



Twain Harte School
GATE

What is GATE?

GATE stands for Gifted and Talented Education. Each state establishes recommendations, standards and funding for servicing the needs of gifted students. Local districts establish their own program to service students. At Twain Harte School we believe that all students deserve an education that challenges them to reach their full potential. The goal of our GATE program is to provide rigorous and challenging learning experiences, which support and enhance each gifted student's particular abilities and talents. The programs will be designed to include ongoing opportunities for critical and creative thinking, problem solving, and questioning. All goals will be designed to meet or exceed the Common Core State Standards (CCSS) in acceleration, depth, complexity, and novelty.

Who are the gifted?

There are many definitions for giftedness. The website of the National Association for Gifted Children (NAGC) provides the following definitions and guidelines: A gifted person is someone who shows, or has the potential for showing, an exceptional level of performance in one or more areas of expression. Some of these abilities are very general and can affect a broad spectrum of the person's life, such as leadership skills or the ability to think creatively. Some are very specific talents and are only evident in particular circumstances, such as a special aptitude in mathematics, science, or music. The term giftedness provides a general reference to this spectrum of abilities without being specific or dependent on a single measure or index. It is generally recognized that approximately five percent of the student population, or three million children, in the United States are considered gifted. A person's giftedness should not be confused with the means by which giftedness is observed or assessed. A parent, teacher or student recommendation, a high mark on an examination, or a high IQ score are not giftedness; they may be a signal that giftedness exists. Some of these indices of giftedness are more sensitive than others to differences in the person's environment.

NAGC does not subscribe to any one theory of the nature of human abilities or their origins. We assert that there are children who demonstrate high performance, or who have the potential to do so, and that we have a responsibility to provide optimal educational experiences for talents to flourish in as many children as possible, for the benefit of the individual and the community.

Source: NAGC web site (nagc.org)

Characteristics of Gifted Students

Common Characteristics of Gifted Children

- Unusual alertness as early as infancy
- Rapid learner; able to put thoughts together quickly
- Retains much information; very good memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors, and abstract ideas
- Enjoys solving problems that involve numbers and puzzles
- Largely self-taught reading and writing skills as a preschooler
- Unusual emotional depth; intense feeling and reactions; highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice appear at an early age
- Concern with social and political issues and injustices
- Longer attention span, persistence, and intense concentration
- Preoccupied with own thoughts; daydreaming
- Impatient with self or others' inabilities or slowness
- Ability to learn basic skills more quickly with less practice
- Asks probing questions; goes beyond what is being taught
- Wide range of interests (though sometimes extreme interest in only one area)
- Highly developed curiosity; limitless questions
- Interest in experimenting and doing things differently
- Tendency to put ideas or things together in ways that are unusual or not obvious (divergent thinking)
- Keen and sometimes unusual sense of humor, particularly with puns
- Desire to organize things and people through complex games or other schemas
- Imaginary playmates (preschool age children); vivid imagination

Source: A Parent's Guide to Gifted Children, James T. Webb, Janet L. Gore, Edward R. Amend and Arlene R. DeVries
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Challenges Associated with Characteristic Strengths in Gifted Children

Strengths	Possible Challenges
Acquires and retains information quickly	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundation skills; may make concepts unduly complex
Inquisitive attitude; intellectual curiosity; intrinsic motivation; searches for significance	Asks embarrassing questions; strong willed; excessive interests; expects same of others
Ability to conceptualize, abstract, synthesize; enjoys problem-solving and intellectual activity	Rejects or omits details; resists practice or drill; questions teaching procedures
Can see cause-effect relations	Difficulty accepting the illogical; such as feelings, traditions, matters to be taken on faith
Love of truth, equity and fair play	Difficulty in being practical; worries about humanitarian concerns
Enjoys organizing things and people into structure and order; seeks to systematize	Constructs complicated rules or systems; may be seen as bossy, rude, or domineering
Large vocabulary and facile verbal proficiency; broad information in advanced areas	May use words to escape or avoid situations; becomes bored with school and age peers; seen by others as a "know-it-all"
Thinks critically; has high expectations; is self-critical and evaluates others	Critical or intolerant toward others; may become discouraged or depressed; perfectionist tendencies
Keen observer; willing to consider the unusual; seeks new experiences	Overly intense focus; may be gullible
Creative and inventive; likes new ways of doing things	May disrupt plans or reject what is already known; seen by others as different and out-of-step
areas of interest; goal directed behavior; persistent	Resists interruption; neglects duties or people during periods of focused interest; seen as stubborn
Sensitivity, empathy for others; desire to be accepted by others	Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated
High energy, alertness, eagerness; periods of intense efforts	Frustration with inactivity; eagerness may disrupt others' schedules; needs continual stimulation; may be seen as hyperactive
Independent; prefers individualized work; reliant on self	May reject parent or peer input; non-conformist; may be unconventional
Diverse interests and abilities, versatile	May appear scattered and disorganized; becomes frustrated over lack of time; others may expect continual competence
Strong sense of humor	Sees absurdities of situations; humor may not be understood by peers; may become "class clown" to gain attention

What qualifies a student for GATE?

Twain Harte School District's identification procedures are equitable, comprehensive, and ongoing. Students may be recommended by administrators, teachers, counselors, or parents/guardians. Parent/Guardian consent will be obtained before administering any assessments for the sole purpose of identifying students for this program or for placing a student in the program. Students will be identified for the gifted and talented program on the basis of demonstrated or potential intellectual development, creative ability, consistently high achievement levels, academic ability in particular subject area(s), and/or performing and visual arts talent.

The referral, screening and identification process is conducted, annually, in grades 3-8. All third grade students will be given an opportunity to test, unless opted out by parent/guardian. Students, in grades 4-8, need to be referred by school personnel and/or parent/guardian for screening.

Qualifications for student selection will be based on their demonstrated or potential ability for high performance in categories identified by any of the following indicators:

- ✓ Intellectual assessment such as OLSAT8
- ✓ Standardized test scores (Smarter Balance Assessment)
- ✓ Student achievement records that exhibit high levels of performance
- ✓ Student portfolios (not to exceed five work samples)
- ✓ Teacher recommendation based on GATE characteristics
- ✓ Assessments/evaluations from licensed agencies/school districts.

A broad-based screening process is used in an effort to increase the participation of students from disadvantaged and varying linguistic, economic, and cultural background and to ensure that the identified students reflect the gender and diversity of the district's student population. All eligible students, including economically disadvantaged students, English learners, and students of any cultural background will be given opportunities to participate in the GATE program. Any special counseling or services will be provided as necessary to allow such students to succeed in the program.

The Superintendent or designee will base selection decisions using the district assessments and recommendations as listed above.

Transfer Students

A student who transfers into the district will be considered for the GATE program if they have been identified as a gifted and talented student by their previous district/school or are recommended for testing through our district established channels. The Superintendent or designee may verify that the GATE program would be an appropriate placement for the student by examining evidence of the student's abilities based on any of the indicators listed above.

What happens if a student does not qualify?

Students that do not initially meet the criteria for the program may become eligible at a later grade level. The district/school may re-examine student eligibility in grades 3-8, no more than once while enrolled in grades 3-5 or once while in grades 6-8, or the Superintendent or designee determines it to be in the student's best interest.

What is the GATE program?

The Twain Harte GATE program is designed to provide challenging and engaging learning experiences across subjects and grade levels and will meet or exceed state academic content standards and curriculum.

Educational opportunities in the program may include:

1. Part-time groupings, students may attend classes or seminars that are organized to provide advanced or enriched subject matter for part of the school day.
2. Cluster grouping, students may be grouped within the regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher.
3. Independent study, supervised by appropriate staff, tutors or mentors or through enrollment in correspondence courses pursuant to relevant Education codes.
4. Acceleration, students may be placed in grade levels or classes more advanced than those of their age group and as needed are provided special counseling and/or instruction outside the regular classroom in order to support their advanced work.
5. Supplemental educational activities, these activities will augment students' regular educational programs in their regular classrooms and may include the use of advanced materials, and/or provide special opportunities from persons other than the regular classroom teacher.
6. Field trips designed to support GATE students expanded curriculum, possibly after school and/or on weekends.
7. Social and emotional support, to promote GATE students engagement in school. The program will provide opportunities to develop social and emotional skills that support and encourage whole school involvement.