

## An Overview of GATE:

- Characteristics and Identification of Gifted Learners
- Curriculum Differentiation
- Parent Support and Involvement
- Preparing Your Children for Academic Success — *and college!*

Lyn Olson, Ted Altenberg

2009–2010

[www.pvusdgate.net](http://www.pvusdgate.net) ~ 786-2144

1

## PVUSD GATE Services

- Guided by the principles embodied in the PVUSD Mission statement, as well as the GATE Mission, Vision and Goals.
- Also guided by the 8 GATE Standards adopted by California School Board.
- Two full-time credentialed staff, plus 18 site-based GATE Liaisons.
- Our Goal: Support teachers, students, parents!

2

## Students come in all shapes, sizes and readiness for learning



Students vary greatly in their:

- Ability
- Readiness to learn
- Learning styles and modalities
- Interests
- Affect

3

## Categories of Giftedness

Generally agreed 2-5% of general population is “gifted”, across all demographic groups.

- Profoundly gifted (about 1 in 1,000,000)
- Exceptionally gifted (about 1 in 100,000)
- Highly gifted (about 1 in 1,000)
- Gifted
- Bright
- Upper normal

4

## Identification of Gifted Students in PVUSD

### MULTIPLE CRITERIA

- Group Ability Tests (Ravens or OLSAT)
- Standard Achievement Tests (CST)
- Creative or Critical thinking characteristics
- Social or Emotional characteristics
- Teacher observations
- Parent recognitions and observations

5

## What is the difference between “Identified” and “Provisional”

- “Identified” students show clear evidence with high scores
- “Provisionally Identified” students demonstrate high ability but scores are slightly lower

**“I” or “P”**

Both are included in GATE

6

### Six types of GATE Kids

- **Successful:** Does well academically, accepts and conforms, avoids taking risks
- **Challenging:** Corrects teacher, questions rules, is creative, has poor self control, has mood swings
- **Underground:** Denies talent, resists challenges, wants social acceptance, drops out of GATE and advanced classes
- **Dropouts:** Has poor attendance, does inconsistent work, is disruptive, seems average or below, is defensive
- **Double-Labeled: "2E"** May have learning disabilities or be an English Learner
- **Autonomous:** Socially mature, develops goals, works independently, follows through, follows areas of passion

### Characteristics of Gifted Children that May Affect Their Social Emotional Well-Being

- **Asynchronous Development**
- **Idealism and Intensity**
- **Perfectionism**
- **Isolationism**
- **Depression**

### Understanding the Needs of Advanced/Gifted Learners

- May become mentally lazy, even though they do well in school...
- May become "hooked" on the trappings of success...
- May an become perfectionists if we praise them too much for what comes naturally...
- May fail to develop a sense of self-efficacy...
- May fail to develop good study habits and coping skills...

### Understanding "Mindsets"

Growth Mindset:	Fixed Mindset:
➤ Desire to learn	➤ Desire to look smart
➤ Embraces challenge	➤ Avoids challenges
➤ Persist in face of setbacks	➤ Gets defensive, gives up quickly when unsuccessful
➤ Effort is the path to mastery	➤ Sees effort as fruitless, a sign of not being smart
➤ Learn from criticism	➤ Ignores helpful criticism
➤ Finds lessons in the successes of others	➤ Feels threatened by the successes of others

Based on Dr. Carol Dweck's research. See her book, *Mindsets*

### Differentiation means starting where kids are!

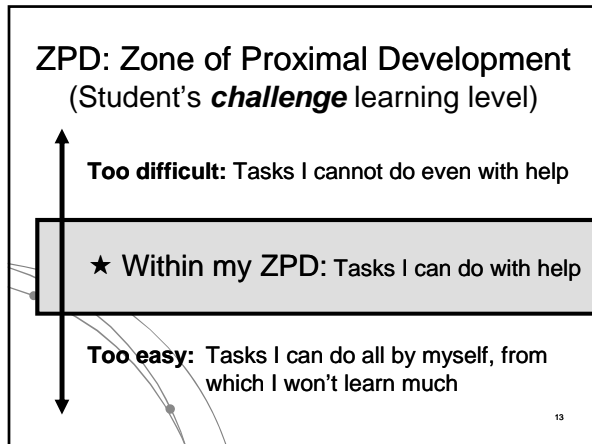
And teaching the standards with varying levels of depth and complexity.

### Why Differentiation?

**Students learn at different rates.**

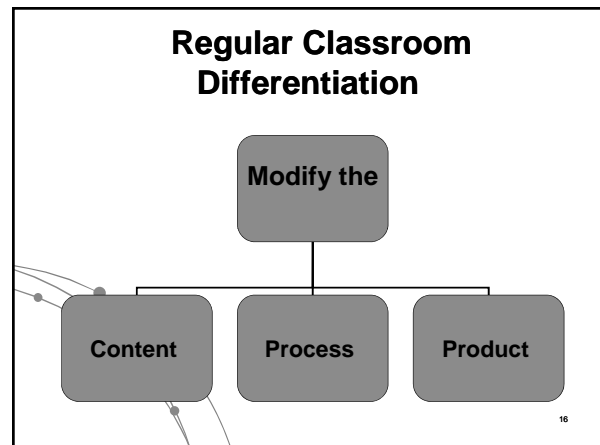
*Repetitions needed for mastery:*

<b>Below average student</b>	<b>7–12 times</b>
<b>Average student</b>	<b>4–7 times</b>
<b>Above average student</b>	<b>3–4 times</b>
<b>Gifted student</b>	<b>1–2 times</b>



- What Is the goal of Differentiation for advanced learners?**
- Offer appropriate challenge (ZPD)
  - An opportunity for student to reach
  - Develop confidence in ability to succeed when the task is difficult
  - To develop study, organization and coping skills
  - Sustain or inspire passion for learning
- 14

- Differentiation**
- Is NOT individualized instruction.
  - It is a complex teaching method that combines a variety of strategies to meet the needs of **all** students in any given classroom.
  - It is a philosophy
- 15



- Content is Standards-Based**
- Therefore the content itself cannot be significantly altered — set by state standards
- How it **can** be modified:
- Acceleration
  - Pacing
  - Compacting Curriculum
    - Skipping lessons, units, coursework based on pre-assessment
    - Replace skipped assignments with more challenging work, i.e. I-Search
  - Adding Depth and Complexity with higher level questioning and assignments
- 17

- Process:**
- The **HOW** of the learning, the sense-making
- Time
  - Grouping: small groups, ability levels across grade levels, pairs, individual
  - Materials and Learning Activities
  - Level of teacher support
  - Level of thinking skills/Level of questioning  
(Bloom's Taxonomy and Depth and Complexity Icons)
- 18

### Process: Grouping Options

<ul style="list-style-type: none"> <li>• Whole Class</li> <li>• Small Group</li> <li>• Pairs</li> <li>• Individual</li> </ul>		<ul style="list-style-type: none"> <li>• Heterogeneous             <ul style="list-style-type: none"> <li>❖ Mixed ability</li> <li>❖ Mixed interest</li> </ul> </li> <li>• Homogenous             <ul style="list-style-type: none"> <li>❖ Similar ability</li> <li>❖ Similar interest</li> </ul> </li> </ul>
---	--	---

**Flexible Grouping:**

- Students grouped by skill, ability or interest. This grouping changes based on assessment.
- Students are regrouped to receive instruction based on what they know and what they need to learn.


19

### Products:

# How We *Show* What We *Know*

20

### CHOICE of Products



**Based on Student's**

- Readiness level
- Ability
- Interest
- Learning Style
- Affect

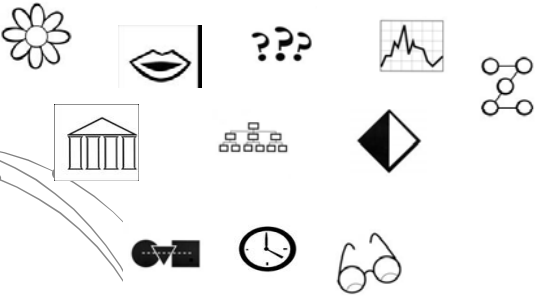
21

### Choice:

- Generally 2–9 choices
- Extension Menus, ITU's Inquires, Task Cards, Choice Boards etc.
- Thinking Skills – Intelligences
- Rubrics / Criteria / Exemplars / Anchor Papers
- Within 1 project – For an A... For a B...
- Icons for Depth and Complexity
- I-Search / Research Projects

22

### Icons for Depth and Complexity




23

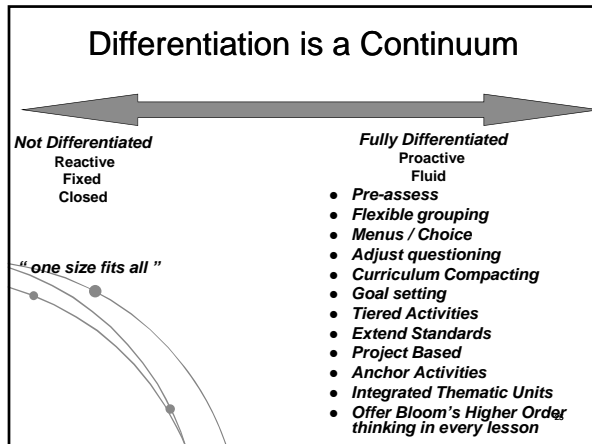
### In the regular classroom

**Much of the differentiation that occurs everyday is invisible.**

- Reading groups
- Writing Conferences
- Math groups
- Experiments
- Homework and projects
- Accelerated Reader
- Success Maker
- Extension Menus or Choice Boards



24



### Differentiation: The Reality

- It is not possible for *all* learning experiences to be engaging, relevant, interesting and appropriately challenging *all* the time.
- Standards based instruction with the pressure of NCLB makes differentiation challenging for the classroom teacher.
- GATE staff support classroom teachers implement differentiated instruction.

### Discovering Differentiation in Your Child's Classroom

- Always speak with your child's teacher if you have questions.
- Your child may not always be aware of when the core curriculum has been modified or differentiated for them.
- In order to minimize undo attention, differentiation may not be evident to your child or their peers.
- It is often invisible and seamless.
- Please ASK the teacher

### Don't Say "I'm bored"... Instead Say...

"I'm Ready for Something More Challenging."

### Is your boredom "Boring A", "Boring B", or "Boring C"?

Boring A Situations:

"I already know this. I'd like to show you that I have learned this and am ready for the next level of challenge."

"I'm waiting for the other students to be done."

### Is your boredom "Boring A", "Boring B", or "Boring C"?

Boring B Situations:

"I don't know much about this topic/skill so it isn't interesting to me [yet]."

Boring C Situations:

"I'm not very good at this, so I'll probably make mistakes. Most things are pretty easy for me, and I don't want to risk NOT being the best. I'm feeling anxious/scared."

### Q: What is the worst thing to do for a gifted student?

### A: Nothing!