

# 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)

# 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!

# 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

# 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

# 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

# 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

# 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”

<b>Growth Mindset:</b>	<b>Fixed Mindset:</b>
➤ 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:*

**Below average student**      **7–12 times**

**Average student**      **4–7 times**

**Above average student**      **3–4 times**

**Gifted student**      **1–2 times**

# ZPD: Zone of Proximal Development (Student's *challenge* learning level)

**Too difficult:** Tasks I cannot do even with help

★ **Within my ZPD:** Tasks I can do with help

**Too easy:** Tasks I can do all by myself, from which I won't learn much

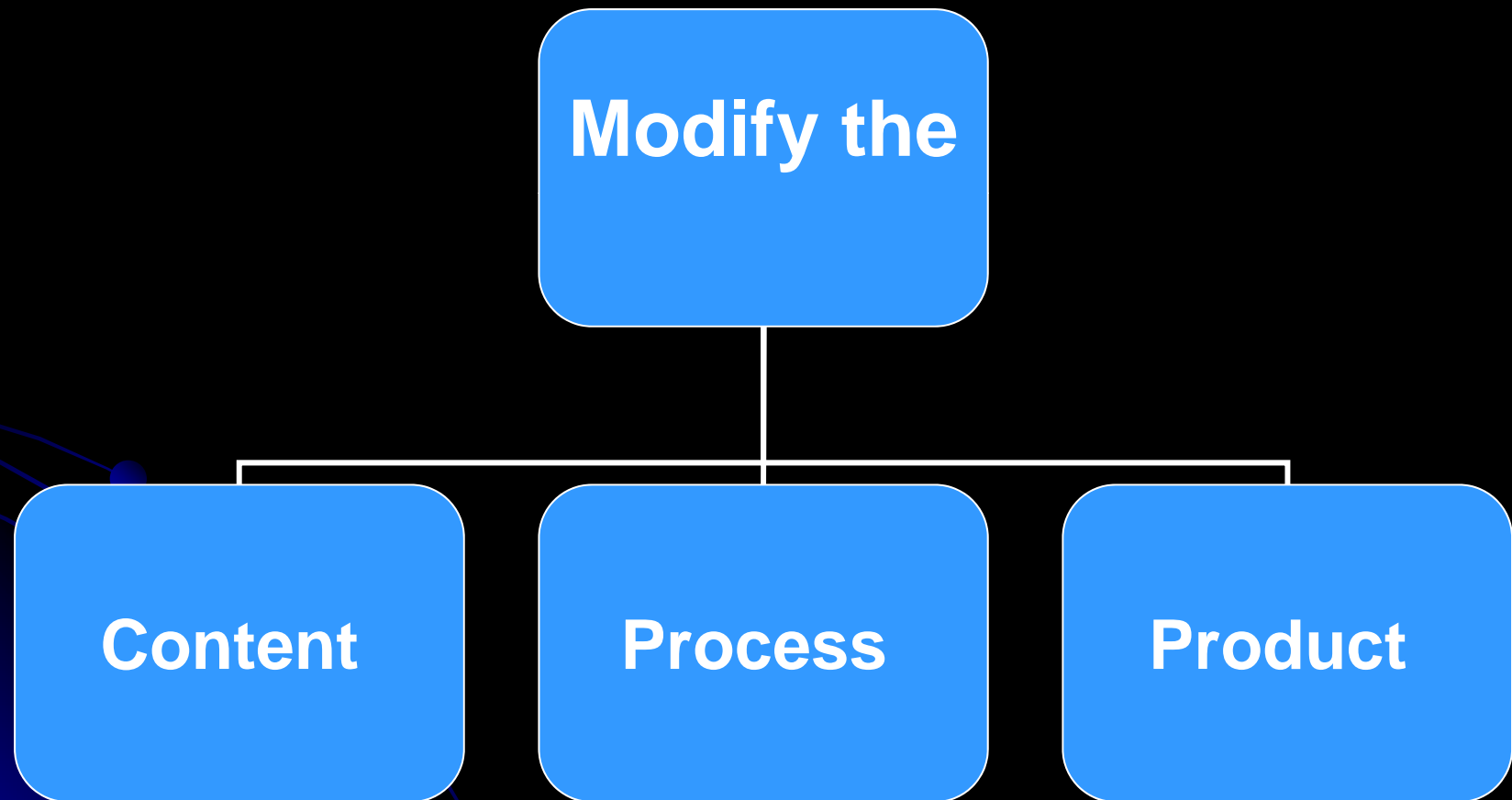
# What Is the goal of Differentiation for advanced learners?

- 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

# 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

# Regular Classroom Differentiation



# 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

# 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)

# Process: Grouping Options

- Whole Class
  - Small Group
  - Pairs
  - Individual
- 

- Heterogeneous
  - ❖ Mixed ability
  - ❖ Mixed interest
- Homogenous
  - ❖ Similar ability
  - ❖ Similar interest

## 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.

Products:

How We *Show*  
What We *Know*

# CHOICE of Products



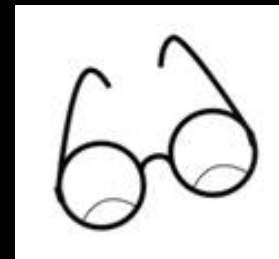
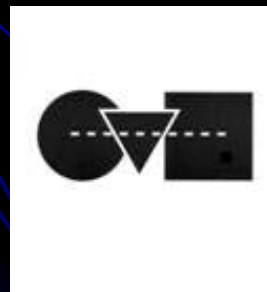
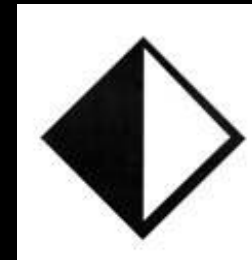
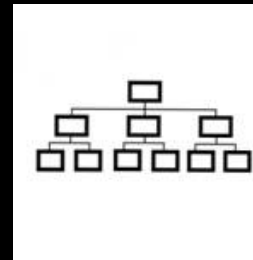
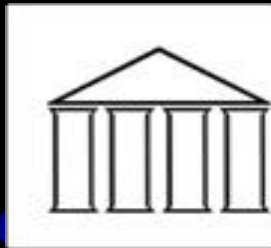
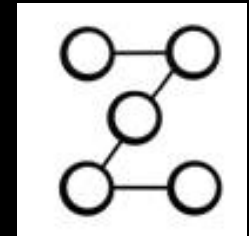
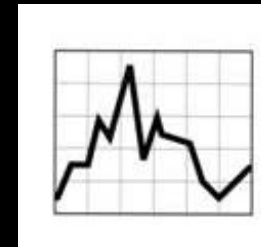
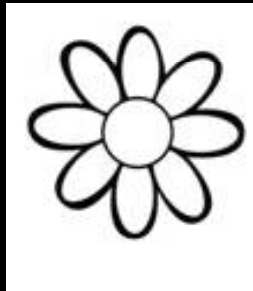
## Based on Student's

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

# 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

# Icons for Depth and Complexity



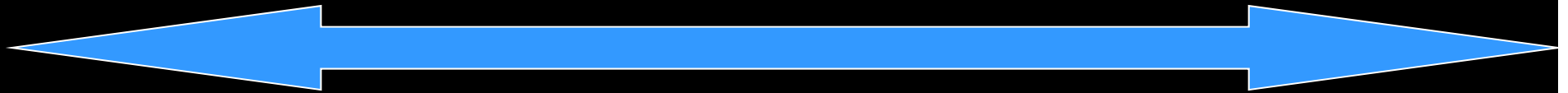
# In the regular classroom

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



# Differentiation is a Continuum



## **Not Differentiated**

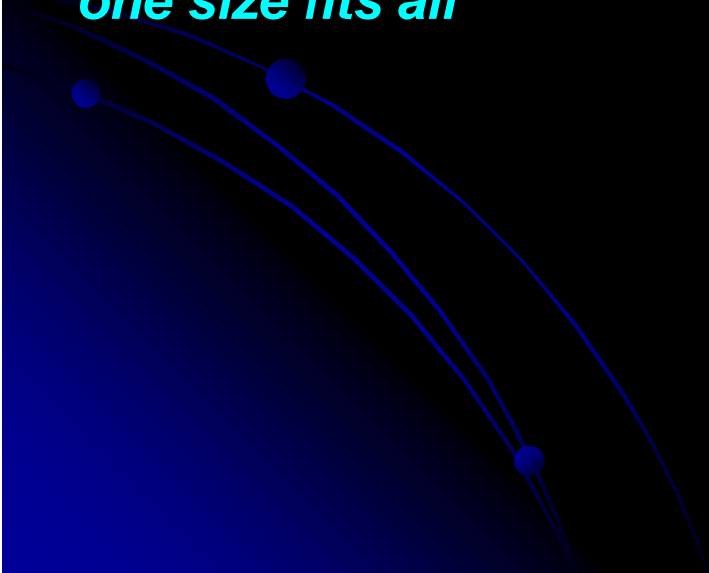
Reactive  
Fixed  
Closed

## **Fully Differentiated**

Proactive  
Fluid

- **Pre-assess**
- **Flexible grouping**
- **Menus / Choice**
- **Adjust questioning**
- **Curriculum Compacting**
- **Goal setting**
- **Tiered Activities**
- **Extend Standards**
- **Project Based**
- **Anchor Activities**
- **Integrated Thematic Units**
- **Offer Bloom's Higher Order thinking in every lesson**

**“one size fits all”**



# 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 undue 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!

# The END

Thank you for attending

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