

GATE Advisory Council Notes
March 6, 2017

6:15pm

Hello and welcome.

Question from parent body: Where would you use additional resources in the future?

JEN: Maybe a lab class where other teachers teach the class. Maybe more curriculum development to see where each of these kids can go.

Thrively might allow them to work together on projects school to school and connect without being at the same school. And this is another area where we would like to see growth.

We'd like to get more connected with other GATE parents and know who they are.

Part of the job of this group is to help Jennifer get information to the parents. This is an area where we need to be smoother in communicating.

Discussion ensued about communication, accessibility of the district website on devices like iPhones, etc. And the placement of upcoming events near the top would help parents find information quickly. We looked through the site and tried to find items like notes and flyers.

PC: Activities done at school- are they hit or miss or required at all schools?

JEN: Required to do a start of year activity, but beyond that, it's up to the school.

6:30pm

JEN: Budget- we reviewed the budget handed out by Jennifer. We talked about the pull-outs, push ins, and how they are budgeted. Even though we didn't use all the money, we did benefit all kids because we used less than we figured.

CA: I'd like to see us use the money that's left to service all the kids.

JEN: Pullouts are so hard to plan and put together and with testing coming up, we can't put another one on the schedule.

CA: How would curriculum be developed? Alone? With teacher?

JEN: Depends how many teachers are available, but it's about \$33 an hour for teachers to write that.

CA: How many hours x teachers to write curriculum?

JEN: Ideally, maybe 5 to 10 teachers. I'd like to see every person walk away with one full unit.

PK: SO maybe 40 hours each teacher?

CA: SO we are looking at \$15,000 to do this.

JB: This would help teachers especially if they are unsure of what to do or how to do it.

JEN: It would be great if all of those units would be located centrally so that they would be accessible by all people and service others that are interested in the units. This would be after it was developed during the summer by the district.

HG: Where would it be housed?

JEN: Digital and at every school site as a hard copy. We'd like to have a curriculum guide with best practices and all of the information we are putting out to teachers but where it would be easily accessible.

RR: We may not see any growth in the budget. In fact, we might need to create a list of things to be eliminated. We are back to where we were in 2007. SO looking at carry over? Probably not going to happen. There would have to be specific needs attached to it so that it isn't spent by another program, etc. We are deficit spending at this point. Board has established a 6% reserve. The state only mandates 3%. That's about 6 weeks of operating costs. It is projected going out three years from now. That's what we have to figure out how to come up with.

JEN: Coaching or model lessons can offer a low or free-costing alternative to give lessons to teachers so that professional development can occur.

JB: 1439 GATE students identified. We just identified 312 more, but we are losing our seniors.

CA: We spent ??? for these students, which is a very, very small amount of money.

PAR: Grants available?

JEN: We have considered asking this group to create a Booster.

CA: Yeah, but you don't ask ELD or SPED to raise funds for their programs.

Discussion ensued about boosters vs foundation and how to fundraise and how would they be equitable for all students.

6:45pm

JEN: Identification updates. I think everyone got notifications. We tested 539 in a second round. 312 through committee and/ or testing. We met with some students that were borderline and identified that way.

K: How do those numbers compare?

JEN: 3rd grade did what we wanted it to do. Larger sites had about the same number identified, smaller sites had about the same number identified, etc.

K: Did we identify more accurately?

JEN: The total numbers I am not sure about but the equity numbers came out the way I wanted to see them- an evening out of them and we saw different types of students identified like EL's, 504 plans, SPED students. I think our goal was to increase it by 1% and we surpassed. Many qualified without needing the risk factors.

CA: Can you bring the numbers that were identified for the next meeting?

JEN: 11% of 3rd graders were identified and that's where we want to be and that is lower than what we had in the passed, but that is great, because the previous numbers were way out of sync. And gender numbers also evened out. We also identified 8th graders, which we hadn't done in the passed. We also are looking at HS student and we want to pilot that student's progress.

If you go to COGAT.com. There is a profile that tells you their stanine, etc. It gives you a breakdown of your child, strengths, additional information for you, etc.

JB: Will newly identified parents be alerted to these updates?

JEN: As a courtesy, we'd like to include them this year, but their identification starts next school year.

7:10pm

JEN: Master Plan Workshop Time. We are going to be looking at program assessment section.

Silent reading and review of the master plan pages.

CA: What do you do so really see if they are making progress:

JEN: I think it has to do with looking at other measures, etc.

CA: We had talked about pre-assessment and post-assessments. The only way to see what growth they are making is to take a test at the beginning and then one at the end.

JEN: We are talking about this as a district, so we can establish a baseline.

CA: Who is creating that?

JEN: Teachers and curriculum development.

CA: SO can an action be that we are going to create these types of assessments? How do we measure growth?

JEN: What I will say about portfolio is you can see a writing at the start of year and then one at the end could show tremendous growth. There are so many intangibles.

K: We are supposed to provide differentiated instruction for all students.

JEN: We might want to think about students self-assessing and have kids look where they started and where they grew.

HG: I know this would create more work for teachers, but if a portfolio system went with the formal assessments, it would offer a more comprehensive picture of the child's growth. So maybe it includes a teacher check-list, a student evaluation sheet, perhaps a parent section on baseline and then end of year growth. And then this would be submitted digitally with work samples to district where it would be compiled as a whole to evaluate the program district-wide.

PK: We are talking about individual students vs program assessments.

CA: Yes, but we would compile all the individual to assess the program as a whole. 7.1B needs to say will be trained not have been trained.

I think in order to assess the program, a lot of data should be collected. One being growth on the whole population. And the other should be on professional development. PD: Are we training teachers, staff, etc? How many sessions? Where are they showing up? Are we helping parents?

JEN: GATE 8th grade students shared with me that they felt like many people didn't really know them. This was the first time they had been able to talk about what they wanted and how they felt.

CA: What's the difference between the grades?

JEN: 4th graders are happy to be there. 5th graders going with the flow. This group of 8th graders were more disengaged. 7th were excited about figuring out all of this, but I feel it was a bit too late for the 8th graders.

It made me glad that we were offering this for them- growth mind set- and they really think it's all about being in school and learning and it's all about that. And they very much wanted to tell me what things needed to be different. They want more choices. They want to learn about what they want to learn about. And we know that can happen at times but not always. But that need to really dive in= it's always just on the surface. But I want to know more. That's what we want to work with teachers. We don't need more of the surface, we need deeper understanding of topics.

DA: There is a huge educational shift with the common core. CST was very linear and skill driven. And now it is deeper levels of thinking and more holistic thinking and those 8th graders got stuck in that transition.

JEN: Ideas for next year for pullouts? I'd like ideas and suggestions. What do you think about the Appendix C GATE classroom walk through. Principals ideally would be filling these out.

JEN: Puff mobiles coming up. Escape room on the 27th. Say sites.

7:30pm

JEN talks:

Gifted siblings: Dr. James Webb was there. ADHD can present itself similarly. Sometimes it is not ADHD, they are just gifted. ADHD is all the time, but if stuff like this happens in morning and then also in pm, might be gifted.

Temporary Glucose Deficiency. High protein snack in morning and in pm, the brain is powered with glucose. Symptoms can go away. Dr. James Webb has a website. He's at the University of Arizona, if it is in Tucson. The big talk was the logical/sequential mind vs visual spatial mind. They gotten rid of multiple intelligences and you are one of these two things.

These types of people are completely different. Square peg in round hole. Especially teachers and students. Most teachers tend to be logical and sequential and they feel that students are not that. You need to recognize the difference and offer strategies to help the visual/ spatial students.

Visual/Spatial people tend to say, "I'm not a math person." But there are creative ways to engage them.

With siblings- you have to treat them as individual. They are very different. You can have two very different types of gifted kids. It's like they fill a need vs overlapping. They al need to feel that they can be themselves and not have to fit in a mold.

From Powerpoint:

Children who excel need to enjoy their successes.
Children who struggle need attention as a whole
Children who

They are both gifted in different ways. Often, their successes aren't the same, but it's important to address both of them equally so they both see their strengths and weaknesses.

Focus on effort and challenge rather than level and outcome. In car, talk about a test- was it challenging, did you do your best, did you grow rather than the A.

Model and encourage mutual admiration and support.

Accept and embrace who and where your children are.
Parents judge kids in comparison to each other and that shouldn't be the case- embrace every kid and their own journey.

One way of being gifted is not better than the other.

Zero tolerance for denigration and ridicule based on what they can or cannot do.

Intellectual over-excitability. Emotional, Sensual, etc. This is common in GATE students. So you have these differences as well.

7:55pm.

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