



PEP TALK

Supporting the education and well-being of gifted learners of Belmont, Carroll, Guernsey, Harrison, and Tuscarawas County

September 2020

Coordinator's Corner "The Knowns in the Unknown"

Lisa Burrell

Welcome back! Here at East Central Ohio ESC we are moving forward with confidence to provide you with resources, guidance, and encouragement for meeting the academic along with social-emotional needs of your students during a time of incredible history making. Yes, there are a lot of unknowns in this 'history making business' and we could discuss a plethora of hypothetical situations with no real/solid answers. Yet, at the present time, we are inundated with facts, fiction, and fear through media and other sources to the point it is difficult to know what is real and what is not. I want to encourage you to take a step back, take some deep breaths, and focus on what we know.

- COVID 19 is real. Hand-washing, social-distancing, sanitizing, and protecting oneself is important. When we think about it, these are things that should have been common everyday things all along.
- As educators we understand the importance of doing what is best for students and many times that means differentiating instruction/lessons, discipline plans, and even food items as we look at each individual's needs.
- We have no choice but to be flexible and full of grace.
- We cannot change what we are told from health departments or media so we do our best to adjust/adapt and stay positive.
- We know students need to be taught whether in-person or online. They can still learn and so can we.
- We know pandemics have hit in the past and will probably hit again in the future. Crisis is not an unfamiliar concept. With it comes death, destruction yet, life continues. How we deal with it makes the biggest difference for us as individuals as well as a whole. With a crisis or pandemic, changes are inevitable.

What do we do?

- We stay positive no matter what.
- We prepare lessons and multiple ways of presenting them to be prepared for the unexpected to the best of our ability.
- We make ourselves excited and passionate about what we do which will bring comfort and encouragement to each other and our students.
- We become innovative and look for evidence-based strategies that will challenge, stimulate, and help students grow.
- We put on courage to step into the 'unknown' and make positive things happen. Should failure arise, we have gained a new experience/lesson. We take what we learn and try again -- never give up!
- Don't forget about common sense and logical thinking. Does what you do make sense? Is there anything you need to do differently? We want our students to be problem solvers so we have to demonstrate we know how to solve problems by using common sense, logical, critical, and creative thinking skills. In fact, get them on board to come up with ways to address issues -- restroom breaks, mask breaks, social distancing, etc.
- Be full of grace, mercy, patience, and flexibility. Do not punish yourself or others for the unknown. Stay positive. Stay productive. Be the steady source students and colleagues can depend on. Be the 'breath of fresh air' that brings calm in someone's day. Keep smiling even if you feel frustrated inside. It's okay. It's normal in times like these. But, do not focus on the unknowns and negatives they get us nowhere fast.
- Keep looking for what is honest, praise worthy, peaceful, and encouraging in the midst of uncertainty.

You are here for a purpose. Take care of you. It is okay to take a break, relax, and structure your time. Doing so will not only benefit you, but will make a positive impact in your life and spread to your family and students. So, put on that mask, wash your hands, get ready to make one of the biggest impacts in education history -- You are an overcomer and will come out as a shining star when all of this 'crazy' fades away. You got this! Keep pressing on! This too shall pass!

The winners of May's drawing for "On the Dot" are **Jara Chirpas from Martins Ferry Middle School** and **Chris Emley from Tusky Valley!**



This month's game is
Word A Round!

Vocabulary and Concentration Game.
Who knew that positioning a word in one continuous ring would make it so tricky to read? The challenge in Word A Round is to quickly figure out where the word starts and then read it aloud before your opponents. The game is simple, but you'll find yourself baffled as you race to call out words!

Ages 10 to adult.

[Sign up for this month's game here!](https://rb.gy/sjnti) (<https://rb.gy/sjnti>)

7 Tech Tools to Teach Better

(As noted: www.teachbetter.com)

Looking for exciting ways to incorporate technology this year? Check out these tech tools!

Amber Toriseva

Create

[Google Drive/Apps](http://drive.google.com) (drive.google.com): Allows your students to collaborate and create documents or share assignments in real time. Use Docs, Slides, Sheets, and more in this versatile suite of office apps.

Assess

[Socrative](http://www.socrative.com) (www.socrative.com): Allows your students to respond to questions or collect formative assessment data in real time as you send questions or entire quizzes to their mobile devices and even create useful reports.

Collaborate

[Padlet](http://www.padlet.com) (www.padlet.com): Provides a digital bulletin board for students to curate their ideas, images or videos together in real time, with teacher oversight.

Review

[Kahoot!](http://getkahoot.com) (getkahoot.com): Creates engaging and fun review games that teachers can use to review material and compete against one another as teams or individuals.

Engage

[EDpuzzle](http://www.edpuzzle.com) (www.edpuzzle.com): Creates engaging and aligned videos by adding questions and quizzes to assess student understanding. Even load your own created videos and add items or content.

Learn

[Nearpod](http://www.nearpod.com) (www.nearpod.com): Allows your students to follow along next time you lecture on their own devices. Nearpod allows you to create interactive presentations and embed your own content and questions.

Interact

[Quizlet](http://www.quizlet.com) (www.quizlet.com): Creates engaging vocabulary lists with embedded games and assessments with just a click. Students have multiple ways to interact with, study and use your whole vocabulary list.

Using Tech in the Classroom

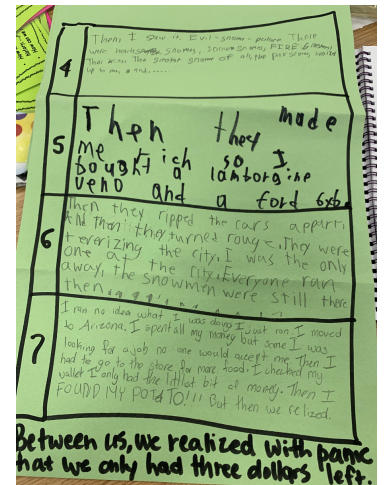
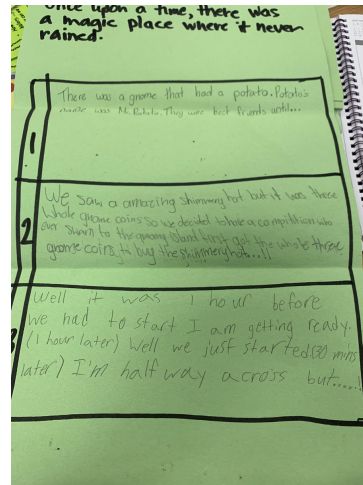
Intimidated by all the tech tools shared above? Here are two simple lessons you can use in your classroom!

Rachel Winters

Tech Platform: Padlet

Lesson: Chain Stories

Create “chain” stories in real-time using prompts as an assessment for general story elements, fairy tale aspects, etc. For example: this photo shows the “no-tech” version; students were given a prompt to start and to end a story. One person started the story, then after 4 minutes, passed it to the next person. (Have the same number of prompts as students and just keep rotating them through.) By the end of the story, it must include all the elements of a fairy tale. Using Padlet, follow the same structure, just have the students post their writing on the Padlet board rather than writing it on a shared paper. The teacher can set up the Padlet to include all of the start/end prompts and students and their willing contributions.



Tech Platform: Google Docs

Lesson: Invent and Advertise

Invent and sell a product by modifying an existing object: Using any item around you (in the classroom, maybe a globe, a pencil, a book, a paper clip) and, using the SCAMPER technique, think of ways you could make a new product out of this basic idea. Using google docs, brainstorm your ideas together at the same time. Using google slides, create an ad to sell your product to others, using at least one of the advertising techniques.

Substitute - What other thing can I use instead of _____?

Combine - What can I combine with the original to make it different/better?

Adapt or Add - What can I add or tweak to make it better?

Make bigger or smaller - What should be made bigger or smaller?

Put to another use - How can I use the tools I have in another way to get the job done?

Eliminate something - What do I have that is not necessary or liked? Can I remove it?

Rearrange things - How can I rearrange or move items to make it different?

In an effort to have accurate district information we are asking everyone to complete this quick survey regarding gifted contacts and services in your district.
(<https://rb.gy/jp6a3l>)

WEPS, WAPS and Whatnot!

Lisa Stupak

It is that time of year again when we need to begin writing WEPS (Written Education Plans) and WAPs (Written Acceleration Plans) for the identified gifted students in our classrooms. This is one of the ODE requirements to count these students as served in the regular classroom.

WEPS

The following checklist outlines the WEP minimum requirements outlined in the Gifted Operating Standards.

A WEP must include, but is not limited to the following:

- _____ Description of services to be provided
- _____ Goals for the students for each service to be provided
- _____ Methods for evaluating progress toward goals specified
- _____ Method and schedule for reporting progress to parents
- _____ Staff responsible for ensuring delivery of each service prescribed
- _____ Policies regarding waiver of assignments and re-scheduling of tests
- _____ Deadline for next review of WEP
- _____ Copy of WEP to parents and staff responsible for providing service

WAPs

Formal Acceleration may occur in one of the four ways as described by ODE: Whole Grade Acceleration, Early Entrance to Kindergarten, Subject Acceleration, and Early Graduation. Public school districts (city, local, and exempted village) are required to have policies for evaluating students referred for academic acceleration. Currently, the only acceleration assessment process approved by ODE for evaluating candidates for whole grade acceleration in grades K-8 is the Iowa Acceleration Scale (IAS), Third Edition.

Once a student is referred for Acceleration and the team determines they are a good candidate, those students must be provided with a Written Acceleration Plan (WAP).

The WAP describes: the type of acceleration & where the student is being placed, strategies to include successful transition, Requirements and Procedures for Earning High School Credit Prior to Entering High School (if applicable), Staff member assigned to monitor the implementation of this plan, signatures, copies available to all individuals involved.

After the successful completion of the transition period established in the WAP, an acceleration becomes a permanent placement.



Upcoming Events

September 11th

9am-2pm Belmont
County Gifted
Advisory Council (in
person or virtual)

September 18th

1pm-3pm First
Spelling Bee
Meeting (in person
at ESC STC or
virtual)

October 2nd

1pm-3pm
Tuscarawas County
Gifted Advisory
Council (Virtual)

Contact Us!

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