

Gold River Discovery Center's Accelerated Learning/GATE Program

Brief History of GATE

- In 1961, the California Legislature established the Mentally Gifted Minor (MGM) program for students scoring in the 98th percentile or above on standardized intellectual ability tests.
- By 1980, 454 school districts and 160,000 students were participating in the program.
 - Assembly Bill (AB) 1040, enacted in 1980, established the GATE program allowing districts to set their own criteria for entrance.
 - AB 1040 expanded service beyond the intellectually gifted to students who were gifted and talented in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Brief History of GATE

- In 2000, two pieces of legislation were enacted that amended provisions of the *EC* for GATE.
 - AB 2313 amended *EC* 52200 requiring that GATE programs be planned and organized as differentiated learning experiences within the regular school day and established a GATE funding formula based on the average daily attendance for all students in the district.
 - AB 2207 amended *EC* 48800 providing options for gifted and talented pupils to attend classes at postsecondary institutions regardless of the pupil's age or grade level.

Brief History of GATE

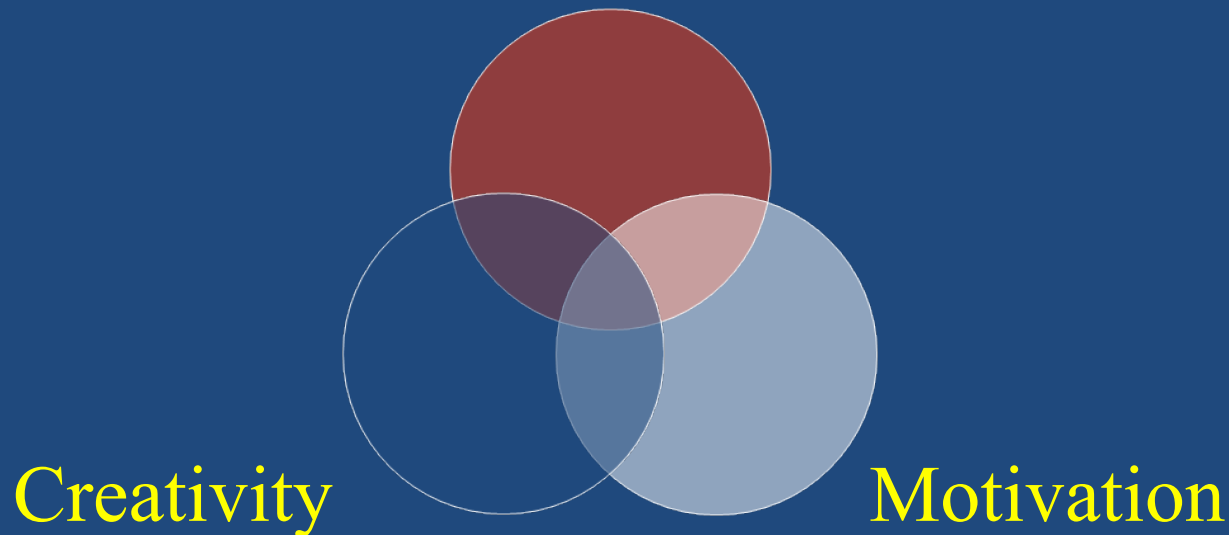
- California State Board of Education releases Recommended Standards for Programs for Gifted and Talented Students
- Approved October 2001
- Revised July 2005

GRDC's GATE Mission

Provide high quality differentiated opportunities for learning that successfully address gifted and talented students' individual and unique abilities and talents while meeting and exceeding state and local content standards within the context of the regular school day.

What is Giftedness?

High Intellectual Ability



Renzulli, 2005

Joseph S. Renzulli, EdD, director of the University of Connecticut's National Research Center on the Gifted and Talented

How Do Parents Know If Their Child Should Accelerate?

If children's standardized test scores, particularly achievement test scores, are many grades above level or off the charts entirely, they are good candidates for acceleration.

If a child who was previously an avid student begins to complain of boredom or starts misbehaving in school, it may be an indication that he or she needs additional challenges (but remember that any child may be bored or have behavior problems).

Ideally, the decision to accelerate should be mutual, the child, parents, and school officials all agreeing that it would serve the child well.

Taken From:

<http://www.gifted.uconn.edu/siegle/tag/Digests/e526.html>

When Should One Be Cautious About Acceleration?

If the child under consideration for acceleration is physically or emotionally immature, is pushed into the process by adults, or receives constant negative feedback at school from peers, problems could occur. If the school accelerates students routinely so that an accelerated youngster does not stand out as peculiar and has a small support group of similar youngsters, then chances for an easy adjustment increase.

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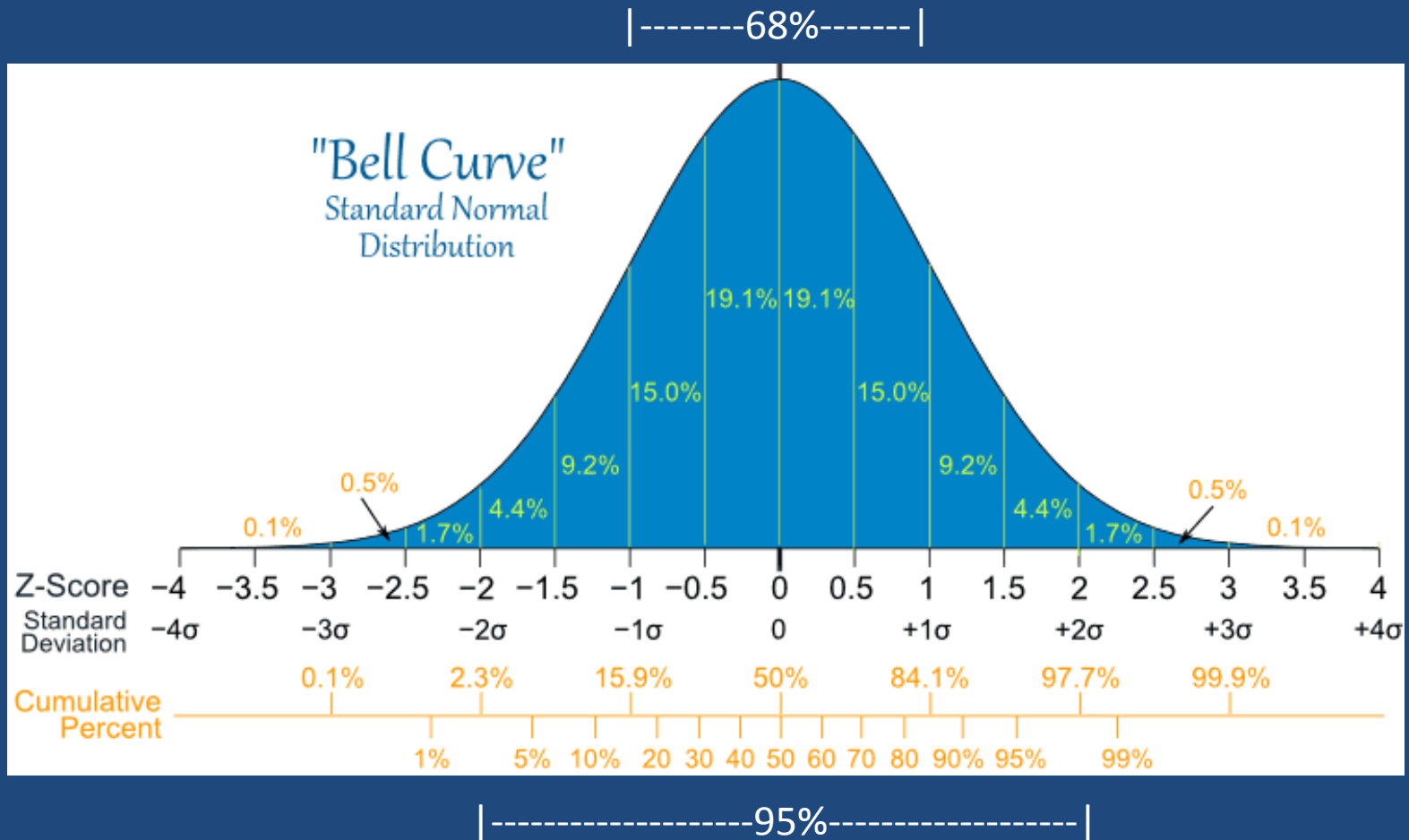
When Should One Be Cautious About Acceleration?

A child who has been accelerated may find that he or she is no longer the best in the class. Both parents and the child should be ready for this. Parents should be supportive, but never put undue pressure on the gifted and talented child to perform, certainly not when he or she is adjusting to a new environment. The decision to academically accelerate a child may be reversed at any time if it appears not to be working out for the child academically, socially, or emotionally. Adults should help children in this situation understand that the change is not a failure.

Taken From:

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Standard Deviation



Once GIFTED, Always GIFTED?

- True & False: This is simply how the state runs the program – but it runs counter to science:
 - The brain is a living organ – it changes over time
 - Growing the dendrites helps the brain catalog information and make connections
 - Tests identify POTENTIAL at a given point in time
 - Potential MUST be developed - otherwise atrophy occurs

State Requirements

LEAs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings.

GATE curricular components are required to be planned and organized as integrated differentiated learning experiences within the regular school day and *may be augmented or supplemented* with other differentiated activities *related to the core curriculum*, including independent study, *acceleration*, postsecondary education, and *enrichment*.

SJUSD GATE Website:

Question: What is a neighborhood GATE program?

- **Answer:** Children who are identified GATE receive differentiated instruction appropriate for their level of learning. In addition, students may participate in flexible grouping, GATE programs before, after or during the school day. Each site has a wide range of services to meet the needs of the GATE student. Please contact your home school for additional information.

SBE GATE Standards

- **Section 3: Curriculum and Instruction**
 - Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (**EC 52206[a] and 52206[b]**)

SBE GATE Standards

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

Minimum Standards: One year approval

- a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.
- b. The differentiated curriculum provides for the balanced development of **critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.**
- c. The differentiated curriculum **focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding).**
- d. The differentiated curriculum facilitates development of **ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.**

Commendable Standards: Two year approval

- a. The core curriculum is **compacted** for gifted students so that **learning experiences are developmentally appropriate** (not redundant) to their needs, interests, and abilities.
- b. There is alignment of the differentiated curriculum with **instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition,** and other appropriate modes of learning.
- c. The differentiated **curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.**

Exemplary Standards: Three year approval

- a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.

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3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

Minimum Standards: One year approval

- a. **The differentiated curriculum is scheduled on a regular basis and is integral to the school day.**
- b. The differentiated curriculum is taught with appropriate instructional models.
- c. **The differentiated curriculum is supported by appropriate materials and technology.**

Commendable Standards: Two year approval

- a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.
- b. The differentiated curriculum utilizes a **variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.**
- c. **An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.**

Exemplary Standards: Three year approval

- a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

How is GATE instruction different?

Traditional Instruction

- ☹ Give them more of the same
- ☹ Teaching them what they already know
- ☹ Assigning work that only requires lower level thinking skills
- ☹ Having them tutor less able students (day-in & day-out)
- ☹ Giving them work designed for older, average students
- ☺ Enriching the curriculum

Good GATE Instruction

- ☺ *Content*: multiple options for taking in information
 - ☺ *Process*: Multiple options for making sense of the ideas
 - ☺ *Product*: Multiple options for expressing what they know
- = DIFFERENTIATED INSTRUCTION

Differentiated Instruction



Content

- Compacting
- Learning Centers
- Contracts
- Project Based Learning Opportunities
- Flexible Skill Groups
- HOTS Questioning
- Interest Groups
- Independent Projects

Differentiated Instruction



Process

- Cooperative Learning Groups
- Problem Solving
- Writer's Workshop
- Project Based Learning
- Integrated Curriculum
- Innovative Approaches
- Accelerated Pacing

Differentiated Instruction

- **Acceleration/Pacing**

The student moves more rapidly through a particular curricular sequence. This may occur through self-pacing or in a class or course for a higher age or grade. (Curriculum Compacting, Grade Telescoping)

- **Depth**

Depth is elaboration. The student pursues a topic to a greater level of understanding. The student examines topics by determining the facts, concepts, generalizations, principles, and theories related to them.

Differentiated Instruction

- **Complexity**

Complexity is extending the content to the study of issues, problems, and themes. The student relates concepts and ideas at a more sophisticated level; sees associations among diverse subjects, topics, or levels: finds multiple solutions to problems: and analyzes and evaluates solutions from several points of view.

- **Novelty**

Novelty is primarily student initiated. The student is encouraged to seek original interpretations, reinterpretations, or restatements of existing information. The student approaches areas of study in personalized, individualistic, and nontraditional ways.

GRDC's "GATE Plan"

- Project Based Learning – Minimum 1 PBL project in every grade level
- Accelerated Reader/Bookshop – Students receive reading materials on their individualized reading level
- Math Acceleration – GRDC offers CCSS Accelerated Math 7 & 8 - (incl. 8th grade + 9th grade)
- Writers Workshop – Students receive individual feedback on their writing skills in addition to strategy lessons to accelerate the individual's writing

GRDC's "GATE Plan"

- Enrichment Classes – GRDC maintains educational partners who offer a wide variety of fee-based enrichment class for all students
- K-1 students, although not identified, are provided flexible grouping options
- Provide opportunities in performing arts, sciences, leadership, & sports
- Individualized Learning Plans – Shared at fall conferences

GATE Individual Learning Plan

The San Juan Unified School District *GATE Student Learning Plan* is to be filled out by the teacher and shared with the parent (s) at the first trimester conference. The California Association for the Gifted has defined four elements that are the core of a differentiated curriculum for gifted and advanced learners. They are depth, complexity, novelty, and acceleration. Merely providing students with more of the same curriculum is not differentiation. Differentiating the curriculum is adjusting the content (knowledge or skills), process (activities in which students will engage), and product (demonstration of what they know). An example is provided to help guide the teacher while using the Teacher Planning tool.



San Juan Unified School District GATE Student Learning Plan

Student: Bob Parker Grade: 3 School: Random Teacher: Ms. Pitt Date: 10/15/11

Overview: Your GATE identified child is receiving a comprehensive instructional program across the curriculum. The goal of the GATE program is to provide challenging learning experiences and enrichment, including depth, complexity and accelerated pacing of content when appropriate. The strategies for differentiating content are designed to meet the student's academic strengths and learning needs.

Understanding the Student:

Area(s) of Strength: English language Arts (comprehension)	Student Interests: science	Area(s) of Growth: Organization
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Classroom Differentiations:

Strength + Interest	Differentiation Strategies
ELA (comprehension) + science	- Alternative homework assignments (process) - Accelerated book assignments (content) - Research (content) - Inquiry-based project (product)
Area of Growth	Differentiation Strategies
Organization	- organization training - weekly check on desk and binder

Initial Date 10/15/11 Check-in _____ Check-in _____

Parent Signature Tina Parker

Teacher Signature Ms. Pitt

Parenting Resources

- Gifted Child Society is a non-profit organization that was founded in 1957 by the parent's of New Jersey's gifted children to further the cause of gifted children.
- Hoagies' Gifted Education Page, provides resources, articles, books and links to help and support parents, teachers, and gifted children alike. Pick your entrance, but explore them all!
- Supporting Emotional Needs of the Gifted is a great resource for parents filled with information articles for parents of gifted children.

Parenting Resources

- National Association for Gifted Children
An organization of parents, teachers, educators, other professionals, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.
- California Association for Gifted (CAG)
An organization of educators, parents, and community members dedicated to meeting the unique academic and social-emotional needs of gifted and talented students.