

Parent Council Meeting Minutes: For parents of students identified as GT

March 6th 5:30-6:30 PM

Thank you for the support in your child's education and involvement in your child's education.

Review of Mission and Vision

Update on Coordinator Position

- Position had previously been 3 day per week position hired through the Educational Service Center.
- The position posted for 5 day per week position next school year through Lakewood City Schools. Much better response with this position posting.

Brochure - Maltz Museum Exhibit - Beachwood, OH

- Civil Rights Movement through photographs
- <http://www.maltzmuseum.org/>
- Runs through mid-May

Something to Ponder and Discuss

A Mindset for Learning (Mraz & Hertz) &

The Power of Yet/Growth Mindset (Dweck) <https://goo.gl/rD19XR>

- If a student does not pass a specific course they receive a grade of "Not Yet" rather than failing. Understand you are on a learning curve.
- How do children cope with challenge?
 - I love a challenge!
 - Understood that their abilities could be developed.
 - Where as other students felt it was tragic - they had a fixed mindset.
- Growth mindset - abilities can be developed, they process the error, they learn from it, they correct it.
- Are we raising kids who are obsessed with getting As?
- Employers - we have already raised a generation of workers that cannot get through the day without a reward!
- Praise wisely! Praising the process! Their Effort! Their strategies, perseverance.

- Rewarded for effort, strategy and process. More engagement overtime and more perseverance over time.
- Give kids greater confidence. Give kids the path to a greater future.
- We can change students' mindsets.
- Every time they push out of their comfort zone, we see greater gains.
- Equality - groups of students who chronically underperform, many people think this is inevitable. When educators create growth mindset classrooms, equality happens. In one year, the kindergarten class in Harlem, NY - kindergarteners scored in the 95th percentile.
- The meaning of effort and difficulty were transformed

Please Discuss With Those Around You:

- It is OK for them to not know everything. If they have the tools and resources so they can learn that this is not a failure to not know everything, yet.
- Frustrated in math, but now we are focused on yet, showing growth. Some students are not yet mature enough to understand this.
- Expectation and assessment have a lot to do with how students can see themselves in this process. Use a rubric, students can see where they are and what comes next. When you grade by a number, that becomes identity, when you grade by trajectory, it is not personal, not internalized. You have to encourage student to not specifically identify with a particular grade. A. Know and identify this is where I am/was, and this is where I have grown to!
- Students can track their own progress. Scores on tests don't allow for that.
- Thinking of learning as a progression. This is where you are and this is where
- Don't say oh you are so smart, but say this is where you are and what you can do.
- Opportunities to retest - look a little deeper and maybe get on the right track. Use as a growth experience.
- AP classes are different – how can we help teachers to be more in tune with struggling students, and how do we encourage students to grow? Student might not know how to address it.
- Potentially offer professional development around the mindset for learning and growth.

Questions from Parents: While time constraints did not allow for answering these in person, answers have been included here:

Q1. Will the District be hiring a Gifted Intervention Specialist?

A1. Because the District is going in the direction of a 5 day per week coordinator the district will not explore a gifted IS.

Q2. Is the program is going to expand into second grade?

A2. At this is time the District is not expanding the program into second grade. This would require IQ testing at grade one. The District does not believe that high stakes testing at grade one is appropriate

Q3. What is the plan for the classroom caps?

A3. The District does not have classroom caps at any grade level. If a teacher feels that a class has become too large he/she can discuss this with principal/coordinator and a remedy to the situation can be determined. For special populations and as warranted under state regulations, waivers are pursued.

Q4. How can we help our gifted students in Kindergarten - 2nd grade, differentiating for those students so we do not lose them?

A 4. The Teachers College Reading and Writing Project's approach to instruction is designed to support individualized learning. Since its inception, the TCRWP has recognized that a "one size fits all approach" does not match the realities of the classrooms and schools in which we work, which is the reason that the instruction that is happening inside of a workshop classroom at any given moment is tailored to the student, or group sitting in front of the teacher. The structures of workshop teaching calls for teachers to adapt a responsive stance to instruction, taking their cues from children and planning instruction that articulates next steps or goals that address their needs. Small group work and conferring are what a teacher spends a bulk of the workshop time engaged in, which provides the teacher with multiple opportunities to personalize instruction. The routines and structures of a workshop are kept simple and

predictable, as mentioned, so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners. (TCRWP, 2017)

Q5. Changes to programming - multi-criteria, how many students entered via multi-criteria? How has that gone?

A5. At the elementary level, 4 students entered self-contained GT via multi criteria and the teacher reports that it has gone extremely well.

Q6. Communication - How were families informed of this group and its meetings?

A6. At the start of this school year, parents of every one of the 776 students in our District identified as GT were sent a postcard inviting them to the quarterly meetings and requesting that they please email me if they would like to be on the GT parent email list.

Q7. The parents of a student in one of my son's advanced classes (MS/HS) was not invited to these meetings. Why is that?

A7. In order to be identified as Gifted (per the state definition) the state requires a cognitive score of 128 and and/or a specific academic area score at the 95th percentile. In Lakewood we consider students for advanced programming/classes with cognitive scores of 115 and academic achievement score at the 90th percentile. In Lakewood City Schools you can be admitted to advanced classes without being identified as "Gifted" per the state definition. Only families with students identified as gifted under the state definition are considered gifted for reporting purposes and were invited to participate in our quarterly meetings.

For next meeting we will cover:

- Picture of what gifted services will look like next year - self-contained, non-self-contained
- Further clarification on state GT requirements vs. local program access
- Teacher licensure requirements for serving students identified as GT

Parent suggestions for the future:

- Does the gifted programming have a 5-year vision? Or a strategic plan? How do we keep this program vibrant?
- Can we see data to get better idea of the effectiveness of what path do these students take? Track data longitudinally. Where are students who were in self-contained GT going?
- How do we get our GT learners thinking about executive functioning skills and organize themselves.