

GIFTED AND TALENTED SERVICES

**Oak Grove School District
San Jose, California**

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PURPOSE OF THIS DOCUMENT

The purpose of this document is to inform parents of the variety of services and support systems available to gifted and talented students in Oak Grove School District.

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MISSION STATEMENT

It is the mission of Oak Grove School District to educate all students to their full potential in a classroom.

Giftedness is an indication of ability. It is not an automatic guarantee of success. Gifted students need to have their questions welcomed, if not always answered. They need to be exposed to new and old ideas. They need to be encouraged to use their unique talents and gifts to perhaps discover possible solutions to human and societal problems.

We are committed to a school environment that fosters excellence and the achievement of one's potential. It is this belief in the possibility of individual excellence and unique achievement—and the school's responsibility for fostering both—that is the basis of Oak Grove School District's gifted and talented education.

Methodologies and Strategies

- use integrated curricula, differentiated instruction
- employ the inquiry approach
- apply higher thinking process
- help students to develop appropriate social skills
- help students to develop a growth mindset
- develop skills in the use and application of new technologies
- grouping patterns that meet the needs of highly able students
- staff is trained in the use of these methodologies and strategies
- develop students' 21st century skills in collaboration, communication, critical thinking and creativity



HISTORY OF LEGISLATION

The State of California first became committed to differentiated instruction in all classes for the gifted in 1961 with the passage of legislation defining a mentally gifted minor as “a minor enrolled in a public primary or secondary school of this state who demonstrates such general intellectual capacity as to place him within the top 2 percent of all students having achieved his/her school grade throughout the state.” Further impetus was given to GATE with the passage of SB364 by Senator Clair Burgener in 1971. Particularly important in this bill was the provision for funding up to 3 percent of average daily attendance, starting with \$60 per student enrolled in approved districts in 1971-72 and increasing by \$10 increments per year to a maximum of \$100 per pupil in 1975-76.

However, funding has been uneven and uncertain, identification has exceeded 3 percent ADA, funds have been prorated, and certification process has been permissive. Many legislative attempts have been made to correct these problems. AB3415 by Assemblyman Leo McCarthy would have increased the funding from 3 percent to 4 percent per ADA; it successfully passed all committees and both the Senate and Assembly, but was vetoed by Governor Reagan in September, 1974. Several of the concerns of the legislators and Reagan were incorporated into SB480 by Senator Peter Behr; this bill also successfully passed through the Senate and Assembly, but was vetoed by Governor Brown. The most recent legislation affecting the gifted program is AB494, which became effective in 1989. Among its provisions is the option for broadening identification criteria into areas of artistic talent, leadership skills, and creative thinking. It also restructures the bases for distributing categorical funds to those California districts that maintain services for gifted and talented students. The intent of AB494 is to place special emphasis on those pupils from economically disadvantaged and varying cultural backgrounds. AB494 was to have “sunsetting” at the end of the 1993-94 school year, but legislation was passed and signed to continue the legal basis for the program.

AB2313 (Correa), signed in the fall of 2000, revises the application criteria and funding formula for GATE services. The bill also repeals several provisions of current law including the requirement that encouraged the use of “pull out” services; requirements for local annual assessments of services, and prohibitions on using state funds for field trips. School districts elect to apply for GATE funds each year.

Current provisions governing GATE services include promoting integrated, differentiated strategies within the regular school day, and providing GATE funding to participating districts in equal amounts per unit of regular average daily attendance.

IDENTIFICATION OF GIFTED

Within the standards established by the State Board of Education, districts will define evidence of high performance capability, using one or more of the categories listed below as criteria. It was the intent of the Legislation in passing AB494 to ensure that services for the intellectually able students be continued and improved. Furthermore, it is intended that services for the talented may be established to seek out and provide for the needs of those students.

- *Intellectual Ability* applies to students whose general mental development is significantly accelerated beyond that of their chronological peers.
- *Creative Ability* applies to students who examine assumptions, restructure perceptions, construct new concepts, and use them in productive ways.
- *Specific Academic Ability* applies to students who consistently function at an advanced academic level in a particular subject area.
- *Leadership Ability* applies to students who, in response to varied situations, are able to exert influence on others either positively or negatively.
- *High Achievement* applies to students who consistently produce ideas and/or products of excellence.
- *Visual and Performing Arts Talent* applies to students who evidence exceptional abilities to produce or perform in one or more areas of the fine arts.



Oak Grove School District identifies and offers services in the categories of intellectual ability, high achievement, and specific academic abilities within the classroom first, and through opportunities of extended seminars.

SCREENING

All third grade students are screened for GATE without parent permission. Fourth and 5th grade students are referred by their classroom teacher for GATE screening in the winter of each year. Referred 4th and 5th grade students require parent permission for screening. Students in grades 6-8 are identified through the Student Success Team process.

Screening - Students are screened with the **Raven Progressive Matrix non-verbal** test. Those achieving at the 97th percentile and above on the Raven are certified. The GATE screening process is presented in more detail in Appendix A.

Varying Factors Certification - The prescreening process is the same as above. The individual score required for certification is adjusted based on social/environmental factors. Education Code Section 52200 states that "special efforts be made to ensure that pupils from economically disadvantaged and varying cultural backgrounds be provided with full participation." The most common reason for this certification is the use of a second language in the child's home.

High Achievement Certification - See Appendix A for more information.

"Outside" Certification - Students who are tested by certified psychologists and have I.Q.s at or above 130 are eligible for certification.

Student Success Team (SST) Certification - Students who are high achievers or show other GATE characteristics but do not meet the above standards may be considered in certain extenuating circumstances. An example might be a Limited English Proficient student whose second language prevents certification in the above manner. Such students may be referred to the school's Student Success Team for consideration if they have been previously through the normal screening process without success. The Student Success Team needs to review the referring teacher's recommendation, any pertinent information from previous teachers, and relevant examples of the student's work. If the Student Success Team agrees with the recommendation, the student may qualify for GATE services on a temporary basis. The Student Success Team needs to reevaluate the student's placement after one year and make a recommendation to Educational Services for formal certification.



Certification From Other Districts - Students who have been certified in other California school districts are also eligible for GATE placement. Students who have similar services in other states should have their supporting documentation sent to Educational Services for examination. If the criteria is comparable, the student will be certified; if not, the student will need to begin the screening process.

OBJECTIVES

Objectives are defined as follows:

1. To identify high achieving students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide for differentiated opportunities for learning that meet the students' particular abilities and talents.
2. To provide classroom curriculum to address the individual characteristics, needs, abilities, and interests of the high achieving (differentiation of depth, complexity, and novelty).
3. To provide opportunities for highly able students to work in homogeneous, heterogeneous, and individual instructional settings (part-time grouping, enrichment activities acceleration).

INSTRUCTION

GATE instruction in Oak Grove School District is provided for students in grades 4-8 through curriculum designed to provide each student with uniquely appropriate opportunities suited to his/her individual talents and abilities. Qualitatively differentiated instruction are those which modify or adjust the content, process, product, and learning environment in ways which build on and extend the characteristics of gifted students.

- The content (what we teach) includes more abstract, complex, and varied material. It is presented in a way which achieves economy, illustrating the organization and methods of inquiry of a discipline, and includes a study of well-known producers, performers, and innovators.
- The processes (the way we teach and the way students interact with material) include those which develop higher-level thought; allow for open-endedness, discovery, and freedom of choice; encourage group interaction and proof of reasoning; are varied both in kind and in pacing.
- Student products (ideas, projects, papers, presentations, or any results of student interaction with content) involve real problems presented to real audiences. Students are taught self-evaluation of their products which involve transformations or original thinking.

PROCESSES

Part-time Grouping: Student classes within the school day or extended seminars are organized to provide advanced or enriched subject matter.

Enrichment Activities: Students remain in their regular classrooms but participate in differentiated instruction which augments their regular educational programs. When available, students may use advanced materials and/or receive opportunities from persons other than the regular staff.

Cluster Grouping: Students are grouped within a regular classroom setting and receive appropriately differentiated instruction from the regular classroom staff.

Acceleration: Students are placed in grades or classes more advanced than those of their chronological age group.

FUNDING FOR GATE

There is no state funding for GATE.

TEACHER CERTIFICATION

All teachers working with high achieving students are required to have participated in a minimum of eight hours of training in delivering differentiated instruction. In addition, teachers are now required to attend supplementary training in the areas of literacy and math as well as the areas of race and equity.

SCHOOL RESPONSIBILITIES

1. Describe GATE services to parents in the school newsletter, meetings and other means of communication.
2. Annually, GATE services will be evaluated using multiple measures.
3. Meet in the fall with parents of GATE and high achieving students to explain the services.
4. Describe GATE in the School Based Coordinated Plan.
5. Facilitate and provide staff and/or cross-grade level planning time to discuss the needs of high achieving students.
6. Designate one staff representative to attend meetings scheduled and facilitated by District staff.
7. At parent conferences describe modification, differentiation, acceleration, and grouping, which are occurring.

DISTRICT RESPONSIBILITIES

- Provide coordination for training to address the needs of high achieving students (e.g. Differentiated Instruction).
- Organize and implement GATE Seminars (if available).
- Provide technical support to the schools for the development and inclusion of GATE services in each School Based Coordinated Plan.
- Conduct periodic parent assessment of services.

CHARACTERISTICS OF GATE CHILDREN

GENERAL CHARACTERISTICS

GATE students may:

- read earlier with a better comprehension of the nuances of the language.
- have unusually large vocabularies for their age.
- have the ability to learn basic skills more quickly and with less practice.
- have the ability to retain a great deal of information.
- take less for granted, seeking the “how” and “why”.
- have a longer attention span and demonstrate persistence and intense concentration.
- frequently have seemingly boundless energy, which sometimes leads to a misdiagnosis of “hyperactivity”.
- display a better ability to work independently at an earlier age and for longer periods of time than other children.
- have a wide range of interests.
- be easily bored with routine tasks.
- like to organize and bring structure to things, people, and situations.
- strive for perfection; be self-critical.
- be self-assertive (even aggressive) but stubborn in beliefs.

LEARNING CHARACTERISTICS

GATE students may:

- take great pleasure in intellectual activity.
- have well developed powers of abstraction, conceptualization, and synthesizing abilities.
- have rapid insight into cause-effect relationships.
- be skeptical, critical, and quick to spot inconsistencies.
- readily perceive similarities, differences, and anomalies.
- make valid generalizations about events, people, or things.
- prefer to work independently; require little direction from teachers.
- be a keen observer; see more and get more.

CREATIVE CHARACTERISTICS

GATE students may be:

- fluent thinkers, able to produce a large quantity of possibilities, consequences or related ideas.

- flexible thinkers, able to use many different alternatives and approaches to problem solving.
- original thinkers, seeking new, unusual, or unconventional associations and combinations among items of information.
- elaborative thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation or problem.
- highly curious about objects, ideas, situations or events.
- intellectually playful and imaginative.

WORKING WITH YOUR GATE CHILDREN

To help their gifted child(ren), parents may:

- take advantage of your child(ren)'s questions and interests to guide them into further learning.
- help them develop physical and social skills just as they encourage mental growth.
- avoid comparing them with others.
- show them they are loved for their own sake and not for their intellectual ability or talent.
- set reasonable standards of behavior and enforce them consistently.
- provide opportunities for decision-making by your children with evaluation of action taken.
- help them find worthwhile and challenging reading materials and television programs.
- take them to places and events of interest.
- enable them to take advantage of lessons and activities offered by private groups or community organizations.
- advise them on how to budget time, organize work, and improve study habits.
- help them make their own plans and decisions.
- give them increasing independence as their ability to handle responsibility increases.
- avoid overstressing intellectual achievements.
- teach them to use their gifts for the benefit of society as well as for themselves.
- encourage them to set high educational and vocational goals.
- express attitudes and behavior that set the example you want them to follow.
- enjoy the challenge and excitement your gifted child will bring to their life.
- answer your child's questions with patience and good humor.

CHALLENGES OF GATE STUDENTS

While many gifted students do not exhibit any of the following personality traits or problems, it is helpful to be aware of their existence in order to help those students who may need assistance in these areas.

GATE students may

- be impatient with the slower learning pace of others.
- be unwilling to perform work effectively unless work itself is intellectually stimulating.
- be perfectionistic.
- take themselves very seriously and be unable to laugh at themselves.
- be loners or highly independent.
- be perceived by others as moody and temperamental or remote and/or aloof.
- perceive others as narrow, lazy or incompetent, shallow or even trivial.
- have a sense of failure early in life, sometimes due to not having met their own standards.
- have unconventional career goals.
- be frustrated by set procedures.
- fail at jobs in which those of lesser ability do well.
- feel a missionary urge to change things.
- have a breadth of interests and activities not appreciated by others (seen as dilettantism).
- be rejected by peers.
- receive negative reactions from some teachers.

PARENT INVOLVEMENT

- Parent commitment is of direct assistance to the individual school site, and includes such activities as serving as a volunteer, providing resource experiences during non-school and school hours, and coordinating events.
- Parent involvement in the California State legislative process promotes more effective and permanent GATE funding for the development of additional services.
- A climate of mutual trust and a sharing of a common goal---the best education for one's children and/or students---lead to a real partnership between the home and the school.
- Parents are virtually unlimited in the kinds of contributions they can make to gifted education. They, too, can draw on their own unique gifts and talents in working with staff.

PROFESSIONAL ASSOCIATIONS

CALIFORNIA ASSOCIATION FOR THE GIFTED

The California Association for the Gifted provides a vehicle through which persons can be actively involved in an ongoing effort to develop relevant educational opportunities for gifted and talented persons of school age; to share successful classroom practices; to support specialized professional preparation for educators of gifted persons; to support legislation pertaining to the education of the gifted; to support conduct of research; to build recognition of the need for differentiated education; to provide avenues of communication through representation on the Executive Board, standing committees on legislation, higher education, research, and publications.

NATIONAL ASSOCIATION FOR GIFTED CHILDREN

The National Association for Gifted Children (NAGC) is an organization of parents, 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. We support and develop policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. To this end, NAGC supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies.

RESOURCES

1. Alvino, J., Parents' Guide to Raising a Gifted Child: Recognizing and Developing Your Child's Potential from Preschool to Adolescence, New York: Ballantine. 1996
2. California Association for the Gifted, (1) The Challenge of Raising Your Gifted Child, 1998
3. Cohen, L., Frydenberg, E., Coping for Capable Kids, Strategies for Students, Parents and Teachers, Texas, Prufrock Press. 1996
4. Cross, T.L., Ph.D., The Social and Emotional Lives of Gifted Kids. 2005
5. Delisle, J., Ph.D., Parenting Gifted Kids: Tips for Raising Happy and Successful Children. 2006
6. Galbriath, J. & Delisle, J., The Gifted Kids Survival Guide: For Ages 10 and Under, 2009 The Gifted Kids Survival Guide: A Teen Handbook. Minneapolis, MN: Free Spirit Publishing. 1996
7. Olenchak, F. R., Ph.D., They Say My Kid's Gifted: Now What? 1998
8. Smutny, J. F., Stand Up for Your Gifted Child: How to Make the Most of Your Kid's Strengths at School and at Home. 2000
9. Weinfeld, R., Barnes-Robinson, L., Jeweler, S., Sheevitz, B.R., Smart Kids with Learning Difficulties. 2006

Oak Grove School District's GATE Screening Process

Assessment	Must meet this requirement:	OR	Must meet both requirements:
Raven Progressive Matrices	97 - 99 %ile		94 - 96 %ile
Teacher's Indicator of Gifted Behaviors (Attached)			Total of 6 areas selected from Teacher's Indicator of Gifted Behaviors

Notes:

1. All 3rd graders are screened.
2. 4th and 5th graders are screened upon recommendation of the teacher.
3. Students may be certified through the Student Success Teams (SST) process, (especially relevant for students from "economically disadvantaged and varying cultural backgrounds", Ed. Code 52200).

Oak Grove School district GATE Screening Process ELL and FEP STUDENTS

All children in Oak Grove School District have an equal right to develop to their full potential. Recognizing that there are different variables contributing to a student being considered "Gifted and Talented," some differentiated standards will be applied for the qualification to GATE services.

Assessment	Must meet this requirement:	OR	Must meet Raven and one Additional Requirement:
Raven Progressive Matrices	95 - 99% ile		92 - 94% ile
Teacher's Indicator of Gifted Behaviors (Attached)			Total of 6 areas selected from Teacher's Indicator of Gifted Behaviors
CELDT Test			Shows 2 years growth in 1 year on the overall score

- **High Achievers:** Student Study Team may certify children through their process and send the completed SST form to the GATE office for final approval. All SST certifications are subject to review after one year. Upon satisfactory performance for one year, the student receives permanent certification.