be named the champion of the bee and will advance to the Scripps' National Spelling Bee in May. The students are listed in the order they will compete.



Number	Name	Grade	School
#1	Jacob Theaker	5th	Martins Ferry
#2	Josalyn Canter	7th	Bridgeport
#3	Jaden Beck	5th	Bridgeport
#4	Tyler Harris	6th	St. Mary's, St. C
#5	Max Miller	6th	Barnesville
#6	Hallie Lawson	6th	Shadyside
#7	Luke Taylor	7th	Barnesville
#8	Calvin Ni	8th	Shadyside
#9	Marissa Pacifico	6th	Bellaire
#10	Clay Utter	5th	Union Local
#11	Lainey Benedict	7th	St. Clairsville
#12	Alana Wilson	5th	Martins Ferry Christian
#13	Madison Tingler	5th	Martins Ferry
#14	James Buckingham	4th	Martins Ferry Christian
#15	Lily Ulrich	6th	Bellaire
#16	T. Ryncarz	8th	St. Mary's, St. C
#17	Remmi Carpenter	5th	Union Local
#18	Andrew Abel	7th	St. Clairsville

For more information on gifted services, please contact:

Lisa Stupak

740-695-9773 x8403

lisa.stupak@ecoesc.org

Serving: Bellaire, Bridgeport, Martins Ferry, and Shadyside Schools



Amber Toriseva

740-695-9773 x8409

amber.toriseva@ecoesc.org

Serving: Barnesville, St. Clairsville, and Union Local Schools

MONTHLY GAME GIVEAWAY

Coggy

By Fat Brain Toys

Want a fun game to challenge visual/spatial skills, critical thinking, and logic? Coggy by Fat Brain Toys does just that!

Get your mental gears spinning with this bending, clicking shape-shifting brainteaser! Find a way to fold this collection of 16 gears into the perfect positions that match each challenge.

Start out with the first card that may seem easy, but keep working through the medium and hard challenges to kick your brain into a higher gear of thinking!

Ages 6+



For the monthly game giveaway.....

Email your name and school district by **February 15th to:**

lisa.stupak@ecoesc.org

or

amber.toriseva@ecoesc.org



Did you know....

Gifted learners are not necessarily advanced in all areas?

Although gifted learners may be academically advanced in one or more subjects/areas beyond their age, other traits may be slower to develop, or may even lag behind their grade level peers. This is known as **asynchronous development**, or their development is "out of sync". Just because one area is advanced, it doesn't mean other areas will be equally advanced. As educators, we need to be aware of these issues facing gifted learners and it is encouraged to educate the whole child - academically and emotionally.