



GATE INFORMATION NIGHT

10-15-2019

EUREKA UNION SCHOOL DISTRICT



LEARNING TARGETS

- 30,000-foot view of EUSDs GATE program
- Truths and myths about giftedness
- Identification protocols for GATE eligibility
- Cluster-grouping model for GATE
- Testing information



WHAT IS GIFTEDNESS?

- *“Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.”* The Columbus Group, 1991. (NAGC, 2018)



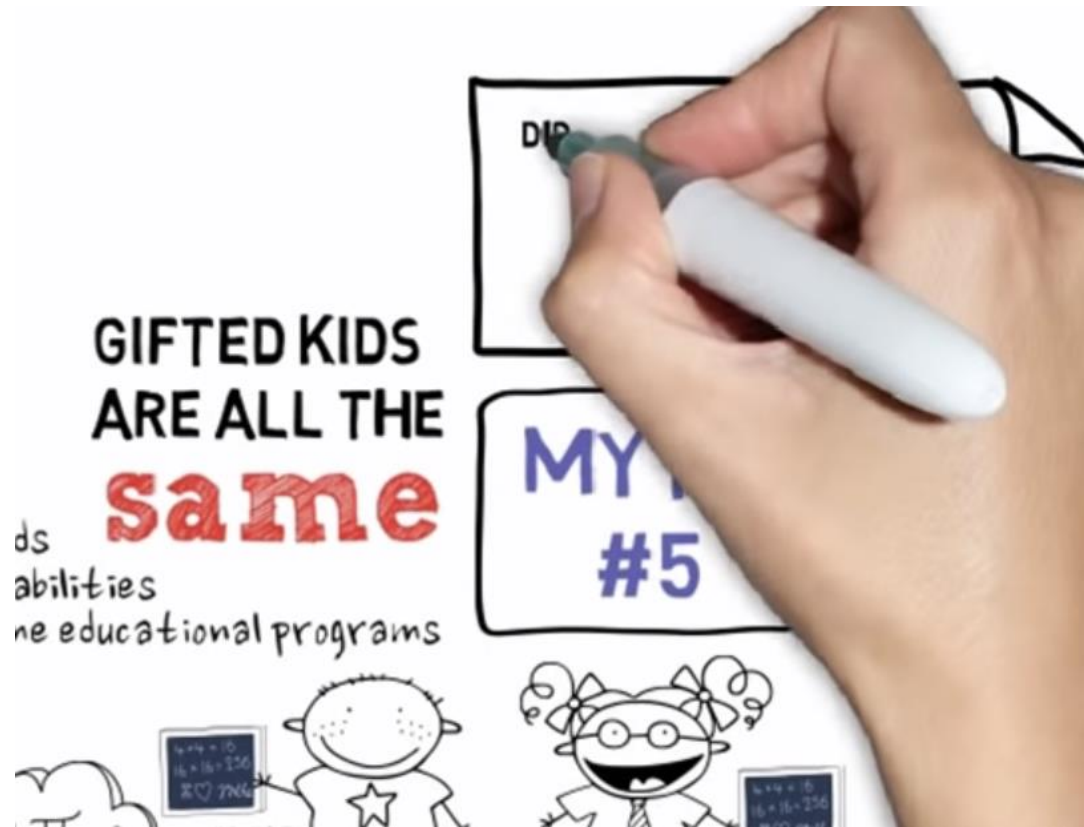
NECESSARY & SUFFICIENT CONDITIONS

Sternberg's five "necessary and sufficient conditions that gifted persons have in common":

1. Excellence: A gifted person must be extremely good at something.
2. Above Norm: He or she must possess a high level of an attribute that is uncommon relative to peers.
3. Productivity: The superior trait must (potentially) lead to productivity.
4. Demonstrability: The trait also must be demonstrable through one or more valid tests.
5. Value: The superior performance must be in an area that is valued by society.



TRUTHS VS. MYTHS ABOUT GIFTEDNESS



What are some generalizations you have heard about gifted students? Are they myths or truths?



MANY GIFTED INDIVIDUALS MANIFEST...

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)



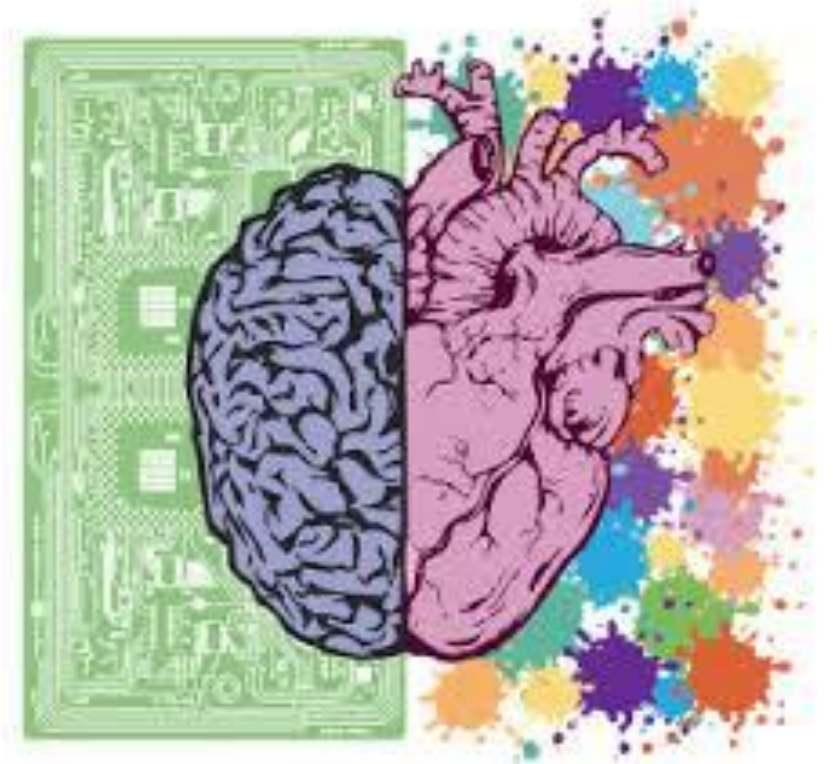
HERE'S ANOTHER TRUTH...

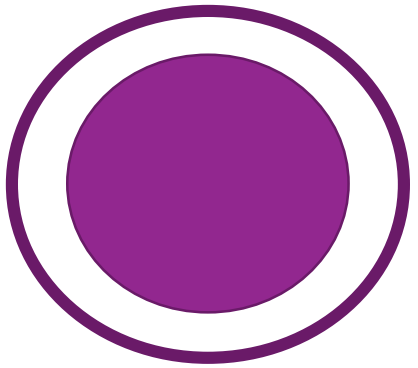
- The state does not fund (and require) districts for its GATE (or lack) program.
- Although the Legislative Intent is present (EC 52200[a]).



EUSD: GATE FACTS AND FIGURES

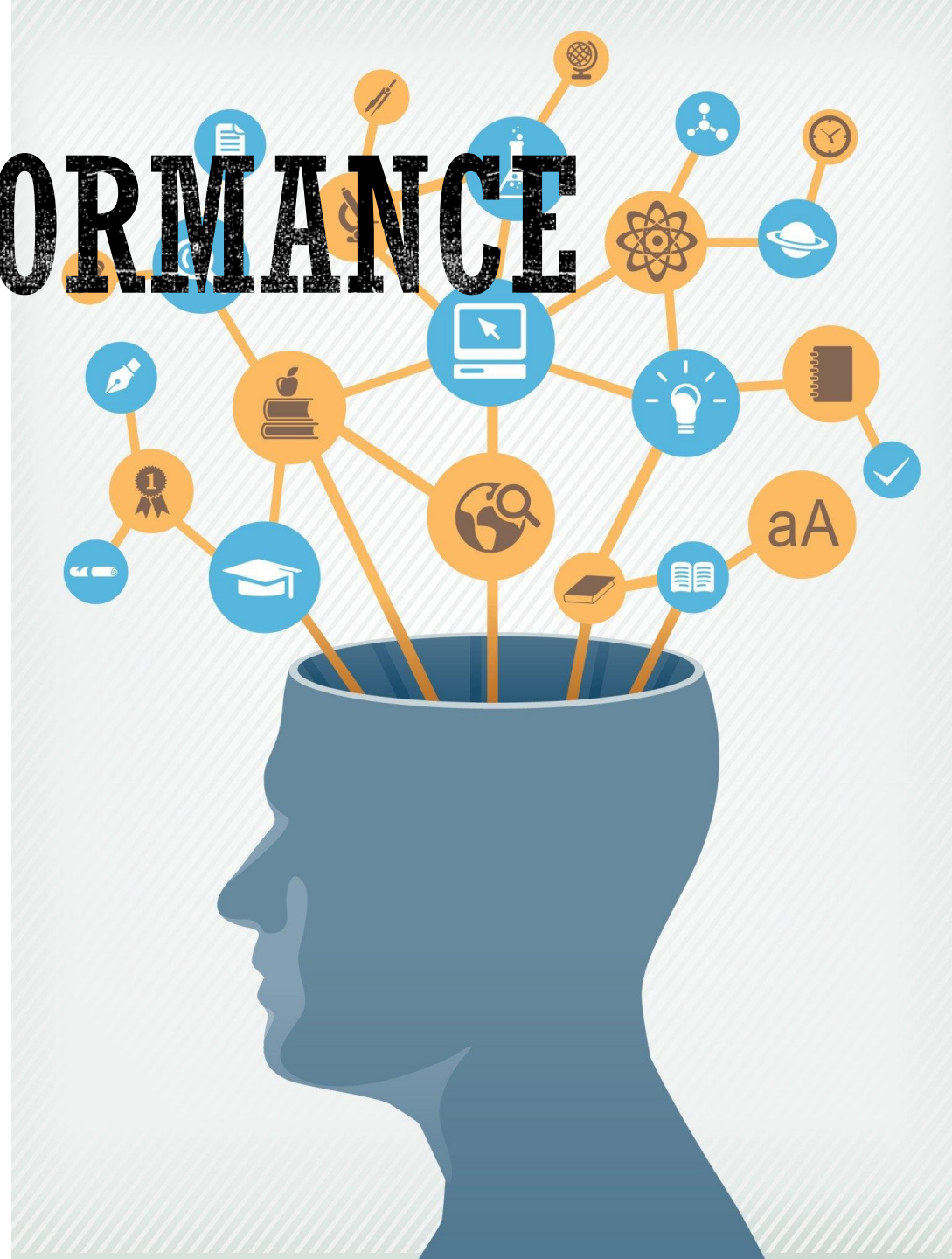
- 2019-2020 – 173 students (159 the previous year)
- 21 *4th graders*, 34 *5th graders*, 43 *6th graders*, 37 *7th graders* & 38 *8th graders*
- 5.1% of EUSD's population





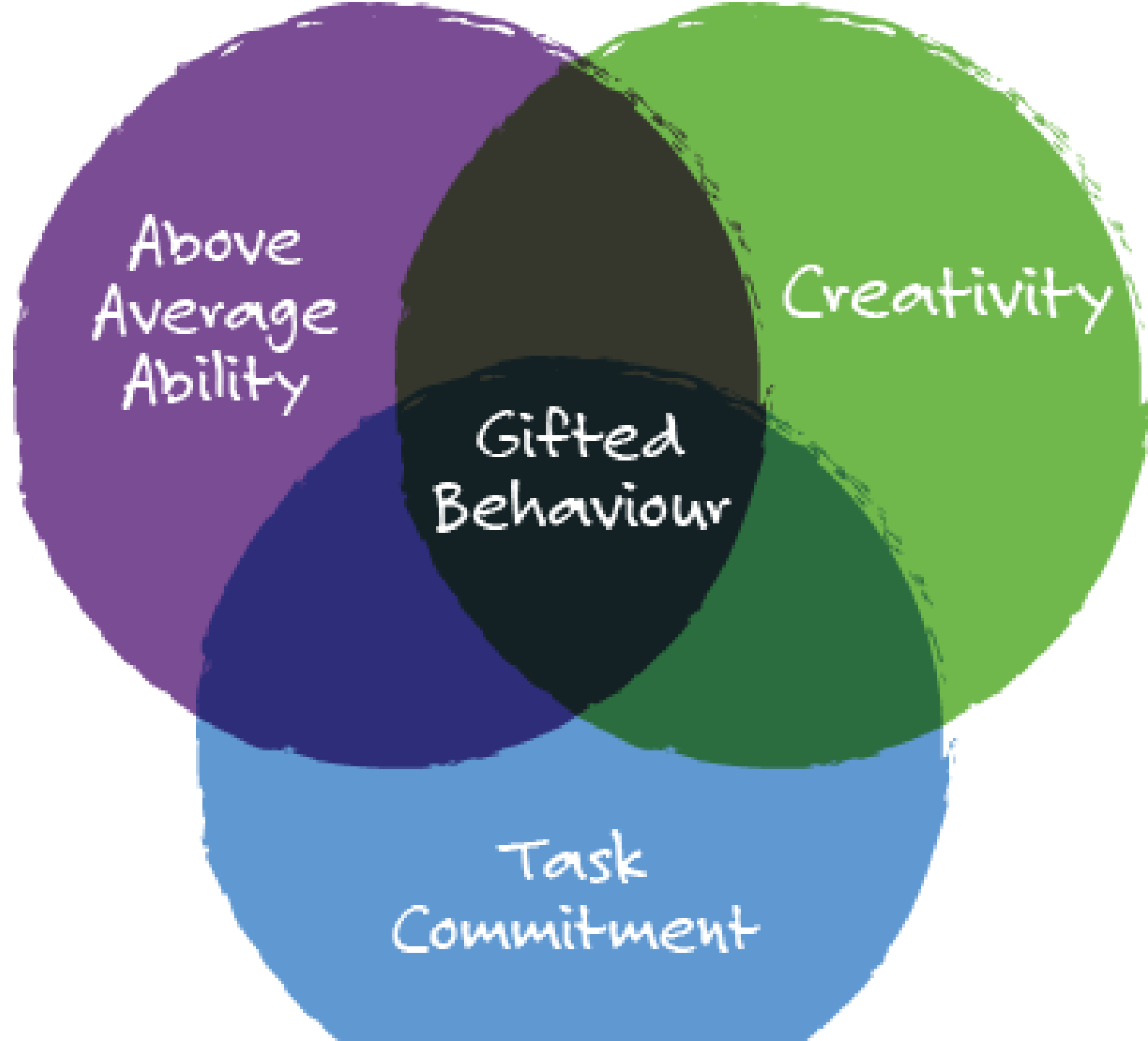
CAASPP PERFORMANCE

- Our GATE students are our top-performing students in both ELA and Math



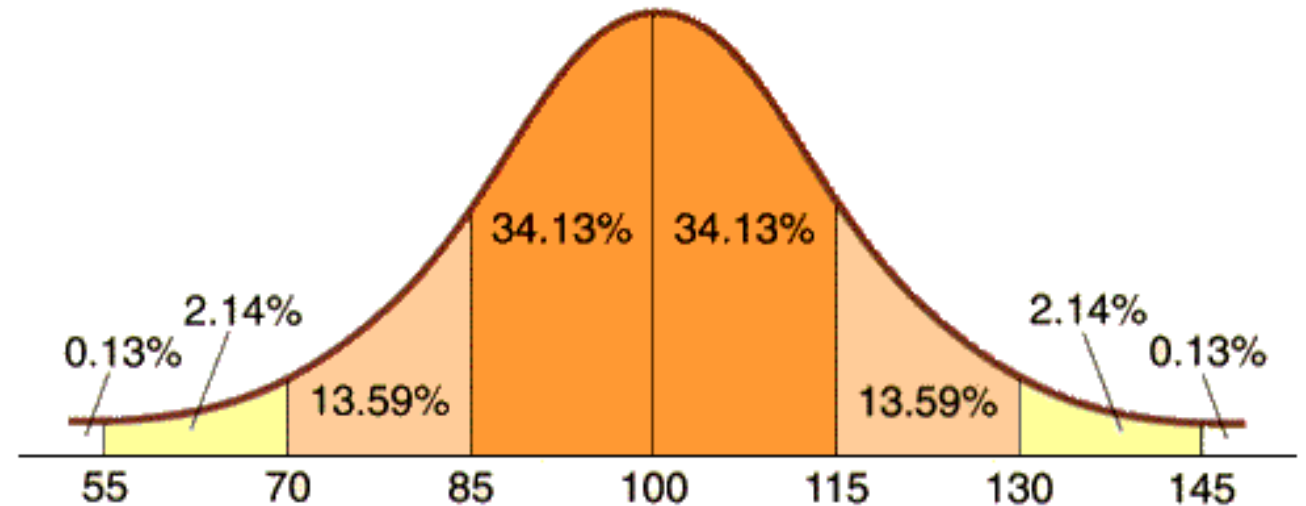
RENZULLI'S MODEL

- Above Average Ability
 - Creativity
 - Task commitment
- “Gifted behaviors”



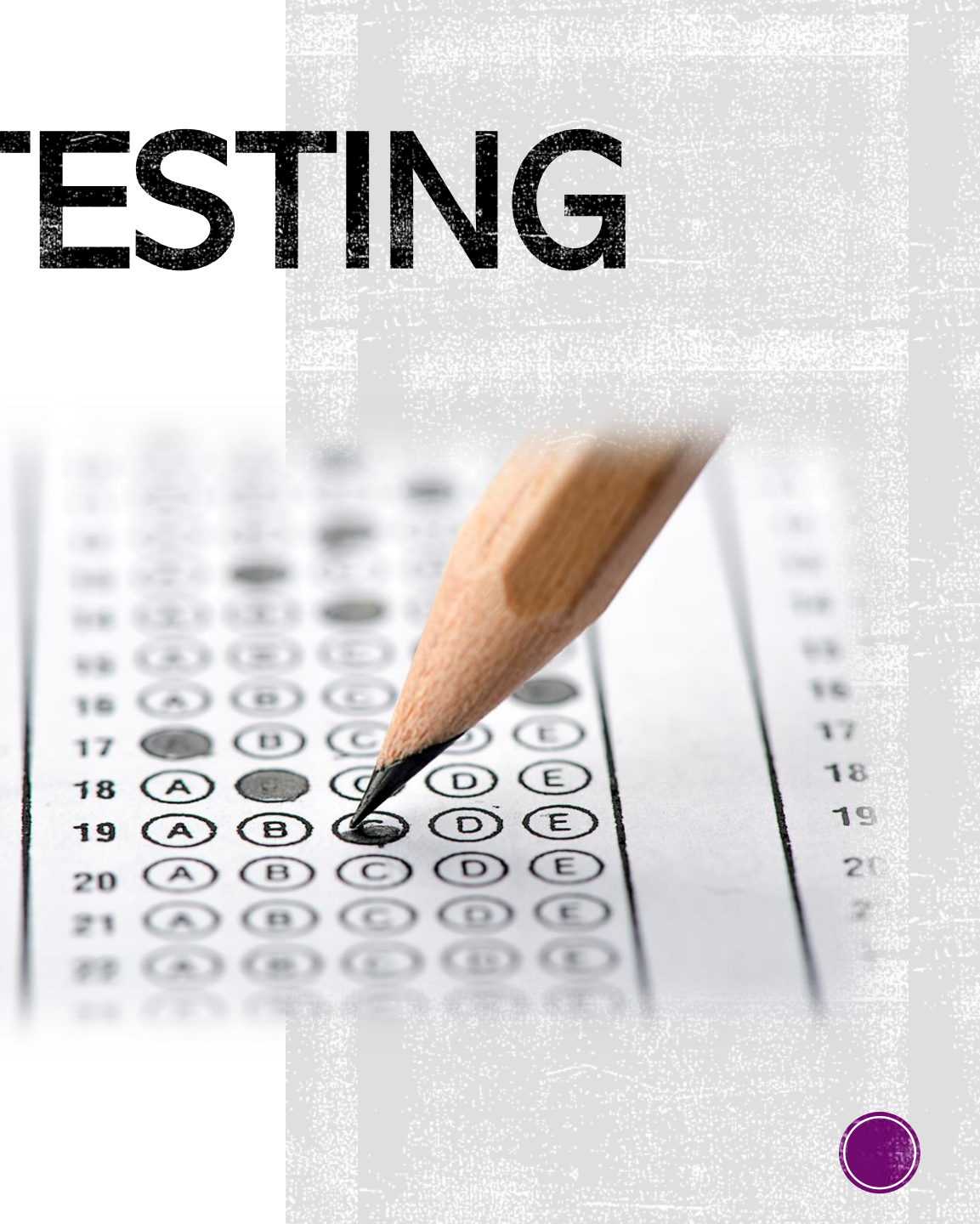
EUSD'S IDENTIFICATION PROTOCOL

- Cognitive abilities test is used at EUSD
- Cut-off is at an NAI of 132 (98th percentile).
- NNAT-3
- Testing at 3rd grade
- 2nd testing supported



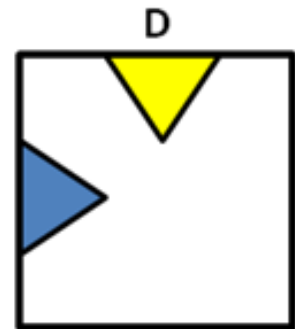
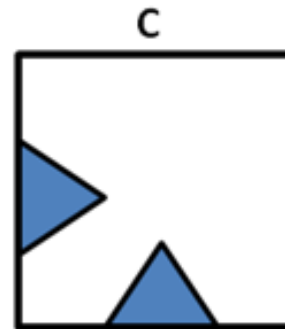
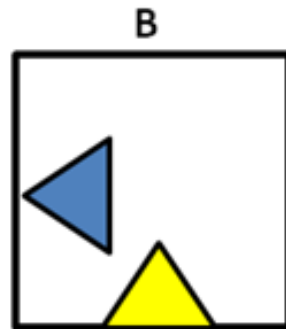
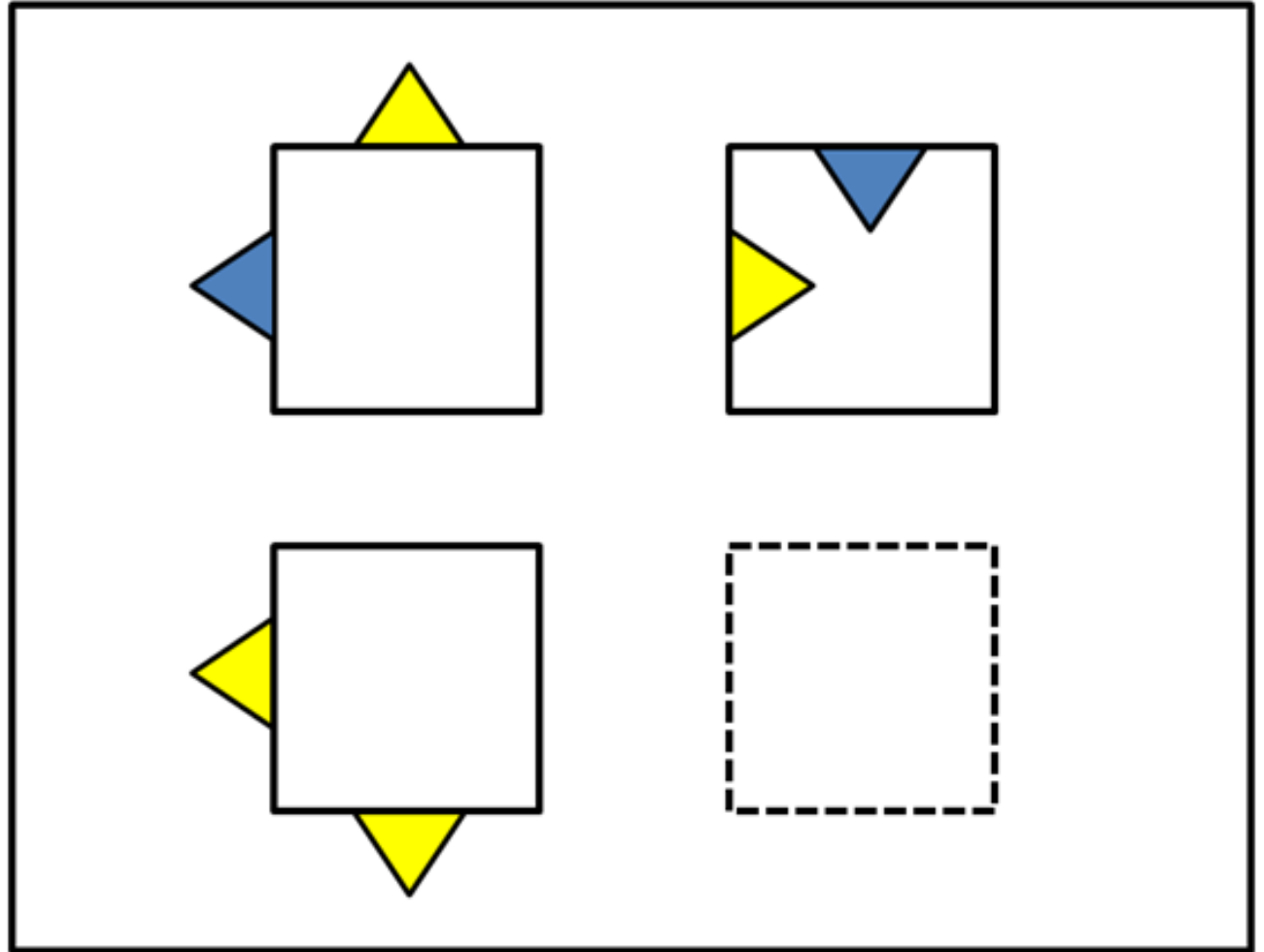
PRIVATE TESTING

- EUSD will no longer consider testing results from private practitioners.
- University facilities offer testing (e.g. CSUS, UC Davis).
- Evaluation is only done from January – April.



NNAT 3

- A non-verbal assessment, culture/language-agnostic
- K-12
- 30 minutes
- 4 levels, 2 forms
- 48 MC items
- Computer-based



PROGRAM DELIVERY

Table 2
Effect Sizes (ESs) of Accelerative and Grouping Management Strategies

Option	Number of Studies	Academic ES	Social ES	Esteem ES
Full-time ability grouping	32	.49 (.33) ^e	.24	-.16
Performance grouping	16	.34	—	.11
Within-class grouping	9	.34	—	—
Cluster grouping	13	.62	—	—
Peer-tutored dyads	5	0.00	—	—
Like-ability cooperative groups	3	.26	—	—
Curriculum compacting	13	.83 (.26) ^d	—	—
Credit for prior learning	15	.56	—	—
Pull-out groups	7	.65 (.44, .32) ^e	.19	.13



PULL-OUT GROUPS

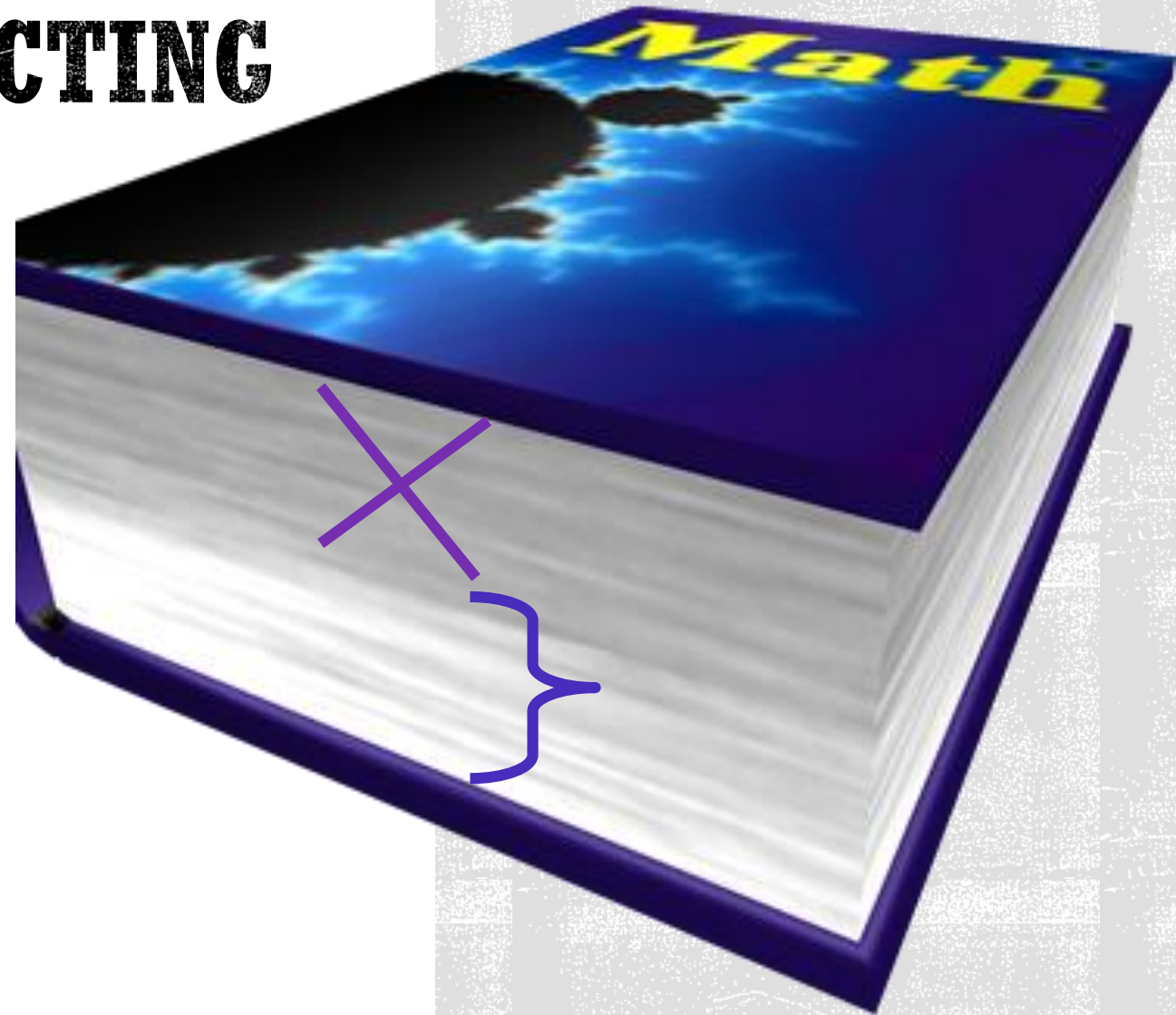
GATE students *may* be pulled out for a period of time for a special project.

This *may* be utilized at some sites.



CURRICULUM COMPACTING

Curriculum compacting is a technique for differentiating instruction that allows teachers to make adjustments to the **curriculum** for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities. This **MAY BE** used at certain times.



EUSD USES CLUSTER GROUPING

Cluster grouping is an educational process in which four to six gifted and talented (GT) students are assigned to an otherwise heterogeneous classroom within their grade to be instructed by a teacher that has had specialized training in differentiating for gifted learners.



	More Complex		
Easy	Strategic Thinking Low Difficulty High Complexity	Productive Struggle High Difficulty High Complexity	Hard
	Fluency Low Difficulty Low Complexity	Stamina High Difficulty Low Complexity	
	Less Complex		

**THE RIGHT
KIND OF
DEPTH AND
COMPLEXITY**



WHAT SPECIFIC SKILLS ARE EMPLOYED BY TEACHERS?

Teachers of gifted students must know how to:

- *recognize and nurture “gifted” behaviors*
- *understand the social-emotional needs of gifted youngsters*
- *allow students to demonstrate previous mastery of concepts*
- *provide opportunities for faster pacing of new material*
- *incorporate students’ passionate interests into their independent studies*
- *facilitate sophisticated research investigations*
- *provide flexible grouping opportunities for the entire class*



TIMELINES

December:

- Emails are sent out
- Referral forms available online and in schools
- Parents complete testing approval form.

January:

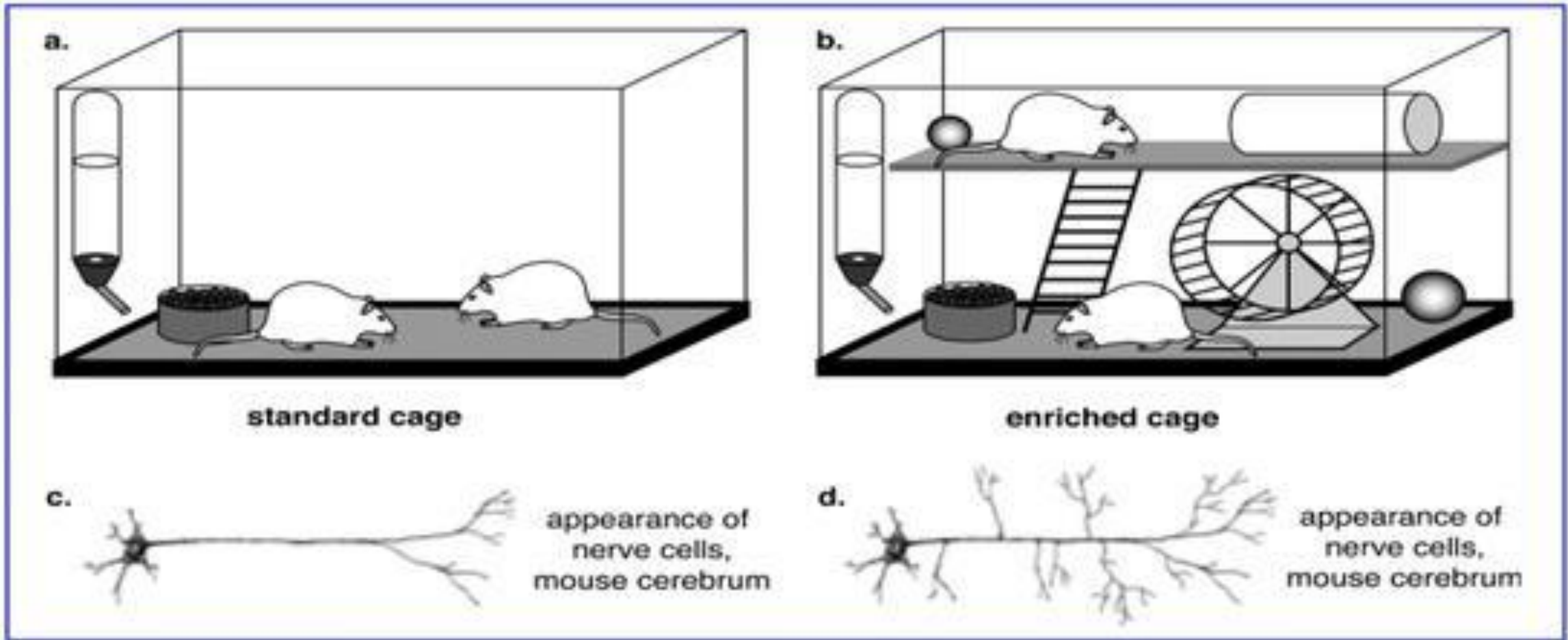
- Parents informed of testing schedule → Saturdays in late Feb and Mar



WHAT CAN PARENTS DO *NOW*?

- Be involved in schools.
- Pay attention to non-cognitive traits.
- Don't be afraid of boredom → leads to creativity.





Enrichment matters. Support ESF.



Summer Enrichment Camps 2020

- Coding and Robotics (K-1, 2-3, 4-5, 6-7)
- \$250-\$330
- VEX IQ, Basic & Intermediate/Advanced
- Possibly, a GATE Camp
- July 20-31, 2020



Looking forward into High School...

- No GATE program in the High School
- AP, IB, and Honors have different prerequisites, not based on GATE status
- Universal access
- Seal of Biliteracy for second language proficiency

GRANTE BAY HIGH SCHOOL
ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT

