

# February-High Five Newsletter

Supporting High Ability Students Through our Five Goals

## Febrrrrrrrrruary

We are back to a month of cold and even if it is the shortest month, it feels like the longest. Read ahead for more information on HA licensure programs and tuition reimbursement, a FREE parent night this Sunday, and some fun activities and data themes.



**Without Valentine's day, February would be...well January.**

## GIFTED KIDS LOVE LOOPHOLES!

Who do you currently work with that is most like Calvin? How do we celebrate these creative thinkers while helping them recognize social norms and expectations?



Event Information

### Free Speaker on Parenting Gifted Students

Speaker: Dr. Kristie Speirs Neumeister from Ball State University is presenting on strategy tips for parenting gifted kids. This is a free event. The flyer is below if you would like to share with

parents of HA students.

When?

Sunday, Feb 23, 2025, 06:00 PM

Where?

Sycamore School, West 64th Street, Indianapolis, IN, USA



Game On Flyer Final (1) (1).pdf

Download

2.4 MB

## Fun Find

Looking for a simple way to make a calming space for your gifted kids (or any student for that matter!)? Stick these on the wall in a space out of the way and watch who gravitates in that direction when needed. I think these [AMAZING textured sensory stickers](#) are appealing to humans of all ages! Add these to your wishlist today!



## Noetic Math Competition



Noetic Learning Math Contest

Are you looking for a way to challenge your HA students who qualified in General Intellectual or Math? The Noetic Math competition is a semi-annual math competition for elementary and math students that is all online. Check out the [website for more information](#). You can form a team of high ability students and use the problem of the week for practice. We have past problem of the weeks on the [HA Drive for Teachers](#). Jeremiah Gray has a team participating this Spring. Our HA Grant can pay for the fee for our high ability students. Registration needs to be completed by March 13th, but give me a week to get the payment prepared.

## Divergent Thinking

Divergent thinking is a skill that helps students approach problems with a flexible and open mind. This type of thinking can be applied to any academic subject. Generating ideas, changing perspectives, elaborating, innovating, and giving ideas purpose are all subskills of divergent thinking.

This book provides lessons on divergent thinking to help you introduce each subskill. Could you use these lessons during your small group reading block to teach students how to think deeper?

Could students apply these skills during independent work and group discussions?

Once you introduce a subskill, think about how you could incorporate the skill into your academic area. Could you change your questioning? Provide a graphic organizer? Have students organize ideas in a different way?

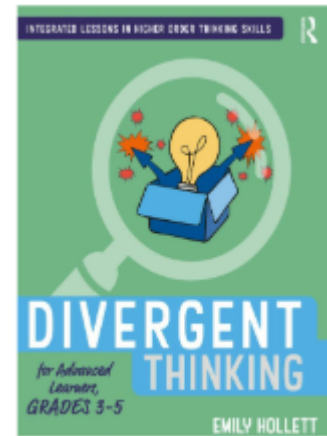
Generating Ideas: Brainstorm ways a character could have solved a problem in many different ways.

Changing Perspectives: Students could do a gallery walk, looking at pictures from a variety of perspectives.

Elaboration: Students could create a shared writing piece focused on adding details.

Innovating: Ask students questions such as- How could you make that more unique? What is new and unique about this idea? How can you modify an idea to create something new and original?

Giving Ideas Purpose: Give students opportunities to take ideas and turn them into a product.



## Testing Update

ILEARN Checkpoint 3 will no longer have the option to choose Opportunity 1 or 2 in the TA interface. It will automatically assign the students the correct test. The ILEARN Summative has a shortened Performance Task that will be completed all on one day. The students will be able to work on Part 1 and Part 2 from the same screen and can click on the tabs and move in and out of the tasks as needed. A sample picture of the student view is below.

ly about the role of sleep is enough?  
How do naps fit into  
you to research the  
you have found

Answer some questions  
ons that follow.

1  
QUEST, QUEST

People whose sleep is routinely interrupted might need to pay special attention to their sleep needs. Provide **two** pieces of evidence from different sources that support this claim and explain how each example supports the claim. Cite evidence for each piece of information and identify the source by title or number.

## Growing Students with Data and Targeted Interventions

In the January newsletter, readers could see how focus groups were created at the middle school. We included how the teacher kept track of their progress in a data spreadsheet. Then teachers

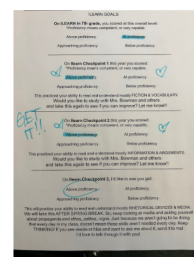
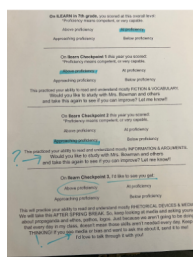
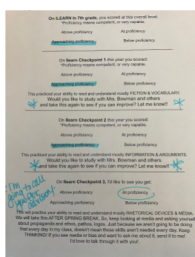
identified targeted interventions that were needed based on the data.

One of the biggest concerns about interventions is usually time and implementation. At Perry Meridian Middle School, there is a flexible period where teachers can call students to their rooms to work on assignments. The principal encouraged teachers to use this time to help students work on a skill they need to improve and to target interventions with focus kids. By first identifying the skills that were tested on the checkpoint, the teacher can then use practice questions and short activities to reteach skills students need during this period.

One teacher uses [these information sheets](#) to remind students how they have progressed throughout the year. For each checkpoint, she makes sure the kids know the skills tested on that checkpoint. Students who are at the approaching or below level are then given a pass to come to her room during the flexible period to do some practice and metacognition outloud for those skills. She uses the [question stems and frames provided by the DOE in the blueprint framework](#) when reviewing these skills.

In addition, she gives some students the option to come to the review. This is important for our high ability students who are at the passing level but have not scored ABOVE. These students all have the option to attend the targeted intervention session. When students are given an option to attend, it is surprising how many of them really do want to improve. Many of them choose to attend. If they do not, there are still ways to provide targeted interventions for them during the regular class period.

In the latest intervention session, students attended for 15 minutes. The targeted skill was understanding vocabulary using context clues under standard 8.RC.8. [The item specification](#) says students will need to be able to, “apply context clues to determine the meaning of a phrase” in order to achieve the proficiency level. It also says students who want to achieve the “above proficiency level will need to be able to “analyze how a context clue supports the meaning of a word or phrase.” The teacher created two questions that meet these two skill objectives. [See the questions she created here](#). She didn’t spend an extraordinary amount of time searching for new materials. She picked a text students were currently familiar with in class and created two questions mirroring the item specifications released by the DOE. Students were able to explain the thinking they were doing on these question types and then they headed back to class. Sometimes interventions can be short and simple to be the most effective.

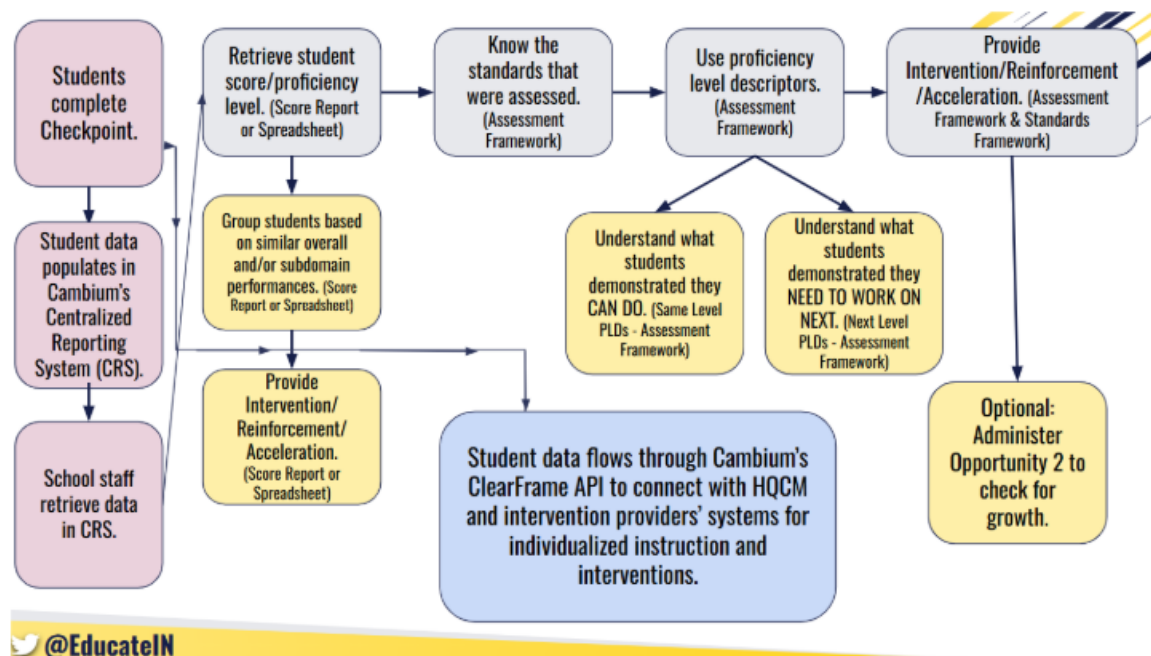


## How are you using Checkpoint Data?



This is just one example of how Checkpoint data can be useful in the classroom, but what has been useful to you with your students? [Add your response here](#) and we can share with each other!

## Using Checkpoint Data



## HA Licensure and Tuition Reimbursement

Did you know Indiana is home to three universities that have specialized programs to help you meet the needs of gifted students? As you work to provide the best possible learning experiences for these gifted learners, you may find that this kind of advanced training and education becomes more and more important. Whether you're an experienced educator seeking to deepen your expertise and add to your credentials or are new to the field of education, these educational pathways will help you support gifted learners.

Check out Indiana's own gifted and talented licensure programs. Apply now to get started in the fall! We offer tuition reimbursement and the form is attached. Please let me know if you are thinking of applying.

### Ball State University

Ball State's [completely online](#) Gifted and Talented Graduate Certificate or Licensure program is one of few in the nation that aligns with standards set by the National Association for Gifted Children-Council for Exceptional Children, and we have [national accreditation](#) through the Council for the Accreditation of Educator Preparation (CAEP). The courses you take count toward either a graduate certificate or an add-on teaching license (Indiana only).

A high ability license or certificate will give you the tools to work with your schools' brightest students. Our program will teach you to:

- identify gifted and talented students
- evaluate students and programs
- design appropriate curricula for talent development
- meet the social and emotional needs of gifted students

### Quick Facts

- Delivery: 100% Online
- Major Credits: 12

- Course Length: eight weeks
- Time to complete: six months

Additional Information about the program can be found [here](#).

For information about Ball State's Center for Gifted Studies and Talent Development with a national Javits grant, email Lisa Rubenstein at [lmrubenstein@bsu.edu](mailto:lmrubenstein@bsu.edu)

### **Indiana University Southeast**

Are you ready to move ahead in your career while helping students with gifts, talents and high abilities? Our Gifted and Talented license gives teachers the specialized credential they need to address the unique needs and abilities of this student population.

- The program requires 12 credit hours of coursework.
- Program can be completed in 2 semesters (Summer, Fall and Spring start options)
- This is a hybrid program that utilizes Zoom to connect with students as well as arranged practicum components in your own setting.
- Cohorts from school districts are possible with personal connections and visits from IUS faculty.
- Candidates must take the required licensure exam and be eligible to add an additional license.

For additional program information, click [here](#) or email Donna Albrecht at [dalbrec@iu.edu](mailto:dalbrec@iu.edu).

### **Purdue University**

The High Ability License is a credential that provides educators who are certified to teach in Indiana with the professional preparation to support and serve high ability students in K through grade 12. With the online High Ability License addition program from Purdue University, you can stretch and improve your higher ability students' talents. It is a fast-paced way for you to broaden your professional skill set and gives you confidence to meet your students' needs and to maximize your students' potential.

Purdue's program is approved by the Indiana Department of Education (IDOE) as a license addition program for those who already hold an existing Indiana license. The high ability license may be added to an existing Indiana professional educator's instructional license.

Online students enjoy the same rigorous academic programs as on-campus students, but with a much more flexible class schedule. Assignments, discussions, and other coursework are posted each week in the virtual classroom.

The Graduate Certificate in Gifted, Creative, and Talented consists of four 3-credit-hour courses that can be completed in just two semesters. Courses are eight weeks long and 100% online.

Purdue University promotes stackable credentials. The GCT Certificate provides a pathway to the online MS in Curriculum and Instruction with a Concentration in Gifted Education. Once you complete the graduate certificate, only 18 credit hours are needed to complete your next degree.

For additional Information, click [here](#) or email [gifteded@purdue.edu](mailto:gifteded@purdue.edu).

It is our sincere belief that one of these programs and locations will meet your needs, and we hope that you are able to enroll in one of them soon. If you do, please let us know so we can celebrate your success with you! Increasing your knowledge and certification will help as you work to meet your students' needs and as you advocate for their education!



## 1. IMPORTANT DATES 📅

Free Parent Night with BSU professor Kristie Speirs Neumeister on Parenting Gifted Kids at Sycamore School: February 23rd at 6 p.m.

NAGC Teachers Summit: February 25-26th 11-4:30 p.m.

Spring Registration Date for Noetic Math Competition: March 13

Noetic Math Spring Contest: April 3-17

Broad Based Planning Committee Meeting: April 9th 4-5 p.m.

HA Identification Meeting: TBD End of May (let me know if you are interested in attending and I will be sure to include you on the invite)

## IAG Scholarships

IAG will offer three scholarships for \$2000 to Indiana High School seniors in the spring of 2025! We will accept entries from January 20th through March 30th. Winners will be announced in April.

IAG offers two scholarship options. Students may only submit one entry per year, so please choose the competition that best fits your needs.

[Apply here!](#)

## Investigating the Freezing Point! ❄️

Here's a template with resources and activities to explore all that is fascinating about winter.

## HA Screening Update

Teacher rating scales went out for students in Grades 2 & 5 who are on the bubble of qualifying in Math or ELA. If you have a student in this category, you should have received an email from SIGS-2 when we returned from break on 1/8/25. Please fill out those scales as soon as you can. They help our identification committee make decisions. K CogAT scores are in Skyward under Test Scores. All of the CogAT profile reports are in the student files. Each student profile has an Ability Profile in the lower left hand corner if they took all subtests. You can go to [www.cogat.com](http://www.cogat.com) to use the Ability Profile to get a view of the student's strengths, challenges, and strategies to support. [Here is a folder of instructional strategies for grades K-2 students based on strengths in CogAT](#) profiles.

**Depth & Complexity**  
**Conversational Roundtable**  
NV+ Relative Strength

**Purpose**  
Depth & Complexity Conversational Roundtables can work to effectively invite students of all thinking strengths into productive conversations. In this case, we are using the Conversational Roundtable to support and challenge a student with strength in Nonverbal Reasoning skills. The NV+ Learner will be best suited to discussions that allow them to [break the school's ceiling](#) (provide a more challenging task) to help them remember the points made by the group. This will serve as a nice reminder when they look back on this for review later in the lesson or unit of study. Conversational Roundtables can happen early in a lesson or unit of study, in the middle as a temperature check for understanding, or near the end as a review for a summative assessment.

**Instructions/Application**  
Conversational Roundtables are graphic organizers that can be used to facilitate student discussions on nearly any topic. You simply put the focal point in the center. You could ask students to discuss a person, an event, a book or article, a law, a mathematics equation or formula, systems, concepts, and so on. Once you have determined your topic for focus, add appropriate and strategic icons for Depth and Complexity in the surrounding boxes to guide their discussion. Students should take notes in the boxes (in bulleted text) to help them remember the points made by the group. This will serve as a nice reminder when they look back on this for review later in the lesson or unit of study. Conversational Roundtables can happen early in a lesson or unit of study, in the middle as a temperature check for understanding, or near the end as a review for a summative assessment.

- Step 1: Determine the topic.
- Step 2: Choose appropriate and strategic icons.
- Step 3: Group students for discussion (in this case, by CogAT alignment for strengths).
- Step 4: Allow a reasonable amount of time for collaboration while monitoring student progress.

Students who scored an 80th-95th percentile on one of the CogAT batteries will take the NWEA in March before Spring Break. After Spring Break, kindergarten teachers will receive an email from SIGS-2 for students who scored on the bubble of qualifying.



**Smore**

Use Smore to create beautiful newsletters