



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.

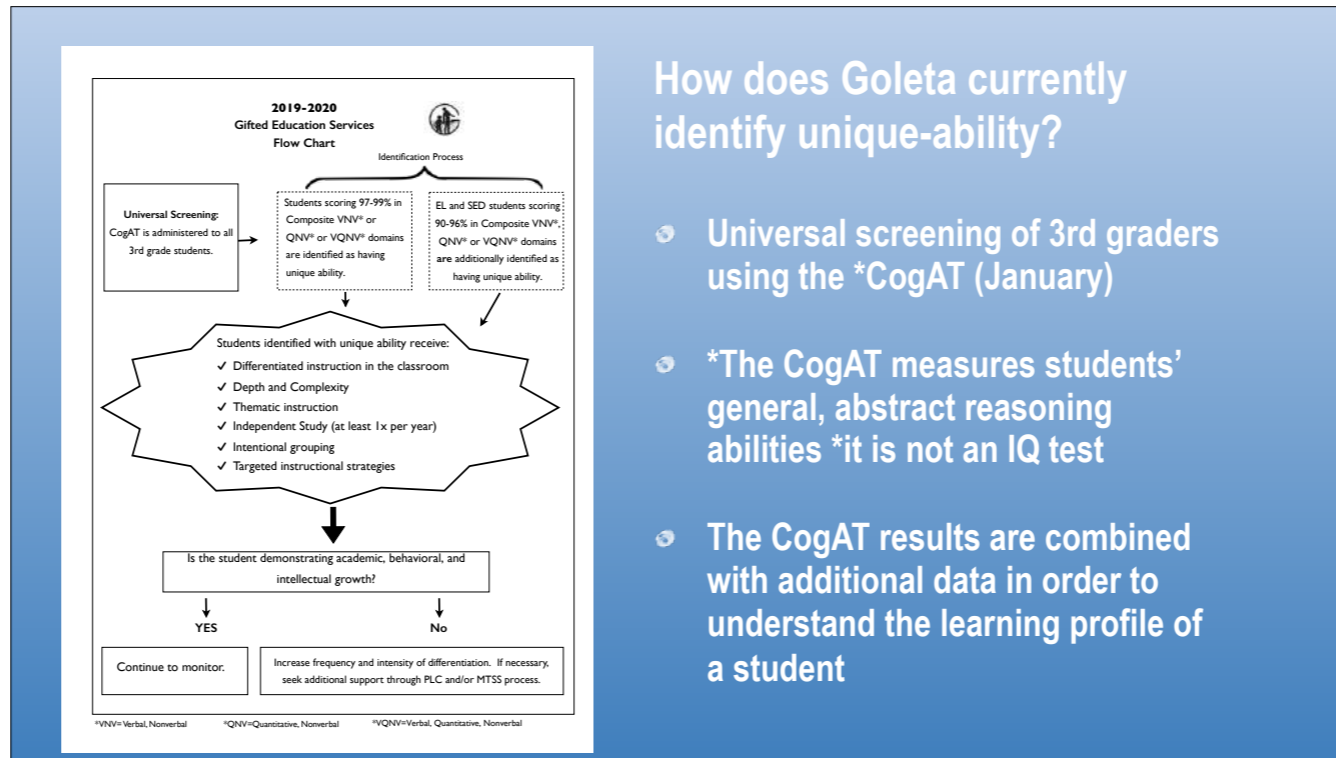
Professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve 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

The image displays three distinct test items from the CogAT battery, each in a separate box. The top box, labeled 'V=Analogies' in pink, shows a verbal analogy: 'TV → watch : newspaper →'. Below this, five options are listed: 'J deliver', 'K comics', 'L read', 'M magazine', and 'N listen'. The middle box, labeled 'Q=Number Series' in blue, shows a number sequence: '1 2 4 5 7 8 →'. Below the sequence are five options: 'A 7', 'B 8', 'C 9', 'D 10', and 'E 11'. The bottom box, labeled 'NV=Paper Folding' in green, shows a sequence of five diagrams illustrating the process of folding a square piece of paper into a specific shape.

\*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

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

## 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.**

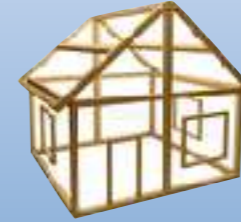


“NAGC”



~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.**

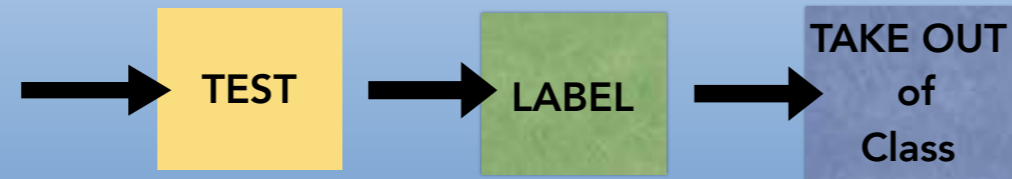
"Research says that, **a teacher is said to have two to three times the impact of any other school factor**, including services, facilities, and leadership. Effective teaching has the potential to help level the playing field for individual and family characteristics largely outside of a school's control."

Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2012. [http://www.rand.org/pubs/corporate\\_pubs/CP693z1-2012-09](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-  
upport  
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
- Research on learning
- Analysis of gifted students
- The central concepts of a discipline

Was first described as a "**thinking curriculum**,"  
because it increased the level of academic  
challenge for gifted and high-ability students.

# DEPTH AND COMPLEXITY

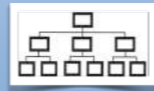
A set of **prompts/icons**,  
that elicit open-ended  
thinking and  
reasoning.



# Depth and Complexity Prompts



Language of a Discipline



Rules



Multiple Perspectives



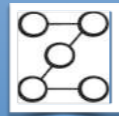
Details



Ethics



Change Over Time



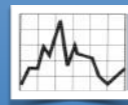
Patterns



Unanswered Questions



Across Disciplines



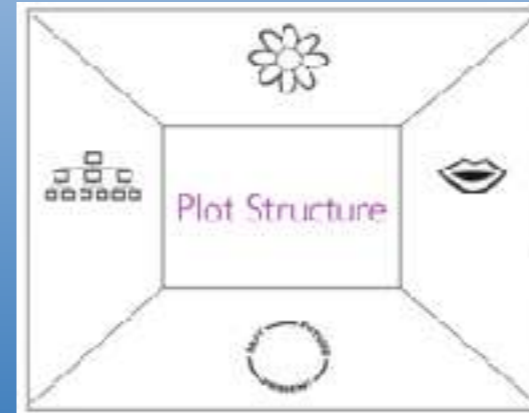
Trends



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:

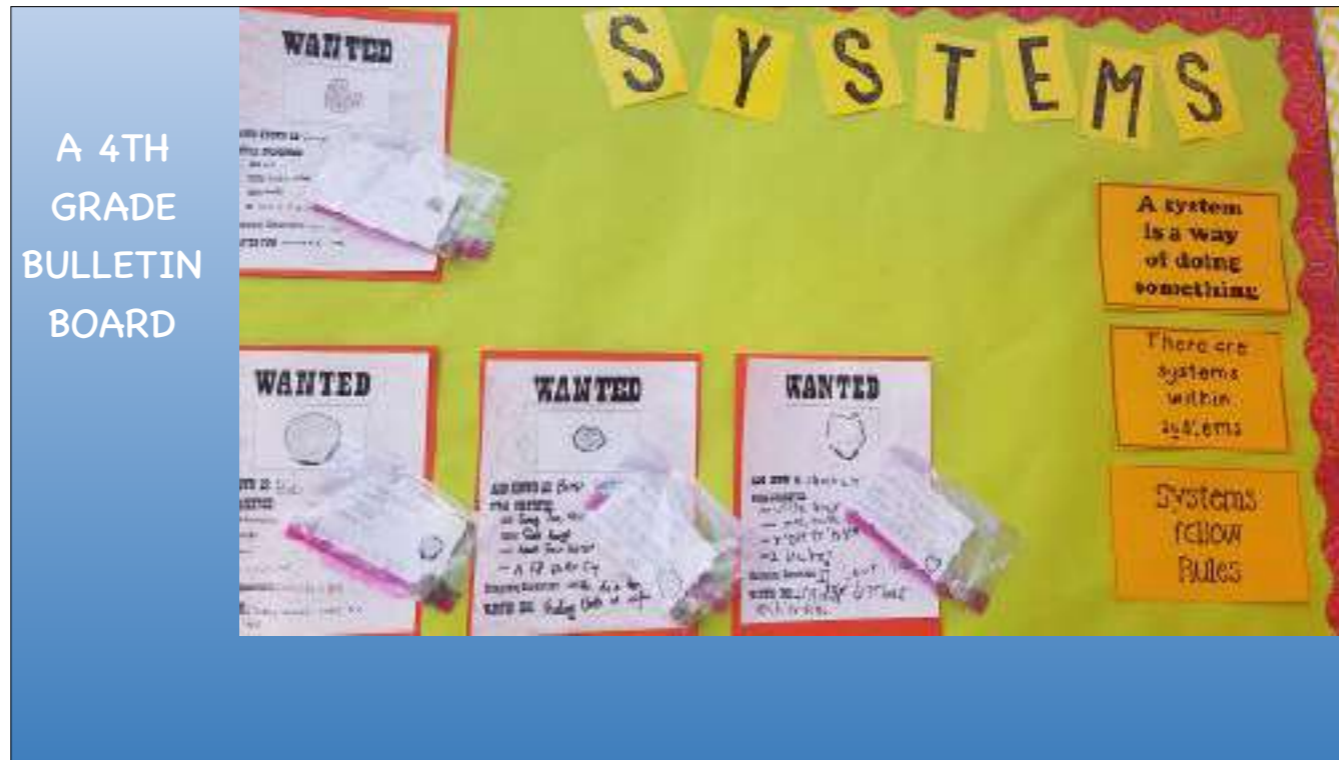
**"Systems have parts that work together."**



A 3RD GRADE  
CLASSROOM  
BULLETIN  
BOARD

3rd Grade

A 4TH  
GRADE  
BULLETIN  
BOARD



4th grade



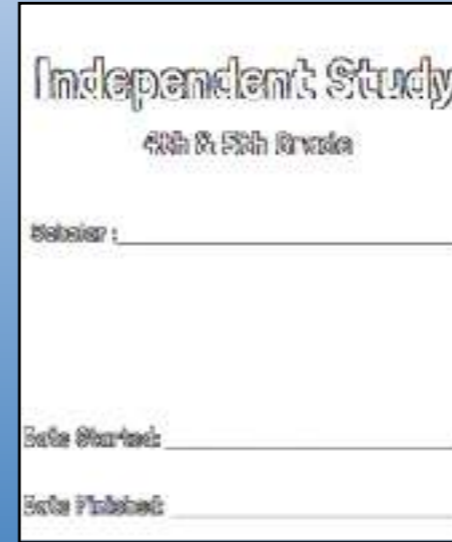
A  
5TH GRADE  
BULLETIN  
BOARD

5th grade



# Independent Study

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



Independent Study  
4th & 5th Grade

Subject: \_\_\_\_\_

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 4<sup>th</sup>-6<sup>th</sup> 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.

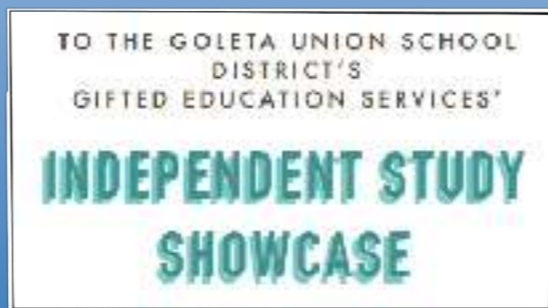
# Steps of Independent Study



☀️ **MAY**  
**2020**



**Independent**



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



Independent Study  
Spring Showcase



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.

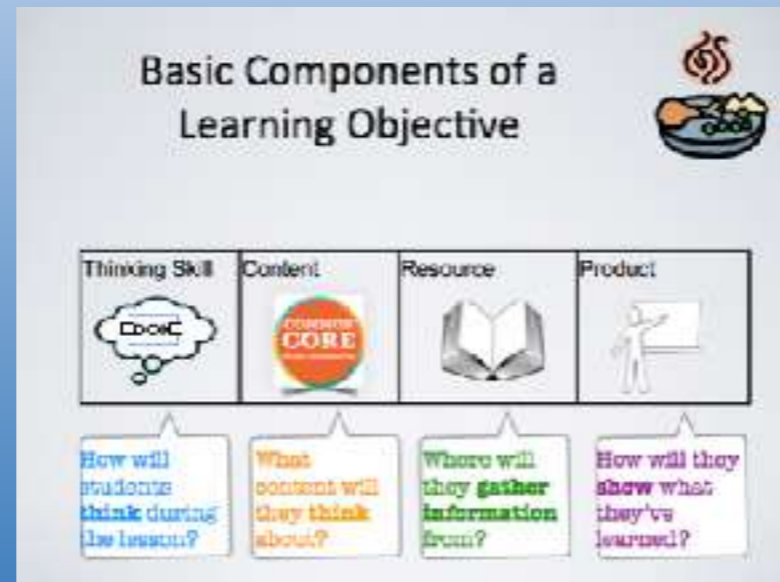


# GUSD Professional Development K-6th



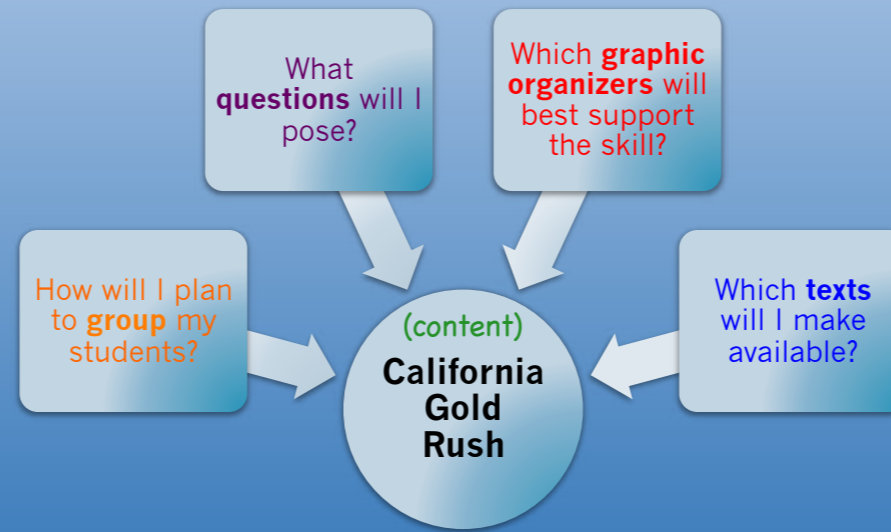
- 1st through 6th already and continuing with yearly “refreshers” and additional sessions
- K this year \*next year TK and possibly Resource teachers
- You may need to know that these strategies will likely, if done well, not be visible to your child.

## BEHIND-THE-SCENES TEACHER PLANNING ~DIFFERENTIATION~



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

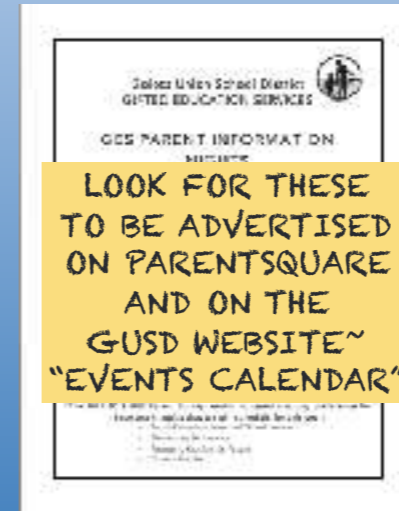


The messages you share with your child play out in the classroom

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?

[bhaley@goleta.k12.ca.us](mailto:bhaley@goleta.k12.ca.us)

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