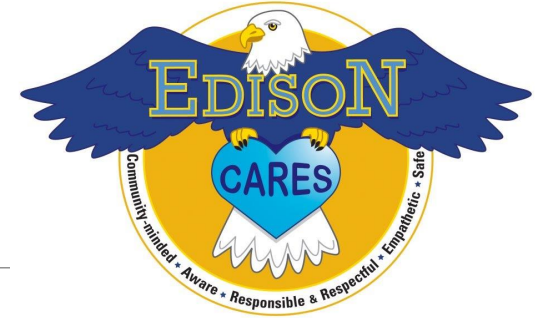


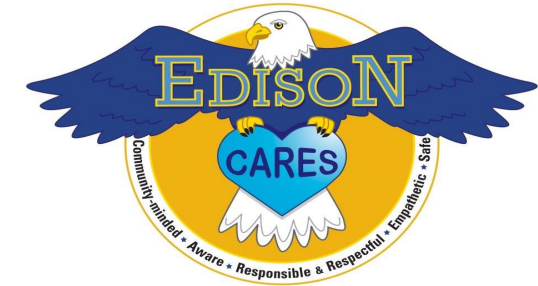
Edison Elementary Strength Based Programming

April 2018

Agenda



- Welcome
- Our values and goals for all students
- Parent feedback
- Plan for strength-based programming
 - For all students
 - For Highly Gifted and Talented Magnet program
- Opportunities for questions and comments at the end



Edison's values and goals

- We value **diversity** and appreciate the many **cultural** backgrounds of our students.
- We believe in a **growth mindset**, in which people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. (Carol Dweck)
- We strive for **high achievement growth** for all students.
- We know that **rigorous instruction** based on **standards**, taught through differentiation, cooperative learning and project based learning, prepares students for college and career.
- We believe that **personalized learning**, Personal Learning Plans and student collaboration empowers learners.

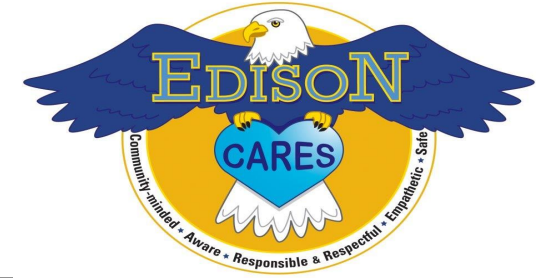
**Thank you for your
Feedback**

Thank you for your feedback



- In March, we had two Parent Information meetings
 - Over 300 sticky notes
- We personally contacted parents of every student who will be in our HGT magnet program next year (59 students)
 - 45 parents responded
- We received personal emails & survey responses from multiple parents
 - 30 parents communicated

Thank you for your feedback



- Of the parents of the 59 students who are projected to the HGT magnet program:
 - In favor of changes: 30 Not in favor: 9 Undecided: 5 No response: 14
- Of the 30 parents (not part of the magnet program):
 - In favor of changes: 22 Not in favor: 4 Undecided: 4
- 100 % of Edison teachers are in agreement with the suggested changes

Feedback - Strengths



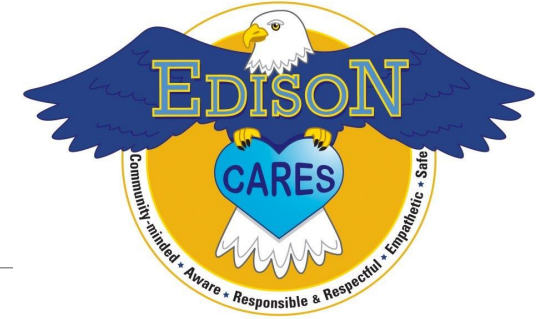
- Project based learning allows for individualized lessons and student learning.
- More personalized and differentiated learning for each student's needs.
- Offers rigor for all students.
- Heterogeneous (diverse, inclusive) classrooms; is more aligned with real world diversity in 6-12 education.
- Cohort model provides good peer support.
- Flooding model meets each child's need.
- Allows teachers more options to separate students for behavior and social issues.
- Takes away the 'smart' kid classroom.
- Ability to have more flexibility in assigning kids/teachers for a more successful classroom.
- Avoids 'fixed mindset' and encourages Growth Mindset and hard work.
- Full teacher support.
- Platooning plays to teachers' strengths.

Feedback - Concerns



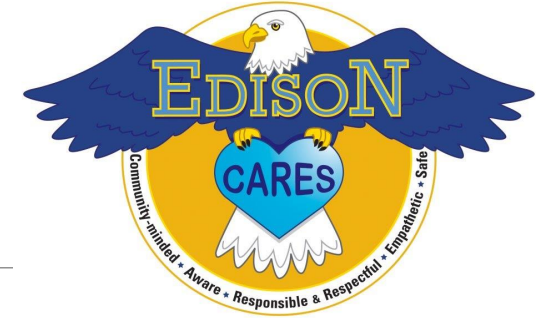
- HGT students may not actually be challenged or engaged.
- HGT students may not have a 'real' peer group with cluster grouping model (may not be their friends).
- Teachers may not really be able to individualize for every student.
- Social-emotional needs of students may not be met.
- Plan is focused on achievement and doesn't address learning style/social emotional challenges of HGT students.
- Teacher bandwidth spread too thin.
- Worried that my child will get lost when other students are disruptive.
- If GT/advanced students get bored, they may get in trouble.
- HGT students may just become tutors to other kids in a more heterogeneous class.
- We are past the choice process.
- Concerned about the classroom environment changing vastly from my kid's last 5 years at Edison leading into middle school which is a huge change.
- Middle level and grade level students may get lost because adv. or intervention children require more attention.
- Platooning may negatively affect a student's relationship with the teacher.

Feedback - Suggestions



- Move forward gradually.
- Train all teachers
- It seems too soon to start this next year, as the choice date has passed.
- “Grandfather” changes in.
- Continue tutoring for students who are below grade level.
- Provide more free enrichment opportunities like Destination Imagination.
- Provide more social-emotional support for GT students.
- Remove GT label from vocabulary. Focus on individual strengths and weaknesses rather than broad personal labels.

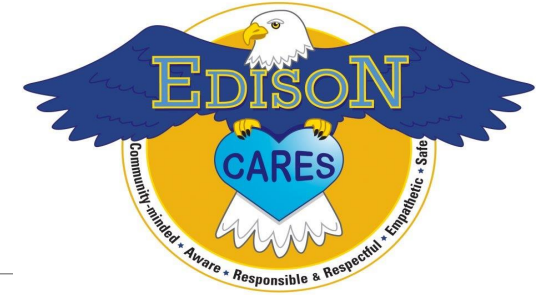
Feedback - Questions



- How will my high achiever get challenged? Be motivated?
- How will this address behavioral/social emotional challenges within groups?
- If only a few HGT students are always grouped together and they can't get along? How do you regroup?
- How does this address behavior?
- When would this roll out?
- What is different or better about the new design for Edison that makes it an HGT Magnet school?
- What are teacher ratios for the small groups?
- How does platooning, cluster grouping, scheduling actually work?
- HGT kids tend to pick up new info more quickly. What will they be doing as the traditional kids catch up?
- How will teachers be trained in GT to meet all students' needs?
- How are we going to measure success? What data will be used?
- How does project based learning really work? How do students pursue passions and interests?
- Please explain PLPs and ALPs. How will parents be involved in Personal Learning Plans?

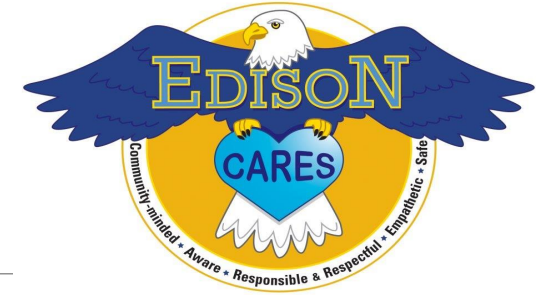
**Strength-based
programming
Improvements for
ALL students at Edison**

Strength-based programming Improvements for all students



- Students will receive instruction with the same curriculum for specials, writing, core reading, science & social studies with differentiated supports.
- Teachers will support all students through developing individual “Learning Profiles” and “Personal Learning Plans” to describe their learning strengths, preferences, passions and goals. These plans will be created with input from parents and students and used to personalize instruction. These plans will connect to legal plans like ALPs, IEPs, 504 plans, READ act plans.
- Classrooms will be set up for Personalized Learning to include: student choice & voice, students working collaboratively with peers, students pursuing passions through research and projects.

Strength-based programming Improvements for all students



- Students will continue to be ‘ability grouped’(intervention, grade level, advanced) for math and guided reading based on assessment data.
 - Flooding model- ‘Flood’ each grade level with 2 additional teachers during guided reading and math instruction, thus decreasing class sizes during these times.
- 4th and 5th grade will platoon – teachers will be experts in science/SS & math OR literacy. (beginning in August 2018)
- Teachers in all classrooms trained in best instructional practices for H/GT, ELA, and personalized learning through district experts and conferences.
- Edison’s school psychologist will provide social-emotional support to all students at Edison (5 days/week).

**Will Edison still have a HGT magnet
program?**

YES!!!

Strength-based programming Improvements for HGT magnet program at Edison

Characteristics of Gifted Students



Because gifted children are so diverse, not all exhibit all characteristics. However, there are common characteristics that many gifted individuals share:

- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Deep, intense feelings and reactions; highly sensitive
- Thinking is abstract, complex, logical, and insightful; Asks probing questions
- Idealism and sense of justice at early age; Concern with social and political issues and injustices
- Learn basic skills quickly and with little practice

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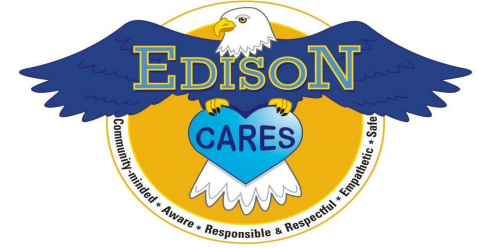
Identification and Definitions



Because gifted children are so diverse, not all exhibit all characteristics. DPS provides educational support in order to challenge, engage and support students with gifted and talented needs. In determining any of the following designations the GT department collects a body of evidence to support the need for programming.

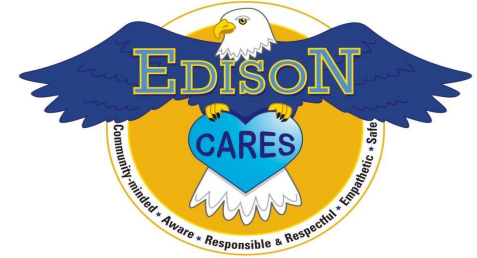
- **Highly Gifted and Talented (HGT)** – Students who score in the top 3% on a cognitive (thinking skills) assessment, in the top 5% on an achievement test (reading or math), and in the top 5% on a teacher or parent observation scale.
- **Magnet Eligible** – Students who score in the top 3% on a cognitive assessment, but do not demonstrate achievement in the top 5% or do not yet have this data. . Additional factors may be considered to determine programming need.
- **Gifted and Talented (GT)** – Students who score in the top 5% on a cognitive (thinking skills) assessment, in the top 5% on an achievement test, and in the top 5% on a teacher or parent observation scale.
- **Twice Exceptional** – Students who are formally identified as gifted or highly gifted and identified as having an educational disability (for example: Learning Disability, ADHD, Emotional Disability, etc). These are Students who have ALPs and an IEP.

Best Practices for Gifted Students



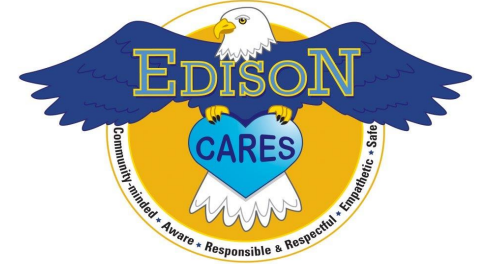
- **Learning opportunities must provide a flexible program** to respond to the varying needs, abilities and interests of students if they are going to be sufficiently individualized and rigorous.
- **Acceleration & Advanced placement** - the strongest body of research evidence support the use of advanced curricula in core areas of learning at an accelerated rate for high ability learners, suggesting that best practice would be to “group gifted students instructionally by subject area for advanced curriculum work that would be flexibly organized and implemented based on students’ documented level of learning within the subject area.”
- **Curriculum Compacting** - elimination of repetitive or unnecessary content for gifted students and replacing it with enrichment opportunities.
- **Enrichment and Interest based projects in the classroom** related to content. Including: choice in ways for acquiring information, multiple ways to demonstrate learning, models for superior products, extension activities (deeper than project), faster pace, problem solving & design thinking opportunities, integration of concepts.
- **Cluster grouping** – students work in small groups alongside peers of similar ability, especially after they have demonstrated mastery of concepts.

HGT Magnet Strength-based Program Improvements



- All students at Edison will be assessed for Gifted/Talented identification in kindergarten and 2nd grade. Parents can request testing at other grades.
- All students who qualify for Gifted/Talented services based on testing will be placed on an Advanced Learning Plan (ALP) which describes the student's strength area and services which will be provided.
- All teachers at Edison would be trained in Best Practices for Gifted and Talented instruction and certified through DPS.

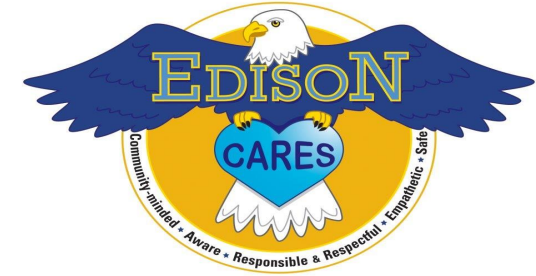
HGT Magnet Strength-based Program Improvements



- **Hybrid HGT Model -**

- **Cluster grouping** or placing students with similar abilities and/or performance together for instruction. This practice positively impacts student learning gains; allows for more appropriate, rapid, and advanced instruction; matches capabilities of gifted students; and provides a social & intellectual peer group. At Edison, we will cluster group all identified HGT/magnet students in one or more homeroom classrooms at all grade levels.
- **Acceleration and Advanced Instruction** occurs when students move through traditional curriculum at rates faster than typical. At Edison we do this through 'above grade level' math and 'above grade level' guided reading groups.
- **Project Based Learning and Extensions** are activities and learning experiences that provide students with opportunities to 'dig deeper' into concepts being learned in the content area. At Edison, once students demonstrate an understanding of grade level expectations, they dig deeper through research, creativity, answering complex questions, application, and design thinking. At Edison, teachers plan these opportunities in core reading, science and social studies.

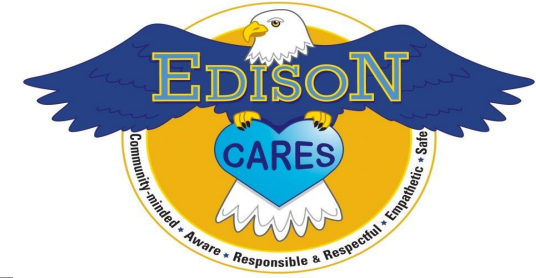
Timeline



2018-19 school year

- “HGT grouping” - All students who are in the HGT magnet program (HGT & ME) will remain in the same classroom.
 - 1st grade: 7 students, 2nd grade: 13 students, 3rd grade: 17 students, 4th grade: 12 students, 5th grade: 10 students
 - All other students in the classroom with the HGT magnet cohort will be of mixed levels (heterogeneous including GT). Number of GT students per grade - 3rd grade: 4, 4th grade: 1, Number of High Achievers per grade - 1st: 48, 2nd: 48, 3rd: 47, 4th: 26, 5th: 29
 - The current teacher serving the HGT students/advanced classroom will continue with this class of students.
- 4th and 5th grade teachers will platoon – Students will have two teachers for the whole school year. 1 teacher will teach science, social studies and math. 1 teacher will teach reading.
- All Edison teachers will participate in intensive professional development to become “DPS GT certified.”
- Teachers will evaluate changes throughout the year.

Time line



2019-2020 school year

- “Cluster grouping” – All students who are in the HGT magnet program will be cluster grouped in 1 or more classrooms for science/SS, core reading, writing and specials.
- Cluster groups will be determined based on total number of magnet students. A minimum of 5 magnet students will be in a cluster.
- Any teacher at Edison will teach every population of students at Edison.
- All Edison teachers will continue to participate in intensive professional development to become “DPS GT certified.”

What makes Edison's HGT magnet program different from GT programs at other DPS schools?



- Number of GT/HGT/ME identified students (peer group)
 - Edison has between 7 and 17 identified students per grade level.
 - Most DPS schools have 2-4 identified students per grade level
- Cluster Grouping
 - Edison will group students who have GT/HGT needs in classrooms with 5 or more similar peers which provides a cognitive and intellectual peer group.
 - Most DPS schools place GT identified students randomly in classrooms.
- Accelerated and Advanced curriculum
 - Edison provides accelerated/advanced (above grade level) instruction for students who demonstrate the need in both reading and math.
 - Most DPS schools provide a small group to challenge students one day per week with a GT teacher, in addition to, differentiation in the classroom by the classroom teacher.
- Projects and Extensions
 - Edison provides students with projects and extensions to go deeper, once content is mastered. Identified students are NOT 'used as tutors' & do not get bored because of strategic learning opportunities & strategic student collaboration.

Questions



Norms:

- Assume positive intentions
- Listen to understand
- All opinions and thoughts are respected and appreciated

