

# WELCOME TO THE 5<sup>th</sup> GRADE GATE PARENT MEETING

April 20, 2016

Your Orientation to  
Twin Peaks Middle School's  
GATE Services



# Agenda Items

- What is GATE?
- Who are the Gifted?
- District Goals and Services
- TPMS GATE Services
- GATE and the CA State Standards
- Homogeneous vs Heterogeneous Groupings

# What is GATE?

- **Gifted and Talented Education**
- **Giftedness:** an above average aptitude (as measured by IQ tests) in creative and intellectual abilities
- **Talent:** an above average performance in an area of human activity; such as music, mathematics, or literature  
Cagne (1985)
- PUSD Identifies students based on intellectual prowess, and not talent in areas like the fine and performing arts.

# Who are the Gifted?

## **General characteristics of gifted students may consist of:**

- a motivation with a strong desire to learn.
- an advanced interest in many topics.
- a strong sense of problem solving.
- a sense of inquiry to ask questions, experiment, etc.
- imagination and creativity.
- a heightened awareness of their world

# Who are the Gifted?

**General characteristics of gifted students may consist of:**

- different social and emotional needs.
- organizational concerns.
- a real need to get along.
- a sense of perfectionism.
- heightened sensitivity.
- an introverted personality.

# District Goals for Gifted Learners

- Provide challenging curriculum appropriate to unique needs and abilities of gifted students.
- Promote academic excellence by advancing learning experience to maximize individual student potential.
- Promote responsibility and self-confidence through learning experiences that promote self-identity, leadership and sensitivity to others.
- Cultivate independent thinking and problem solving.
- Provide learning experiences that address the social and emotional needs unique to highly able students.
- Provide opportunities for leadership, peer interaction, healthy competitiveness, and the development of the ability to think clearly and independently.

# District GATE Services

- **Grades 3-5:** GATE identified students are placed, as clusters of 5-7 students, within otherwise heterogeneous classrooms.
- **Grades 6-8:** GATE identified students are placed into heterogeneous classes, as clusters of 8-12 students, with the possible option of a homogeneous grouping in Language Arts and Social Science (if numbers permit).
- **Grades 9-12:** Gifted students are encouraged to participate in honors and/or advanced placement courses in their areas of interest/expertise.

# GATE Services at TPMS

- There is no separate GATE curriculum. All students must meet or exceed California State Standards for all subjects.
- GATE students are not pulled-out for “special” assignments.
- All GATE students (and all non-GATE students) receive ongoing differentiated instruction.
- Site coordinators provide information to teachers to bring awareness of GATE students’ needs to recognize at risk behaviors in this group.



# GATE Services at TPMS

**Differentiation** is about changing the way students experience content, skills, and assessment. Depending on the class and teacher, students will have many different experiences. **All students** are taught in a manner that develops critical thinking skills.

- **CONTENT**— *What* is taught and learned
  - Quality, not quantity = more depth and complexity
  - Standards as a foundation then enriching and differentiating discussions/activities
- **PROCESS**— *How* the content is taught and learned
  - Utilizing higher level thinking skills- Depth of Knowledge
  - Focus on the details of the big picture and connection to real world and other disciplines
  - Differentiation in processing time
- **PRODUCT**— *What* the student does to show evidence of what is learned
  - Output of learning is demonstrated with a variety of assessment tools
  - Demonstration of higher level thinking through assignments, tests, projects, activities.

# Depth of Knowledge (DOK) Levels

## Level 1

## Level 2

## Level 3

## Level 4

<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>
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# GATE Services at TPMS

## Two Kinds of Instruction:

- **Vertical:** Moves students beyond the grade level standards and curricula. This is most commonly seen with questions high achieving students are asked on the MAP assessment. Compass Learning is a content strategy that will provide vertical enrichment.
- **Horizontal:** Moves students “into” the grade level curriculum and standards through the use of depth, complexity and novelty.

# GATE Meets CA State Standards

- Can lead to higher level thinking rather than lower level test-prep answers.
- Align with and validate gifted education best practices: concept-based learning, integration of disciplines and inquiry-based options.
- Require depth of learning best reflected through
  - performance tasks and projects,
  - product differentiation,
  - creative and critical thinking activities
  - development of research skills.

# Heterogeneous vs Homogeneous

**HOW  
DO YOU  
DECIDE???**

# Heterogeneous Grouping

**GATE cluster classes are a great place for students who want or need:**

- flexible grouping.
- organizational support.
- academic challenge as well as support in some academic areas.
- a challenge without extra stress and competition.
- a push to achieve his or her potential.
- a leadership role in the classroom.
- to be at the top of the class.
- less pressure in school because of extra-curricular activities.

# Homogeneous Grouping

**A Homogeneous grouping is a great place for students who want or need:**

- curriculum to be possibly covered at a faster pace.
- learning to go to greater depths more frequently.
- the possibility of less “wait time” because the class “GETS IT!” quicker.
- a class where most are interested in learning and exploring.
- to possess good, strong study skills.
- to possess a desire to learn beyond what is expected.
- the drive to challenge themselves and to achieve and do well.
- to be in a “competitive” class where all students are on the “same page”.

# Placement Considerations

## **Topics to consider:**

- Confidence Level
- Extracurricular Activities
- Peer Relationships
- Motivation and Desire
- Acceptability



# Comparing Homogeneous and Cluster GATE in Middle School

**High School GATE students who were enrolled in homogeneous GATE classes for at least two years during grades 6-8 (CST tests no longer given):**

- are not more likely than GATE cluster students to enroll in and succeed in AP coursework
- are not more likely than GATE cluster students to be Advanced on CST ELA
- are slightly more likely than GATE cluster students to have a 3.5 GPA or higher

# Homogeneous Class Criteria

- Will be determined by a lottery if the preference is over 35.
- The class must have at least 30 students.
- If there is no Homogeneous GATE class, GATE students will be placed in a heterogeneous class with a GATE cluster of students.
- The GATE cluster classes will contain 8-12 GATE students.
- Preference letters have been sent out and due back to the counseling office (Donna Myers) by April 26<sup>th</sup>.

# THANK YOU FOR ATTENDING!



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