

Fall GATE/SAS Parent Meeting



Franklin Avenue ES
October 25, 2023

Agenda

3:00-3:20 Opening Remarks

Judy Murray, jek0676@lausd.net
Marco Serrano, marco.serrano@lausd.net

GATE/SAS Coordinators

- Dr. Harpreet Malhi, GATE Parent Liaison harpreet.k.malhi@gmail.com
- Differentiation Defined
- LAUSD Non-Negotiables of Differentiation

3:20- 4:00 Grade Level Strategies/Activities/Resources at Tables

Elisa Alamillo, Rosalinda Aleman, TK & Kindergarten

Debbie Hasuike, Spencer Jezewski, Christina Waimrin, 1st Grade

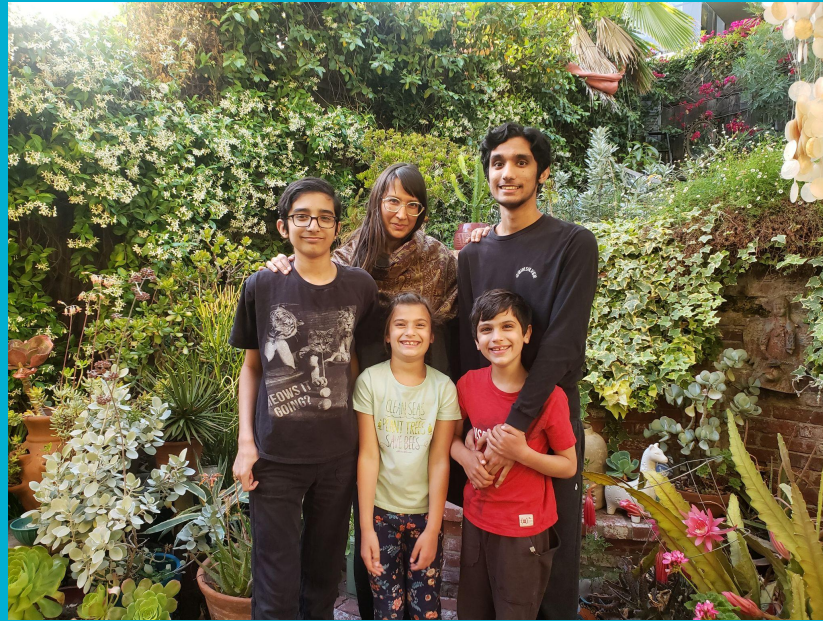
Janet Banks, 2nd Grade

Melita Lewis, 2nd/3rd Grade, Shona Munro, 3rd Grade

Judy Murray, Carolina Orozco-Smith, 4th Grade

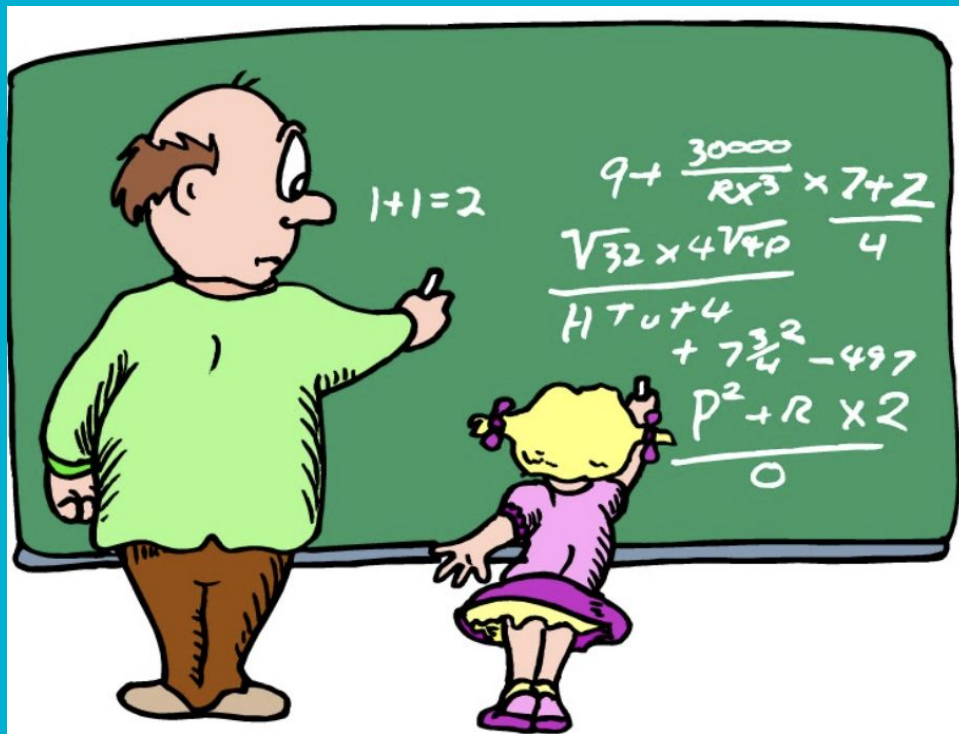
Marco Serrano, 5th Grade

Introducing our GATE Parent Liaison, Dr. Harpreet Malhi



Preet is surrounded by her four beautiful children (clockwise from left): Sid, Anand (former Foxes), and fourth graders Nikhil & Malala

A little humor about teaching gifted children...



Why differentiate instruction?

Differentiated instruction aims to:



improve learning outcomes



increase engagement



inspire a love of learning

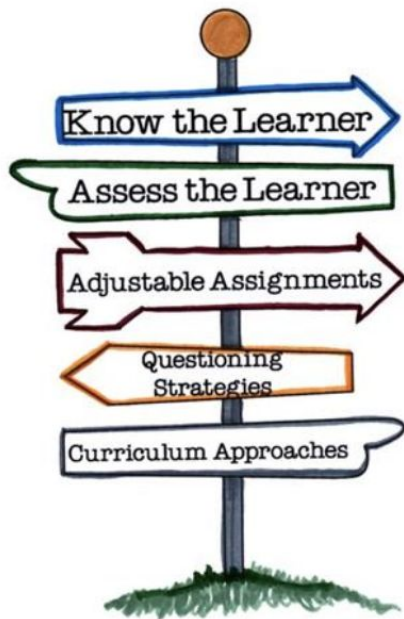


increase self-awareness



help students learn more efficiently and with deeper understanding

What is Differentiation?





Differentiated Instruction Defined

"Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get at' and express learning."

Carol Ann Tomlinson

Differentiation of Instruction

Is a teacher's response to learner's needs



Guided by principles of differentiation such as



Respectful tasks

Flexible grouping

Ongoing assessment

Teachers can differentiate



According to student's



Through a range of instructional and management strategies such as

Multiple intelligences
Jigsaw
Anchor activities
Varied texts
Literature circles
Small group instruction

Tiered lessons
Tiered centers
Tiered products
Learning contracts
Independent study
Orbitals

Varied questioning
Interest centers
Interest groups
Varied homework
Compacting
Complex instruction

More Examples of Differentiation Strategies

Below is a chart that provides further strategies for differentiating according to content, process, and product (Tomlinson, 2014)

Strategies for Differentiating Content	Strategies for Differentiating Process	Strategies for Differentiating Product
<ul style="list-style-type: none">• Multiple texts and supplementary print resources• Varied internet resources• Varied audio and visual resources• Varied support mechanisms for reading• Modeling/demonstrations• Varied time allotments• Interest-based materials• Small-group instruction• Mini-workshops• Multiple teaching modes• Etc.	<ul style="list-style-type: none">• Tiered assignments• Learning centers• Interest centers• Graphic organizers• Tri-mind options• Models of student work at different degrees of complexity• Varied modes of exploration and expression• Varied working arrangements• Learning contracts• Simulations• Complex instruction tasks• RAFT assignments• Literature or discussion circles• Web quests/web inquiry• Etc.	<ul style="list-style-type: none">• Complex instruction products• Tri-mind options• Varied working arrangements• Varied resource options• Community-based products• Mentorships• Independent study• Orbital studies• Graduated rubrics• Varied modes of expression• Use of varied media• Tiered product assignments• Varied scaffolding• Web quests/web inquiry• Etc.

GIFTED/TALENTED PROGRAMS

“NON-NEGOTIABLES”

- **Depth**
- **Complexity**
- **Acceleration**
- **Novelty**

*These are terms that serve as prompts to stimulate inquiry.
These terms cannot function independent of their relationship to content.*

Meet a local expert in the field of Gifted Ed.

Icons for Differentiation

Depth & Complexity Icons			
	Icon	Definition	Examples
Language of the Discipline		What vocabulary terms are specific to the content or discipline?	Tools • Jargon • Abbreviations Terms • Acronyms • Slang Special phrases • Icons
Details		What are the defining features or characteristics? Find examples and evidence to support opinions and ideas.	Parts • Factors • Attributes Variables • Distinguishing Traits
Patterns		What elements reoccur? What is the sequence or order of events? Make predictions based on past events.	Predictability Repetition
Unanswered Questions		What information is unclear, missing, or unavailable? What evidence do you need? What has not yet been proven?	Missing Parts • Discrepancies Incomplete Ideas • Ambiguity Unresolved issues
Rules		What structure underlies this subject? What guidelines or regulations affect it? What hierarchy/ordering principle is at work?	Structure • Order • Explanation Reasons • Classification Organization • "Because..."
Trends		Note factors (e.g. social, economic, political, geographic) that cause events to occur. Identify patterns of change over time.	Influence • Forecast • Forces Direction • Course of Action Compare/Contrast
Ethics		What moral principles are involved in this subject? What controversies exist? What arguments could emerge from a study of this topic?	Values • Morals • Judging Point of View • Wisdom • Bias Discrimination • Prejudice Differing Opinions • Pro vs. Con Right and Wrong
Big Ideas		What theory or general statement applies to these ideas? How do these ideas relate to broad concepts such as change, systems, chaos vs. order, etc?	Draw conclusions based on evidence • Summarize • Theory Make generalizations Principle • Main Idea
Across the Disciplines		Relate the area of study to other subjects within, between, and across disciplines.	Associate • Integrate • Connect Lend Ideas Cross-Curricular study
Changes over Time		How are elements related in terms of the past, present, and future? How and why do things change? What doesn't change?	Connecting points in time Examining a time period Compare and Contrast
Different Perspectives		How would others see the situation differently?	Different roles and knowledge Opposing viewpoints

Sandra N. Kaplan is a clinical professor in learning and instruction at the University of Southern California and has developed the concept of using icons to differentiate the core curriculum to meet the needs gifted learners.

Kaplan suggests that "icons" can be used as visual prompts to challenge students to explore concepts more deeply and across disciplines. The use of "icons" allows students to use non-linguistic cues to develop stronger thinking skills, better content acquisition and encourages scholarly behavior.



Sandra Kaplan

Professor of Clinical
Education

Depth

Differentiating by increasing the depth to which a student explores a curricular topic.

Language of the Discipline



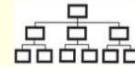
Unanswered Questions



Details



Rules



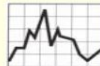
Patterns



Ethics



Trends



Big Ideas



Complexity

Differentiating by making relationships, connecting other concepts, and layering — a “why/how” interdisciplinary approach that connects and bridges to other disciplines, always enhancing the meaning of an idea.

Over time



Points of View



Interdisciplinary



Acceleration

ACCELERATION/PACING: In this context the term means acceleration of content assimilation and gifted students with opportunities to be recognized for their previous knowledge and to be allowed to avoid redundant learning by being encouraged to learn the sophisticated and advanced information and skills of the curriculum at their own rate. Differentiating by moving more rapidly through a particular curricular sequence. Acceleration can be self-paced (according to student direction), or more formal (advanced class, honors, Advanced Placement).

Novelty

NOVELTY: Differentiating by providing student opportunities to make personal meaning. Novelty is the power which emphasizes a student's different approach to making new constructs and ideas. The creation of novelty must always rest with the student; the teacher can only set the conditions and acknowledge the results. This term refers to enabling gifted students to have individualized learning experiences matched to their recognized needs, interests, and abilities.

Example: Encourage students to individualize their own learning by conducting **independent study** as an offshoot of the core curriculum.

What is the difference between GATE & SAS?

What's the difference between
Gifted Magnets & Schools for Advanced Studies (SAS)







What do both programs have in common?

1 Eligibility
Applicants must meet 1 of 3 eligibility criteria. p. 7-8*

Boundaries
Open to students who reside within LAUSD boundaries.

Instruction
Teachers provide differentiated instruction, including depth, complexity, novelty, and acceleration.

What are the differences between the programs?

<p>GIFTED MAGNET</p> <p>Integration Magnet programs are court-ordered voluntary integration opportunities available to students living within LAUSD boundaries. Gifted Magnets are one type of Magnet program designed to meet the needs of gifted/high ability learners.</p>	 <p>PURPOSE</p>	<p>SAS</p> <p>Demonstration Site SAS is a designation given to resident K-12 LAUSD schools for exemplary implementation of Gifted and Talented Education (GATE) services and support. These demonstration sites share innovative, equitable, and effective GATE practices Districtwide.</p>
<p>Remains Once designated, the school remains a Gifted Magnet.</p>	 <p>DESIGNATION</p>	<p>Five-Year Cycle Every five years resident schools apply and are evaluated based on a rigorous, evidence based application/portfolio process for all sites. SAS sites that do not meet District expectations for GATE implementation cannot retain the designation.</p>
<p>Grades 1-12</p>	 <p>GRADE LEVELS</p>	<p>Grades K-12</p>
<p>Priority Points Student selection based on Magnet priority points</p>	 <p>SELECTION PROCESS</p>	<p>No Priority Points</p> <ul style="list-style-type: none"> • Only students residing outside of the SAS site's residential boundaries must apply through the Choices process • Random, unbiased selection process (no priority points)
<p>Possibly Transportation is available to some magnet programs. Contact the school or Transportation Services to for availability.</p>	 <p>TRANSPORTATION</p>	<p>No Refer to p. 58* in the Choices brochure or eChoices.lausd.net.</p>
<p>Optional GATE teachers and administrators are encouraged to participate in GATE professional development annually.</p>	 <p>PROFESSIONAL DEVELOPMENT</p>	<p>Required Teachers and administrators participate in GATE professional development annually (minimum of 16 hours for teachers and 4 hours for administrators).</p>

*Source: Choices Brochure 2021-2022

What does this look like in the classroom?

We cordially invite you to visit the grade-level tables for the specifics of how we differentiate content, process, and product to meet the needs of our highly-able/gifted learners.

Thank you for your attendance today!
We value your partnership!

