

Welcome!

Please sign in.

Thank you!



3rd - 5th Grade DEP Meeting

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Differentiated Education Plan Meeting
October 27, 2015

Elon Park's TD Team

Marie Deegan

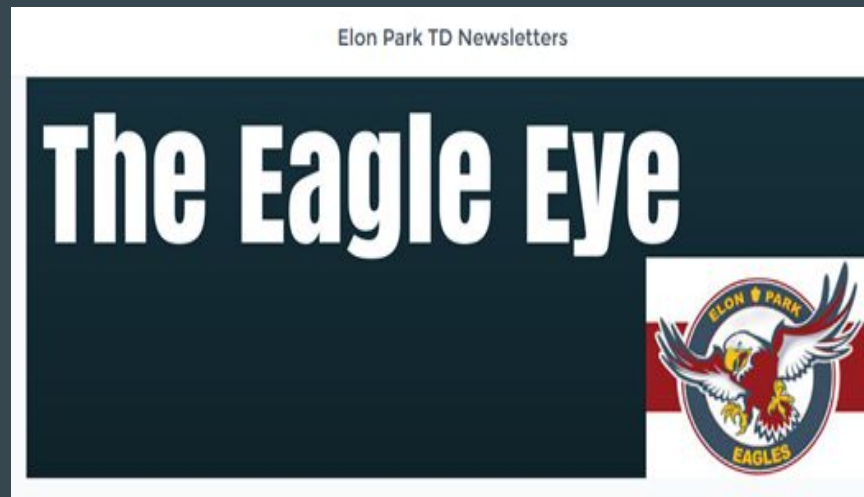
mariea.deegan@cms.k12.nc.us

<http://mariedeegan.weebly.com>

Mary Slade

maryl.slade@cms.k12.nc.us

maryslade.weebly.com



Our TD Blog

<http://tdeagleeye.weebly.com>

Housekeeping Items

Tonight's DEP Meeting presentation can be accessed via bitly link or QR code.



<http://bit.ly/3-5DEP2015>

Our Meeting Goals:



Explore how the needs of gifted and high-ability learners are met through the Catalyst Model.



Experience snapshots of gifted curriculum and resources and how we are integrating them into instruction at Elon Park.



Review the Differentiated Education Plan for 2nd graders.

TD Catalyst Teacher Responsibilities

- Provide direct and indirect services to gifted and high-ability learners
- Collaborate and plan with classroom teachers
- Provide professional development on gifted strategies & best practices
- Maintain compliance documents
- Manage identification, testing & screening process for students

What is Giftedness?

Joseph Renzulli: *The Three-Ring Concept of Giftedness*



- Outstanding levels of aptitude or competence
- An exceptional ability to reason and learn
- Top 10% or rarer

Name: _____ Student ID: _____ Grade: _____

School: _____ Support Staff Signature: _____

CHARLOTTE-MECKLENBURG ELEMENTARY SCHOOL DIFFERENTIATED EDUCATION PLAN												
Environment	Literacy		Math	Notes	Instructional Strategies	Literacy		Math	Notes			
Homogeneous Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Differentiated Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Cluster Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Curriculum Compacting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Flexible Grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Project Based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Pull-Out (_____ mins/per week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Problem Based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Learning Contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Research Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Academic Enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Curriculum	Literacy		Math	Notes	Acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
William and Mary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Interest/Choice Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Music of the Hemispheres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Socratic Seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Novel Units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Tiered Lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Hands-On-Equations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Problem-Solver/Challenge Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Math Navigations Series	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Building/Organizing Thinking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
M3 (grades 3-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Extracurricular Activities	Participating			Social and Emotional (As needed by individual students/schools)	Counseling Services		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Math Olympiad	<input type="checkbox"/>	<input type="checkbox"/>		Parent University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Spectrum of the Arts (4 th & 5 th only)	<input type="checkbox"/>	<input type="checkbox"/>		Extracurricular Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Duke TIP (4 th & 5 th only)	<input type="checkbox"/>	<input type="checkbox"/>		Mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Other (specific school-based offerings):	<input type="checkbox"/>	<input type="checkbox"/>		Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Other				Other								

Differentiated Education Plan

Environment

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Our TD Program

- Focus on quality not quantity
 - Quality of thinking, not more of the same
- High expectations all day, every day
- Complex, challenging & real world
- Collaborative, integrated, and inclusive



Who are the Collaborators?

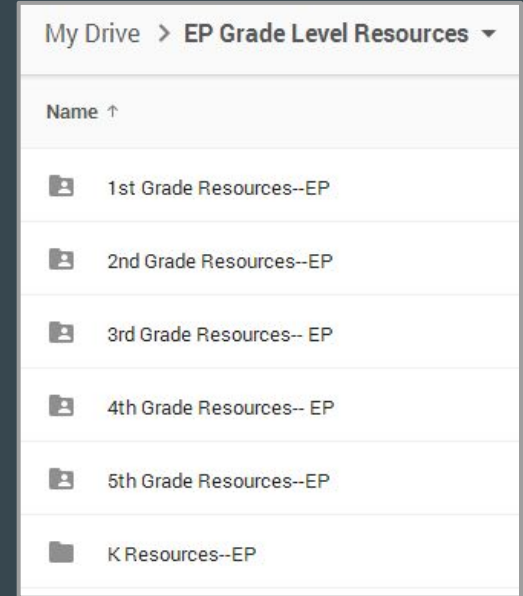
- TD Catalyst Teachers
- Classroom Teachers
- Administrators
- Academic Facilitators
- Parents & Community Members



How Does Collaboration Occur?

blended approach-- combination of face-to-face and technology

- weekly scheduled grade level planning meetings
- email
- use of Google Drive
- participation in long-term planning sessions
- after-school planning sessions, as needed



The Catalyst Model is responsive to the notion that...

Gifted education is **NOT** an add-on for 90 minutes a week because gifted learners are gifted *all* the time.



Catalyst Model

- Joint effort by TD Catalyst Teachers and Classroom Teachers
- Allows classroom and TD teacher to design & implement frequent differentiated educational experiences for gifted and high-ability students
- Co-teaching whole group mini-lessons, small group lessons, individual conferring
- Modeling of higher level strategies

TD Catalyst Model @ Elon Park

- Classroom teachers AND Dr. Slade & Ms. Deegan **share** responsibility for the education of gifted & high-ability learners.
- TD teachers work closely with classroom teachers to...
 - collaborate and plan higher level, accelerated learning experiences
 - teach and co-teach lessons in math and literacy
 - provide tailored small group and individualized instruction to students

Benefits of Catalyst Model

- More students are served more often.
- Gifted education and general education are related, connected, and integrated.
- The pace of learning is enhanced.
- High achieving students receive more challenging tasks within the classroom.
- Classroom and TD Teachers work together to maximize student learning.

Our Learning Environment

- Flexible grouping within classroom
- High expectations
- Multiple methods of instruction-- whole group, small group, individual
- Technology access (SMART boards, Chromebooks, iPads, BYOT, etc..)
- Enriched, rigorous, academically challenging instruction

Who Does My Child Work With?

Dr. Slade

3rd Grade: Asseff, Gilbert, Long

4th Grade: N. Deegan, Murrer

5th Grade: J. Butler, Sternberg

Mrs. Deegan

3rd Grade: Little, Patience

4th Grade: Franczak, Stennie

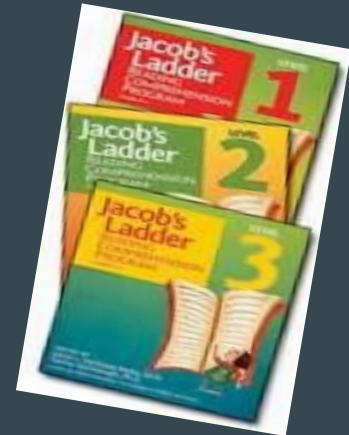
5th Grade: Kiser, McKinney

***TD Flex Time to provide another layer of differentiation**



Curriculum


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Our Curriculum

- Differentiated Instruction
 - Interest/Choice Projects
 - Learning Contracts
 - Tailored small group instruction
 - Curriculum compacting
- Greater depth and complexity
- Enrichment
- Subject integration
- Standard curriculum supplemented with research-based gifted resources & strategies
 - William & Mary Language Arts Units
 - Jacob's Ladder
 - Project M3 Math
 - Problem Solving

Snapshots of TD Curriculum



THINK DEEPLY!

Respond in your math journal:

Sarah was really bored one afternoon and wrote her name 50 times. What was the 137th letter that Sarah wrote?

EXPLAIN YOUR THINKING!!

Project M3 Math

Generalizations

B3 Write at least three generalizations about geometry and your everyday life.

Classifications

B2 Study your list from B1. Classify the examples into categories you create. You may not have a "miscellaneous" or "other" category.

Details

B1 Look around you. List as many examples of geometry as you can in 2 minutes. (You should have at least 25 examples.)

GEOMETRY ALL AROUND US

Jacob's Ladder
Reading Comprehension Program

Theme/Concept

C3 Identify the theme of this essay in one sentence.

Inference

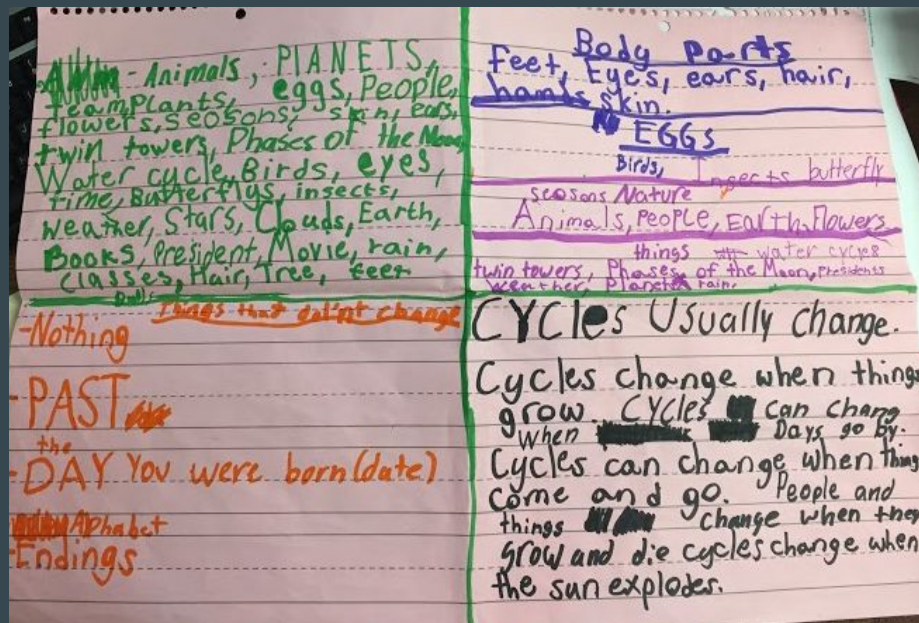
C2 Did the author deserve to win the competition? What evidence supports your answer?

Literary Elements

C1 The author of the essay experiences many emotions during the competition. Which emotions are experienced and how do you know?

THE COMPETITION

Snapshots of TD Curriculum



Concept Development (Cycles)
(William & Mary Language Arts
Teaching Model)



Hands On Equations

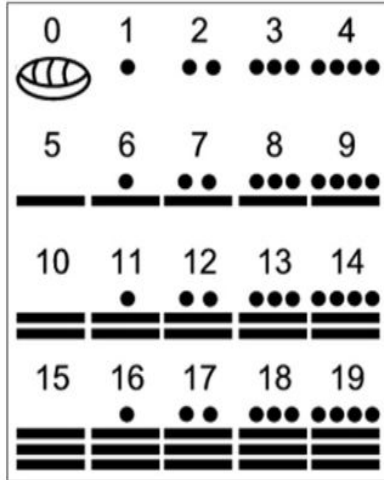
Snapshots of TD Curriculum

Mayan Mathematics

Here is a clip that gives some brief details about the Mayan numeral system:

<http://app.discoveryeducation.com/player/view/asset/Guid/A186EC2C-FB6C-4A03-BA82-88C636EE21D2>

What observations can you make about the Mayan symbol chart?



0	1	2	3	4
	•	••	•••	••••
5	6	7	8	9
—	•	••	•••	••••
10	11	12	13	14
— —	•	••	•••	••••
15	16	17	18	19
— — —	•	••	•••	••••

Beyond Base Ten

Why study Latin stems?

- English does not come directly from Latin, the language that Romans spoke.
- English is a Germanic language but thousands of Latin-based words exist in our language.
- Many academic subjects are dominated by Latin words.
- Studying Latin-based words enhances your education.

Caesar's English

Instructional Strategies

...

What Types of Strategies are Used?

- Problem-Based Learning
- Paideia Seminars
- Learning Contracts
- Interest/Choice Boards
- Integrated Projects
- Tiered Lessons
- Curriculum Compacting
- Independent Studies

...and so much more!

Thank you for partnering with us!

Here is a resource to help challenge your
readers at home:

<http://bit.ly/readingquestionstems>