

☆
GUSD'S
Gifted Education Support

Parent
☆ Information Night



DIFFERENTIATION
101 ☆

Presented by: Jill Means, TOSA
Gifted Education and Curriculum Support
Instructional Services, GUSD



☆

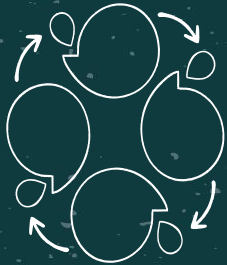
One Definition of DIFFERENTIATION:

$$\sqrt{123}$$

☆

"The efforts of teachers to respond to variance within a classroom."

-Tomlinson 2013



$$+x \div$$



abc



DIFFERENTIATION IS:



- Understanding **readiness**
- Allowing for **choice**
- Facilitating **high-level thinking**
- **Quality planning**
- High expectations for **ALL**



DIFFERENTIATION IS NOT:



- Assigning **more work** to early finishers
- Asking students to **teach material** they already know
- Giving every student an **individual** assignment



H₂O

☆ WHEN / HOW DID DIFFERENTIATION BECOME A KEY FOCUS FOR GUSD?

In 2013...

No state test scores would be available in 2014 because of shift to new academic standards (CCSS) and no matching test yet.

Changes in categorical funding for GATE*



It had been 7 years since any work in differentiation had been done in GUSD.

☆ The state no longer funds GATE, specifically. However, during the creation of the LCAP (Local Control Accountability Plan) the district deemed it essential to fund Gifted Support in an effort to promote excellence and equity for all students, including the needs of our gifted learners. This funding supports the differentiation that takes place within the regular school day and within the classroom. GUSD earmarks funds for Gifted Support **through teacher trainings and support**, Math Club, & summer enrichment-for identified 5th & 6th grade students. ☆



“Research says that, a teacher is said to have two to three times the impact of any other school factor, including services, facilities, and leadership. Effective teaching has the potential to help level the playing field for individual and family characteristics largely outside of a school’s control.”





GES (Gifted Education Support) Mission Statement:

To support social and emotional development and provide challenging learning opportunities responsive to the needs of high-ability students using research-based, differentiated instructional practices applied, but not limited to, grade-level standards.



TIME FOR 2 or 3
QUESTIONS!





3 KEY APPROACHES TO DIFFERENTIATION WITHIN EVERY GUSD CLASSROOM



1

DEPTH AND
COMPLEXITY

2

UNIVERSAL
THEMES

3

INDEPENDENT
STUDY





Depth and Complexity

What is Depth and Complexity?

- Originated from the 1994 California Department of Ed. framework
- Was first described as a “thinking curriculum,” because it increased the level of academic challenge for gifted and high-ability students
- A set of 11 prompts that elicit open-ended thinking and reasoning





II PROMPTS OF DEPTH AND COMPLEXITY



8 ELEMENTS OF DEPTH



Language of a Discipline



Rules



Details



Ethics



Patterns



Unanswered Questions



Trends



Big Idea

3 ELEMENTS OF COMPLEXITY



Multiple Perspectives



Change Over Time



Across Disciplines






























ROLLING OUT D & C

GUSD teachers work with grade level partners to ensure that their students are “experts” on the prompts their grade level is responsible for teaching and/or reviewing.

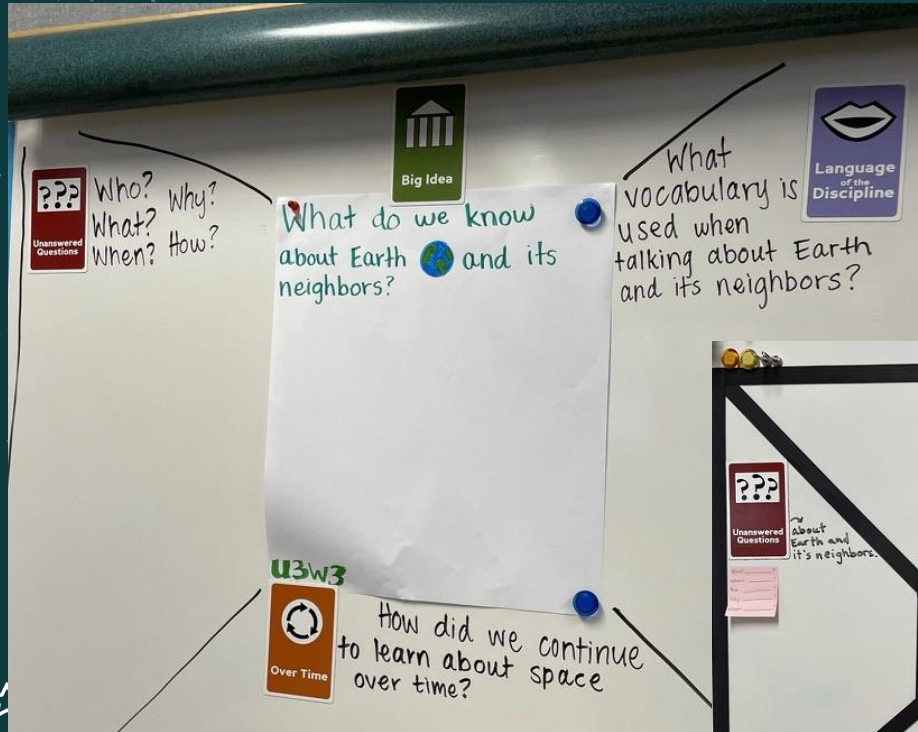
As parents, you can bring these prompts into your discussions outside the classroom setting.

It is important to note – teachers report that Rules, Trends and Across Disciplines are the most challenging for students to identify and connect to during classroom discussions and on assignments.

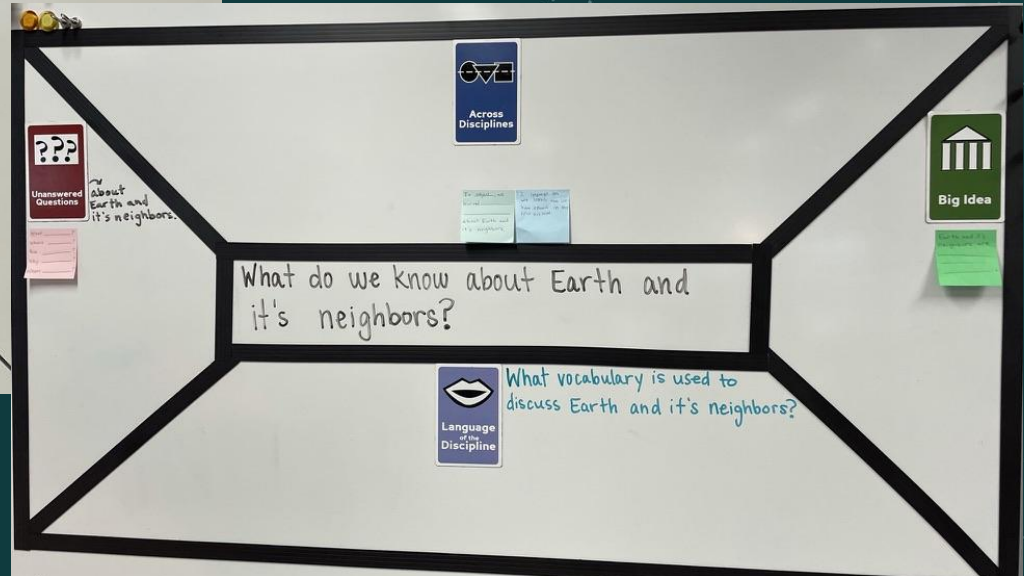
GUSD's Depth and Complexity Grade-Level Progression

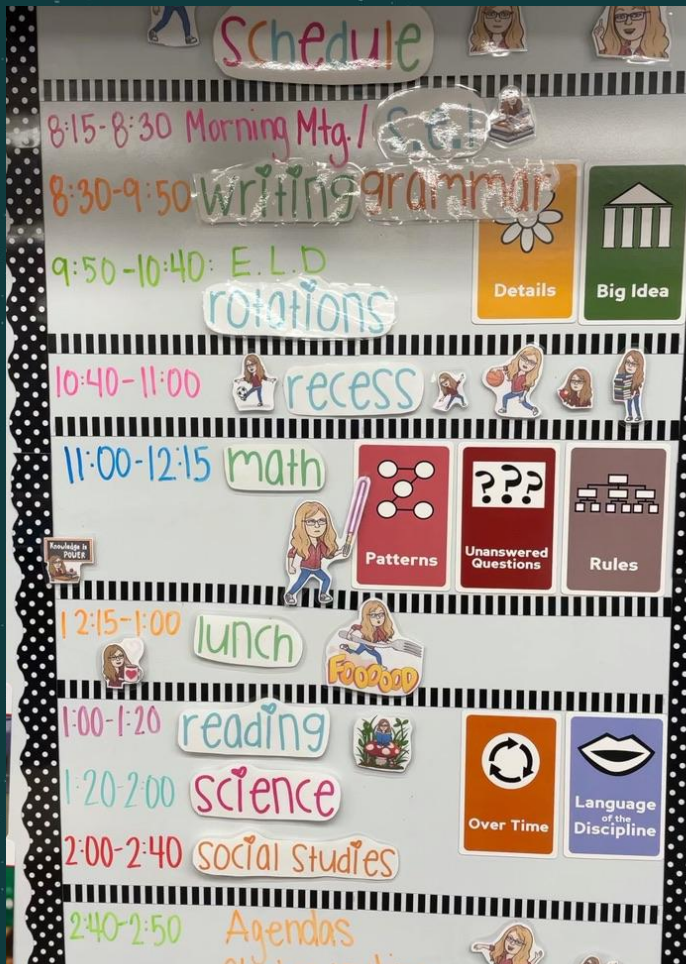
K	  
1st	   
2nd	     
3rd	        
4th	          
5th	          
6th	          



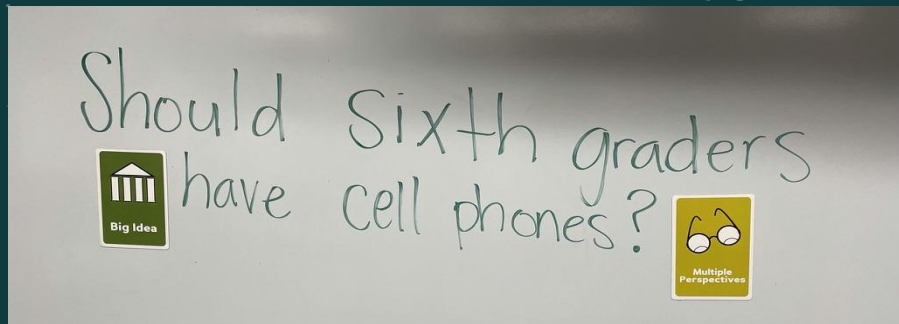
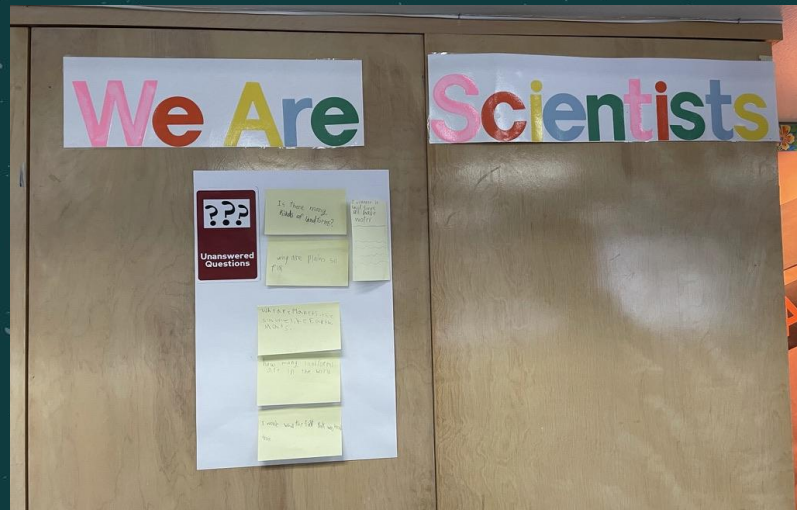


DEPTH AND COMPLEXITY FRAMES





D & C MAGNETS IN USE



★ D & C ASSIGNMENTS

FISH IN A TREE

- Unanswered Questions ???
- how old is Ally?
 - Why can Ally not read?
 - What School does Ally go to?
 - Why is it called Fish in a tree?
 - Will she learn to read?
 - do the other girls know she can't read?
 - what time is Ally's dad in the car?
 - why is he home and does he have a learning disability?
 - about what does her cousin write?
 - will Ally have the award?
 - why doesn't Albert have milk?
 - What is the teacher planning?

- Unanswered Questions
- Ally gets lost at school
 - goes to the other plot.
 - Ally gets lost in her thoughts.
 - Ally goes to her mums work every day after school.
 - A broken pattern is not going to the other anymore.
 - She always has a hole comb.
 - Ally did something again without thinking.
 - every time Ally writes something it goes wrong.

Over time

- Over time Ally has had more and more negative feeling about herself.
- more uncomfortable about the fact she can't read.
- Ally is getting better at some of the stuff they learned more about Albert.
- Ally is getting tired of walking away.

Details

- Ally meets her new teacher. She doesn't like him since he has a "funny way".
- Ally wants to impress Mr. Daniels.
- Ally says sorry to Albert.
- Ally is good at math.
- Ally has learned enough.
- Ally got a high five from Mr. Daniels and was happy.
- Ally wants to talk when this happens.
- Ally is also not so good at 'school'.
- Ally likes her teacher.
- Ally hugged Albert.
- Albert tells Ally she's wearing smart shoes.
- She changes her friends to get friendship bracelets.

Multiple perspectives

- Ally thought her dad was nice but the teacher thought it was rude.
- Ally thought she couldn't write the essay but her teacher thought she could.
- Ally doesn't like the new teacher but everyone else likes him.
- Albert thinks the girls red shirts represent but things the girls think her shoes are weird.
- Ally thinks she's dumb but Mr. Daniels thinks she's smart.
- The boys go crazy over food, the girls think it's silly.

Big Ideas

- Ally does not know how to read.
- everyone hates her.
- Ally finally feels like she's good at something.
- Ally doesn't like people picking on her big brother.

Depth & Complexity

"Gotta Catch 'Em All!"

- Depth and Complexity in ABRAHAM's Life
- Patterns
 - Unanswered Questions
 - Details
 - Rules
 - Change Over Time
- Depth and Complexity in Julia's Life
- Patterns
 - Unanswered Questions
 - Details
 - Rules
 - Change Over Time

Language of the Discipline

- Depth and Complexity in ABRAHAM's Life
- Patterns
 - Unanswered Questions
 - Details
 - Rules
 - Change Over Time

Patterns

- Depth and Complexity in KEVIN's Life
- Patterns
 - Unanswered Questions
 - Details
 - Rules
 - Change Over Time

Trends


- Depth and Complexity in Emily Grace's Life
- Patterns
 - Unanswered Questions
 - Details
 - Rules
 - Change Over Time

Unanswered Questions

- Depth and Complexity in BRADY's Life
- Patterns
 - Unanswered Questions
 - Details
 - Rules

Big Idea

CONNECTION COLLECTIONS



Over Time

In the Beginning
"Oneten" Kojo
as a Boy. In the
middle, he was a
man. In the end,
he was a grandpa.

over time
at first they
got five ds a
person now they
dont get much

Front Desk Mia

she had a key.
Change over time

front desk Finnley

in science and
bigles, but over time
he decided to get more
and more attached to electric
and science, and he needed
a TV and had a successful
life with a nice gf!
Cair catch phlo



CHANGE

Depth & Complexity "Gotta Catch 'Em All"	Big Idea	LANGUAGE ARTS
Language of the Discipline	Details	MATH
Multiple Perspectives	Patterns	SCIENCE
Across Disciplines	Over Time	SOCIAL STUDIES
Unanswered Questions	Rules	OTHER SUBJECTS
Trends	Ethics	

To make or become different

Depth and Complexity
Patterns
Unanswered Questions
Details
Rules

Depth and Complexity
Patterns
Unanswered Questions
Details
Rules


Depth and Complexity
Patterns
Unanswered Questions
Details
Rules

Depth and Complexity
Patterns
Unanswered Questions
Details
Rules

TIME FOR 1-2
QUESTIONS
ABOUT DEPTH &
COMPLEXITY





Grade Level	Universal Theme	 Big Ideas
Kindergarten	<i>Order</i>	<ul style="list-style-type: none"> •We put things in order. •Order helps us to organize. •Order is the opposite of chaos.
1st Grade	<i>Patterns</i>	<ul style="list-style-type: none"> •Patterns have parts that are repeated. •Patterns enable us to predict. •Patterns follow order.
2nd Grade	<i>Cause and Effect</i>	<ul style="list-style-type: none"> •Causes and effects can be purposeful or accidental. •Causes and effects can be hurtful or helpful. •Causes can have a ripple effect.
3rd Grade	<i>Relationships</i>	<ul style="list-style-type: none"> •Everything is related in some way. •Relationships are powerful. •Relationships change over time. •Relationships have rules.
4th Grade	<i>Systems</i>	<ul style="list-style-type: none"> •Systems are made of parts that work together. •Systems interact. •Systems can be man-made or natural. •Systems can be open or closed.
5th Grade	<i>Change</i>	<ul style="list-style-type: none"> •Change generates additional change. •Change can be positive or negative. •Change is inevitable. •Change can be evolutionary or revolutionary.
6th Grade	<i>Power</i>	<ul style="list-style-type: none"> •Power can be man-made or natural. •Power is the ability to influence. •Power can be used or abused. •Power is always present in some form.

UNIVERSAL THEMES



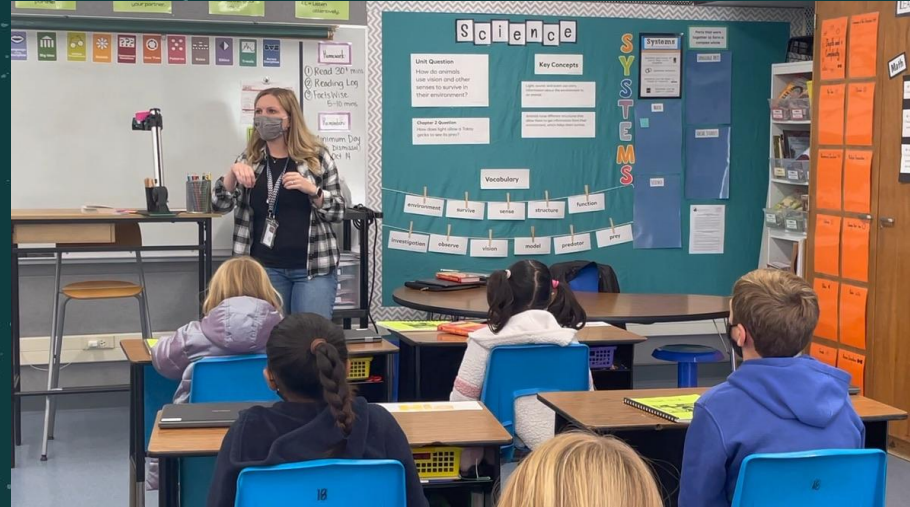
A universal theme is an idea that applies to anyone regardless of cultural differences, or geographic location. *Universal themes are ways to connect ideas across all disciplines.* A theme is a central idea about the human condition. It is a generalization about life or human nature.



☆ Intro to "SYSTEMS" - 4th grade UNIVERSAL THEME ☆



By Ian Byrd, www.Byrdseed.TV



Video of Mrs. Farver, 4th Grade Teacher, Ellwood



☆ UNIVERSAL THEME BULLETIN BOARDS

6th Grade Universal Theme

P
Ability to produce an effect

O
A source or means of supplying energy

W
Physical strength

E
Political control or influence

R
Legal or official authority, capacity or might

Possession of control, authority or influence over others

6th Grade Universal Theme in Language Arts

6th Grade Universal Theme in Math

6th Grade Universal Theme in Social Studies

6th Grade Universal Theme in Science

6th Grade Universal Theme in Art

6th Grade Universal Theme in Music

Ms. Granger has power because she can tell hundreds of students to 5-step back and write a hundred sentences.

Nick shared his money with his family and his school.

his new word has power

tv had power by spreading the word

Relationships are purposeful.

A relationship is the way two or more things are connected.

Everything is related in some way.

Relationships change over time.

Relationships can be man-made or natural.

Relationships can be positive or negative.

Subjects are related to other subjects.

RELATIONSHIPS

Social Studies

Math

Technology

Language Arts

Science

Music/Movement

Art

K - 6 GUSD classrooms utilize Universal Theme bulletin boards.



More ☆ bulletin boards...

Change

- Transform
- differ
- can be good or bad
- is always happening
- patterns can change and stay the same

2, 4, 6, 8, 10, 12 ...
pattern
5, 10, 15, 20, 25 ...

Change
SCIENTISTS AND OBSERVATIONS

Change generates additional change. →→→

+ - Change can be either positive or negative.

Change is inevitable.

Change can be revolutionary or evolutionary.

THINK in Deep & Complex Ways

Language Discipline, Details, Patterns, Rules, DEPTH, Trends, Unanswered Questions, Ethics, Big Idea, COMPLEXITY, Over Time, Across Disciplines

Cause and Effect

- Causes and effects can be purposeful or accidental.
- Causes and effects can be harmful or helpful.
- Causes can have a ripple effect.

Self

School

World

Cause & Effect

SYSTEMS

Systems are made of parts that work together.

Systems interact.

Systems can be human-made or natural.

Systems can be open or closed.



TIME FOR 1 OR 2
MORE QUESTIONS
ABOUT UNIVERSAL
THEMES?





WHAT IS INDEPENDENT STUDY?



Independent Study is designed to accommodate varied interests and abilities of individual students in the classroom. The steps of Independent Study follow the process of academic research and include: identifying an area of interest, writing a research question, gathering resources, researching, summarizing, and sharing findings.



Students with unique and/or high ability tend to identify strong areas of interest at a very young age. Highly curious, they often display a need for understanding topics that, while may be academic, may not be covered in school. Independent Study offers students the opportunity to research interests of their own and further practice reading, informative writing, and oral presentation skills.



Independent Study Facilitation

- Done with **whole class first**, then made **optional** for all the rest of the year

- Offered to **specific** students who are passionate about a topic
- Assigned to gifted students
- **Optional** for all
- Used as a way to **compact curriculum** when a student already has depth of knowledge on a topic you are about to teach

WHO, WHAT, WHEN,
WHERE, WHY & HOW?

This is to certify that

has participated in the Goleta Union School District's

Independent Study Showcase

The Goleta Union School District would like to congratulate you.
It takes curiosity and commitment to facilitate academic research, and we honor your effort!

TOPIC: _____

DATE: **May 23, 2019**

Differentiation Specialist

Asst. Supt. Instructional Services

Superintendent



Website resources:

www.byrdseed.com - **Ian Byrd's** free website is designed for teachers but he has a lot of information that would also be great for parents seeking ways to better understand and support differentiation at home.

<https://cagifted.org/parents> - **California Association for the Gifted** has a whole section dedicated to supporting parents of high-achieving students.

<https://www.readingrockets.org/article/differentiation-tips-parents> - **Reading Rockets'** website has a great explanation of differentiation and several links to other resources.



RESOURCES FOR PARENTS

Resources in writing:

The [Number Talks curriculum](#) is an excellent resource if you want to better understand the Common Core approach to teaching basic math skills. (PDF linked)

[Living with Intensity](#), Susan Daniels, Ph.D. and Michael M. Piechowski, Ph.D. (Available on Amazon)



In-person resources:

Your child's teacher and principal

Your GES Parent Rep
(see next slide)



Your GES Teacher Rep
(see next slide)

Jill Means, GES TOSA -
jmeans@goleta.k12.ca.us
805-681-1200 x 2265



GIFTED EDUCATION SUPPORT (GES) PARENT AND TEACHER SITE REPS

Schools	Teacher Representatives	Parent Representatives
Brandon	Jenny Husak (5 th)	
El Camino	Ruthie Manzo (1 st)	Cressida Silvers
Ellwood	Julia Cirincione (5 th)	Jenn Birchim
Foothill/GFS	Teri Briggs (4-6 th)	Elisa Drelie (FH) Silke Werth (GFS)
Hollister	Eric Prothero (6 th)	
Isla Vista	Morgan Senzamici (6 th)	Deena Ferro
Kellogg	Sora Young (4 th)	Kara Rocque
La Patera	Camille Vaughn (3 rd)	Greta Bruneel
Mountain View	Nina Bolton (1 st)	Karla Smith
Board Member- President	Vicki Ben-Yaacov (2021)	
GES Advisory Council Teacher Rep.	Julia Cirincione	



TIME FOR FINAL
QUESTIONS?





THANKS!

Still have questions?

jmeans@goleta.k12.ca.us

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