

**ORANGE UNIFIED SCHOOL DISTRICT
Gifted & Talented Education (GATE)
Community Advisory Committee (CAC) Meeting
District Office-Conference Room J2 & J3
Monday, January 30, 2016 6:30-8:00 PM
Minutes**

Present: Christine G, Charles C., Terri E., Wendi N., Christine P., Stella W., Sock R., Mary W., Asawari D., Natascha E., Glenn R., Palak C., Wendi N., Stephan Z.

Guest: Dee Petersen, Corinne Owens, and Carri Wagner

The meeting was called to order at 6:33 PM by Cathleen Corella.

Welcome-Introductions

All present introduced themselves with their names and the schools they represented.

Approval of Minutes

Christine B. motioned to approve the November 14, 2016 minutes as presented. Christine P. second the motion. No changes were needed. Motion carries.

Presentation

Presentation on AVID Elementary/Secondary.

- AVID Secondary has been around for a while, but AVID Elementary has only been around 3 years
- AVID Elementary encompasses best practices embedded into the instruction across the school day – it's not a class
- Is the foundational component of the AVID College Readiness System
- The mission is to prepare all students for college readiness, career readiness and success in a global society
- It runs across entire grade levels to maintain schoolwide structure
- Students use organizational skills, learn note-taking skills, and experience the lesson framework of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn Skills (WICOR)
 - Writing to learn
 - Writing is a learning tools, a personal and public communication tool and a record of thinking

- When writing, students consider audience and purpose, engage in various writing processes to address specific situations, and must support their thinking
 - Writing is emphasized through the use of learning logs, quick-writes, reflections, process writing, peer evaluation, and authentic writing
 - Can use a thinking map writing program
- Inquiry – the depth of knowledge
 - The most challenging for kids
 - Is uncovering one's understanding, asking critical questions, and engaging in thinking learning and discussion
 - Students analyze and synthesize ideas, clarify their own thinking, probe others' thinking, and work through ambiguity
 - Inquiry through use of skilled questioning techniques, Socratic Seminars, tutorials, investigations, and guiding questions
- Collaboration
 - Is teamwork with shared responsibility, sharing of ideas, information and opinions through formal and informal discussion
 - Students work together toward a common goal, develop positive independence, work in focused study groups, and support learning of others
 - Collaboration through Socratic Seminars, tutorials, Philosophical Chairs, group activities and projects, peer editing groups and service learning projects
 - Opportunities for talking and working together is important → if can't work together in the classroom, won't be able to do so in the workplace
- Organization
 - Is managing materials and practicing methodical study habits, planning and prioritizing school, work and social tasks, engaging in mental preparation and goal setting, and strategically and intentionally taking responsibility for one's own learning
 - Students develop and use processes, procedures and tools to study effectively, manage time through prioritizing and goal setting, self-direct, self-evaluate, self-monitor and self-advocate, and are prepared for courses, participate during instructions and interact with instructors
 - Organization through binder and organizational tools, calendars, planners, agendas, graphic organizers, focused note-taking system, tutorials and study groups, project planning and SMART goals
 - This is the easiest for students
 - Most positive feedback from parents is that kids know exactly where everything is and they are where they are supposed to be
- Reading to learn
 - Is strategically gaining meaning, understanding, and knowledge from print and other media, interactive and purpose-driven
 - Students understand text structures, apply prior knowledge and make connections to other texts, self and the world, make predictions and ask questions, and create visual images as they read

- Reading through the use of deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, and reciprocal teaching agendas
- It addresses the functional years of education
- Purposes:
 - To cultivate intrinsic motivation
 - Create a vision of academic success
 - Create a belief that academic rigor is expected, possible and attainable
 - Lead to positive self-esteem and self-confidence
 - Create better students through the development of a consistent way to think and process information
 - Provide access to AE methodologies for all students
 - Create a bridge between elementary and secondary schools
 - Better identify future AVID students
- Goals:
 - Students are becoming independent learners
 - Students are reading to learn, writing to learn, and learning to reflect on their own learning
 - Learning to identify, respond to and create leveled questions linked to depth and complexity
- West Orange Elementary facilitates the AVID Program – Corinne Owens and Carri Wagner are 5th grade teachers at this school site
 - last year they focused on organization
 - this year they are focusing on inquiry – focusing on it schoolwide in all grade levels
 - they mapped it out backwards grade by grade what the kids would need to be taught to them by the time they graduated to get them college ready
 - they are doing a lot of the same things as teachers like adding an extra layer – like a layer of inquiry where they ask their neighbors questions
 - they are seeing kids having higher level conversations that are student driven
 - they have color coded all subjects – so notebooks are the same color as homework section colors
 - they have learned how to make column notes – at first they are modeling their teacher’s notes but by middle of year they are independent with their notes
 - they must be able to use their notes to teach a lesson to a neighbor
 - the goal is to give them the skills they need to be successful
 - start a lesson by teacher asking an essential question and by end of lesson should be able to answer the question
- El Rancho is ready to submit their application to be a demonstration site as well
- At the Secondary Level
 - Is an elective class 3 days/week and 2 days/week of tutorial
 - Well-done, hefty curriculum of what it means to be college ready
 - In the tutorial each child gets a chance to be a presenter
 - They ask a question about an area of confusion
 - The presenter must start with what they know
 - Their peers ask more complex questions – like compare and contrast

- Presenter learns through inquiry as well as peers
- There are college tutors in the tutorials to facilitate the discussion

Curriculum Office Report

Cathleen Corella introduced Laura Kresl who reviewed the GATE screening protocol. They are currently in the GATE testing season. The schedule is up and running on the OUSD website. Students can be tested in Grades 2nd through 6th. Every 3rd grade student is automatically tested in the public system unless the parents opt out.

School Reports

Members shared the activities going on at their individual schools.

Public Comment

None