March

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

March
Calendar of Events

10th - Scholastic Challenge
Belmont College
Dowler Hall
9am-2pm

23rd - State Testing Begins

30th - ECOESC Curriculum
Council -STC Office
12:30-2:30

Congratulations!
The winner of February's drawing for "Coggy" is

Dawn Maroon
from
St. Clairsville

Make sure you enter to win the February game giveaway on page 7.

Coordinator's Corner
Gifted PD Update

Teachers with Missing Modules

For those teachers with missing modules, you should be wrapping up Module 3 - Social/Emotional Needs with the conclusion of the third nine weeks.   The last module for Year 1 is Module 4 - Data Analysis & Reflection. We designed this module to be last since this is something everyone is doing/looking at for the conclusion of the school year.

Your task for this module is to review and analyze data on a gifted focus student. You will look at data from a variety of sources you have on hand. You will analyze how you use the data to measure and monitor growth and if there were any gaps between predicted performance and actual performance of this student. Finally you will reflect on how the Gifted PD has helped you in your classroom.

Ongoing Gifted PD

Those teachers who are involved only in the ongoing PD (Most teachers) are continuing to use this Pep Talk as a valuable source of information for gifted learners. Continue to document what you have discussed in your TBTs, BLTs, and/or DLTs to have a record of your usage of the Ongoing Gifted PD.

We have all the Pep Talks for this year archived. If you would like a copy of a particular month or are looking for a particular strategy discussed, please email either Lisa or Amber and we can get that to you.

Using Student Data to Inform your Classroom Practices

With so much emphasis placed on data in today's classroom, it is imperative that teachers know how to use the data around them in making valuable educational decisions. If we are cognizant about the information we have available to us about students, we can use it to inform and influence not only how we teach, but also where and what we review, readjust, and reteach.

Formative Assessments, for example, are low-stakes assessments can be the most important and useful student data as you are teaching a lesson. These may include: Exit slips, brief quizzes, and thumbs up/thumbs down, nodding, or a whole host of other techniques. These assessments give you immediate feedback on where your students are and where you need them to go next.

From the students Cumulative File, you can glean an abundance of information. Besides the usual demographic information of where they live and financial information, there is much more to be found. You may see divorced parents, a custody battle, student being raised by grandparents, or even homeless, extreme financial situations, medical diagnosis (eyes, hearing, speech, etc.) This information can open your eyes as to why the student is behaving the way they are. It's also important here to know when to refer students to specialists or other agencies. These professionals can provide further counseling services or advocate for additional support for them.

Standardized Test Scores can be beneficial in several ways. Remember to use many sources of data, not just one isolated score. You may want to share testing results with your students individually. Together you can set some academic goals for the student to work towards. This data can also help you with student grouping. You may want to pair students with like abilities for one activity and differing strengths for another. Be alert for out of the ordinary results. If you have a straight A student who suddenly is failing or doing extremely poorly, you may need to do a little digging to determine why. By the same token, a usually poor performing student who receives good marks may also need a little investigation.

Data is all around us in today's classrooms and is being used for a variety of reasons. If we are careful and really look at what the data is telling us, it can be an immensely powerful tool.

Leprechaun Trap

Engineering Design Project

<u>Directions:</u> Use the **5-step engineering design process** to create a leprechaun trap. Use items from around your house or your classroom to design a trap to catch and trap a leprechaun. You will need to use your science knowledge of simple machines, as well as writing skills in this activity. Don't forget to use your creativity! May the luck of the Irish be with you!

All designs should use **at least two simple machines** (levels, inclined planes, wheel and axles, screws, pulleys, and/or wedges). Leprechauns need something to be lured into your trap!   What kind of treat will you leave as bait? (ex: Lucky Charms cereal).
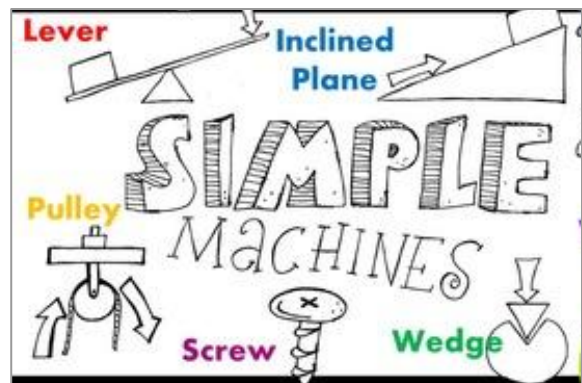
1. Ask	2. Imagine
3. Plan	**4. Create**
5. Improve	

Leprechaun Trap - Engineering Design Project

Use your writing skills to give a detailed description of the leprechaun trap you designed and how it works. List the items you used and how those pieces work together to accomplish your goal: **to catch and trap a leprechaun**.

List the items you used to design your trap:

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

Explain how you used the items listed above to design your trap - which simple machines did you use?

_____

_____

_____

_____

_____

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Leprechaun Trap

Rubric

Name _____   Date _____

Task	Total Points
Engineering Design Process Did you complete the 5-steps of the engineering design process: Ask, Imagine, Plan, Create, Improve?	_____/ 10
List of Materials Used Did you make a complete list of all the items you used to design your trap?	_____/ 5
Explanation of Leprechaun Trap Did you include all the steps in how your trap works? Does your explanation make sense? Did you answer in complete sentences?	_____/ 10
Designed with at least two simple machines Did you use at least 2 simple machines in your design? Pulleys, wedge, screws, wheels and axels, inclined planes, levers	_____/ 10
Effort/Creativity Did you do your best work? Did you think outside the box in your design?	_____/ 5
Completion/Sticking to your due date Did you complete your project in a timely manner?	_____/ 5

Comments:

_____

_____

_____

Congratulations to 6th grader Tyler Harris, from St. Mary's Central in St. Clairsville for winning the Belmont County Spelling Bee that was held on Thursday, Feburary 6th.

Tyler will represent Belmont County in the Scripps National Spelling Bee in Washington, DC during Memorial Day week.

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

Did you know....

How do you create a culturally responsive classroom?

Increasing diversity in gifted education and creating a culturally responsive classroom, does not end with attitudinal changes and becoming more culturally competent. Instead, it continues with making changes in behaviors, practices, policies, and procedures. <u>Try to include these strategies</u>: creative movement, drama, role play, simulations, field trips tactile/kinesthetic activities, singing, discussions, dialogues, debates, word games, story telling, and choral reading to reach all your learners.