

Welcome to our first SBCSC High Ability newsletter! This communication will allow us to:

- Keep abreast of HIGH ABILITY happenings in our state and our corporation
- Be reminded of vital best practices from our PD sessions
- Share ideas with one another & celebrate together



HIGH ABILITY Date Book...

February

- 2/9 PD session on KUDs, respectful tasks, & growth mindset
- Identification of K, 2, 4, & 8th grade HA students on-going
- Interviews with building principals for program evaluation & brainstorming for future programming

March

- HA Teacher Survey data summarized
- 3/10 PD session on Assessment

+ Professional Development UPDATE...

In this newsletter, you will find a summary of our latest PD session on DIFFERENTIATION. This session was part 1 of 3 that will together cover DI ESSENTIALS: WHAT we teach, HOW we teach, how we ASSESS...



KUDs ensure that we do not create different paths into **FOG!!!**

+ Differentiation ESSENTIAL #1...

Absolute CLARITY about WHAT we teach:

KUDs

K – What should my students come to **KNOW** as a result of this learning journey (or lesson)?

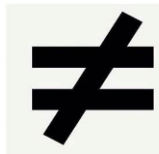
U – What should my students come to **UNDERSTAND** as a result of this learning journey (or lesson)?

D – What should my students be able to **DO** as a result of this learning journey (or lesson)?

KNOW: *Essential Knowledge* - Facts, Vocabulary, & Definitions

UNDERSTAND: *Principles/Generalizations* - Big Ideas of the discipline, Essential truths that give meaning to the topic - **"I want students to understand that..."**

DO: *Essential Skills* - Processes, Skills (basic skills, discipline skills, study skills, social skills), Verbs or phrases more on **2**



Characteristics of Respectful Tasks...

- Focused on **meaning** (it is clear that they matter and why)
- Involve the **most important ideas**
- Require **deep thinking** & problem solving
- Allow for **creativity**
- Capture **students' imaginations**
- Require **application** & transfer
- Offer an opportunity **for dialogue, discussion, & interaction** with others' points of views & ideas
- Lead to a **product**
- **Teach UP** – reflect a deep belief in the student (moderate challenge)
- Are perceived by the students as **challenging, achievable, and worthy** of the attempt

Differentiation ESSENTIAL #2 Respectful Tasks...

“For authentic tasks to motivate our learners, students must come to accept those tasks as challenging, achievable, and worthy of the

Who is most likely to serve up RESPECTFUL TASKS (meals)?
Teachers with a GROWTH MINDSET!!



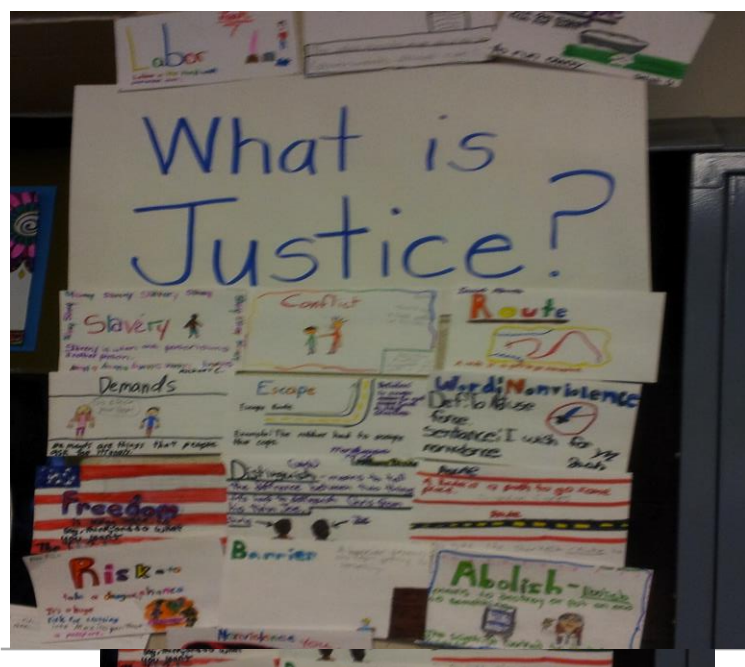
Differentiation ESSENTIAL #3 GROWTH MINDSET

Growth Mindset BELIEFS...

- **INTELLIGENCE** - Intelligence can be developed; brain like a muscle
- **CHALLENGE** - Embrace challenges – will come out stronger
- **OBSTACLES** - Persist
- **EFFORT** - See effort as the path to mastery
- **CRITICISM** - Learn from criticism; see criticism as about only their current level
- **THE SUCCESS OF OTHERS** - Find lessons & inspiration in others' success

Examples of Teacher Phrases that Reflect a GROWTH MINDSET ...

- Your **effort** predicts your success!
- Did anyone work especially **hard** this morning? Tell us about the hard work that you did!
- If you work hard and smart, you will grow in the required knowledge, understanding, and skill.
- The way we work in this class is to try our hardest & smartest and always learn.
- We are for sure growing smarter after all THAT work!!**
- I believe in you and will work to support your success!
- We are getting smarter everyday.
- At the beginning of the year, we only read for 15 minutes! Now we are up to 25. **We are getting so much smarter!**



Thank you Jackson high ability teacher, Mary Ann Armet, for these wonderful classroom photos!

Please send me photos and artifacts from **your** HA classroom for our next newsletter!