

Gifted Support in the Goleta Union School District



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MAY 2019



Characteristics

National Association for Gifted Children (NAGC)

- They become apparent **early on in life.**
- They are descriptive of children with **various talents.**
- They are **applicable to a wide age range.**
- They are **generalizable** to children of **different socio-economic and cultural backgrounds.**
- They are **easily observed in the home environment.**

Common Characteristics of Gifted Individuals

Because gifted children are so diverse, not all exhibit all characteristics all of the time. However, there are common characteristics that many gifted individuals share:

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)

Reproduced by permission from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children*. Tucson, AZ: Great Potential Press. www.greatpotentialpress.com



How is “giftedness” defined?

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Individuals who demonstrate high levels of **aptitude** or **competence** in one or more domains.

-National Association for Gifted Children

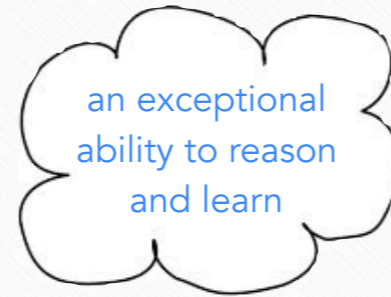


Think of aptitude as ‘ability” and competence as “performance”.
Domains may include: mathematics, music, language, and/or a set of sensorimotor skills (painting, dance, sports.)

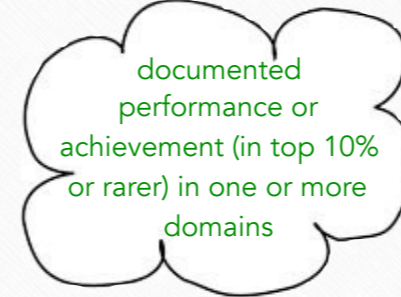
Aptitude vs. Competence

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Aptitude



Competence



Either, "I can reason and learn atypically, or I am achieving atypically."

How does Goleta currently identify unique academic ability?



-Universal screening of 3rd graders using the CogAT (Jan/Feb testing window)

-The CogAT measures students' general, abstract reasoning abilities *it is not an achievement test or IQ test

-The CogAT results are combined with other data in order to understand the learning profile of a student

*The CogAT measures students' general, abstract reasoning abilities. It is not an IQ test.



Verbal, Quantitative, and Nonverbal Batteries

The diagram illustrates three types of cognitive batteries arranged in a descending staircase pattern from top-left to bottom-right. Each battery is represented by a box containing a sample problem and a corresponding label in a colored box to its right.

- Analogies:** The top battery shows a verbal analogy: "TV → watch : newspaper →". Below it are four options: "J deliver", "K comics", "L read", and "M magazi". The word "read" is circled in pink. A pink box labeled "Analogies" is positioned to the right.
- Number Series:** The middle battery shows a numerical sequence: "1 2 4 5 7 8 →". Below it are three options: "A 7", "B 8", and "C 9". The number "8" is circled in blue. A blue box labeled "Number Series" is positioned to the right.
- Paper Folding:** The bottom battery shows a visual puzzle. The top row contains three squares with different fold patterns. The bottom row contains five squares with different dot patterns, labeled "J", "K", "L", "M", and "N". The square labeled "L" is circled in green. A green box labeled "Paper Folding" is positioned to the right.

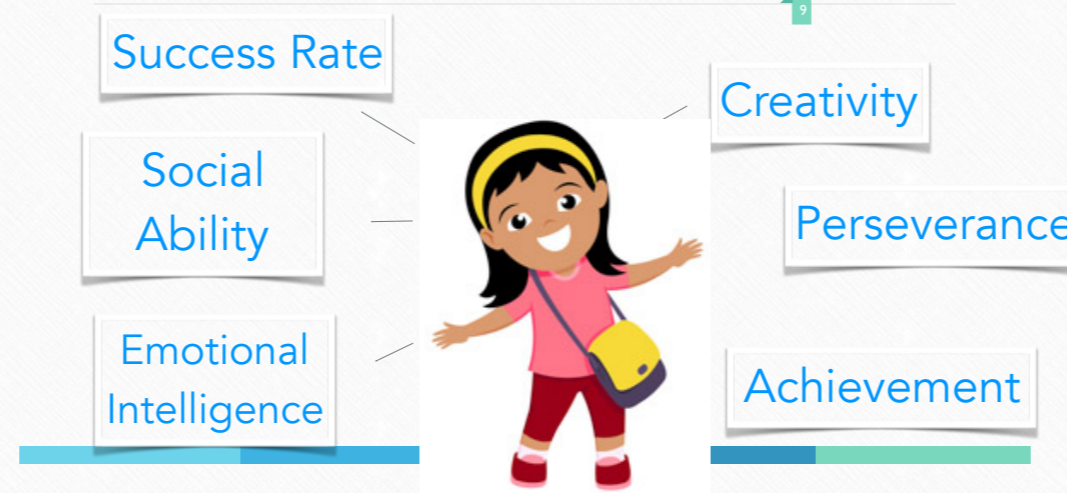
A horizontal bar at the bottom of the diagram is divided into three segments: blue on the left, green in the middle, and light green on the right, corresponding to the three battery types.

Identification

National Recommendation for Identification	6-10%
Average in U.S.	7.5%
<u>2018-2019</u> Identified in GUSD	16%
<u>2017-2018</u> Identified in GUSD	15%



What we are **not** measuring:



How do we differentiate for this?

We will discuss this topic at length, but offering choice is a big one, flexibly grouping is another.

Our GES Goal:



To incorporate challenging learning opportunities responsive to the needs of high-ability students of diverse backgrounds, using differentiated instructional practices.



We are measuring:



Verbal Reasoning

Quantitative Reasoning

Nonverbal Reasoning



**What does this mean for
instruction?**



Problems with GUSD's previous GATE Pull-out Program (before 2015):



- High turnover of GATE tutors
- Not aligned with state standards
- No consistent strategies
- Less student accountability



- It didn't address student strengths.
- Revolving door of CTs teaching GATE.
- Gifted education left the classroom, where academic instruction was taking place.
- Students viewed it as "more work" instead of "differentiated work"

Research on Teachers



Teachers matter more to student achievement than any other aspect of schooling.

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.

Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2012. http://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.

- ▶ A student's classroom teacher has more of an impact on the student's success than any other factor (Hattie, 2018)

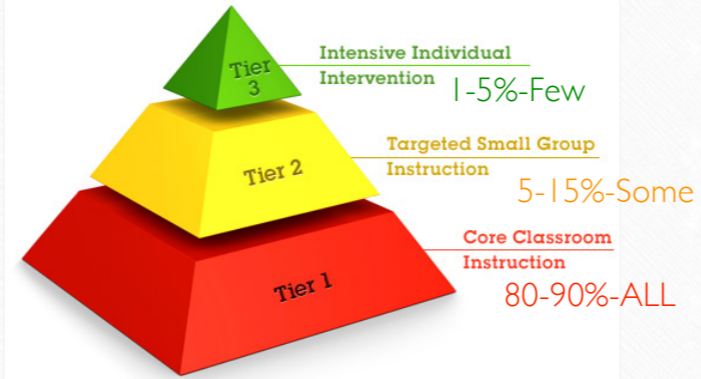
We Value:



GUSD values their teachers! Provides current, quality curriculum, invests in professional development for all teachers K-6, provides opportunities for grade-level collaboration and data analysis

Targeted-Instruction

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Data Discussions

- ➔ Trimester Assessments are used to determine and adjust interventions
- ➔ School-wide analysis of data 4 times per year
- ➔ Grade levels analyze data weekly
- ➔ Interventions are applied as needed classroom basis



“Decisions about services are made locally and can be organized in a variety of ways.”



- ➔ Accommodations and differentiation in the **general ed. classroom**
- ➔ Targeted interventions to meet the needs of all students within the **general ed. classroom** and **special class groups within target time**
- ➔ Acceleration or grade advancement is **very rare**, and is handled through MTSS process





“Because every child is different, NAGC recognizes that there is no one perfect program for teaching gifted students.”

*“A **continuum of services** must exist for gifted learners at every level.”*



GUSD's "Big Three" Strategies

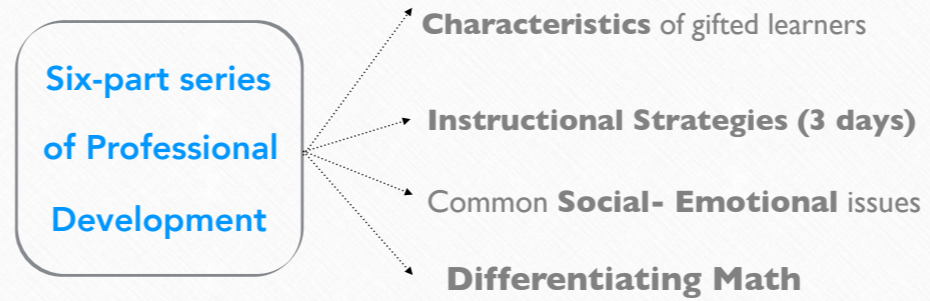




Professional Development

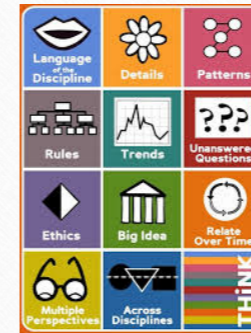
We invested in our teachers.

GUSD Professional Development




We will go over next year what this looks like (during the fall Parent Night), but you will need to know that these strategies will likely, if done well, not be visible to your child.

Depth and Complexity



Depth and Complexity

Originated from the 1994 California Department of Education framework. It was first described as a “**thinking curriculum,**” because it increased the level of academic challenge for gifted and high-ability students.

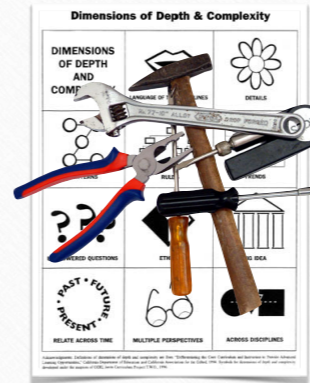


Derived from several sources of research:

- Advanced Placement Examinations
- Research on learning
- Analysis of gifted students
- The central concepts of a discipline

DEPTH AND COMPLEXITY

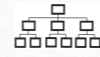
A set of **prompts**,
that elicit open-
ended thinking
and reasoning.



Prompts



Language of
a Discipline



Rules



Multiple
Perspectives



Details



Ethics



Change
Over
Time



Patterns



Unanswered
Questions



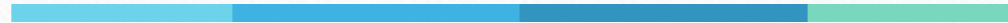
Trends



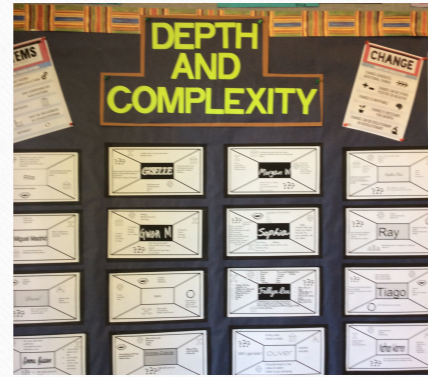
Big Idea



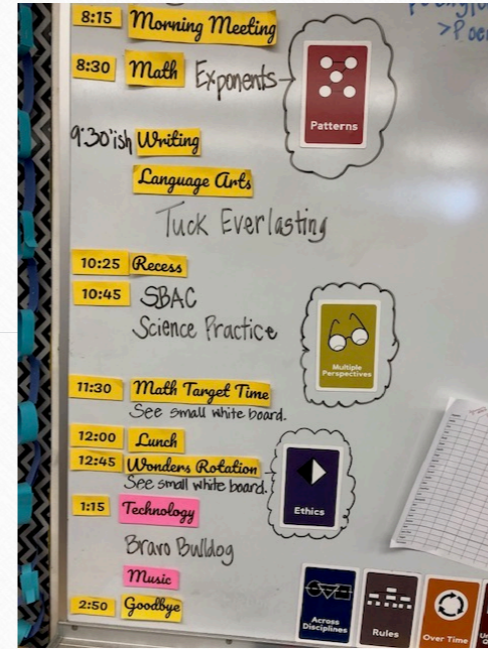
Across
Disciplines



Classroom Examples



frames



**Universal
Themes**



 **K- Order**

 **1st- Patterns**

 **2nd- Cause and Effect**

 **3rd- Relationships**

 **4th- Systems**

 **5th- Change**

 **6th- Power**

Universal Themes by Grade Level



Enables students to
generalize the world
around them.

“There are powerful academic
effects when gifted learners are
given **abstract** and **complex**
content.”

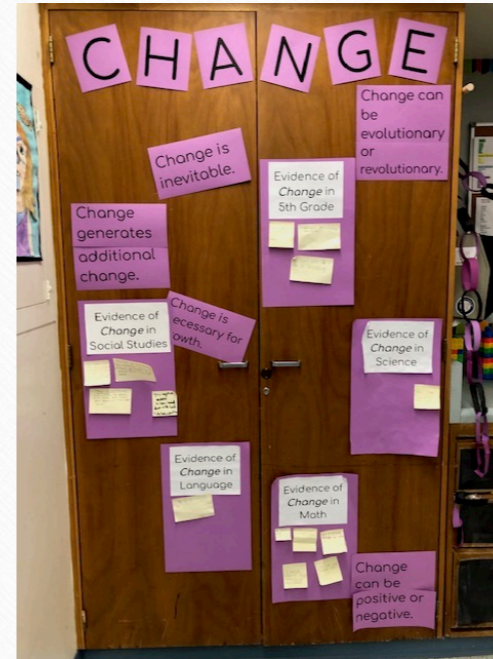
-Dr. Karen Rogers



Universal Themes



Interactive Bulletins By Grade Level





INDEPENDENT STUDY

"Passion Projects"

1. Select a topic



Independent Study

4th & 5th Grade

Scholar: _____

3. Gather resources.



4. Take notes.
Summarize.



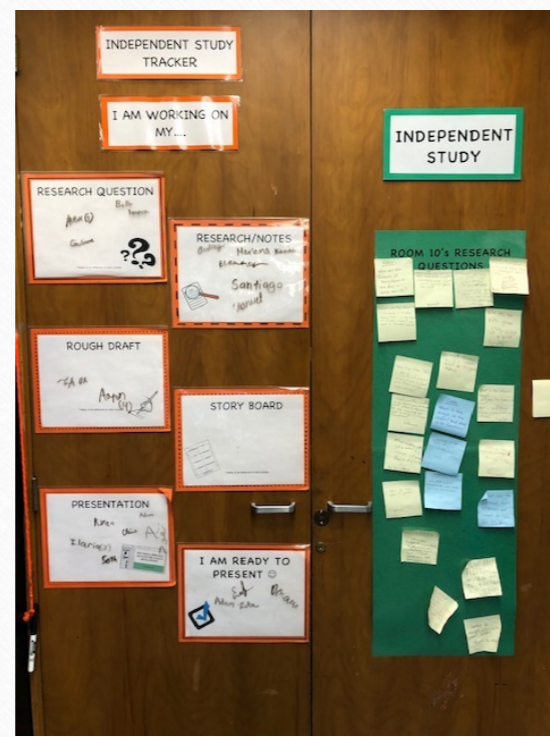
Date Started: _____

Date Finished: _____



6. Reflect on the process.





INDEPENDENT
STUDY
IS BEING TAUGHT
AND SUPPORTED
DURING CLASS-
grades 4-6 especially





Additional Gifted Services and Practices



Cluster Grouping



- 3-7 identified students in a classroom,
8 or more may be split 4 and 4
-

HOMEROOMS-

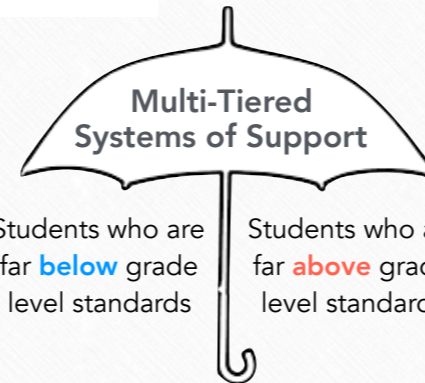
GIFTED IDENTIFIED & TOP-ACHIEVING PEER GROUPS, FLEXIBLE, WITHIN HETEROGENEOUS CLASS

Current GUSD Practices



- ✓ Cluster grouping in the general education classroom
- ✓ Targeted instructional time-30 min. daily in all grades K-6th
- ✓ Gifted education strategies used across grades 1st-6th
- ✓ Math Club/ Super Bowl- grades 4th-6th
- ✓ Destination Imagination- Pilot Year 2- targeted grade 5
- ✓ Independent Study Spring Showcase- grades 4th-6th
- ✓ Summer Enrichment 2019-grades 4th & 5th (June 17-28 or July 1-12)





Students who are far **below** grade level standards

Students who are far **above** grade level standards

*"MTSS systematically addresses support for **all students**, including gifted and high achievers."*



How do we support parents?



2018-2019 GES Representation:

* Parent Advisory:

Brandon- Blanca Vargas
El Camino- Rosalinda Rodriguez
Ellwood- Karen Herrera
Foothill- Kristina Mitchell
GFS- Beth Kanne-Casselmann
Hollister- Amy Estrella
Isla Vista- Rosemary Guillen
Kellogg- Laura Ronchietto
La Patera-Rhiannon Parisse
Mountain View- Ziad Elkurjie

* Teacher Advisory:

Brandon- Jenny Husak
El Camino- Ruthie Manzo
Ellwood- Jill Means
Foothill- Cyndi Aghayan
GFS- Teri Briggs
Hollister- Eric Prothero
Isla Vista- Krista Lucchi,
Bonnie Fletcher
Kellogg- Shannan Cocklin
La Patera-Melissa Barber
Mountain View-Nate Latta

* Board Member:

Dr. Carin Ezal

* Asst. Superintendent:

Dr. Mary Kahn

* GES Specialist:

Brigitte Haley



4 Annual GES Parent Information Nights:

October
2018:

Overview of
GUSD Services

March 2019:

Social-Emotional
Needs of Gifted
Learners

January
2019:

Elementary
Academics

May 2019:

Preparing Kids
for the Future



IF YOU MISS A PARENT NIGHT, VISIT THE GOLETA WEBSITE, "PARENT" TAB, "GES" TAB. I UPLOAD SLIDESHOW PRESENTATIONS THERE AFTERWARD



GES Parent Advisory Committee

- ✓ **Introduce yourself** to your site representative!
- ✓ **Be in contact** with them. **Pose questions** or **offer feedback** they can bring to our meetings.
- ✓ Purpose: increase **site-based parent support**



Our GUSD website: goleta.k12.ca.us (“Parent” Tab, GES)



tricountygate.org



cagifted.org



nagc.org



sengifted.org

Parent resources, these are the leading GATE organizations

LOTS OF GOOD PARENTING ADVICE FOUND HERE



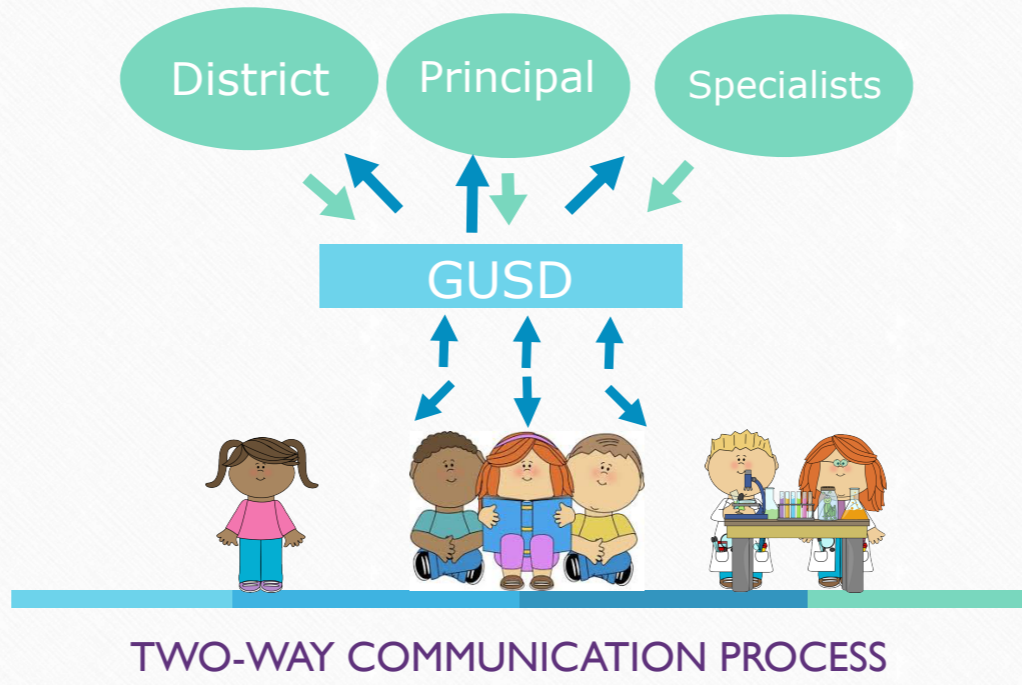
How can you support your child?

- **Stay in contact** with your child's teacher
- Be **supportive of their education** and **willing to discuss concerns** you have along the way
- **Attend parent information nights** and site meetings to learn more



The messages you share with your child play out in the classroom.

You may want to avoid labeling your child or calling them “gifted” or “smart” or “GATE”. Some children express that it puts an enormous amount of pressure on them and causes them self-doubt and other adverse effects.



Current District & Committee Work:

- ✓ Next year's focus is math differentiation & site math clubs
- ✓ Next year we are professionally developing Kinder teachers, as well as all new teachers (1st-6th grade teachers trained already)
- ✓ Continuing to evaluate and improve our I.D. process
- ✓ Continuing to improve district-wide, parent communication
- ✓ Committed to a continuum of services
- ✓ Piloted Destination Imagination after school program-Year 2



Note: GES Independent Study Showcase- Year 3 (outgrowing District BoardRoom, looking at County Office venue for next year and possibly opening it up to all students as an "Enrichment Showcase")

QUESTIONS?

Join us on April 22nd!

