

*GATE Advisory Council Notes
November 7, 2016*

6:15pm

Meeting called to order, everyone welcomed by Jen. Introductions.

We are going to discuss our GATE master plan. We want to refine it and make it use friendly for all who read it and that it represents our goals for all our students in the program.

6:20pm

Sharon- The Board asked us to refine the plan. That it was easier to read and that it was measurable, that there was information that we could see year to year and it could be tracked.

What we felt would make it more comprehensible would be to give a background of GATE up to this point in BUSD and where money had gone and how it had come back. We are trying to rebuild.

Secondly, we wanted to bring in the research to support instruction for GATE education.

At the last meeting, we decided we would have an overview and we began to discuss if we are happy with the content being presented. We can revamp and reformat after we comb through the data and ensure that we want to keep the language as is or make changes.

Our goal is to have it done before break. But it is still a goal. There is no drop-dead date to have it done.

We will use the afternoon and evening meetings to tweak.

We are going to start on page 8.

6:24pm

Everyone read the next section starting on page 8 so we could begin discussion on whether to keep, move, or reword.

In general, 7 to 10 % is going to be identified as gifted. You want the same percentage in your sub groups like Sped Ed, EL, SES, etc.

Carol suggested that some of identification stuff in the current section should move.

Sharon says data should be moved towards the front of the plan. What we want to know, do you still agree that it should stay in the plan?

Caroline talked about page 7 and single subject math acceleration. Currently in Mathematics, can you excel?

Sharon: Without thinking about metrics- do we agree with the language?

Page 7 and 8 were discussed, minor edits made, agreed on and then we moved on to page 9-11.

6:33pm

Silent reading of the pages.

Caroline: Under the key elements, it doesn't speak about who is creating the agenda... under point 3. On #4 it was said that agenda would be sent out to folks.

Jen said that agenda was sent out via flyer format. The topics on the flyer are the agenda topics.

Sharon: We have 5 more minutes to work on the plan. Please read 12 and 13 so that we can see if we have any other comments.

6:41pm

Carolin: What is a site based user group?

Jen: An email list.

Other parent: Shut down by principal regarding the email list.

Sharon: We will clarify this with the principals so you can communicate with each other.

Caroline: On 1.4C- I would suggest be an achieve marker would be attendance sign in for everyone. 12 and 13 both go to section C as far as moving. 1 and 2 talk about middle grades, but not K-3 and high school on page 12. On page 13, 1.6 move to section 3.

Sharon- Thank you for reviewing this part. Our next meeting is December 1st to go over the Master Plan committee.

6:45pm

Jen: Anything to discuss? Put it on the parking lot.

SUB committees- as mentioned in the plan. I would love to talk about the ideas of pop ups. A pop up would be something that would happen at a school site, after school, where we would do something awesome for kids. Open to all.

Are people interested in research being done for this type of activity- Muir and their Rube Goldberg projects.

A big concern- not a whole lot of space for pullouts. Something to keep in mind.

Parent: Pop ups could be after school, evenings, Saturdays, etc.

Jen: Traveling like going to a museum is hard to do. You only have a small sliver of time.

Parent: Dates and times- we are never going to find a good time for everyone. It's more about the lead time rather than date and time. As for topics- I'd like to see competitive based things. Mathlete, Brain Quest, Science Quiz Bowl, Odyssey of the Mind, Science of the Mind, Grossology, etc.

Jen: Let's brainstorm things at each table- what things would your kids like to come to see or do?

6:50pm

Brainstorming on pop up ideas.

7:00pm

Jen: I am a proponent of Bell to Bell instruction. This is my idea to offer more. After school educates a whole other part of the child.

If it does cost something, how do we fund it, and how do we ensure everyone gets access to it. Ideas are sky is the limit now.

Caroline: One time vs repeating activities

Include photo of parking lot board.

Jen: I am for Knowledge Bowl, Odyssey of the Mind, etc.

Parent: Can that be a parent or volunteer?

Jen: Yes with a staff person who is supervising it.

7:10pm

Jen: I would like to accomplish 2 in the next semester. I am going to need help. It means helping me set it up, facilitate it, help to figure out what supplies we need, etc.

Caroline: Barnes and Noble is next Wednesday.

Jen: Kids will bring original works and share them. Does anyone want to be on a subcommittee to help put one of these together? I will contact you about making one of these happen.

7:15pm

Jen: THEMED summer school, perhaps STEAM- Includes Arts- type ideas.

Parent: What grades are you looking at targeting?

Jen: Grades 4 and 5. Luther has Z space computers. Might be talk to have it at Luther. Questions for you- what structure would work? Week long sessions? Themed based? We'd like to see team building and reaching out to the community.

Parent: Overall and over arching, for summer, or week-long final outcomes.

Jen: Authentic audience is key. A purpose makes work meaningful and increases output.

Caroline: Sessions- 4th-5th grade levels- different themes – available or interested topics.

Parent: LA ZOO does something like this, so does Natural History Museum, and CSC center.

Jen: We'd have to make it available to all.

Emily: If you had it, would you open to non-BUSD kids?

Parent: June/ July work best.

Other parent: It sounds like the Art Experience program in Burbank.

Jen: We have to start small. We'd have to get some one on board to hire staff, booster club to get us money, lots of moving parts- so starting smaller, would help us figure it out better.

Caroline: When you publicize, make sure you know the grade you are targeting.

Parent: Maybe there is an opportunity and use the high school kids to help facilitate these enrichment opportunities and get community service credit for it. Someone who is actually interested in the subject.

Jennifer- How about funding through ELKS club?

Sharon: Robotics and engineering is exploding in high schools.

Parent: Would you cover all this in one camp or in different weeks?

Jen: Visual Arts- lights and sounds and how do they blend- into Science and technology.

Hilde: Get syllabus to Jen for my college class called Physics of the Arts.

Parent: Burbank Arts for All? Could they be integrated? How does art help you learn math and how does math help you learn art?

Jen: What would be manageable and what people pay for camps-

Hilde: (Reminder to send Jennifer information on these programs.) Is there a materials fee? Inclusive or separate to the registration fee?

7:30pm

Jen: That is our regularly scheduled program

Next topic discussed: BUSD Gate Conference.

Emily Growth Mind Set vs Fixed Mind Set. Jen's talk was very helpful. Rephrasing day-to-day conversations.

Jen: Good mix of teacher and parent workshops and on differentiation.

Parent: I went to the Parenting Your Gifted Child. It made me understand my kid so much more. I understand him so much better now.

Emily: Depth and Complexity stuff was really interesting- the content imperative icons. People slap them on the wall, but they don't know how to use them. She really went through how to use them in your classroom.

Jen: First PD for HS teachers is in November and helping HS teachers see that there are GATE kids in HS and what to do with them.

Caroline- Honors and AP is not actually GATE classes. It's not appropriate GATE education. Socio-emotional vs instruction. What are you focusing on at the HS level?

Jen: BTW, there are some different instructional strategies out there and the underachieving GATE kid. Huge amount of kids that drop out are gifted and they feel people don't connect with them emotionally.

Caroline: They are seen as privileged students, but they are not.

Sharon: Teachers see these kids are able to do this and this group of students to do this better because they are GATE and not true.

Caroline: Do the principals have an understanding of what is needed?

Emily: Can we do screenings of Race to Nowhere or High Tech High? Bring popcorn, make it a movie night-start a talk and make them part of the process.

Jen- It's called Math 6-8. CRAMS 3 years into 1.

Parent: Can we accelerate earlier so that the SBAC isn't the first time we see the math item.

Jen: 5th/6th are the same almost so teachers dovetail the information so that the placement test is ready for kids to take the placement test.

6-7 and 6-8 are blended curriculum- Math standards are layered. They move more quickly. They aren't missing per se. Blend fractions through those grades. Focus on needs vs the SBAC.

Emily: Regular class and bopping through resources.

Sharon: We have different Math series for middle/high vs elementary. Different philosophy on how to present it. Not easy for teachers and how to integrate it. And there is a discussion to be had on how to differentiate for accelerated students. New standards and new textbooks and it's only this year they are getting it.

Jen: In my opinion, no child should be bored in class. Pre-test kids and then teach from that point. For example, if I have a child who has mastered place value, I could introduce binary number systems, base 2, base 7, etc., for place value. Different grouping systems. Preview Review. One group on a performance task. The other group would be doing the basic lesson. The first group would check in with me.

Differentiation PD that I am doing to help teachers so they can share this with others. I am pooling them and elevating them to get the word out to help them help other teachers. We want it to be valued at a site level- slow down to speed up. It takes some work.

It's coming back- False notion that you can't accelerate math in in elementary school isn't true. Different types of acceleration. Linear acceleration is not always best for each student

Caroline: But that is what is happening at middle school.

Jen: 10-2pm Differentiation Talk with me.

7:45pm.

Adjourned.