

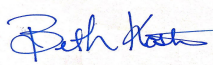
Gifted Endorsement Internship Log and Reflection (at end)

Twenty field experience and clinical practice hours must be completed by the end of the gifted endorsement program. Have your mentor or sponsor of activity sign in box provided below when complete.

<u>Initials/Date</u>	<u>Activity</u>	<u>Documentation</u>
10/3/19	1. Observe veteran Gifted Endorsed Teacher instructing gifted students Required-2 credit hrs.	Journal/blog entry (review & reflect) LINK-see below
9/4-6/19	2. Observe testing OR Assist with testing students for gifted services and scoring OR Meet with gifted lead teacher and discuss the identification and placement process Required -2 credit hrs.	Journal/blog entry (review & reflect) LINK- see below
10/14/19	3. Observe Eligibility Team meeting or Serve on a local school Eligibility Team Required -2 credit hrs.	Journal/blog entry (review & reflect) LINK- see below
	4. Assist with teacher training on characteristics of gifted students— 2-credit hrs.	Journal/blog entry and presentation plan (review, reflect & refine)
	5. Present on a gifted topic to parent group/faculty meeting (opportunities will be given during the courses to develop this) – 1 credit hr.	Journal/blog entry and presentation plan (review, reflect & refine)
	6. Attend informational meeting for parents – 1 credit hr.	Journal/blog entry (review & reflect)
atl science fair #AtHomeSciFest	7. Attend or volunteer at an Enrichment activity for gifted students – 1 credit hr.	Journal/blog entry Link-see below (review & reflect)
Feb 1, 2019	8. Attend or assist in gifted program event such as the local chapter of GAGC, the state GAGC meeting or an NAGC meeting 1 credit hr.	Journal/blog entry Link-see below (review & reflect)
1) 12-19-19 2) 1-25-20 3) 1-27-20	9. Teach 3 original differentiated lessons (begin in course 2 and finish by end of course 3) Required – 9 credit hrs.	Extended “Ticket in the Door” analyses; Link-see below Observation notes by mentor if can
	10. Complete an interview/case study assignment. - 4 credit hrs. (J. Threlkeld: saved work, feedback and notes, but can’t get into school)	(See “Case Study MRESA Instructions”) (review, reflect & refine)

The following signatures indicate that _____ has completed the required 20 hours of Gifted Endorsement Internship Activities and has completed all documentation.

Intern Signature:

 4/14/20

Mentor Signature:



Date: 4-16-20

Reflection log

1) 10-3-19 Observed Karen Flowers (7th period) 6th graders

Students walk in and get their folder, read the board, pick up warm up “logic Puzzle Packet” and begin working. I observed teacher greeting students by name at the door and asking personal questions and following up from activities of the previous day. Obviously, the expectations in this gifted class had been laid out such that the students knew what to do and did it. Not only that, but there was a strong sense of relationship within the class.

As class started, teacher said “If you can hear my voice- clap once, If you can hear my voice -clap twice. I am impressed you read the directions on the board to find the warm up Logic puzzle packet.” This shows a positive reinforcement of the classroom management expectations and consistency, allowing students to know what is expected of them.

Students started work/warm up with logic puzzles for 10 minutes. Students were loudly talking, but on task about the logic puzzles. I observed one student asking can we do a “harder mine sweeper?” and others agreeing. Later when I asked the teacher about it, she said they are progressively harder logic puzzles that the students really like. Providing a map of higher level activities gave the students something to progress toward, a sense of accomplishment, and control of their own learning.

Ms. Flowers used a timer for 10 minutes to give students the ability to self pace themselves on completing the logic puzzle packet. During this time, the teacher moved around the room answering questions and encouraging on task behavior with proximity.

At the end of the 10 minutes she said “Let’s review...What is the thing Summarians (4,000 bc) are known for?...” **Why** did they invent the counting system?. Called on students by name. “**Why** did the Egyptians study math?”. How are the romans different from the greeks? **Compare and contrast** them? It is obvious that the teacher focuses on higher level DOK questions, with a few lower level questions thrown in to guide the discussion in the direction she wishes it to go.

The rest of the class period the class “will learn more about the Romans and getting closer to the work of Fibonacci.” Students watched a video. Every so many minutes the teacher stopped and asked questions “Why do you think he did that?” and “What implications do you think this will have in the future?” She had the students discuss with their elbow partner how to write in roman numerals 1,959, 679....there was a lot of discussion between two students of how to write 679. One student said...”Man this has too many things.” Ms. Flowers stopped and highlighted the comment to bridge into the next discussion of how to record large numbers with fewer symbols! I liked how she interspersed hands on learning, video/technology, and discussion to bring the students through the topic and get them engaged/invested in the work. It was obvious from the students body language that 90% were engaged (one was sleeping and another seemed lost).

My takeaways from this observation include the following. 1) It helps to have a clapping attention grabber to cut over the loud voices, 2) consistency is important for gifted students and on level students alike, 3) give gifted students activities they struggle with and they will ask for more, 4) Ask higher level thinking questions during discussions as well as during video segments of lessons.

2) Reflection on Assisting with CoGAT testing for gifted services

I administered CoGAT gifted testing assessment on September 4-6, 2019 for 150 hours

Things that went well with the testing included providing a structured, organized, calm and predictable environment for the students to test in. Prior to testing I played calming, instrumental music for the students. All phones were turned off and placed in their locker to avoid distractions (and meet testing requirements). Students followed directions, asked questions at appropriate times and most showed grit getting through all the tests, even those tests they did not feel comfortable with.

Things that did not go well included my own confusion on the testing schedule. I thought we were testing with our homeroom students so I did not dismiss the class to transition to first period. As a result, I had 5 students that were supposed to be testing in a different class. Once I figured out why I was missing 5 testing tickets (and sent the kids to the right classroom), the testing went smoothly.

What I noticed during testing included that some students gave up and stopped trying when the test questions became hard. One student in particular was the daughter of a parent who was very vocal in believing her child should be in the gifted program. I teach this child and I notice that in class she is a hard worker, focused on following directions, and is hyperfocused on her grades. It is my opinion (anecdotally, not based on data) that this child is a high achiever rather than gifted.

I witnessed another student with strong perfection tendencies slowly and carefully circle in the answer sheet bubble. The student was stressed and could not move on to another question until the bubble was perfectly shaded. Another student stopped in the middle of the test, flipped over his answer sheet and started bubbling initials for his name, despite the fact that directions emphasized that we would not be doing this because each answer sheet had a pre-affixed label with each student's name and code. I had to ask him to go back to completing the test.

3) Eligibility meeting with two RMS gifted coordinators and CSD coordinator-Meeting 10/14/19

Notes

- 77 kids that have been recommended by teacher, parent or by school system.
- CoGAT has system wide 3rd/4th and 6th grade testing in CSD
- CoGAT scores for academic ability, while MAP scores for achievement
- Milestones is criterion referenced and not norm referenced test therefore it is not used for eligibility. It is only used to determine continuation.
- Only send letter if a parent is involved through recommendation or signing for screening.
- 8th grade students we only checked for signatures because....they will need to take the CoGAT and for that there must be signatures. 6th graders and 7th graders have current CoGAT scores so they could be evaluated.
- 8th graders and anyone without CoGAT scores will not be decided upon in this meeting because they will be held until the CoGAT scores are obtained. 8th graders will need parent permission to retest since 8th graders CoGAT scores are not valid after two years so they need to be retested. 8 parents

were contacted multiple times and did not respond to emails and phone calls, so these 8 students will not be tested because no approval

- Decatur has **auto eligibilites** because based on scores: Must be BOTH *composite* CoGAT 96 or higher and current MAP scores 90th above in reading or math. No history of achievement is necessary. For these auto eligibility kids there is not review Gifted status is just granted.
- **System auto referrals** that will still require review. These are students whose overall scores do not meet system eligibility, but subcategories do and therefore they
- Process seems to be very cut and dried. Coordinator said this is different than it was a few years ago when student work samples were included in this meeting. (Parents sent in videos of kids with dance/legos etc.)
- Student Under-represented and three MAPs in succession in one of the subcategories is a system referral. This is because it is a student of underrepresentation.
- Has a 504 with extended time so if student has two areas then will receive an individual WISK test if needed
- For more info see the FAQ page csdecatur.net/gifted
- Here in decatur the only underrepresented groups are socioeconomicdisadvantaged students and AA (Asian students are over represented and Hispanic students are represented appropriately)
- Hispanic is not considered underrepresented in our system. Student is identified by parent as hispanic when registered into CSD system (infinite campus). Father wrote email saying the student is AA. Coordinator had to tell parents to go back and change their previously self-reported race in the system.
- Student of past CSD gifted coordinator will not give consent to have his child tested. Student has been recommended by a teacher multiple years.
- Some students already have a Wisk test results (individual test for students with 504 or IEP). School does not take private for profit testing results. We take if done by CHOA or another school system.

7) Attend an enrichment activity for gifted students.

I planned an event for my gifted students was to meet at the Atlanta Science Festival Expo at Piedmont park to visit the “Marsh Madness exhibit”. The plan was to have students talk to Georgia Tech and Georgia Sea Grant scientists about their work on climate change and sea level rise to connect what we were doing in class with real world science. Although the festival was canceled there was a virtual experience. I posted the virtual experience ([#AtHomeSciFest](https://atlantasciencefestival.org/)), <https://atlantasciencefestival.org/> for my gifted students and had three share their submissions of pet geology rocks and the stories they wrote to go along with them.



The m&m rock had the most comments “Yum”; ‘How Creative’; “I want an M&M”; “The peanut center is rock hard”

8) Attend a MAGC meeting (Metro Atlanta Gifted Consortuim Symposium)

I attended this gifted symposium on Saturday, February 1st, 2020. I was impressed with the opening speaker, Dr. Sally Krisel however she spend an exorbitant amount of time going over the characteristics of gifted students. Since we have gone over that a lot in this class if felt like overkill, especially knowing the audience she was speaking to. That said, I liked her comics and focus on differentiation and equity. My favorite session by far was called Depth and Complexity by Bridget Taylor. The whole session was about the Depth and Complexity Framework developed by Dr. Sandra Kaplan. This really fits with the cross cutting concepts of the

National Next Generation Science Standards and is a great way to challenge and connect across topics for gifted students. Through this seminar I was introduced to the website <https://www.byrdseed.com/category/differentiating/depth-and-complexity-icons/>. After the conference when I was telling our 6th grade gifted resource director about the seminar she said she has been wanting to convince other 6th grade teachers to try this framework. We talked about meeting for 8th period discuss how we could pilot it in science.



9) Reflections on implementation of 3 original lessons.

I implemented the NAL, Windows Notes and Task rotation. Of the three, my favorite was the Task rotation lesson. I found it was the most engaging of the three lessons and I have subsequently used the same format once more since implementing it. It really helped for students to have a reason to take notes. By using them to complete a choice task students were much more engaged. I was fascinated by which students chose which learning styles to show their understanding. In the future I would like to assign my gifted students a stretch task-one they are not as comfortable with.