

GATE Advisory Council Notes
January 23, 2017

6:20pm

Meeting called to order, everyone welcomed by Jen.

Jennifer spoke about a training she attended regarding interdisciplinary themes. For example, take the concept of evolution. You can look at it through the lens of SS, SCI, ELA, etc. or you integrate your topic and incorporate all of your subjects into it, like writing, Math, Science interrelated to the topic.

Jennifer went to Advanced GATE training. From that training, schools have been requesting her to come directly to their school and speak to the teachers/ parents.

The school's invitation thus far is for her to work with the faculty directly. She's at 2 of the 3 middle schools. Jordan hasn't formerly invited her, but they are working on it.

A GATE curriculum is not an "add on" to the volume of what teachers do, it is to replace how we teach a subject, etc. So now that this is being clarified, there is less resistance and more faculty eager to learn ways to deepen content and curriculum.

Part of the discussion in the training spoke about what does it mean to be GATE, what are executive functions, how to understand anxiety, etc. The groups in the training were very fun and engaging.

What it means to be an advanced learner vs what it is to be GATE student. And where the line is that separates them and how they are different. GATE is a special entity for building socio-emotional skills and support, but your child can of course be hyper successful even if they aren't in GATE.

6:30pm

Introduced Dan Chang from Thrively. This is a company that they are using for the GATE pullout days.

Our mission is to help kids find their mission in life. The survey they spoke about shows that for every year kids are in school, the less they are engaged. If you don't interact with them during teenage years, we are setting up our kids to check out and run the rat race.

Thrively was started to help parents and educators help kids engage and talk about what they are good at and why and what they can do with those ideas. Founders are all parents. As a dad, he is trying to figure out what they want to do, and help them support it.

Four points that are key-

- **self awareness**- goals, natural strengths, what makes them tick
- **finding purpose**- how do we expose kids to the things they can do that matches what their strengths are
- **building grit**- socio-emotional supports, practice things they can do to adjust for it, giving them bits of info and video to build growth mind set, building confidence, online lessons to see growth over time
- **creating impact**- project based learning platform, and we weigh in lots of local activities, karate, tutoring, learning centers, etc, locally to provide hands on experience which nurtures their interests.

Dan showed us what the screen looks like when kids log in. 23 factors that are measured are all whole brain, organic, and positive things about kids. Then the program shows them their top five hits.

This is a very strong assessment of strengths. Created from educational psychologists who have many items, banks of questions, and whom have turned around the negative concern into a positive strength.

The site finds career aspirations, and then subsequently, after school activities that match those aspirations.

Also spoke about engaging parents to help us the company make the site better. The site can also help the school, and could serve as a mini fundraiser to engage local businesses. Thrively would like to have this conversation with parents and see if anyone wants to be part of the advisory group and learn what they can do.

If you sign up you will get coupon code to download all 23 strengths, not just the top 5 they show you when you log in with your child's account.

If you go to the College Board website, it has a college matching website, to help kids figure out which colleges they want to pursue. Thrively doesn't, but their site can send students to the College Board site.

Each video is tagged to strengths, career, and interests, so as students use Thrively, it can keep recommending videos to students that will help them connect possibilities for the future.

They have mini courses to help students. Students can watch a video, answer questions, write in their online journal.

Jennifer: I created a class playlist for the students in our program.

Dan showed us a video about GRIT and how it takes 10,000 hours to become great at anything. It was about Michael Jordan. You will be able to see how students interpreted the video and see their journal entries.

Jennifer: You can journal back and forth with kids, you can push out challenges or ideas or projects. You can form groups and it is very multi-dimensional. Our growth has been very organic. Something that they noticed is that kids were enjoying the journaling this more than they thought the students thought they would.

Thrively's link and their request for parents to serve on their advisory board will be posted on district website.

6:55pm

Sharon: Please read the following pages of the master plan.

We read and discussed pages 33 and 34 of the master plan. Standard 2.5 discusses how students are nominated for GATE testing and what happens to them during subsequent years and what the different avenues are if one measure wasn't effective.

Jennifer: We are in the middle of doing the screener to see if students have potential to score high. We changed because we felt the old test wasn't giving us very balanced results. So we are noticing many more types of students being identified, like EL's and students of cultural diverse background.

We are even coming up with a new way to assess a blind student. We are now moving into the full assessment for students that scored from 80 to the 100th percentile to ensure inclusion and to account for risk factors.

More students are now being nominated based on how teachers are being trained and now they match the students that are actually scoring well on the screeners.

Corrections made to the language on the master plan.

7:05pm

Sharon: Now please read through page 39. These pages deal with the entire process of how students are to be identified and navigated through the evaluation process, especially when considering transfer students.

Does anyone have any comments or questions for pages 35 and 36?

Parent asked about testing in high school. Sharon said we want to consider them because of the socio-emotional of incoming high schoolers, especially as they are placed into AP classes, etc.

Two comments were favorable to how we will deal with transfer students.

Caroline: I have specific edits to paragraphs on those pages.

Sharon: Thank you everyone. We are done for tonight.

7:20pm

COG- AT 7 Identification. Feedback from parents stated that their kids said they liked the test.

Jennifer: Can you define smart? Kids couldn't do it and it was a fun to watch them discuss this. She showed photos of Luther's green screen video done outside with the GATE kids.

Jennifer: Pass this along to parents. We can provide Cog AT7 practice materials should someone want to see the types of questions that will be on the actual test. No need to go and purchase 3rd party books.

7:25pm

Jennifer: Puff Mobiles will be held at Disney Elementary on February 16th from 3:45-5:45pm. We will use Disney's auditorium.

We will need paper, life savers, zip lock bags, straight pins, straws.

We are considering using Event Brite to have students register for this event.

We will assemble the packets at the next meeting.

We will figure out logistics of how many we need and what grades will do this once we see how many people sign up on the site.

If anyone can donate materials, please email Hilde Garcia – hildela2000@earthlinknet

7:35pm

Depth and Complexity discussion. Power point shown.

Jennifer: Great book- a must read: Differentiation for Gifted Learners. It talks about what complexity is. It talks about where GATE students start. This is important because it is where their brains thrive and they have strength and need the nurturing.

Break Out Edu was matched to ELA content for the grades it encompassed. For younger kids we matched it to Math content, based on their grade level.

The whole day is designed to be a productive struggle and have the background of growth mindset working so they can feel “the burn.”

Complexity goes from unknown to known.

How do we increase depth?

Relevance, authentic, meaningful, rather than just discrete facts.

Questioning can entail procedural questions and factual questions, but GATE students need divergent and analytical questions as well.

Sandra Kaplan’s icons. Just because you don’t have them posted, doesn’t mean you aren’t doing Depth and Complexity. These icons help students name the process and help teachers know if they are asking different types of questions within every lesson.

Complexity is a spider web stretching out an idea to meet other ideas and connect it to other disciplines. Relating things at more sophisticated levels. Multiple solutions to form multiple points of views. How to see it from different perspectives?

Contribution, convergence, paradox, origin, and parallels between things.

For example, you can discuss the origins of popcorn from all of the points previously mentioned.

We want students to think divergently about something that seems simple and get them to go to a deeper place.

Activity done with photos on each table. We used question cards from Jay Taylor Education and took what seemed to be an ordinary photo of a piece of fruit or vegetable and began a deep discussion that branched off into many areas and encompassed many levels.

Jay Taylor Education- question cards. Bought online.

Only takes a moment to do this type of activity and doesn’t require a lot of prep time, so it’s great for launching a unit or filling dead minutes in between lessons or any other varied combination of uses.

Jennifer reminded everyone of the Meeting at 3:30pm on Thursday the 26th on the 3rd floor. And that at the 2/6 Monday evening meeting, we will assemble Puff Mobiles and speak on other topics as well as continue to work on the master plan.

7:50pm.

Adjourned.