

GATE Advisory Council Notes
February 6, 2017

6:15pm

Parking lot concerns. Need sign to tell people where meeting is.

International Feast was promoted for this coming Thursday. Cook a family dish and share it with others. 6:30-8:00pm at Muir. Bring a recipe card to share with others.

Christine Fonseca is speaking on 2/27, from 6:30-8:00pm. Speaking on how to get a long with your kids. There are numerous things that happen when kids enter middle school, so this is how to interact with them. See flyers. It's hard to get them to talk to you, do chores, and gifted kids who feel their independence even faster than others.

This talk is all about how to keep that conversation going.

6:25pm

Update on our identification process. It continues to go well. We have concluded a screener and it went well. We have begun going into the full assessment. We like what the balance the test offers and the information given to parents on what their kids need at home or in the class.

It will give you a verbal, nonverbal, and quantitative result for your child. Stanine of 9 is the highest.

Parents asked different questions about scoring, should they take the test, what to expect, etc. Space available is just that, space available. It changes from school to school, etc. We want to put that in the plan on what it means to be space available. I'd like to see a streamlining of what this process is and what constitutes a "space available" kid.

Sometimes it is teacher recommendations, some times it is parent request. This test might give us some data that would say these kids would benefit from being in the space available part of the GATE classes.

Is the test trending more to boys or girls? The types of students- for example, EL's are scoring as high as EO's. I am also looking during the initial screener and how they score on sub sections because that will show their strengths in areas and how we can help their child in those areas later.

It's been very interesting to review the data and see if child was nominated, recommended by teacher, etc. All these factors come into play in the final look of the kid and whether they are or aren't gifted.

For the April meeting, we will have an introduction to the GATE program for newly identified families and what they can expect from the program.

6:40pm

Master Plan workshop time:

Sharon: Turn to page 51 of the master plan. Let's read 51 through 53.

Caroline had questions from p. 43. Instead of putting years, just leave it more generic, such as every year, so and so will occur.

Standard 4.1- add student K-12 so we know it affects all students.

Caroline: They intellectually understand things that they cannot emotional handle. This sentiment which is so well articulated, needs to be in the plan, but not sure where it goes.

Sharon: Where should it go?

Caroline: That's the point, I am not sure where it should go. Further discussion with Jennifer and parent to find a good place to clarify this type of language.

Parent: Will this be implemented? One of my daughter's teachers isn't qualified to be the GATE teacher.

Sharon: We want to make sure that the district intervenes and trains appropriately so that students are getting the best education for their abilities.

The surveys we have, are they intended to be given yearly?

Jennifer: Yes.

Sharon: So on page 52, I think this is good and specific, but I'd like a place to suggest ideas for professional development. And then on page 53, 4.1C, we should also included that the training can be provided by district or teacher can get training somewhere else.

Jennifer: This year, they had to attend something that is mandatory. They can also schedule time with me as a team at their site. All of this type of PD counts towards their PD and it can be one-on-one with me, too.

Caroline: Are we asking teachers for feedback?

Jennifer: I ask for exit tickets and ask what they want from us, and what more we can do for them.

Sharon: Ok, let's continue reading from page 54. Questions?

Caroline: Is the goal to train all the counselors? 4.2 B was discussed.

Sharon: They will have one meeting, but then it will come up again in another meeting.

Caroline: 4.3 should be under curriculum, not socio-emotional.

Jennifer: I think it should be in both because in this section we talk about career choices and what students want to do and that plays into socio-emotional needs.

Parent: What does flexible scheduling entail? Does it mean they can come late to school?

Jennifer: At the time, maybe you wanted to do a dual lingual program, or needed off campus Math services, etc.

Caroline: What is the mandatory professional development required of teachers?

7:08pm

Professional Development

All year long once or twice a week, I have been offering professional development. They aren't always gate, but it can be math, depth and complexity, all day workshop, introduction to GATE programs, etc.

I have also held a talk at the high school and the difference between high achieving vs GATE and what HS students need socio-emotionally.

Muir has been doing a GATE specific meeting every Tuesday, which is great. I will be in a Science class all day at MUIR. And I will be doing an all day English and Social Studies to work with student.

The more we are talking about things, the more I am meeting with people, the more people want these training.

Caroline: In the plan, it talks about reporting data. If you can provide data and report it out, how many you are requesting, how many you are doing, etc.

Jennifer: Doing that already.

Caroline: Awesome and pat yourself on the back.

Jennifer: I have been very excited about the positive impact and how it has been received and how fun it is and how it translates to the classroom.

Parent: What about elementary rooms?

Jennifer: Not every site, not every classroom, but many more than before. Some have been easier to crack than others. I have been at sites at some schools and I have done similar things like I have done in the middle school. They are reaching out and are feeling more comfortable.

How to meet kids' needs at the opposite ends is where I live and where I do all of my work when I help teachers and schools. I was happy how well received it was at the high school level.

Caroline: Do you contact parents and say you think the child might qualify as gifted?

Jennifer: Not yet, it's not how we do it, but yes, in the future, this is what we want to do. And they saw a lot of their GATE students that weren't in their AP and Honors classes. That was a huge discovery to them.

Parent: Why not early identification like first grade?

Jennifer: Sometimes early ID skews the data because of reading. That is why we use the HOPE scale and I come in and observe and I work with those teachers, so that we aren't officially identifying them, but providing the right scaffolds for their learning through teacher development and differentiated instruction.

Sometimes misdiagnoses happen early and it is important for me to talk to teachers ongoingly.

7:25pm

Pop-ups and Pullouts

We have 4th and 8th grade pullouts, both in the same week, both on growth mind set and learning struggles.

Our STEAM event- Puff Mobiles- sold out in one day. It will be March 16 at Disney, afterschool.

McKinley is going to host an escape room experience. We are going to build it based on a piece of literature- The Unwanteds. Harry Potter meets the Hunger Games

Parent: Is it open to any grades?

Jennifer: This one is going to be a little different. You will go in at your appointment time- 15 kids per session. 3 sessions.

Caroline: How many kids are going from each school site.

Jennifer: It's all over the place.

Caroline: We should maybe give the hosting school a heads up to get first dibs on registration.

Jennifer: Break out.edu- break out with a puzzle to get out of the room.

Parent: Can you post materials and video after the fact for students who couldn't attend?

Jennifer: Absolutely.

Parent: Clarify if schools with pull outs, would there be a push in?

Jennifer: I cannot go into a classroom unless I have been invited.

Parent: How can we make that happen. (Chuckles)

Jennifer: We were trying to do break outs at all the sites. We are trying to do all these types of programs for the GATE kids without spending money and we did pretty well so far. Hilde has secured all of the puff mobile materials, so that has helped us keep this activity free.

Caroline: What is the budget for GATE? 10K?

Jennifer: I don't know at the top of my head. I just know I have very little left- it's really the sub costs whenever teachers come out of the classroom. And then we have gotten a text that has been used for each teacher to have a copy- what do to with gifted kids K-12. We bought all the break out boxes.

Caroline: Are the boxes reusable?

Jennifer: Yes. Also the test was another expense as well as my training and my salary.

7:40pm

GATE Website. Jennifer explained what was fixed. Showed the website to parents.

Gifted Sibling talk will be tabled.

7:50pm.

Adjourned. Puff Mobile materials bags were set up by several parents.