Chaparral Elementary School

Gate Parent Information Meeting

October 29, 2014
Optional: Gifted video Clip

http://www.youtube.com/watch?v=Omx_iLtMjZA&list=WLt726B7fCGEvagt2GxtyHB4BKvvecl6O5
http://safeshare.tv/w/LIwJScTski
Introductions

- Melissa Schaefer
- Lynn Takacs – 4th
- Bonnie Cameron 5th
- Johnnie Perry – 5th
Today’s Topics

- What does it mean to be gifted?
- What are some of the common challenges gifted children may experience?
- How is the Gifted and Talented (GATE) program structured in CUSD?
- What are examples of differentiation at Chaparral Elementary School?
Highly Sensitive to sounds and touch

Large vocabulary

Difficulty making friends and managing relationships

Learned to read and speak early

Boundless energy

Focused concentration for long periods of time

Large storehouse of information

Excellent Problem-solvers

Keen ability to Interpret nonverbal cues

Loves the word “WHY”

You might have noticed in your child along the way…
Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance.

Gifted children demonstrate achievement and/or potential ability in any of the following areas:

- General intellectual ability
- Specific academic aptitude
- Creative/Productive thinking
- Leadership ability
- Visual and performing arts
- Psychomotor ability

Redefining Giftedness

- The development or talent is a lifelong process. It can be evident in young children as exceptional performance on tests and/or other measures of ability or as a rapid rate of learning.

- As individuals progress through childhood to adolescence, achievement and high levels of motivation in the domain become the primary characteristics of their giftedness.

- Various factors can either enhance or inhibit the development and expression of abilities.
# High Achievement ≠ Giftedness

<table>
<thead>
<tr>
<th>Bright Child</th>
<th>Gifted Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Enjoys sequential presentation</td>
<td>Thrives on complexity</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Shows strong feelings and opinions</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Technician</td>
<td>Inventor</td>
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</table>
## Frequent Characteristics & Potential Roadblocks

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Possible Roadblocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquisitive and show intellectual curiosity</td>
<td>Strong-willed, may ask embarrassing questions, expect the same in others, tend to dominate conversations, perceived as a “show-off”</td>
</tr>
<tr>
<td>Acquire and retain information quickly</td>
<td>Impatient with slowness of others, dislike routine and drill, may resist mastering foundational skills, may make concepts unduly complex</td>
</tr>
<tr>
<td>Possesses a vast knowledge on diverse topics</td>
<td>Very persistent, “I’d rather do it myself” is a common attitude. Perceived as stubborn; resists interruption</td>
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### Frequent Characteristics & Potential Roadblocks

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<th>Possible Roadblocks</th>
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<td>Love of truth, equity, and fair play</td>
<td>Difficulty in being practical, may worry about humanitarian concerns</td>
</tr>
<tr>
<td>Enjoy organizing things and people into structure and order; seek to systematize</td>
<td>Construct complicated rules or systems, may be seen as bossy, rude, or domineering</td>
</tr>
<tr>
<td>Fiercely Competitive</td>
<td>Difficulty compromising. They can become “loners,” competing against themselves</td>
</tr>
<tr>
<td>Strengths</td>
<td>Possible Roadblocks</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thinks critically, have high expectations, can be self-critical and evaluate others</td>
<td>Intolerant of others, may become discouraged, depressed, and/or perfectionistic</td>
</tr>
<tr>
<td>Ability to conceptualize, synthesize, and problem solve</td>
<td>Reject or omit details, resist drill or practice, question teaching procedures</td>
</tr>
<tr>
<td>Creative and inventive; like new ways of doing things</td>
<td>May disrupt plans or reject what is already known, seen by others as different and out-of-step</td>
</tr>
</tbody>
</table>
Key Factors That Drive Success:

“The 10,000-Hour Rule”

The key to success in any field to a large extent is a matter of 10,000 hours of purposeful practice.

Examples:
- Agassi hit a million tennis balls a year.
- Mozart had clocked up to 3500 hours by the time he was 6 and studied his art for 18 years before he wrote his Piano concerto No 9 at age 21.
- Tiger Woods started playing golf when he was 2 years old.
Key Factors That Drive Success:

- Mindset of hardwork - innate talent versus perseverance
- Pushing past one’s comfort zone
- Expectations
- Belief
- Quality feedback
- Learning from failure
Experiencing occasional failure and frustration are essential, because every child must learn how to appropriately interpret personal failure and difficulties to be able to productively cope with the demands of the real world.
Did you know that Michael Jordan was cut from his high school basketball team?

"I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game winning shot, and I missed. I have failed over and over and over again in my life. And that is why I succeed."
Successful Failures

- Vincent Van Gogh sold only one painting during his lifetime.

- Stephen Spielberg was rejected from the University of Southern California School of Theater, Film and Television three times.

- Walt Disney was fired from a newspaper because "he lacked imagination."
Capistrano Unified School District uses and accepts multiple sources of data in order to seek out and accurately identify students for placement into the GATE program.
Once a student has been formally identified for the GATE program, he or she is identified for the duration of his or her educational career in CUSD, and will not be retested.

- Program participation requires a signed parent permission slip.

- If you choose to withdraw your child from the program, contact the GATE Department.
Assessment Update

- Last year, California suspended all English/Language Arts and Math California Standards Tests (CST).
- CUSD students participated in the Smarter Balanced Assessment Consortium (SBAC) Field Test.
- Since the 2014 SBAC was a field test, results will not be shared with school districts or parents.
- As a result, the GATE Department has had to revise the way in which CUSD screens for GATE testing.
The Testing Department worked with an outside assessment company, along with CUSD teacher teams over the summer to build a fall Common Core Initial Assessment.

All grades 2nd – 8th took the assessments.

The GATE Department will review test results in grades 3rd – 7th and will set a cut-point to determine who will be invited to GATE testing.
Elementary GATE students in grades 4th - 5th will be cluster grouped with other GATE identified students in the regular classroom setting.

Training regarding gifted students and differentiating the curriculum is offered through CUSD’s professional development program.

This winter all GATE cluster teachers will be released to attend a district training focused on gifted education.
Benefits of Cluster Grouping

- Allows similar groups of students to work together and be challenged.
- Gifted students have opportunities to interact with their intellectual and same age peers.
- Reduces the range of student achievement levels allowing teachers to more effectively target learning.
- GATE cluster teachers can address unique social and emotional needs of gifted children.

-Gentry & Mann (2008)
Middle School GATE students will be placed in accelerated classes for Language Arts and Social Science.

Middle school students are placed in mathematics classes based on district math placement criteria. GATE status is not considered in math placement.

At the middle school level, on a space available basis, high-achieving students may be placed in GATE classrooms.

(Criteria for placing high achievers in GATE classrooms is posted on the CUSD GATE website.)
GATE Academic Programs

High School GATE students will be appropriately placed in accelerated classes, Academies, Advanced Placement (AP), and/or International Baccalaureate (IB) classes based on grades and performance on exam. GATE status does not guarantee placement. Non-GATE students are enrolled in these classes if they meet the placement criteria.
GATE Program

All GATE Teachers will:

- Provide opportunities for students to meet or exceed the standards in all content areas.

- Utilize a variety of student assessment and data to carefully plan and monitor instruction.

- Implement a variety of instructional models to provide appropriate differentiation to meet the needs of gifted learners.
GATE Curriculum

- There is not a different curriculum for GATE students.
- The curriculum for all students is based on the Common Core State Standards (CCSS).
- GATE teachers differentiate the CCSS to meet the needs of their students.
Implications for the Gifted

The Common Core State Standards...

- Support gifted learners to develop abilities in domains or areas of interests.
- Stress critical and creative thinking.
- Focus on application of knowledge.
Implications for the Gifted

Common Core Standards...

- Life-long learning
- Acceleration, complexity, depth, and creativity
- Best practices
  - concept-based learning, integration of disciplines, and inquiry-based options.
Formative assessment is a process to continuously gather evidence about learning. The data are used to identify a student's current level of learning and to adapt lessons to help the student reach the desired learning goal.

Classroom Examples:
- Pretest
- Journal entry
- Exit Tickets
- Thumbs up/Thumbs down
Strategies for Differentiation

Differentiation may include complex strategies, but often times it may take a more simplistic form.

<table>
<thead>
<tr>
<th>High Prep Strategies</th>
<th>Low Prep Strategies</th>
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<tbody>
<tr>
<td>Tiered Lessons</td>
<td>Anchor activities</td>
</tr>
<tr>
<td>Flexible Grouping</td>
<td>Levels of questioning</td>
</tr>
<tr>
<td>Multiple texts</td>
<td>Offering choices</td>
</tr>
<tr>
<td>Problem-Based Learning</td>
<td>Varied journal prompts</td>
</tr>
<tr>
<td>Project-Based Learning</td>
<td></td>
</tr>
<tr>
<td>Varying Thinking Maps</td>
<td>Close Reads</td>
</tr>
<tr>
<td>Small group directed instruction</td>
<td>Think Pair Share by readiness, interest, or learning profile</td>
</tr>
</tbody>
</table>
The Depth and Complexity Model

- Developed by Sandra Kaplan
- The icons, also called “learning prompts” provide a common language for the teacher and students.
- Teachers use the learning prompts across the curriculum to promote a deeper level of understanding.
Let’s add Depth and Complexity to promote deeper understanding.

What patterns exist in both versions of the fairy tale?

What details does the wolf include in his account to defend his point of view?

How does an author influence a reader’s understanding by the narrative point of view (e.g. first person narrative, third person narrative)?
Enrichment Opportunities

- These opportunities are not exclusive to gifted students, however, many gifted children have enjoyed them.

- Examples include:
  - Destination Imagination
  - Reflections
GATE Program Communication

- Check the GATE website for GATE updates.
- You will automatically receive emails several times a year from the GATE department with updates and reminders about the program.

http://gate.schoolloop.com
GATE Parent Advisory Meetings

- CUSD will hold two additional District GATE parent meetings this year.
  - Thursday, January 8, 2015, 7:00-8:30PM, CUSD Board Room
  - Thursday, April 30, 2015, 7:00-8:30PM, CUSD Board Room

- Parents of students who are identified this year for the GATE program will be invited to a new parent information meeting.
  - Thursday, June 4, 2015, 7:00-8:30PM, CUSD Board Room
How Can You Support Your Gifted Child?

- Learn more about what it means to be gifted (See recommended resources slides)
- Understand that gifted children often have unique social and emotional needs.
- Attend local conferences related to gifted education.
- Participate in gifted webinars.
The California Association for the Gifted (CAG) Conference:
When: February 27-March 1, 2015
Where: Renaissance Hotel and Convention Center in Palm Springs.
Registration deadline: January 17, 2015
For more information, please visit http://www.cagifted.org/events.
Gifted Websites Updated Regularly

- California Association for the Gifted
  - www.cagifted.org

- National Association for Gifted Children
  - www.nagc.org

- Hoagie’s Gifted
  - http://www.hoagiesgifted.org/
Gifted Blogs to Follow

- Prufrock Press’ Blog

- Education Week – “Unwrapping the Gifted”

- Gifted Exchange
  - [http://giftedexchange.blogspot.com/](http://giftedexchange.blogspot.com/)

- Talented and Gifted
  - [http://www.talentedandgifted.net/](http://www.talentedandgifted.net/)

- The Mislabeled Child (written by two MD’s)
  - [http://mislabeledchild.com/](http://mislabeledchild.com/)
Recommended Reading

- *100 Success Secrets for Gifted Kids*, Christine Fonseca (2011)
Gifted Webinars

- Social and Emotional Needs of the Gifted (SENG)
  http://www.sengifted.org/webinar_download_order_form.shtml

- UCI Free Gifted Webinars (scroll down to education)
  http://unex.uci.edu/services/events/recorded.aspx
Thank you for attending!