



Gifted Services at Renfroe

Information session by Laura Gary

May 1, 2018



Is this session for you?

- Child is a rising gifted 6th grader
- New families with gifted students

A little bit about me

- 7th year teaching at Renfroe Middle School
- Taught 6th grade ELA and Individuals & Societies
- In my 1st year as gifted specialist at RMS
- Ed.S from UGA in Gifted and Creative Education

Gifted Services at City Schools of Decatur

Mission:

The mission of the Gifted Program is to work directly with students and faculty designing instruction and creating a supportive school environment to meet the intellectual, academic, social, emotional, and motivational needs of gifted and high-ability learners.

CSD Gifted Services Procedures Manual
2017-18

Links

Model at Fifth Avenue

- Collaborative teaching
- Cluster grouping
- Resource class--
students pulled out of
regular class for this
program (twice a week)
- Differentiation focuses
on ELA and math

Bridges

Model at Renfroe

- Collaborative planning
- Cluster grouping
- Resource class-- meet daily one term per year as a connections class
- Math acceleration
- Differentiation in all core content areas

Cluster/Collaboration Model

Cluster Grouping

- A group of identified students is placed in an otherwise heterogeneous classroom with a teacher who is gifted endorsed.
- A gifted-endorsed teacher develops challenging lessons/tasks/extensions/questions/projects to **differentiate** for gifted-identified students.

Cluster/Collaboration Model

Collaborative Service

- A gifted-endorsed teacher collaborates with the regular classroom teacher to develop **differentiated** curriculum for the gifted students in the cluster.
- The collaboration will be substantial and regularly scheduled.
- The regular teacher delivers instructions and assignments to students.

Strengths of the Cluster/Collaborative Model

- Students are grouped with academic peers within an on-level class in their identified areas of strength
- Teachers are able to extend curriculum based on readiness, skill strengths, and interest
- Provides all students with the opportunity to participate in differentiated lesson
- Flexible grouping allows students to work with a variety of peers, depending on task and readiness.

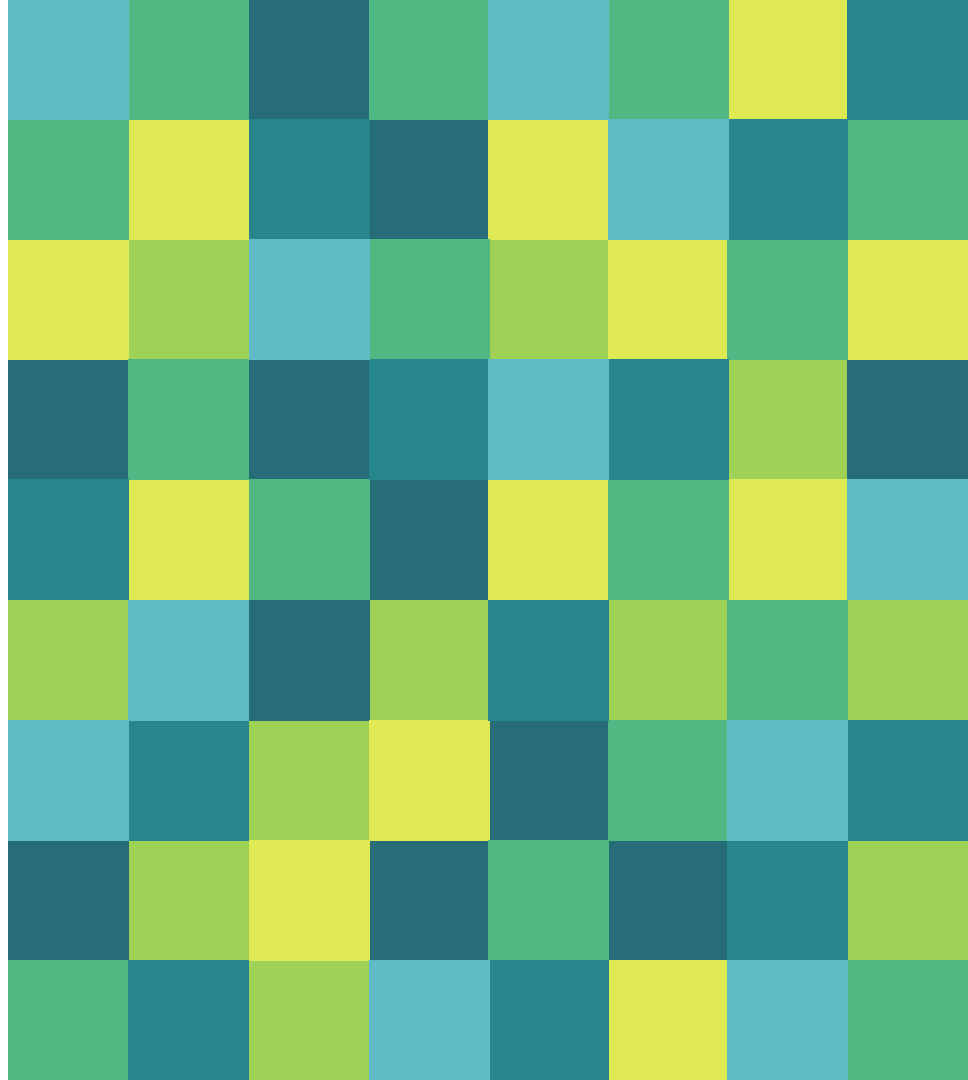
Math Acceleration

- Acceleration offered for 7th and 8th grade students who meet additional accelerated math criteria. All rising 6th graders take 6th grade math.
- 7th grade: 8th grade math through the cluster or collaborative model
- Differentiation occurs at all grade levels
- 8th grade: 9th grade Accelerated Algebra 1/Geometry A as a homogenous class
- Classes may include students who are not identified as gifted but meet math acceleration criteria
- Do not need to apply for acceleration

Gifted Resource Classes

Students take a gifted resource class once a year as a connections course.

8th grade students have a choice to opt out of this class.



Gifted Resource 6th Debate

Overall Objective:

Students will engage in philosophical inquiry as they research and discuss several debatable questions related to 6th grade content standards.

Course Outline

- Unit 1 – Deduction vs Induction – an introduction to logic and reasoning (3 weeks)
- Unit 2 – Discovered Math vs Invented Math (3 weeks)
- Unit 3 - Reason vs. Revelation (3 weeks)
- Unit 4 - Let's Debate! (3 weeks)
- Group or individual project for each unit

Gifted Resource 7th

Creative Problem Solving

Essential Question: Why is problem solving an important life skill?

- Introduce the steps and tools of creative problem solving process
- Conduct research and apply problem solving process to a Global Issue and a community problem of their choosing.
- Conduct brief research project analyzing problems and solutions related to a content-area topic OR
- Participate in a video contest presenting a solution to world problem related to population (www.worldof7billion.org)
- Engage in self-selected Genius Hour project

Gifted Resource 8th

Socratic Seminar

Essential Question: How can discussion lead to deeper understanding and help resolve conflicts?

- Overview: Through close reading of a variety of texts, questioning, and collaborative discussion, students develop a deeper understanding of topics related to literature, government and humanities, and science
- Discourse, NOT debate
- Emphasis on questioning, reasoning, reflection, self evaluation
- Current topic: Confederate monuments

Self Awareness and Social Skills Addressed in Gifted Resource

- Managing group dynamics
- Setting personal goals vs. competing against others
- Self reflection
- Measuring and encouraging personal growth
- Reframing personal perceptions (developing problem-solving and advanced discourse skills)

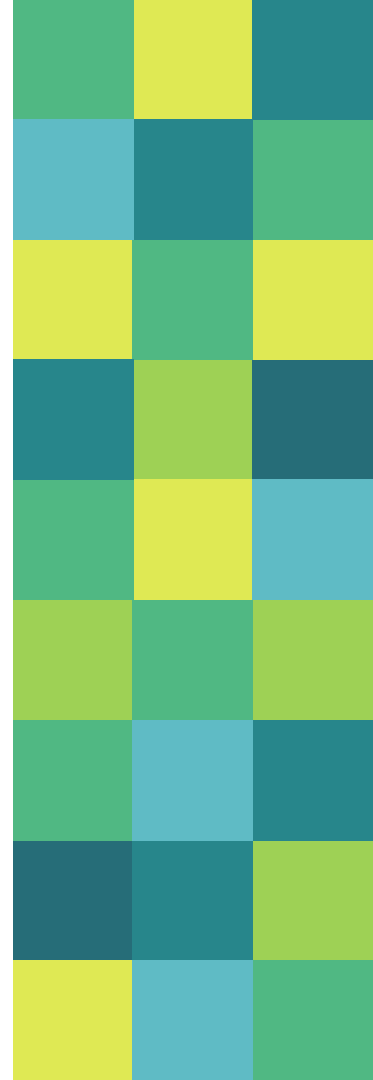
Have a question about instruction?

Your first step should be to contact the content teacher about your question or concern.

Unresolved concerns may go to school's gifted specialist.

You are your child's advocate. So is his/her teacher.

We also encourage students to advocate for themselves and their own learning.



Examples

of current and recent differentiation for gifted students at RMS



6th Grade Math

Title and description:

Hyperdocs that allow self pacing and less repetition

Breakout activities

Ways this goes beyond regular instruction:

Integers hyperdoc--allows students to spend less time practicing skills they understand quickly and more time on extensions.

Breakout--Breakout clues are based on more advanced probability standards.

How students are identified to participate:

Interest

Formative assessments

Gifted identified area of strength

7th Grade Math

Title and description:

Probability Breakout Activity

Probability game

Graphing in slope/intercept form

Ways this goes beyond regular instruction:

Students work in groups to complete a breakout on probability

Challenged students to think creatively and apply higher-level skills

Advanced standard

How students are identified to participate:

Pretest

Gifted identified

Demonstrate strong understanding of skill

8th Grade Math

Title and description:

Summit Group Geometry Task: students explored complex sequences of Geometric motions on a coordinate plane using online Geometry Software.

Ways this goes beyond regular instruction:

Students are able to see the concepts in more complex contexts and apply the concepts in an open ended format that allows them to ask questions and explore the answers to those questions.

How students are identified to participate:

- *Formative assessments
- *Homework completion
- *Work-ahead tasks done with minimal instruction

6th Grade Science

Title and description:

Ways this goes beyond regular instruction:

How students are identified to participate:

Turning Salt Water to Fresh Water

Salt Water to Fresh Water--Students encouraged to use problem solving and critical thinking

* Interest and mastery of on-level material

Geology Extension Project

Extension project--Students explored topics of interest more deeply and applied critical thinking questions

*Gifted identified area of strength

7th Grade Science

Title and description:

Bacteria: Dead or Alive experiment
Write experimental method to test cleaning supplies

Food Chain Web:
Research their own biome and create food chain/web based on research

Ways this goes beyond regular instruction:

Encourages creative thinking, scientific process skills

Incorporated research skills, exploration of new species, consideration of environmental issues facing biome

How students are identified to participate:

Gifted identification + pretest

8th Grade Science

Title and description:

Zombie Lab and Graphing task

Choice-based inquiry for final assessment

Extension articles related to electromagnetic force

Ways this goes beyond regular instruction:

Applied, independent learning

Advanced texts

Choice of final product

How students are identified to participate:

Gifted identification + formative assessment

6th and 7th Grade ELA

Title and description:

Tiered writing tasks

Big 6 Research project

Ways this goes beyond regular instruction:

Students are provided advanced checklists and rubrics

Students are asked to set advanced narrative writing goals or add visual elements to enhance writing

Critically reading and citing academic sources

How students are identified to participate:

Baseline essays

Identification through student-teacher conferences

Identified gifted or high achieving

8th Grade ELA

Title and description:

Capstone essay and speech

Ways this goes beyond regular instruction:

Gifted students encouraged to reflect on what they have learned in middle school and practice public speaking skills.

They are also encouraged to incorporate extended metaphor as an advanced writing task.

How students are identified to participate:

Gifted identified

Student choice

6th Grade I&S

Title and description:

Australia Independent project

Ways this goes beyond regular instruction:

All students completed this project but gifted and high-achieving students asked to go deeper in their research and explore more complex topics

How students are identified to participate:

Gifted identified

Teacher conferencing

Interest

7th Grade I&S

Title and description:

Independent Research Projects on Middle East

Ways this goes beyond regular instruction:

Students select a book on a topic of interest in the Middle East and use a choice board to select a creative presentation (book in a bag, video, essay, poem). They also select IB criteria for grading
Provides choice in product, presentation mode, and topic.
Allows students to opt out of material they already know.

How students are identified to participate:

Pretest

Demonstrate mastery of content or show ability to accelerate required content

8th Grade I&S

Title and description:

Ways this goes beyond regular instruction:

How students are identified to participate:

Stock market game

Students compete against 2,000+ teams in the state to earn the highest return on investments over a 10 week period.

Gifted identified area of strength

Oral History Interview Project

Students establish research questions, interview someone 60+ years old, write an article sourcing interview material

All participate but deeper levels of research expected

Communication

Quarterly newsletter to parents

- Academic differentiation highlights
- Resource class updates
- Resources

Periodic Information sessions and special parent sessions

Ideas for parent sessions welcome!

[CSD Gifted Services website and FAQ page](#)

Final Thoughts

Long-term Goals:

- Continue to improve frequency and quality of differentiation for gifted and high-achieving students
- Design a purposeful affective curriculum that addresses social/emotional needs of gifted students, to be delivered through gifted resource classes--process begins next year, to be fully implemented the following year
- Increase equity and diverse representation among our gifted population and in our gifted services

Thank you!

Questions?

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