

Understanding GATE Identification and Differentiation

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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 (STAR)
- 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

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

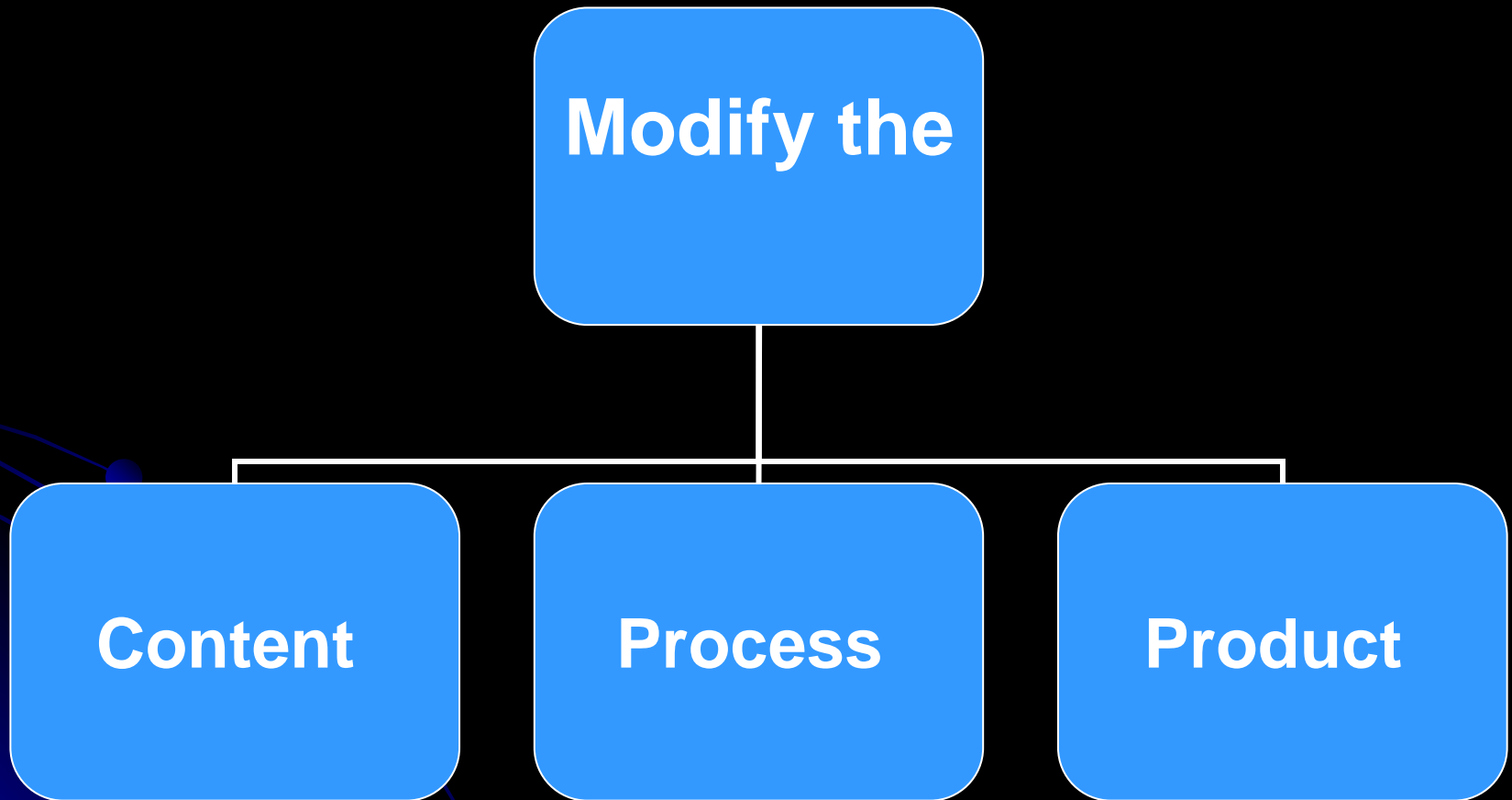
★ **Within my ZPD:** Tasks I can do with help

Too easy: Tasks I can do all by myself,

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

Regular Classroom Differentiation



Content

- Curriculum, core and extended
 - Standards
 - Facts, theories, structures
 - Textbooks, novels

Content is Standards Based

How it *can* be modified:

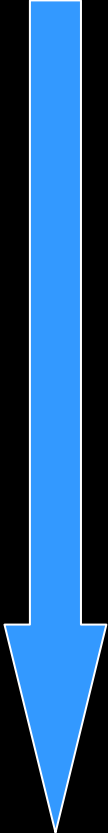
- Acceleration
- Pacing
- Compacting Curriculum
- Skipping lessons, units, coursework
- Higher level materials and questioning

Process:

The **HOW** of the learning, the sense-making

- Time
- Grouping
- Materials and Learning Activities
- Level of teacher support
- Level of thinking skills/Level of questioning
(Bloom's Taxonomy)

Process: Grouping Continuum

- Whole Class
 - Small Group
 - Pairs
 - Individual
- 

- Heterogeneous
 - *mixed ability
 - *mixed interest
- Homogenous
 - *similar ability
 - *same interest

A Word on Grouping

- 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.

Process: Materials and Learning Activities



- Reading level
- Info right there vs. search
- Manipulatives
- Graphic organizers
- Textbook support
- Textbook Extensions
- Replacement Tasks

Products:

How We *Show*
What We *Know*

CHOICE of Products



Based on Student's

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

Choice:

- Product
 - Generally 2-9 choices
 - Extension Menus, ITU's Inquires, Task Cards etc.
 - Thinking Skills - Intelligences
 - Rubrics / Criteria / Exemplars / Anchor Papers
 - Within 1 project - For an A...For a B...

Independent Projects or I-Search

- Content chosen by student, by teacher or together
- Teacher supports and checks in
- Contract with agreements and rubric
- Product chosen with completion date
- Share with class what they learned
- Application of standards/skill learned

In the regular classroom

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

- Reading groups
- Writing Conferences
- Math groups
- Experiments
- Homework, projects and extensions



Differentiation is a Continuum



Not Differentiated

Reactive
Fixed
Closed

“ one size fits all ”

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**

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 supports classroom teachers with differentiated instruction. #2

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

Differentiation

- 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.

"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 know this already. I'd like to show you that I have learned this [gotta prove it] and am ready for the next level of challenge. "I'm waiting.....for the other students to be done.

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 to a gifted student?

A: Nothing!

The END

Thank you for attending

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