



Goleta Union School District's
Gifted Education Services
Parent Education Night

Brigitte Haley
Differentiation Specialist
District TOSA
October 3, 2019



Welcome!



Introductions- Who's here?

Spanish Interpreter-Carmen Robellado

GES Advisory...Teachers and Parents here, please stand-next slide with names

GES Representation for 2019-2020

Parent Advisory:

Brandon- Katie Joiner
El Camino- Michelle Jackson
Ellwood- Ryan Cey
Foothill- Sarah Mills
GFS- Silke Werth
Hollister- Jeff Atlas & Ericka TeSlaa
Isla Vista- Deena Ferro
Kellogg- Kara Rocque
La Patera- Greta Bruneel
Mountain View- Tammy Taub
Millington

Teachers Advisory:

Brandon- Jenny Husak
El Camino- Ruthie Manzo
Ellwood- Jill Means
Foothill- Cyndi Aghayan
GFS- Teri Briggs
Hollister- Eric Prothero
Isla Vista- Krista Lucchi &
Margie Ryckman
Kellogg- Shannan Cocklin
La Patera- Sheila Abshere
Mountain View- Nate Latta

Board Member:

Carin Ezal

Asst.

Superintendent-

Mary Kahn

District TOSA-

Brigitte Haley

INCLUDED IN HANDOUT

***In many ways, we all have a voice in determining how schools value and nurture students' gifts and talents.

GES MIS

challenging
learning
opportunities



To incorporate challenging learning opportunities

responsive to the needs of h

responsive to
student needs

using differentiated
instructional
practices

ng

It Takes a village!

“What the best and wisest parent wants for his own child, that must the community want for all of its children.”

-John Dewey

Research confirms that the most important factor contributing to a student's success in school is the quality of teaching. While parents may not be familiar with the research, they are united in their desire to ensure great teaching for every child every day. Professional development is the most effective strategy schools and school districts have to meet this expectation.

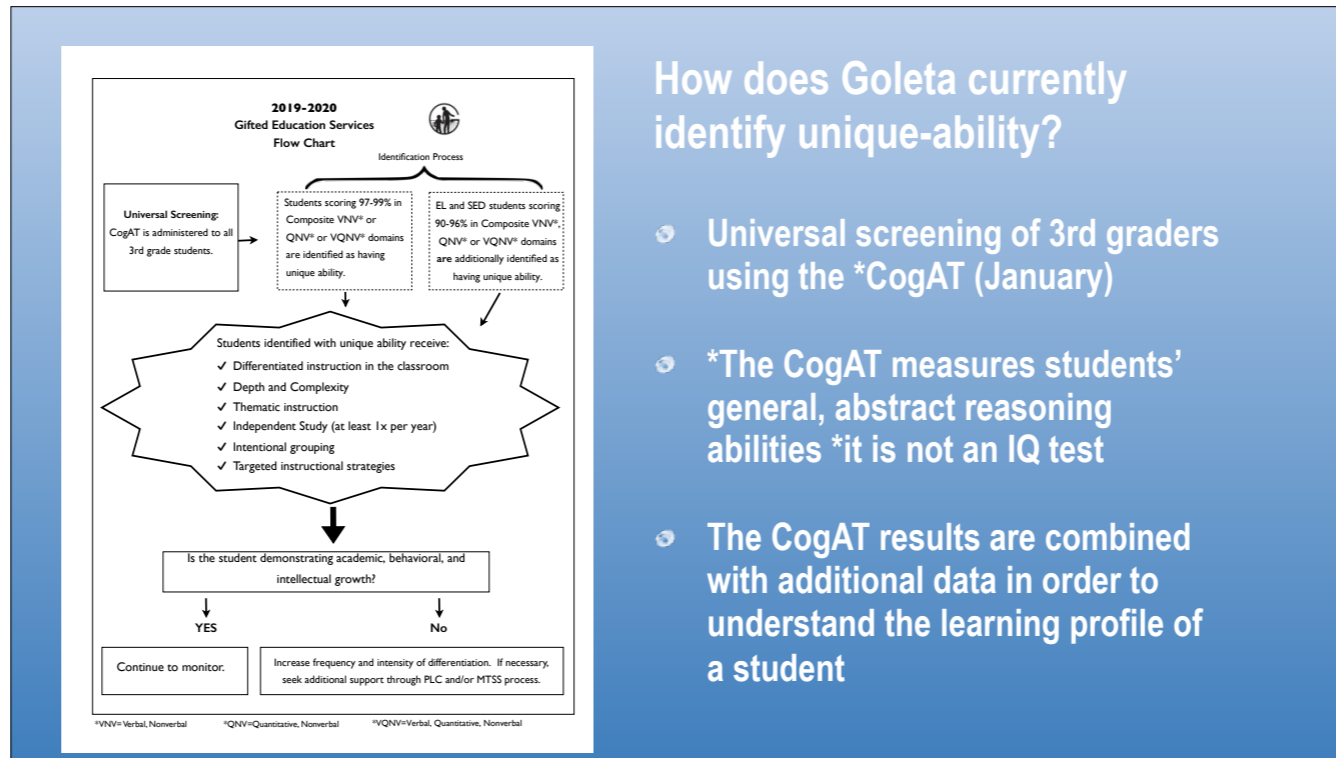
Professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. School systems use a variety of schedules to provide this collaborative learning and work time for teachers. When time set aside for professional development is used effectively and parents receive reports about student results, they realize the benefits to teachers and their students far outweigh the scheduling inconvenience.

Some facts about GUSD:



- 3,612 students
- 9 elementary schools
- 184 general education teachers
- 16% of students grades 4-6 identified with unique academic ability

6th year of an evolution of approaches
All of our children matter



How does Goleta currently identify unique-ability?

- Universal screening of 3rd graders using the *CogAT (January)
- *The CogAT measures students' general, abstract reasoning abilities *it is not an IQ test
- The CogAT results are combined with additional data in order to understand the learning profile of a student

included in packet

What if my child does not score 97% or higher on the Composite sections of CogAT?

- Parents, teachers, and administrators can request a one-time “retesting” through an appeal process. Appeals are reviewed and approved by committee. Teachers have the appeal forms/process if a parent is interested. *****Nov. 1 deadline to submit appeal forms**
- Differentiation is still happening for your child in their homeroom class and during targeted instructional groups



It is a computer based test

COGAT= Verbal, Quantitative, and Nonverbal Batteries

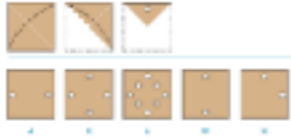
V=Analogies

TV → watch : newspaper →
J deliver K comics L read M magazine N listen

Q=Number Series

1 2 4 5 7 8 →
A 7 B 8 C 9 D 10 E 11

NV=Paper Folding



The image shows three examples of paper folding. The first is a square folded in half. The second is a square folded into four quadrants. The third is a square folded into eight sections. Below these are five options labeled A through E, each showing a different pattern of dots on a square.

*with CogAT we are measuring reasoning abilities

*this test is not measuring success rate, creativity, perseverance, achievement, emotional intelligence, social ability, etc. (How do we differentiate for this? -offering choice is a big one, flexibly grouping is another.)

Gifted 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%

Characteristics of Gifted Children:

- 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.**



“NAGC”



~here is what we know about some common characteristics
~we also recognize that not all of these show up on CogAT results
IN HANDOUT

MTSS Quick Facts:



Use systematic problem solving

All staff and students are involved

Analyze data to see how students are responding to instruction

Academic and behavior supports are applied in layers

All students can have access to needed supports

multi-tiered system of supports

Types of Supports for Students

- *Early intervention*
- *Differentiation*
- *Learning Center*
- *Friendship groups*
- *English-language development*
- *Behavior contracts*
- *Progress monitoring*
- *MTSS /PLC Process & Student Support Teams*



All Sites: Data Review & Discussions

- ➔ Trimester Assessments and Benchmarks are used to determine and adjust interventions
- ➔ Teachers and schools analyze data weekly in PLCs, but as a whole site 3-4/per year
- ➔ Interventions are applied on a school and classroom basis
- ➔ Targeted Intervention groups happen daily for all abilities
- ➔ Each student has goals to ensure a year's growth



Cluster Grouping



- 3-7 identified students in the homeroom class

What is an “identified” cluster?

A cluster is a group of 3-7 students, usually the top 6-10% of ability in their grade level, who are grouped together in a mixed-ability classroom. The teacher has access to training, resources, and the help of a site-based facilitator, and district-level coordinator. This differs from tracking as the cluster groups can change from year to year.

***why cluster? handout in packet**



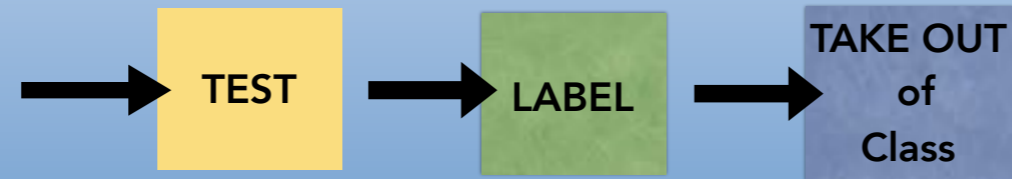
Teachers matter more to student achievement than any other aspect of schooling.

"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."

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

researched best-practice for keeping advanced learners in class with their teachers and not a pull-out GATE tutor

GATE pull-out program prior to 2013...



Why the change in Gifted Services in 2013...

- No "CST" state test scores would be available in 2014
- New academic standards "Common Core" (CCSS)
- Changes in categorical funding for GATE, no state \$
- We wanted to meet student needs daily, not just once a week

*The state no longer funds GATE, however, during the creation of the LCAP (Local Control Accountability Plan) the district deemed it necessary to fund Gifted Services in their effort to promote excellence and equity for all students, and values the need to meet the needs of our gifted learners. This funding supports the differentiation that takes place within the regular school day. (the gifted education based in theory, research, and practices in the regular classroom)

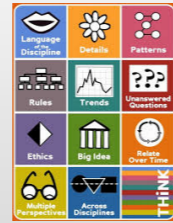
GUSD Pull-out Program Didn't Meet Needs

- High tu
tutors
- No cons
- Not align
- Less acc
student



- all approach
- social-
support
- k, 1-2 hr.class
- by classroom

THREE-PRONGED APPROACH



Depth and Complexity



Universal Themes



Independent Study

Differentiation for all

Depth and Complexity



What is Depth and Complexity?

Derived from several sources of research:
Originated from the 1994 California Department of
Education research.

- Advanced Placement Examinations
- Was first described as a "**thinking curriculum**,"
 - Research on learning because it increased the level of academic challenge for gifted and high-ability students.
 - Analysis of gifted students
 - The central concepts of a discipline

DEPTH AND COMPLEXITY

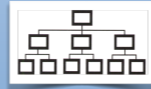
A set of **prompts/icons**,
that elicit open-ended
thinking and
reasoning.



Depth and Complexity Prompts



Language of a Discipline



Rules



Multiple Perspectives



Details



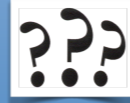
Ethics



Change Over Time



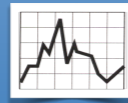
Patterns



Unanswered Questions



Across Disciplines



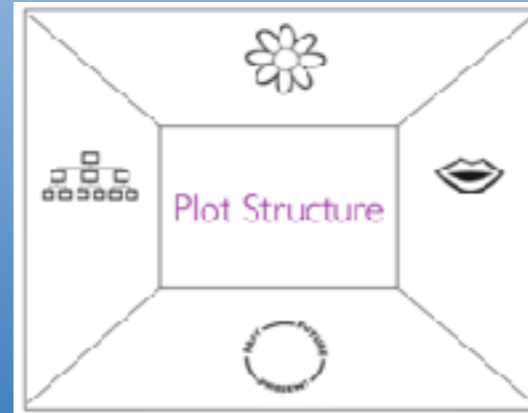
Trends



Big Idea



Depth & Complexity
Promotes
Higher-Level Thinking



Universal
Themes



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

Universal Themes by Grade Level



K- Order



1st- Patterns



2nd- Cause and Effect



3rd- Relationships



4th- Systems



5th- Change



6th- Power

IN handout

★ Contextual learning occurs when teachers relate subject matter to real world situations.

★ This type of learning builds upon and is shaped by what we already know.

Prove or Disproving Big Ideas

Big Idea



Is this true
or not?

What evidence would you use to
confirm or deny the following:

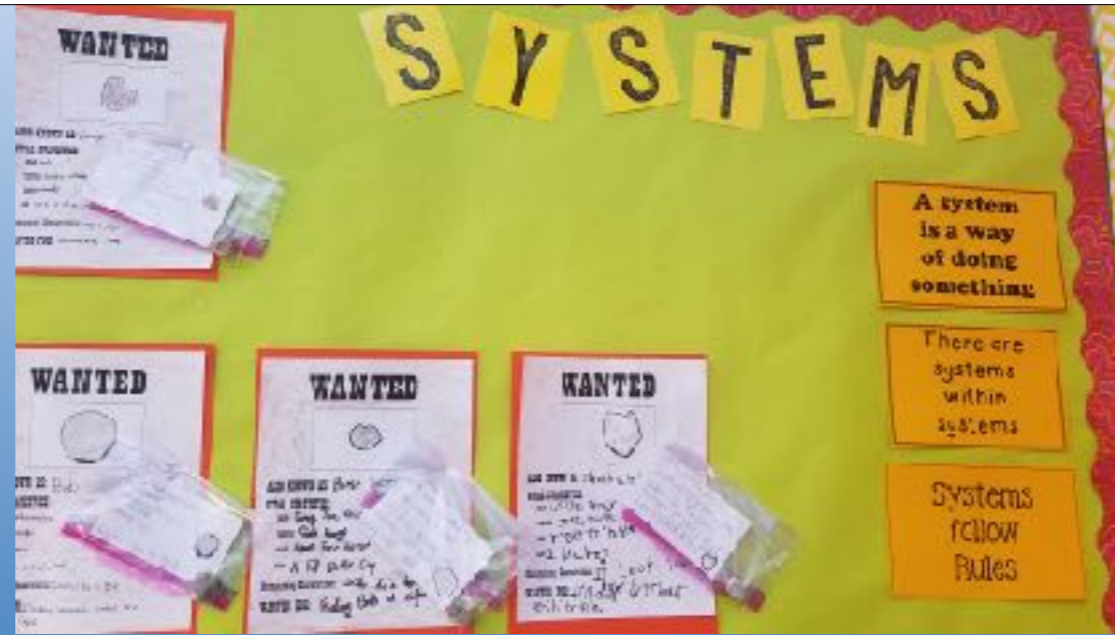
**"Systems have
parts that work
together."**



A 3RD GRADE
CLASSROOM
BULLETIN
BOARD

3rd Grade

A 4TH
GRADE
BULLETIN
BOARD



4th grade

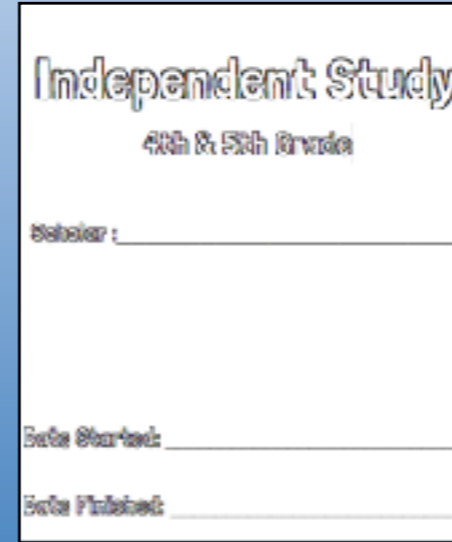


A
5TH GRADE
BULLETIN
BOARD

5th grade

Independent Study

*available K-6, but primarily 4-6th



Independent Study
4th & 5th Grade

Scholar: _____

Date Started: _____

Date Finished: _____

WHAT IS AN INDEPENDENT STUDY?

- a personalized form of learning
- students choose areas of study that are interesting to them and delve deeper
- students learn according to their own abilities and needs
- supports the belief that children can be autonomous learners.
- Independent Study does not mean independently working alone without teacher or parent support.
- shifts the emphasis from teacher-directed to a student-centered learning experience

IS explained in depth in handout

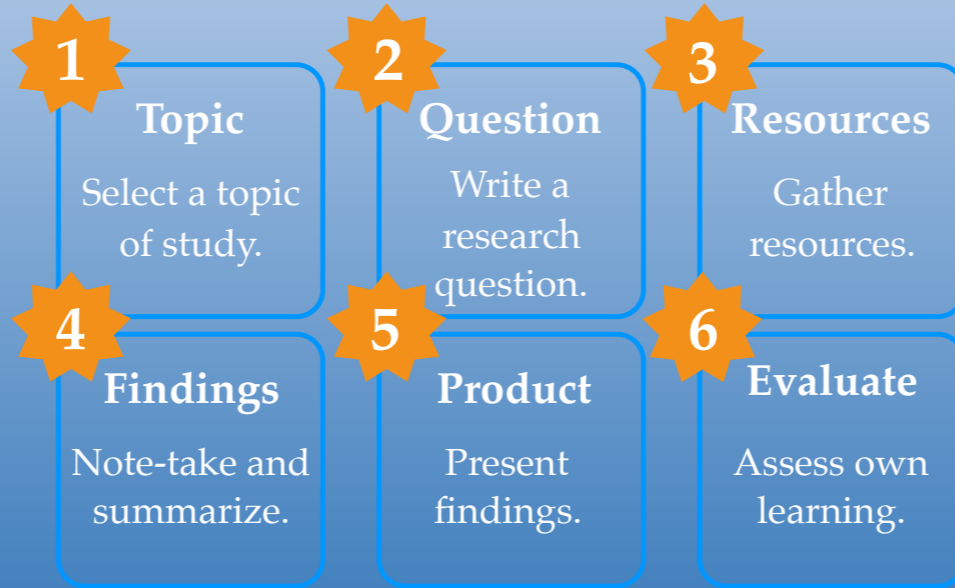
WHO DOES INDEPENDENT STUDY?

- sometimes whole class at the same time
- offered to specific students who are passionate about a topic
- all 4th-6th grade teachers this year will require their gifted identified students to start an Independent Study by March 6th

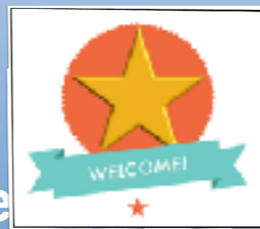


Note: Independent Study is different from a research project on a topic, as the focus is formulating specific research questions and setting a timeline. Though personal and meeting a student's curiosity, it also does allow students to practice and learn standards in each grade-level, simply with more depth and independence.

Steps of Independent Study



☀️ **MAY**
2020



Independent

TO THE GOLETA UNION SCHOOL
DISTRICT'S
GIFTED EDUCATION SERVICES'

**INDEPENDENT STUDY
SHOWCASE**

- ▶️ Academic Research Question
- ▶️ In-class study
- ▶️ Student-selected topic
- ▶️ Product is shared with others
- ▶️ Multiple resources
- ▶️ Goal-setting for student



gallery-style



"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."*



Professional Development-

We invest in our teachers!



Research indicates that teachers who have received training in gifted education are more likely to foster higher-level thinking, allow for greater student expression, consider individual student strengths and weaknesses, and provide a variety of learning experiences to challenge students. This vital expertise that benefits all students is not developed merely as a result of one-hour training sessions; refining teacher skills requires high-quality professional development, time, materials, and continued support.

GUSD Professional Development K-6th



- 1st through 6th already and continuing with yearly “refreshers” and additional sessions
- K this year *next year TK and possibly Resource teachers
- You may need to know that these strategies will likely, if done well, not be visible to your child.

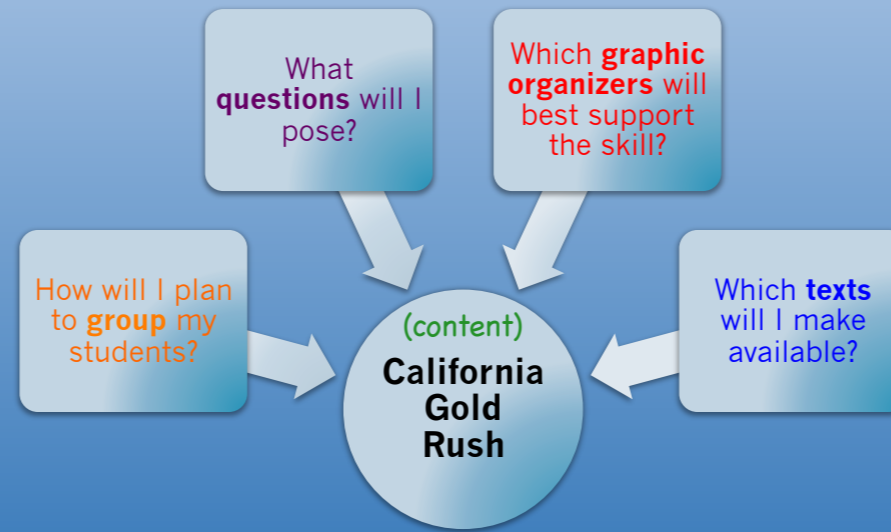
BEHIND-THE-SCENES TEACHER PLANNING ~DIFFERENTIATION~

Basic Components of a Learning Objective



PARENTS ASK ALL THE TIME- HOW WILL I KNOW MY CHILD IS GETTING THIS? WHAT WILL I SEE?

ADDITIONAL DIFFERENTIATION DECISIONS TEACHERS MAKE



NOT ALWAYS VISIBLE TO PARENTS OR STUDENTS



GES Advisory Committees

- ✓ **Introduce yourself** to your site representatives!
- ✓ **Be in contact** with them
- ✓ **Pose questions** or **offer feedback** they can bring to our 5 yearly teacher meetings and 4 yearly parent meetings.
- ✓ **Purpose:** increase **site-based** teacher and parent **support**



Attend School Site PTA meetings and District Parent Nights

Enrichment Opportunities:

- GUSD/GES Independent Study Showcase for identified 4th, 5th, & 6th Graders
- GUSD/GES Summer Enrichment for Identified 4th and 5th Graders
- Weekly Math Clubs at school sites for ANY interested 4-6th graders

Speak with your GES representatives and PTA for enrichment opportunities at your school site



How can you support your child?

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

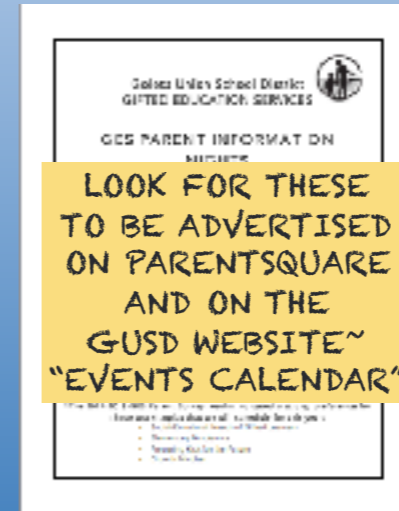


The messages you share with your child play out in the classroom

Handouts- additional articles for parents available at the back tables

Parent Information Night Topics for 2019-2020

- ☀ Overview of GUSD Services (tonight)
- ☀ Elementary Academics
- ☀ Social-emotional Needs of Gifted Learners
- ☀ Preparing Kids for the Future



*these topics come out of the spring GES parent surveys
-always open to suggestions

Thank you for being here tonight!



Questions?

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Papers available to write down your questions also, if you need to leave, or want me to email you a response