About Me:

- 11th year in Texas public schools
- 7 years across 2 schools as G/T Coordinator
  - Currently teaching:
    - AP Literature
    - AP Seminar
    - ELA II
  - Formerly taught:
    - Audio/Video Production
    - Yearbook
- 1 year as ESL teacher in South Korea
Gratuitous Baby Photo
Before we start: Brainstorming Question

- Do you remember a project that you did for school where you went way beyond what was necessary?
- What was the project?
- Why did you do so much more than you had to?
“"We are what [students] grow beyond. That is the true burden of all masters."
So then:

If our goal is to move students beyond our abilities as educators, we have to create opportunities for learning that exceed our abilities as educators.
Today’s Goals: Ideas on how to...

- Facilitate **effective, meaningful meetings** with minimal time
- Partner with community organizations for behind-the-scenes **field trips** and building mentorships
- Create a **framework** for the Texas Performance Standards Project/Independent Study Mentorship that students can complete with minimal facilitation
About our School & Program:

- Lago Vista High School, LVISD (50 minutes from Austin)
- **Enrollment:** 433 at HS, 1472 at district
- **High School G/T Identification:** 48 (10.8%)
- **Advisory (Homeroom) Time:** 40 Minutes Daily
- **Allotted “G/T” Class Time:** 0 minutes
- **Annual Budget:** $500
Our G/T Program goals:

- Knowing who the other G/T students are
- Learning more about your learning and interaction habits
- Opportunities to use instructional time to pursue your hobbies and passions in depth
Part 1: Productive and Useful Meetings
Problem:

How do we create meeting times and projects that...

- are useful to G/T students,
- are exciting to do without a grade incentive,
- students can complete in 40 minutes a week or less?
Solution: Ikigai Project

“Ikigai” is a Japanese concept meaning “Reason for Being”
Building the Chart

What you love/what you’re good at:
- Self-assessment, Myers Briggs Personality Inventory (16personalities.com)

What the world needs:
- Group discussion (and groupings) on topics like social justice, environmentalism, education, community service, etc.

What you can be paid for:
- Job research (https://www.bls.gov/k12/content/students/careers/career-exploration.htm)
Ikigai Project: Second Semester: Career Research and Presentation

Students create a poster or powerpoint presentation demonstrating how a career they’ve chosen to research fits their newfound Ikigai knowledge.
Ikigai in Action: AfroHerpKeeper (Daniel)

Who is AfroHerpkeeper?

18,105 views • 1 year ago

I decided it's time for a proper introduction to my channel. My name is Daniel Carter. I'm best known for my serious hair and my large collection of herps – reptiles and amphibians. Some have called me the lovechild of Bob Ross and Steve Irwin... Since before I could read, I've been hopelessly obsessed with the ever-changing natural world that surrounds us. I seek to bring my environmental message and burning passion for...
**DISCUSSION:**

With your table, think and answer:

“What parts of Ikigai do schools cover the least?”

“What parts of Ikigai do G/T students have the most difficulty with?”
Part 2: Effective Field Trips
Problem:

How do we serve G/T students in a meaningful way when we...

- Can’t hold them accountable for field trip learning with an assignment?
- Have limited cultural resources available to us in smaller or rural districts?
- Are trying to appeal to learners of varied interests?
Solution: Field trips are About Socio-Emotional Learning more than Content Learning

- Mix FT content as often as possible (STEM, Fine Arts, Biology and Life Sciences, etc)
- Student only wants to go on the trip, but doesn’t come to G/T meetings? THAT’S FINE.
- Once per semester is a solid target.
- Do it on a school day.
- Don’t prioritize “proof of learning”.

A note on High school G/T Students:

- Automatically jump to highest Bloom’s levels
- Not just a question of “What can we do here?”, but...
  - “How did someone make this?”
  - “How can I do this?”
  - “How can I demonstrate what I already know?”
Idea List:
- Theatrical Performances
- Wildlife Preserves
- Local Museums
- Renaissance Faires
- Escape Games
Escape Games are...
- EVERYWHERE!
- Inexpensive

And they encourage...
- Problem Solving
- Creative Thinking
- Teamwork
Another note on field trips:

G/T kids get to see G/T kids.

*Recognition is important!*
G/T Field Trip Results
**Discussion:**

Do a quick Google Maps search of your school district’s area for museums, escape games and/or day trips.

Did anything come up that surprised you or that you didn’t know about?

Share it with a partner!
Part 3: TPSP/ISM (Independent Study/Mentorship)
Some Notes on How we do ISM:

- Students typically have one class with me stacked with another class
- Work time, not direct teaching
- ISM **must** be **student-driven**!
- Students and teachers check in once a week for 45 minutes
Application Process:

- Be honest about expectations and exclusive in choosing participants
- Students should have an area of study in mind when they apply, and ideally a possible (or confirmed) mentor in mind
- The class is for the project, not the other way around.
- Don’t be afraid to say no, and to have very few students complete the task.
Evaluation Process:

Give students a year-long schedule.

1st Quarter: Find a mentor, develop a research question

2nd Quarter: Research under mentor and teacher guidance

3rd Quarter: Write research paper and create project

4th Quarter: Presentation and Reflection
1st Quarter: Finding a Mentor and Developing a Question

- Students should mine every resource available to find a mentor!
- If you have digital resources, consider a remote mentor
- Have students CC all email discussions to you, especially initially
- Mentors will need to abide by school volunteer requirements
- Family members are strongly discouraged
2nd Quarter: Research Under Mentor & Teacher Guidance

Discussions re: Reliable Sources, tracking facts, notecards!

Useful Prior or Tandem Courses:
- AP Language, AP Seminar, AP Lit, AP Research

Suggestions for 2nd 9 weeks:
- 20+ Sources
- 2 notecard checkins, 40 notecards each
- MLA Bibliography
3rd Quarter: Research Paper and Project

The **paper** is typically 8–12 pages that answers research question and demonstrates learning.

The **project** is a creation that demonstrates learning and ideally contributes to the field of research in some way.
SAMPLE PROJECT: SYDNEY

- Created an aquaponic garden with tilapia below and vegetables above
- Scalable system meant for families in condos or apartments to grow their own vegetables in a closet
- Mentor: School Nurse, Prize-winning gardener
Sample Project: Michael

- Wrote a research paper regarding common mammalian ancestry of North America
- Created video for youtube channel detailing research, internship and findings
- Mentor: Joshua Lively, Paleontologist at University of Texas J.J. Pickle Research Campus
Take-Aways:

Especially at a small campus, you are a **G/T facilitator**, not a **teacher**

- **Field trips** and **meeting times** can (and often should) be about navigating the socio-emotional aspects of being G/T.
- **ISM** should be for students who have a genuine interest and passion outside of school; help them with framework and contacts, and get out of their way!
Session Code:

POD 3512

Thank you for your time!