

Fall GATE Parent Meeting 2022

Meeting the Needs
of Gifted Learners

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Meeting Agenda

- Goal of Gifted/Talented Program
- Truths and Myths about Giftedness
- Characteristics of Gifted/Talented Learners
- Needs of Gifted/Talented Learners
- GATE Identification Categories
- Request for Reassessment
- District Program Options
- School Program, Plan, and Budget for GATE Learners
- What is Differentiation?
- What Can a Parent Do to Nurture Giftedness?



Gifted/Talented Programs Goal

To identify gifted and talented students including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet students' unique abilities and talents.



High Achiever vs Gifted

What Is a High Achiever?

In school, a high achiever would be a student who gets high marks and good grades. They do the work that is required and do it well. They tend to be well-organized, with good time-management skills, which is why they turn in neat and tidy work on time. They also tend to be well-behaved, adjusting well to the classroom environment and participating in classroom discussions.¹

On the other hand, being gifted denotes intellectual ability, a trait that may or may not translate into high academic performance. Giftedness (also called talented and gifted or TAG) is primarily determined through testing, which is often conducted by school districts. There are a variety of ability areas that may be assessed, including general intellect, creativity, leadership abilities, and specific subjects, such as math.

Characteristics of Gifted Learners

A Gifted Learner May Exhibit:

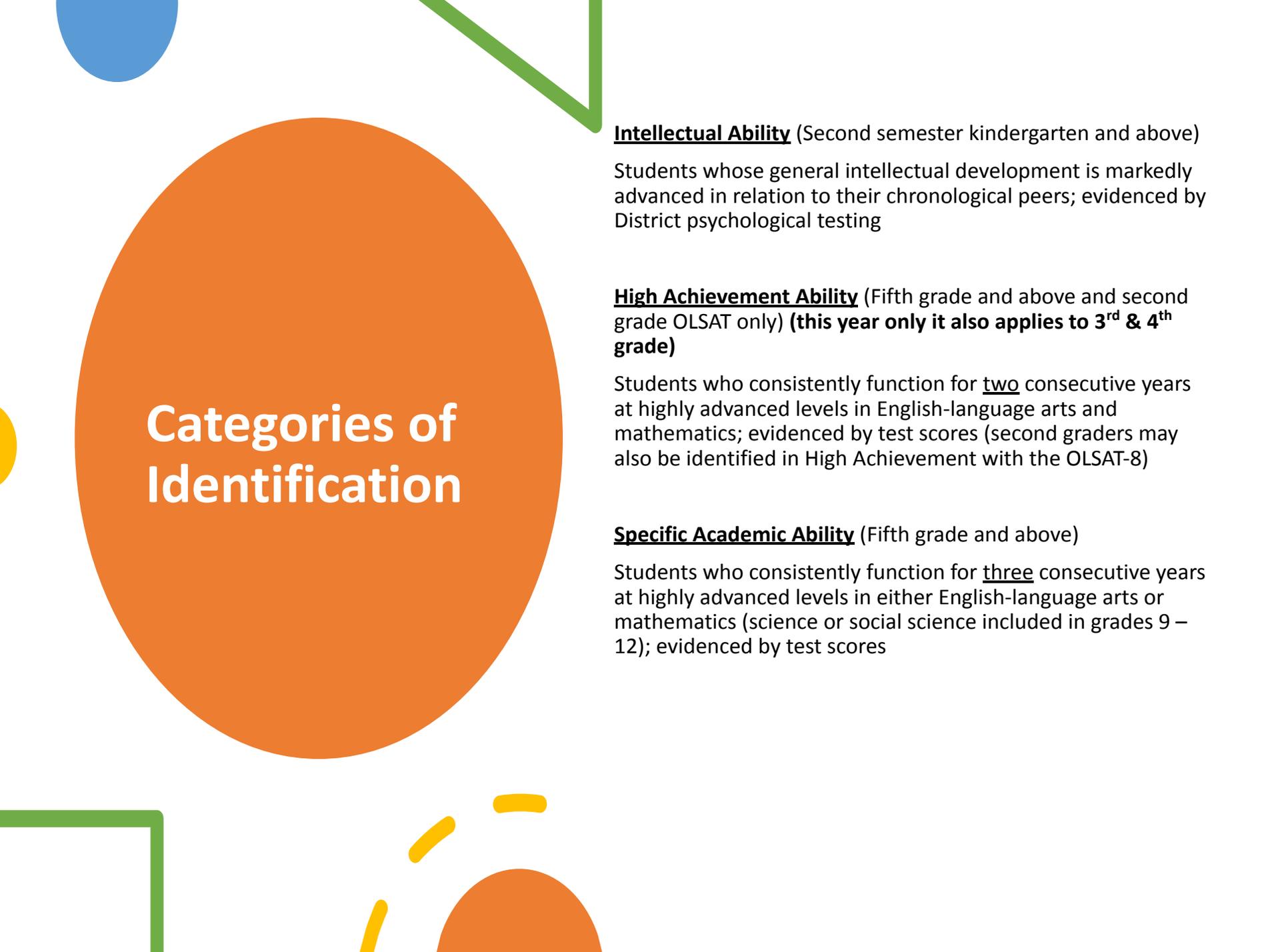
- Early, rapid learning
 - Endless energy
 - Superior language ability; learns language quickly
 - Large knowledge and interest base
 - Exceptional memory
 - Keen, mature sense of humor
 - Complex/abstract thinking and great imagination
 - Superior reasoning/problem-solving ability
- Long attention span when interested
 - Inappropriate acting out or apathy when disinterested
 - High level moral thinking; ability to detect injustice or inconsistency
 - Unrealistic self-expectations; perfectionistic and competitive
 - Frustrated with illogical or disorganized thinking
 - Impulsive, risk-taking behavior OR worried to take risks due to fear of failure
 - Overwhelming curiosity; questions everything and everyone (including authority)
 - Lack of desire to socialize with age-level peers; prefers the company of adults/older friends



What Gifted Students Need

- To deal with feelings of being different
- To recognize and deal with stress
- To learn how to be proud without being arrogant
- To develop appropriate problem-solving skills
- To be challenged with meaningful, differentiated learning opportunities
- To have opportunities to interact with others of similar ability or interest
- To recognize and accept their own abilities, interests, and limitations – and those of others
- To be recognized as a gifted child, not treated as a small adult

Adapted from the 11th World Conference on Gifted and Talented Education, 1995.



Categories of Identification

Intellectual Ability (Second semester kindergarten and above)

Students whose general intellectual development is markedly advanced in relation to their chronological peers; evidenced by District psychological testing

High Achievement Ability (Fifth grade and above and second grade OLSAT only) **(this year only it also applies to 3rd & 4th grade)**

Students who consistently function for two consecutive years at highly advanced levels in English-language arts and mathematics; evidenced by test scores (second graders may also be identified in High Achievement with the OLSAT-8)

Specific Academic Ability (Fifth grade and above)

Students who consistently function for three consecutive years at highly advanced levels in either English-language arts or mathematics (science or social science included in grades 9 – 12); evidenced by test scores



Categories of Identification

Visual Arts Ability (Second grade and above)

Students who originate, perform, produce, or respond at exceptionally high levels in drawing and painting; evidenced by district demonstration/portfolio review

Performing Arts Ability (Second grade and above)

Students who originate, perform, produce, or respond at exceptionally high levels in either dance, voice, or drama; evidenced by district audition

Creative Ability (Second grade and above)

Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions; evidenced by district portfolio or presentation review

Leadership Ability (Second grade and above)

Students who show confidence and knowledge; influence others effectively; have problem-solving and decision-making skills; express ideas in oral or written form clearly; show sense of purpose and direction; evidenced by district portfolio or presentation review



Did you know?

Only the High Achievement and Specific Academic categories are weighted with test scores and grades (these students are considered “slam dunks” because their scores automatically qualify them for identification).

All other categories require the professional expertise of the local school screening team and additional category-specific requirements (i.e. portfolio review for Visual Arts Ability, test by GATE psychologist for Intellectual, etc.).

Referrals for Identification

1. If an administrator, teacher, parent, or child thinks a student is potentially gifted, they may provide this student's name to the school site GATE coordinator.
2. PLEASE speak with the classroom teacher prior to referring a student.
3. The screening committee is responsible for determining if the child is ready for GATE referral and in what category. This screening process could include observing the student, looking through test score/report card records or portfolios, interviewing teachers, etc. Referrals are created in MiSiS for students being screened.
4. If the screening committee determines that the student is qualified and ready for evaluation, they will initiate the formal identification process. If not, they may discontinue screening.



Request for Intellectual Reassessment

**The Intellectual Assessment is meant to be a ONE TIME test.

1. There must be time between the assessment and request for reassessment.
2. The person requesting assessment must submit to the school a valid written rationale for reassessment and evidence that supports the rationale, or evidence that shows significantly higher potential.
3. Once the letter and evidence are submitted, the school GATE team will review the case.
4. If approved by the school team, the request will be sent to the district GATE team. They will review and make the final decision.
5. This can be a long process, please be patient.



Second Grade Testing for High Achievement Category



- There is a Districtwide assessment of all 2nd graders (Fall= 3rd & 4th) for the High Achievement category conducted each spring.
- The assessment used is the OLSAT-8 (Otis-Lennon School Ability Test, 8th Edition) – this achievement test is a nationally standardized, norm-referenced, group administered measure of verbal and non-verbal school abilities. It is age range based, not grade specific.
- There is no highly gifted designation possible using the OLSAT because it is not an Intellectual assessment
- Students who score 95 or higher are determined eligible under High Achievement category.
- Student who score 99 are automatically referred for intellectual assessment pending parent consent.
- Parent informational meetings are typically held in February and student scores are released in mid-May

“Highly Gifted” Designation: Intellectual Category



The term “highly gifted” refers to students who receive a percentile rank of 99.9 on the Intellectual assessment given by a District GATE Psychologist. No other identification category has a highly gifted designation.



Highly gifted students may apply to highly gifted Magnets.



Students who receive a percentile rank of 99.5 - 99.8 on the Intellectual assessment are considered “highly-gifted applicable” and may apply to highly-gifted Magnets if space is available.



There is no special test for identification as highly-gifted.

Identification... and Beyond!

Gifted identification is not the final goal of this program.

Identification is the tool that allows teachers and schools to make instructional and programming decisions to best meet the academic and social-emotional needs of students.

The identification process has little value without appropriate clustering and differentiated instruction to follow.



GATE Program Options



- **Cluster model in resident schools**
- Schools for Advanced Studies (SAS)
- Gifted Magnets
- Highly Gifted Magnets
- Conservatory of Fine Arts
- **Honors** and Advanced Placement (AP) courses (**middle** and senior high school)

No Matter What Program, It's All About Differentiation: How is the core curriculum modified to meet the needs of gifted learners?



- Accelerated pacing
- Advanced content
- Depth, complexity, and novelty
- Above grade-level resources
- Tiered assignments
- Learning/interest centers
- Independent study
- Flexible grouping
- High level questioning
- “Think Like a Disciplinarian”
- Compacting the curriculum in a student’s area of strength

Important! Many of the terms listed above should be part of the response from a teacher of gifted students when asked about meeting the needs of your child.

School GATE Program

Teachers encouraged to attend Gifted Education professional development.

Use of gifted strategies and Depth & Complexity instruction

Provide high level instruction utilizing critical thinking skills

Gate students clustered together in each class.

What can a parent do to nurture giftedness?

Read daily to/with your child; ask questions that require high-level thinking

Take your child to get his/her own public library card; encourage self-selection of books in a variety of genres and content areas

For younger children, provide play materials that can be used in creative ways such as blocks, art supplies, or recycled materials

Take family trips to places of interest such as museums, aquariums, gardens, historical sites, and performances

Monitor and limit TV viewing and video game playing; encourage activities that require critical thinking and problem solving

Provide some safe opportunities for ambiguity/frustration –struggling intellectually is an important part of learning

Practice research skills in areas of interest; model appropriate use of reference books and the internet to find answers to questions

Encourage your child's empathy and social responsibility, not just academic achievement

Adapted from Mountford, S. "What Can a Parent Do?" *California Association for the Gifted Parent Handbook*.

Be sure to read the GATE Parent Newsletter!

- Published quarterly
- Current and past issues available in English and Spanish on the GATE website
- Go to achieve.lausd.net/gate and click on “Parents”
- Click on “Parent Newsletters”



Gifted and Highly Gifted Magnets

What you need to know about applying to a magnet

Every fall, parents in LAUSD have the opportunity to apply to magnet schools around the District. Magnet programs offer parents a variety of choices, including programs specifically designed for gifted/high ability students in grades 1-12. Magnets are court-ordered voluntary integration opportunities available to students living within LAUSD boundaries. District-paid transportation may be provided for applicants residing outside a two-mile radius for elementary (K-5) and five-mile radius for secondary (6-12) who meet the specific District guidelines.

The application window opens on October 2, 2017 and closes on November 9, 2017. Parents apply online at choices.lausd.net. For a list of Gifted and Highly Gifted Magnets go to achieve.lausd.net/gate and click on "GATE Program Options." For information regarding the process of application and student selection, call Student Integration Services at (310) 341-4177. For gifted/high ability verification process call (310) 341-6973.

The charts on the next page provide an at-a-glance of the different criteria for the two types of gifted magnets. For detailed criteria information, please refer to the Choices Brochure.

Family Screen Tips

This year we will continue with our theme of helping parents navigate digital media. One of the most recent posts from the [Screenagers](http://Screenagers.com) website (<https://www.screenagersmovie.com/tech-talk-tuesdays/>) highlights 10 documentaries to watch with your family. Here are some of the recommended titles.

Best for Any Age
[Spellbound](#)

[Sakid Begins](#)

[First Position](#)

Best for Tweens
[Ma's America](#)

[Ivory Tower](#)

[Street Fight](#)



Additional GATE Parent Meetings

- Districtwide GATE parent meetings are held each February. This year they will be held virtually.
- The annual GATE/SAS Parent Conference in the Spring.
- Online parent workshops offered on the LAUSD GATE website under the parent tab.
- Spring parent workshop/meeting at school.



Q & A



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For more information, visit
<http://achieve.lausd.net/gate>



Thank you attending!



Together, we make a difference.