

Characteristics of GATE Students

- ◇ Engage in a great deal of experimentation
- ◇ Extreme curiosity and questioning
- ◇ Question rules, customs and traditions.
- ◇ Looks for consistency and are irritated by exceptions
- ◇ Have highly focused interests; immerse themselves in these interests.
- ◇ Imaginative
- ◇ Heightened self-awareness; may feel different from peers.
- ◇ High levels of energy
- ◇ Value logic and rational approaches
- ◇ Extra emotional; may be over sensitive
- ◇ Advanced comprehension
- ◇ Accelerated thought processes
- ◇ Heightened capacity for seeing unusual and diverse relationships
- ◇ Think in alternative and abstract terms
- ◇ Their intellectual development out-paces their social and emotional development.

Myths about GATE students

- ◇ They can succeed without help.
- ◇ Their special abilities are always prized.
- ◇ They are not aware of being different.
- ◇ They enjoy serving as examples for other children.
- ◇ They are insensitive and disrespectful.
- ◇ They like to be alone.
- ◇ They should be valued primarily for their brain power.
- ◇ They are more mature and emotionally stable.

Gifted and Talented Resources

California Association of the Gifted and Talented

www.cagifted.org/

National Association of the Gifted and Talented

www.nagc.org

Hoagies' Gifted Education Page

www.hoagiesgifted.org

Family Education for the gifted learner
school.familyeducation.com/giftededucation/parenting/34390.html

The Council for Exceptional Students

http://www.ri.net/gifted_talented/parents.html

California Department of Education

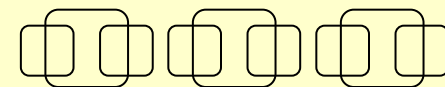
www.cde.ca.gov/sp/gt/re/

For more information:

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Westminster School District

Gifted and Talented Program



Mission for GATE Students

- nurture potential of students
- challenge those with advanced learning capabilities
- address the needs of gifted learners across all curricular areas
- to raise awareness that the utilization of differentiated instruction is a necessary tool in ensuring all student's mastery of academic standards (effective teaching).








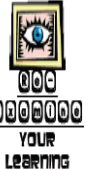


GATE Curriculum



- ◇ Higher Order Thinking (Blooms Taxonomy)
- ◇ Universal Concept Development (Theme)
- ◇ Inquiry Based
- ◇ Cross Discipline Connections (Disciplinarians)
- ◇ Meaning Based (Depth and Complexity) Icons
- ◇ Metacognition (I think about my learning)
- ◇ Scholarliness (Scholarly Traits)
- ◇ Standards Based and More

OUR PATHWAY TO EXPERTISE

SCOPE AND SEQUENCE OF A DIFFERENTIATED CLASSROOM

FOUNDATION	DEPTH	COMPLEXITY	CONTENT IMPERATIVES	THINK LIKE A DISCIPLINARIAN	INDEPENDENT STUDY
 CALIFORNIA STATE CONTENT STANDARDS	 Big DEEPER into the layers of Your study	 STRETCH YOUR IDEAS THROUGH COMPLEX THINKING	 YOUR LEARNING	 ANALYZE YOUR STUDY THROUGH THE EYES OF A Specialist	 Research Your Unanswered Questions or Compacted Learning
Disciplines: Language Arts, Math, Earth/Physical Sciences, Social Sciences, Fine/Performing Arts	Big Ideas, Language of the Discipline, Details, Rules, Patterns, Trends, Ethics, Unanswered Questions	Relate Over Time, Multiple Perspectives, Across the Disciplines	Origins, Parallel, Paradox, Convergence, Contributions	Anthropologist, Sociologist, Linguist, Historian, Biologist, Economist, Political Scientist, Philosopher, Geographer, Physicist	Novelty, Acceleration, and the use of Bloom's Taxonomy (higher levels of thinking) with Key Words

How do we differentiate at our schools?

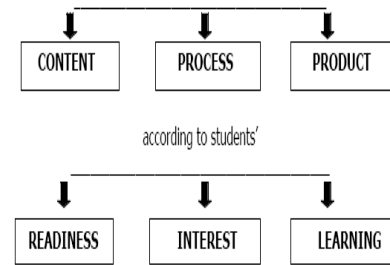
The staff in Westminster School District believes each child is unique and deserving of a rich educational environment. We recognize that each student is a unique individual with different abilities, interests, and learning styles. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Westminster's ultimate goal of education is to provide each student with the skills and knowledge that will enable him/her to aspire to the highest level of achievement in his/her chosen endeavors.

To meet the needs of gifted learners, from kindergarten through sixth grade, Westminster teachers, provide a differentiated curriculum that will compact, enrich, and/or accelerate the regular curriculum. Differentiated instruction is not a single strategy, but rather an approach to instruction that incorporates a variety of strategies. Differentiation is not just a "gifted" word. Every child has the right to learn, and that rate of learning is not universal for all children. However, all students need high expectations. Differentiation is providing and planning pathways according to the needs and readiness of your students.

Differentiation

- ◇ Depth/complexity (and relevancy)
- ◇ Alter the pace and style as necessary
- ◇ Use high level questioning (think Bloom's!)
- ◇ Provide guidance to students' curiosity
- ◇ Allow students to choose content, allow group brainstorming
- ◇ Allow students to show creativity and encourage perseverance
- ◇ Encourage students to show what they **have** learned through products
- ◇ Allow students to prepare and research alone or together

Teachers can differentiate the



through a range of instructional and management strategies such as:

Multiple intelligences	tiered lessons	varied journal prompts
Jigsaw	tiered centers/ products	varied strategies
Task cards	literature circles	compacting
varying organizers	learning contracts	interest centers/groups
varied texts	small group instruction	interest groups
Supplementary materials	Group Investigation	varied homework
independent study		And more!

Teacher/District G.A.T.E. Training

Representatives from five school districts (WSD, FVSD, OVSD, HBCSD, and GGUSD) came together to define standard requisite competencies for G.A.T.E teachers. This committee created a G.A.T.E teacher certification process which meets state requirements. This process includes teacher in-services, teacher collaborations to design differentiated lessons, lesson demonstrations, administrative observations, and yearly professional development. All G.A.T.E classrooms within Westminster School District have G.A.T.E trained teachers.