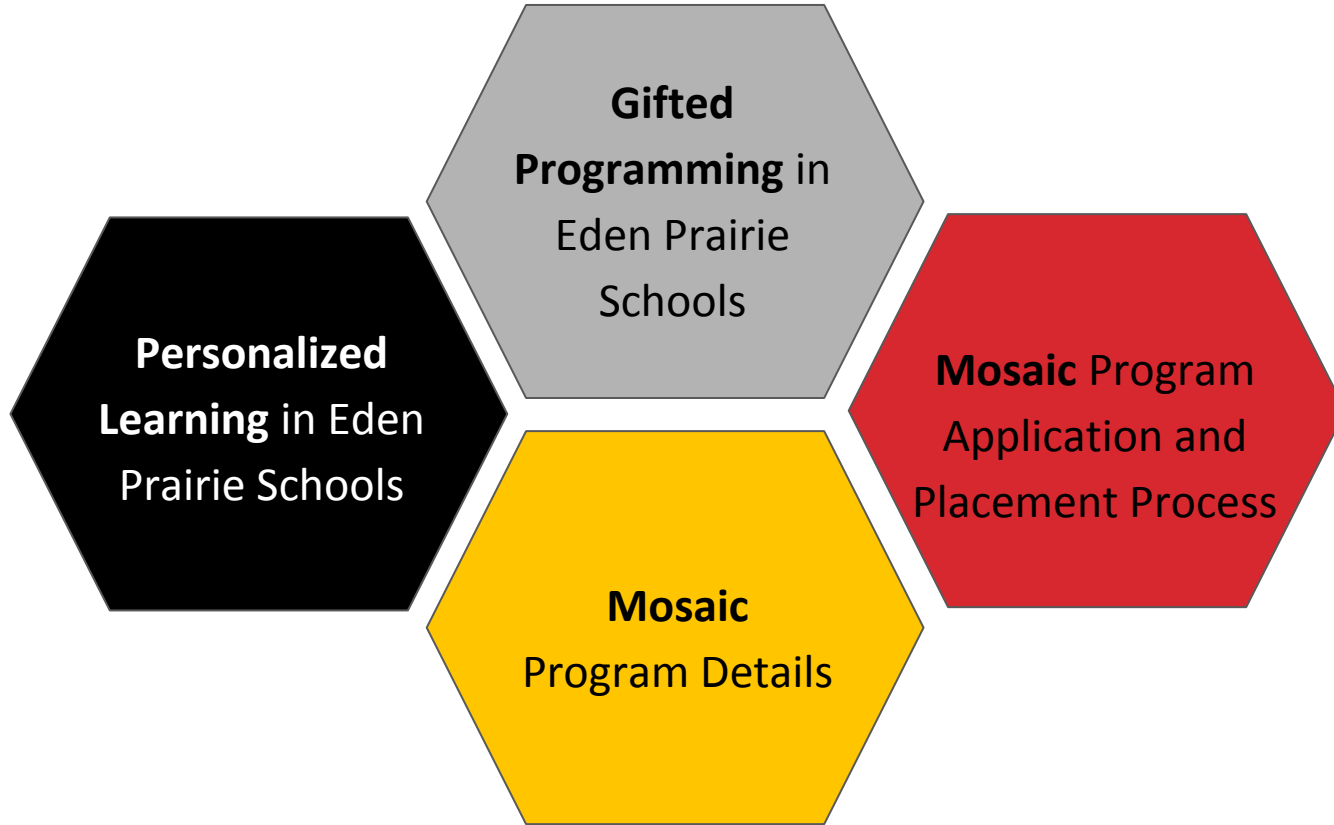


**Mosaic Parent
Information**
Eden Lake-January 8th
Prairie View-January 10th



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

Agenda





EDEN PRAIRIE SCHOOLS

OUR MISSION

Inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world.



Gifted Programming



EDEN PRAIRIE SCHOOLS

Gifted Services Overview



EDEN PRAIRIE SCHOOLS
Inspiring each student every day

1 Services for ALL students

High quality curriculum with differentiation, creative and critical thinking focusing on expanding and enhancing the learning opportunities of the regular classroom, for all students. These options are provided by the classroom teacher.

Gifted Specialists have a professional presence with instruction, curriculum, and assessment to provide support to our classroom teachers.

2 Services for MANY students

Differentiation of high quality curriculum leads to extensions, in-depth study, extended group projects, special interest groups, Young Scholars, etc. Any student can be involved at this level, but not all choose to do so. The majority of these opportunities will be provided by the classroom teacher.

Gifted staff have a professional presence to coach/consult with staff teaching enriched classes. Gifted staff might facilitate flexible groups to provide enhanced differentiated experiences for students.

3 Services for SOME students

KEY is a program for gifted and talented students in second through sixth grade. These are students with academic needs not met by Service Levels 1 or 2. KEY students engage in activities utilizing problem solving, higher level thinking skills and advanced topics.

Gifted staff has direct involvement with identified students; direct instruction at the elementary level (KEY) and selectively at middle/high school level.

4 Services for FEW students

Specialized classrooms (Mosaic), early admission, grade acceleration, dual enrollment, early graduation, etc. This level of service is available to students whose academic needs are significantly different from their peers and their needs are not met by Levels 1, 2 or 3.

Gifted staff often serve as case managers and have direct involvement with identified students.



Balanced



Collaborator



Communicator



Content Master



Continuous Learner



Contributing Citizen



Creator



Critical Thinker



Seeker of Perspectives

Portrait of a Learner

PARTNERSHIPS



Partnerships are formed between teachers and students so that learning experiences are personally **relevant** and **reflective** of each student.

RESPONSIVENESS



Teachers consistently use data to **design** and **adjust** instruction in **response** to each student's learning and provide **meaningful feedback** for goal-setting and progress monitoring.

RIGOR



Students will become **critical thinkers, communicators, collaborators,** and **creative problem solvers** about the various concepts they explore through our district curriculum.

AUTHENTICITY



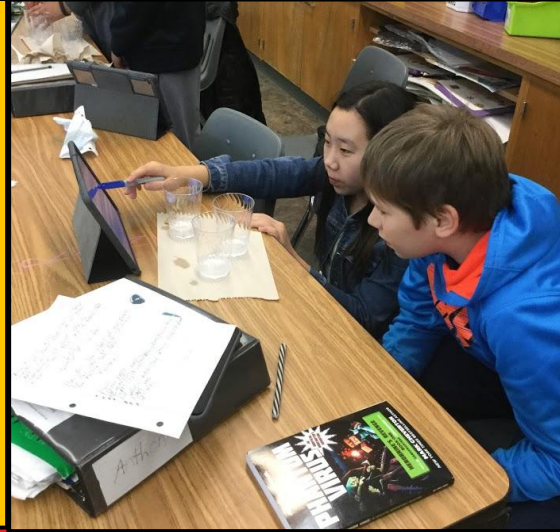
Authentic learning experiences are designed in which students apply their knowledge and skills to **performance tasks** that reflect **real-world** purposes, audiences, and resources.



LEARNING ENVIRONMENT

Learning environments throughout the district are designed to promote **partnerships, responsiveness, rigor, and authenticity.**

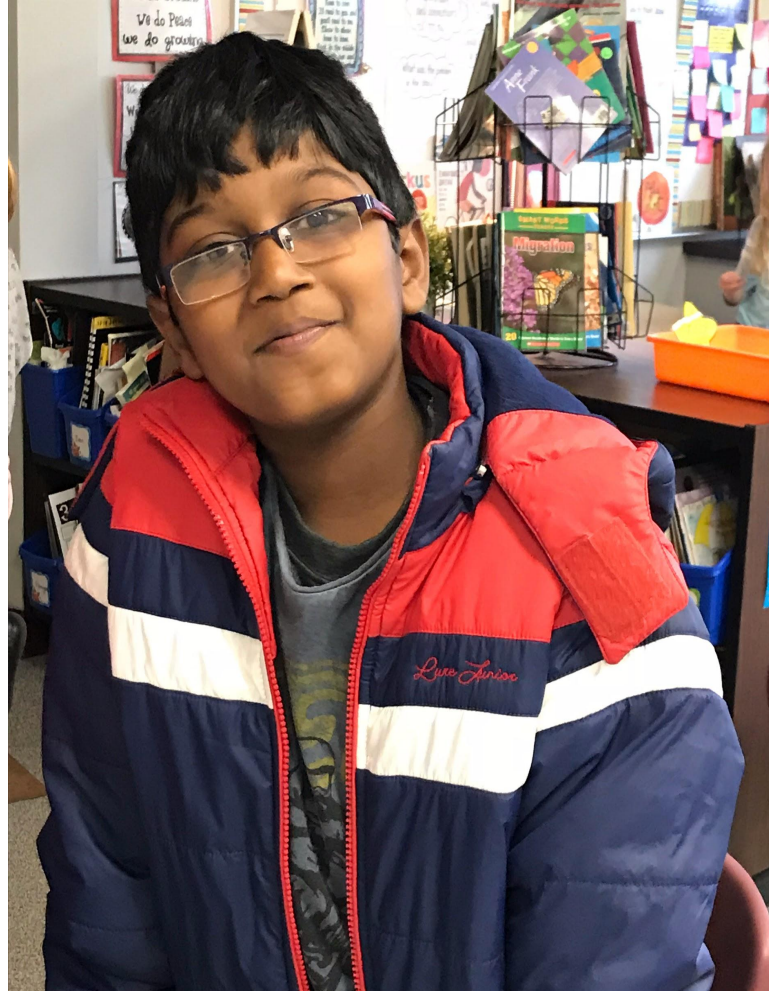
Mosaic Program Purpose



To provide challenging curriculum at an accelerated pace for highly-gifted learners. The program meets the unique academic and social/emotional needs of students in grades three through six in a supportive educational environment.

Mosaic Full Day Program

- Development of the Mosaic program:
 - 1st year (2013-14): grades 4 & 5
 - 2nd year (2014-15): grade 6
 - 3rd year (2015-16): grades 3 & 7
 - 4th year (2016-17): grade 8
- Two classrooms for each grade level - one at Eden Lake and one at Prairie View Elementary Schools
- All schools maintain Gifted & Talented levels of service, KEY continues to be offered at all elementary sites.
- Mosaic is an integrated part of the school
- Class sizes are aligned with district grade ranges
- The district has established transportation boundaries for Eden Prairie residents enrolled in Mosaic





Partnerships: Foundational Pieces of MOSAIC

- Social Emotional Needs of students are a priority
- Small group discussions to understand: habits of mind, perfectionism, multiple intelligences, self-advocacy, learning styles
- Classroom buddies
- Book clubs



The School Day

Mosaic classrooms are integrated in the school, students take part in all school activities.

School-wide PBIS activities, assemblies, lunch and recess

Leadership opportunities

+

Classroom buddies with other grade levels

Specials (music, art, phy ed, world language)



Band-Orchestra-Choir

- 4th grade students have the opportunity to participate in choir
- 5th & 6th grade students have the opportunity to participate in band and orchestra





Responsiveness: Foundational Pieces of MOSAIC

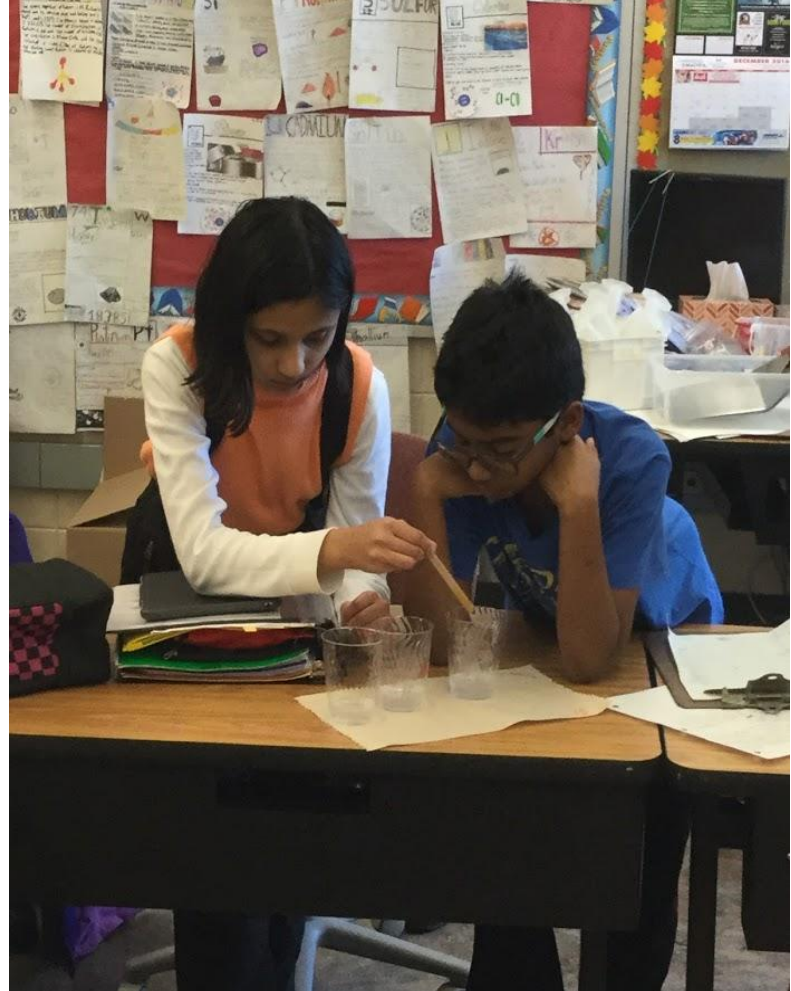
- Compacting of content when appropriate
- Flexible grouping
- Capacity for subject acceleration
- Active integration of technology





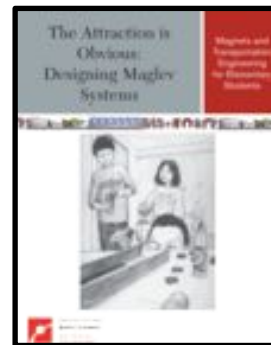
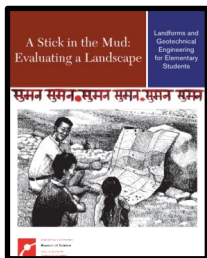
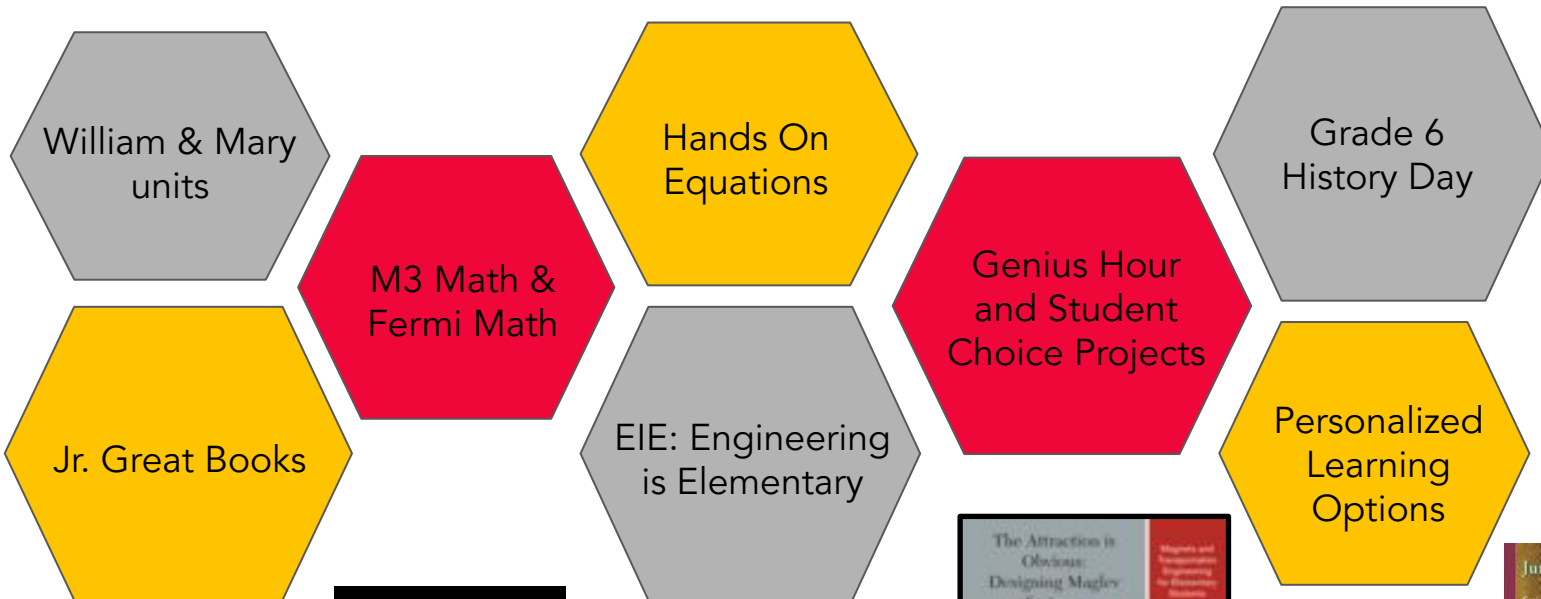
Rigor: Foundational Pieces of MOSAIC

- Use of best practices for gifted learners
- Rigor, depth, complexity, and differentiation is embedded in all of our work
- Higher level questioning, thinking and discussions
- Meeting and exceeding state content standards
- STEM activities embedded in content areas





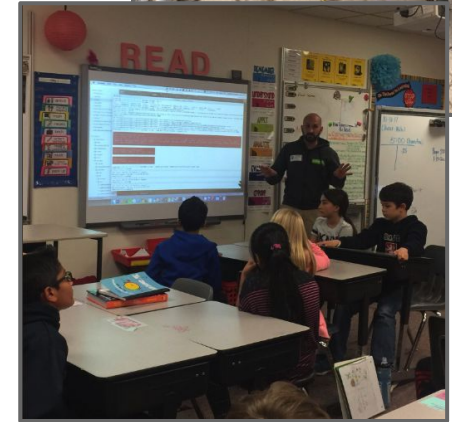
Curriculum





Authenticity: Foundational Pieces of MOSAIC

- Active integration of technology
- Connecting with experts in the community
- Learning outside the school



Spotlight on Aquaponics





Personalized Learning Environments

Redesigning Spaces in
Each School to Reflect
21st Century Workplace
Environments

Pairing with Shifts in
Instructional Practices

Student Choice
in Learning
Environments



Application Process and Timeline



Application Process

- An application must be submitted along with parent input form– not all students who apply will be accepted.

- Considerations for parents:
 - Mosaic is designed as a specific fit for academic needs; this is not a fit for all children.
 - Is my child happy, developing, and making academic growth and progress in school? If so, then Mosaic might not be needed for your child.
 - Does my child need a different pace and depth of instruction to promote and deepen academic growth and progress? If so, Mosaic might fit the needs of your child.
 - Not all students want to move to a new site – be sure to discuss this with your child.



Tier Eligibility Criteria

Tier One – Both Ability & Achievement Student needs to score in this range on 3 or more of the test measures	Tier Two – Both Ability & Achievement Student needs to score in this range on 3 or more of the test measures	Tier Three – Both Ability & Achievement Student needs to score in this range on 3 or more of the test measures	Tier Four – Both Ability & Achievement Student needs to score in this range on 3 or more of the test measures
Ability: 99 th percentile on any of the ability measures	Ability: 98 th percentile on any of the ability measures	Ability: 97 th percentile on any of the ability measures	Ability: 96 th percentile on any of the ability measures
Achievement: 99 th percentile score in reading and math	Achievement: 99 th percentile range score in reading or math with a 95 th percentile in other subject	Achievement: 98 th percentile range score in reading or math with a 95 th percentile in other subject	Achievement: 97 th percentile range score in reading or math with a 95 th percentile in other subject

Identification & Placement Process

Each application is reviewed by the district placement committee.

The process uses multiple measures including:

- Ability assessment information
- Achievement assessment information
- Teacher observation
- Classroom performance
- Parent input



Tier One and Tier Two applicants demonstrate the highest need for this type of program and are given first preference for the Mosaic program.

Tier Three and Tier Four applicants are reviewed by the committee; these students are typically placed in the KEY program.

Timeline



January 8 & 10
Parent Information
Night



January 25
Applications
Due



February 1 – March 29
Placement Committee
Review of Applications

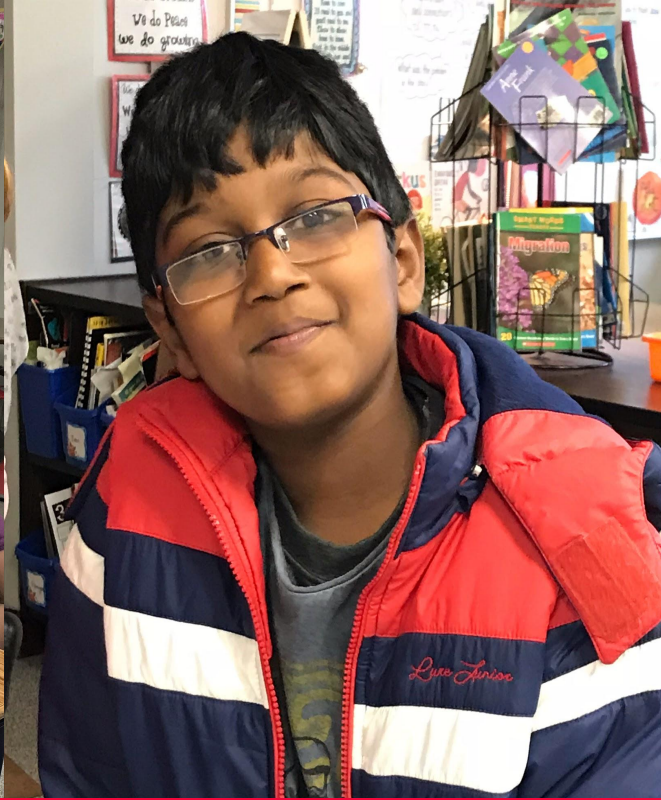
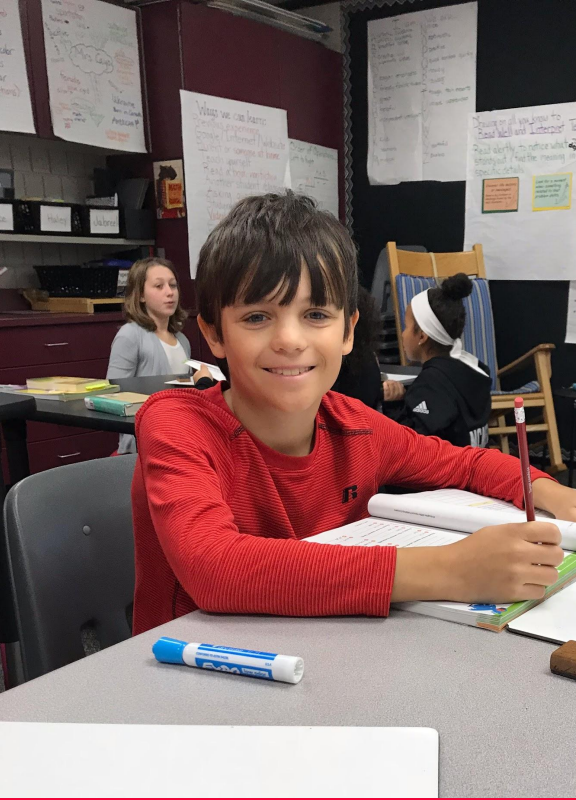


March 29
Parent/Guardian
Notified via Email



April 12
Final Program
Commitment Due





QUESTIONS

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CONTACT

THANK YOU



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