



*The mind is a fire to be kindled,
not a vessel to be filled.*

Message from the CAG President...

I hope this season of autumn finds everyone well, with the school year in full swing. CAG held three successful Summer Institutes that took place in Roseville, Santa Barbara, and Oceanside. Hundreds of teachers had the opportunity to observe how to incorporate GATE strategies with Common Core lessons in the demonstration classrooms. Teachers left the institutes eager to implement their newly acquired skills into their own classrooms.

At our September CAG board meeting, we welcomed new regional parent representatives, as well as new educator representatives who filled vacated positions. Last year, bylaws were amended to alternate election terms between parent and educator representatives and eliminate term limits. Nominations will soon be taken for educator representatives for each of the eleven regions. The list of responsibilities and application procedure is included in this newsletter.

CAG will soon be accepting applications for a new Executive Director. If interested, please check our website in the next few weeks for the job posting.

Finally, whether you are a parent or educator, please check your district's Local Control Accountability Plan (LCAP) to be sure that GATE is included. Under the Local Control Funding Formula (LCFF), districts are required to develop their LCAP, describing how they will serve their students. School districts must invite parents, educators, employees, and the community to engage in the development of

these plans. As stakeholders, it is important to ensure that our gifted learners are being served.

I'm looking forward to seeing you all in beautiful San Diego in March!

Respectfully,

Marie Thornsberry

NaviGATE to San Diego for CAG's 2017 Annual Conference!

Preparations for our 55th annual conference, March 3-5, 2017, are well underway! We have an exciting new line-up of strands and presenters offering sessions in Math, Science, English Language Arts, Social Studies, the Fine Arts, and a special strand for administrators. Within each strand, presenters will focus on classroom experiences in theory, practice, and social-emotional lessons for gifted learners.

On Friday we will begin with a preconference day for educators to observe master teachers leading mock classrooms with children from a local San Diego school district. That afternoon the full conference kicks off with the opening of the exhibit hall, and Friday evening we will host our annual awards reception in a beautiful outdoor venue with a performance from a local children's school of music.

Saturday will be a full day of sessions beginning with the keynote by Dr. Sally Reis from University

of Connecticut and the NEAG Center for Gifted Education & Talent Development, multiple workshops, a panel discussion, a special art activity, regional social gatherings, and plenty of time to reconnect with colleagues and meet new friends.

Sunday is Parents' Day at the conference, along with the continuation of workshops for both parents and educators and unique activities in the exhibit hall.

We are excited about the possibilities that San Diego brings for our conference. We hope you can join us and share in the fun and learning. Register today at cagifted.org.

See you in March!

Warmly,

Ann and your 2017 Conference Committee

Would you like to attend the CAG conference, NAGC, or other educational conferences?

Here are some tips for justifying conference attendance...

Interested in presenting at the CAG Conference? Please complete the online application on the CAG website!

CAG News from Sacramento: Legislative Update

While Tuesday's election results showed the Nation turning red, California got bluer. Hillary Clinton received roughly 62% of the vote in California and the number of Democrats in the State Legislature increased. California voters passed all tax increases on the ballot and elected the first Indian-American woman to the U.S. Senate.

A few education highlights:

- Many of those in Washington D.C. believe there will be a significant structural shakeup that will diminish the role and size of the Department of Education.

- There may be greater emphasis on traditionally conservative education policies supported at the state and local levels.
- There may be gains in the for-profit education industry.
- At the state level, Kamala Harris easily won the US Senate seat vacated by Barbara boxer. Harris is the first Indian-American woman to be elected to the U.S. Senate
- California voters approved the major education-related measures on the ballot, Prop 51 (the state school bond) and Prop 55 (the extension of current tax rates on the top income earners)

Click here for more information on CAG and Legislation

Make a Difference, Learn, Grow, & Give to your region... Become a CAG Representative!

The strength of the CAG organization is in the dedication and efforts of its membership. As a volunteer organization, we need passionate, hard-working people to provide not only the support, but the leadership that is required in order to fulfill our mission of providing for the needs of gifted children.

Responsibilities of the Regional Representatives

The Educator and Parent Representatives act as liaisons between the CAG Board of Directors and educators and parents in their specific regions. They work to build capacity, promote and support CAG members, and provide professional development as needed. They work with the Membership Chair to promote new memberships, help provide presenters for the CAG Conference, and are responsible for other duties as assigned.

Both Educator and Parent Reps are responsible for:

- Initiating a minimum of 4 regional meetings. Ideally, these meetings will be scheduled

shortly after the regional board meetings and are intended to help build capacity and share CAG information throughout the region.

- Planning and preparing a yearly Action Plan and Budget based on a regional needs assessment.
- Participating in all scheduled board meetings.
- Contributing a minimum of 3 different 3-hour volunteer service sessions at the CAG conference.
- Completing a report at each board meeting, presenting what is happening in the region.
- Building and maintaining a regional network of support and leadership.
- Facilitating local education and training within the region as needed.
- Maintaining phone, mail, and email contacts with CAG members in the region.
- Identifying collaborative partnerships with other professional groups, businesses, and industry where applicable.
- Participating in the CAG Distinguished Service Award, nominating members in the region *not* currently on the CAG Board.
- Initiating and maintaining legislative contacts within the region.
- Advocating for gifted education.
- Being self-directive and proactive in diligence both to the organization as a whole and toward gifted education and children.

CAG is now accepting applications from those interested in becoming regional educator representatives. Advocate/Grow/Volunteer! Please complete the application at the end of this newsletter.

Deadline: December 31, 2016

Regional News

Many regions have shifted their representatives this fall. Check out the CAG Regional [webpage](#) for updates and events near you.



Articles of Interest

Personalized Learning: What Does the Research Say?

By Benjamin Herold

October 18, 2016 Education Week

The K-12 sector is investing heavily in technology as a means of providing students with a more customized educational experience.

So far, though, the research evidence behind "personalized learning" remains thin.

[Read more](#)

How Can So Many Students Be Invisible? Large Percentages of American Students Perform Above Grade Level

By Matthew C. Makel, Michael S. Matthews, Scott J. Peters, Karen Rambo-Hernandez, and Jonathan A. Plucker

Introduction

America's K-12 education systems place students in grade levels by age and set performance expectations accordingly, using historical, average grade-level performance rather than any specific content students are expected to master⁷. This should not surprise us. Nearly all aspects of America's schools are built upon age-based grade levels and corresponding grade-level expectations: standards, instruction, curriculum, and assessment, among others. Indeed, the Every Student Succeeds Act (ESSA), like the No Child Left Behind Act before it, has a strong grade-level framework running throughout its nearly 400 pages. The stated importance of "getting students to grade level" reinforces the implicit message that doing so is the primary purpose of schooling. This emphasis ignores an important question: How many students already perform one or more years above grade level on their first day of school? **[Read the research](#)**

The Parent's Voice

How to Be Your Children's Best Advocate

By Krista Landgraf, CAG Parent Rep. Chair

Your child has been in school for almost a third of the school year. By now, you and your student should have a good understanding of how their needs are being met on a daily basis within the classroom.

If you still have questions regarding this, always begin with your child's teacher. Be sure to ask in a positive manner about what systems he/she has in place to serve the needs of your gifted child. There may be many things utilized on a daily basis in place that may just not be seen at home. Is the classroom teacher offering opportunities for Depth, Complexity, Novelty and Acceleration daily? Differentiation, effectively orchestrated is difficult and not always visible outside the classroom. A simple inquiry from you may be the catalyst to help your teacher understand your gifted child and learn from you better ways to educate your student – and consequently, helping others in the class as well. Many times people just need to be reminded that “ALL students deserve the right to learn something “new” each day.” All truly means All.

If you find the teacher is unable to help, be prepared to address your concerns with the school administrators, superintendent, and school board. Be proactive. Find out about available training in differentiation for the district teachers. Find out about your district's Local Control Funding Policy – the LCAP plan. If your district has GATE in the document, bring this information back to your local school site as further support for appropriate services for gifted children. If your district currently has no mention of GATE in their LCAP, this becomes a perfect opportunity for you to speak at public LCAP meetings, encouraging the inclusion of GATE language and services to the district.

Form or join local GATE parent groups to help accomplish this goal. Encourage others to join CAG and spread the word about advocacy and training. The California Association for the Gifted offers many opportunities to help assist in this endeavor. Contact your regional Parent and Education Representatives for assistance and guidance.

If possible, attend this year's California Association for the Gifted Conference March 3-5 in San Diego. Sunday, March 5th will be a special day devoted to parents of gifted children. Keynote speaker Sally Reis will be talking about the needs of gifted children. Sessions on parenting the gifted, advocating for them (and how this benefits ALL students), and what you should expect from your child's classroom experience will all be addressed.

Remember, you know your child better than anyone else, and you will always be the best advocate for your child's needs.

Please reach out at any time. We are here to support and serve you and your family.

“Tailoring” the Standards

By Jessica Manzone, CAG Educator Rep. Chair

There is continual discussion among educators related to the connections between the GATE standards and the CCSS, the NGSS, and the 21st Century Skills. The message from CAG is clear -- the GATE standards are not to be used sporadically throughout a learning experience or as an afterthought or extension to a lesson. The elements in the GATE standards (universal concepts, big ideas, thinking like a disciplinarian, the prompts of depth and complexity, and the skills of critical and creative thinking) should be used purposefully, on a daily basis, as the MEANS of creating multiple pathways to achieve the desired outcome.

The daily and purposeful integration of the GATE elements into a learning experience or lesson plan is not magic, but it does not happen by accident. A conscious effort must be made to analyze the content standards and select elements from the

GATE standards that can be used to translate the core standards into a high-leverage learning objective. The learning objective then serves as the foundation for the construction of the differentiated learning experience or lesson plan. There are three main questions to consider when translating a standard into a differentiated learning objective.

- What part of the standard am I going to highlight (capitalize on or reinforce) with one or more elements of the GATE standards?
- What part of the standard am I going to modify (change or adjust) with one or more elements of the GATE standards?
- What part of the standard am I going to extend (move beyond what is written) with one or more elements of the GATE standards?

Embedding the elements of the GATE standards directly into the learning objective is one means of purposefully integrating differentiation into the fabric of daily classroom instruction. The following bulletin board highlights how a differentiated learning objective (typically used by the teacher during the planning process) can be translated into authentic learning experiences for students. The concept behind a “Focus Wall” is simple – the wall provides an immediate and visual articulation of the connections that exist between the core content areas and the elements of the GATE standards. Teachers can build the framework for the wall with elements from the GATE standards and the individual learning objectives for each subject area or topic. The teacher and student can then work together to populate the wall with evidence from class discussions and research gathered by using the elements of the GATE standards as the means of highlighting, modifying, or extending their core content study. The following points provide criteria for implementing a “Focus Wall” in the classroom.

- A “Focus Wall” should include selected elements from the GATE standards. The word “selected” is key. A differentiated learning experience must be both teachable and learnable. Decisions need to be made as to which elements of the GATE

standards are the most relevant and useful in a given context. There is not a minimum or maximum number of GATE elements for a “Focus Wall,” but all elements used should be justified against the objectives of the standards and the learning experience.

- A “Focus Wall” should include various disciplines (subject areas) or units within a single discipline. For example, multiple subject teachers should include a range of disciplines (Social Studies, Math, Science, Art, Physical Education, etc.) and single subject teachers should include several topics within their content area (Government, World War II, The Great Depression, etc.).
- A “Focus Wall” should provide space for students to collect and store evidence from to class discussions related to each discipline or area of study. The “Focus Wall” provides an opportunity for students to use the elements of the GATE standards as the means of analyzing the content in more sophisticated ways AND making connections within, between, and across subjects or content areas.
- A “Focus Wall” should include the differentiated learning objectives for each subject area or topic. There is no specific time frame for the completion of a “Focus Wall,” but most typically last between 4-5 weeks. Once the units of study are completed in the various content areas, the “Focus Wall” can be used to synthesize learning across the disciplines. The “Focus Wall” can then be cleared of students’ work and the process repeated with new learning objectives and units of study.

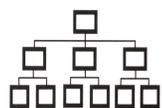
The objective of the “Focus Wall” is the strategic and purposeful integration of the elements of the GATE standards into classroom instruction to differentiate the learning experience based on students’ needs, interests, and abilities. There is NOT one “right way” to build a “Focus Wall.” Be creative...try new things...and expand upon this initial idea.

Our Focus Wall

Elements of the GATE Standards



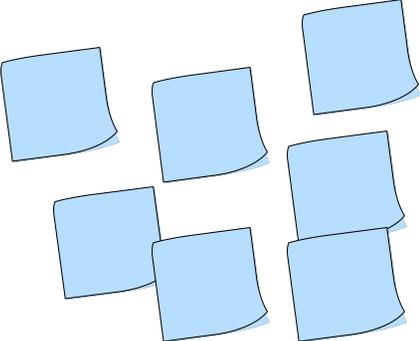
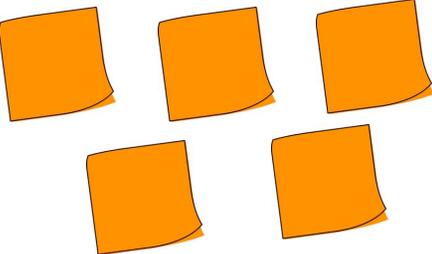
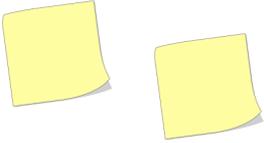
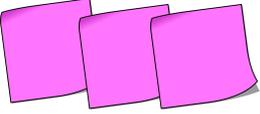
Impact



Rules

Conflict

Think Like an Economist

Language Arts	Science	Social Studies	Math
<p>Students will be able to describe the central theme of conflict in dystopian stories.</p> <p>Students will use a series of dystopian short stories in order to create their own work that follows the rules of genre.</p> 	<p>Students will be able to prove with evidence the impact of environmental changes on people and animals.</p> <p>Students will use text and web resources in order to create a report documenting a current environmental conflict.</p> 	<p>Students will be able to determine the relevance or impact of the Westward Movement on the financial structure of the country.</p> <p>Students will use their textbook and primary source documents in order to Think Like an Economist to trace a resources' impact over time.</p> 	<p>Students will be able to translate knowledge of percentages into an analysis of the impact of poverty over time.</p> <p>Students will examine current trends in minimum wage percentages in various cities across the United States and will Think Like an Economist to hypothesize future trends.</p> 

Application for CAG Office

Please complete the application, affix a letter of endorsement, and mail or fax to the address below to be postmarked no later than December 31, 2016. **Please type, not handwrite. Attach a separate sheet if needed.**

Name: _____ Title: _____

Home Address: _____
City State Zip

Home Phone Number: _____ Work Phone Number: _____

FAX: _____ Email: _____

CAG Region: _____ Office you are seeking: _____

Background Information:

Describe your current experiences with gifted children: _____

Candidacy Qualifications:

a. Identify professional and personal qualities that will enable you to perform the role of the office you are seeking.

b. Identify what you believe to be the most important issues facing gifted education in the next few years.
Discuss how you would like to be of service in those areas.

List References:

1. Name _____ Title: _____

Address/City/State/Zip: _____ Phone: () _____

2. Name _____ Title: _____

Address/City/State/Zip: _____ Phone: () _____

I agree to fulfill the duties of a regional representative as described. *Signed:* _____

Check here if interested in chairing one of the CAG committees.

Please affix one letter of endorsement and mail to CAG Election, PO Box 696, Yucaipa, CA 92339, or FAX your application and letter of endorsement to 916-988-5999, or email to cagoffice@aol.com.