let's talk about….

gate

GIFTED AND TALENTED EDUCATION

AUSD

gate philosophy

"The Auburn Union School District is committed to helping its gifted and academically talented students achieve academic and personal growth."

why

Why is AUSD committed to helping gifted and academically talented students?

?

how

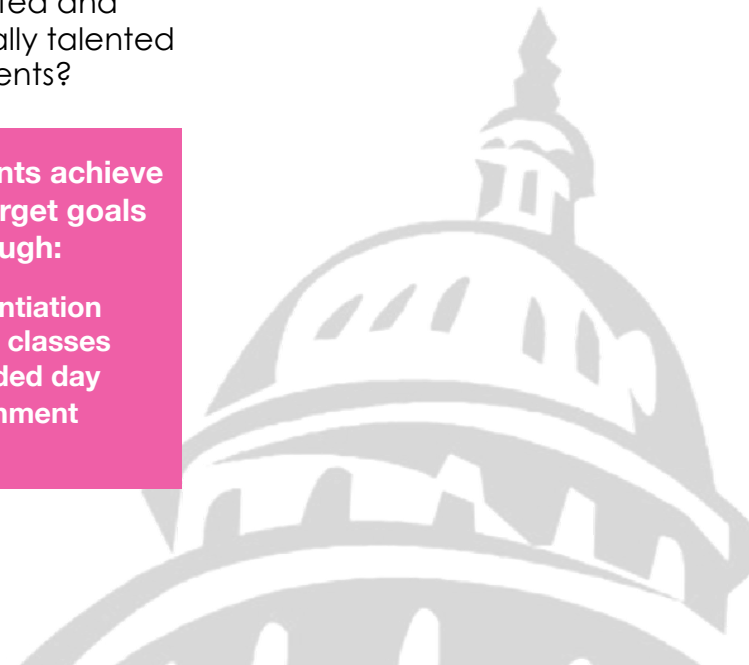How does AUSD identify students who are gifted and academically talented?

MAP score >95%
or
CoGAT score >95%
or
EL reclassification in < 2 years
or
Creative Review Committee

what

What does AUSD do to help gifted and academically talented students?

Help students achieve growth target goals through:

-differentiation
-cluster classes
-extended day enrichment

gate
definition

aptitude

an exceptional ability to reason and learn

competence

documented performance or achievement

Gifted and Talented Education systems proactively search for students with exceptional **aptitudes** and **competencies**, and design programs and services which meet their unique needs, making a meaningful difference for high-ability students.

Five fundamental elements found in effective GATE programs include:

- System of multiple-identification criteria to reveal diverse exceptionalities or potential associated with giftedness
- A population of identified students reflecting the diversity of the district
- Clearly defined strategies and services for qualified students
- Trained and committed teachers and leadership
- Regular evaluation of programming

Common GATE instructional objectives include:

- Development of students' personal, social, communication, cultural and leadership competencies
- Cognitive and affective student growth in academics and/or talents
- Curriculum and instruction which nurtures growth commensurate with students' individual aptitude and culture
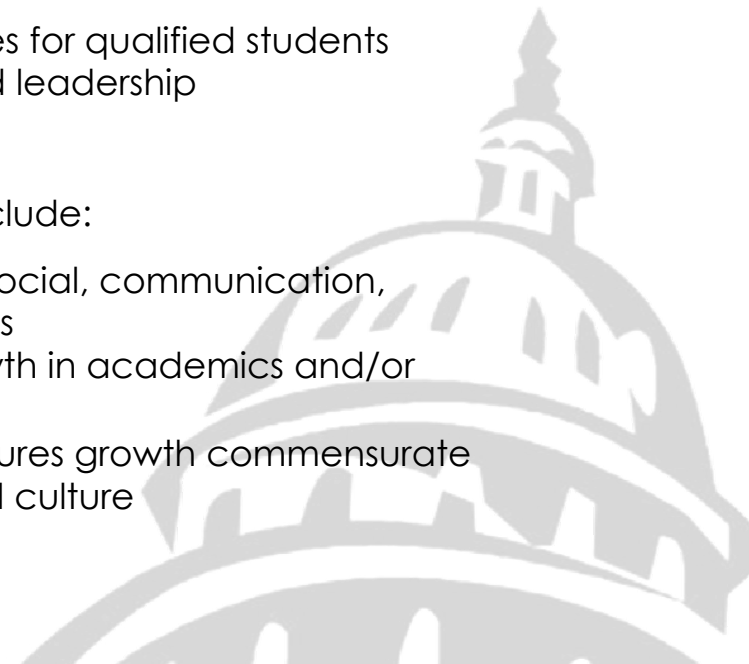
AUSD students are

<0.1% IEP
< 1% non-white
1.3% FRLP

gate
identification

Bright Child
knows answers
understands
completes assignments
good memorizer
top group

≠

Gifted Learner
asks questions
constructs abstractions
initiates projects
invents ideas
beyond the group
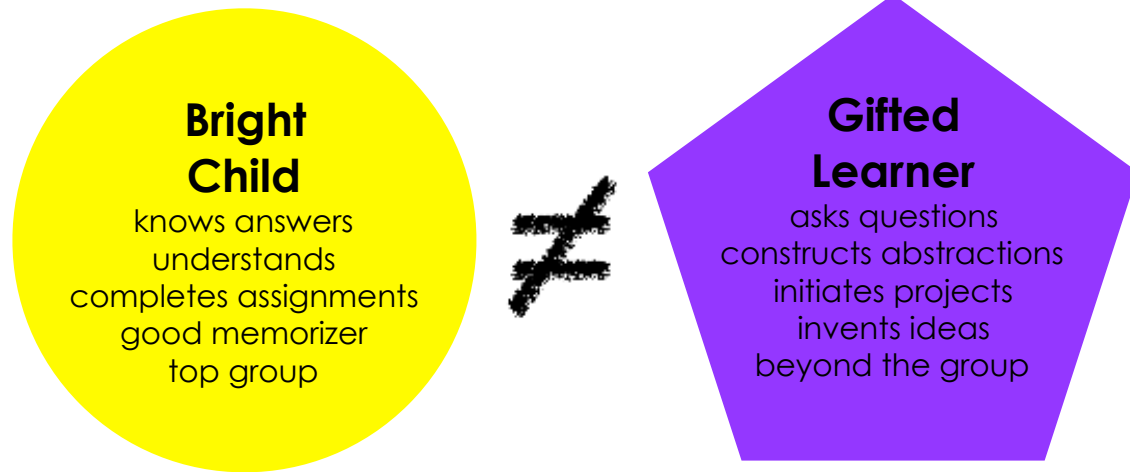
The NAGD defines **gifted individuals** as those who demonstrate outstanding levels of **aptitude** or **competence** in one or more structured area of activity with its own *symbol system* (e.g., mathematics, music, language) or *sensorimotor skills* (e.g., painting, dance, sports).

Some gifted individuals with exceptional **aptitude** may not demonstrate outstanding levels of **competence** due to:

- environmental circumstances such as limited opportunities to learn as a result of poverty, discrimination, or cultural barriers
- physical or learning disabilities
- motivational or emotional problems.

Identification of these students needs to emphasize **aptitude** rather than relying only on demonstrated achievement. Such students will need challenging programs and additional support services if they are to develop their ability and realize optimal levels of performance.
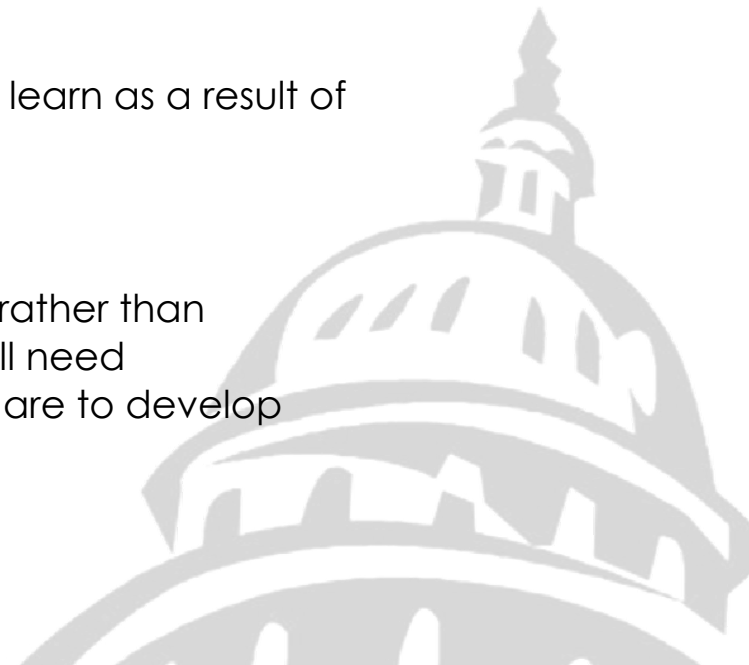
gate
evaluation

What are we willing to commit to?

Who are our gifted and talented students?

Let's start with updating the policy/handbook

What are our goals?

What does success look like?

How can we get our community involved?

How does the plan benefit all students?

Auburn Union School District's current Rapid Learner/GATE program is outlined in the district's Rapid Learner/GATE Handbook (circa 2016). This resource includes:

- The AUSD Rapid Learner/GATE Philosophy
- List of Common Myths and Truths about Gifted Students
- Comparison of Bright Child and a Gifted Learner
- AUSD's Rapid Learner/GATE Identification Procedures
- AUSD's Rapid Learner/GATE Assessment Instruments
- AUSD's approach to differentiated instruction and plans for Rapid Learner/GATE services
- Rapid Learner/GATE yearly timeline
- Tips for parents of Rapid Learner/GATE identified students
- List of Rapid Learner/GATE publications
- Parent Participation Information

gate evolution

"The scores for our latest standardized tests are disappointing. We have to articulate a coherent policy of obfuscation."

Auburn Union School District's Rapid Learner/GATE program is ready to evolve, beginning with reviewing and building upon AUSD's:

- District Definition and Understanding of Giftedness

- Equitable Identification Processes (specifically how the district's GATE program demographics will match its general student demographics)

- Program Objectives

- Building Teacher Capacity

- Designing GATE Program Services

- Identifying Funding Strategies and Resources

- Establishing a Rubric of Accountability

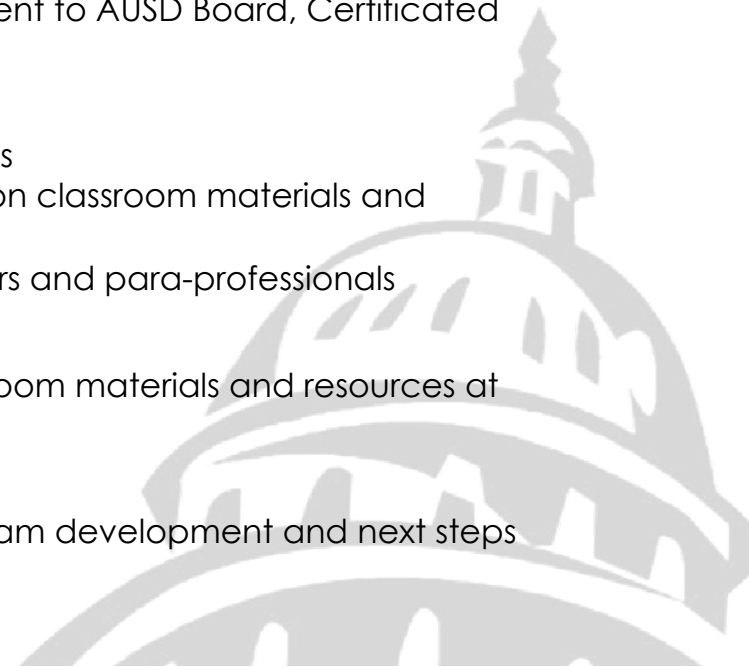- Actively Recruit Stakeholder Involvement

gate
next steps

in

2018|19

- AUGUST
  - Establish GATE Advisory Committee comprised of
    - ◆ District Student Programs Coordinator
    - ◆ Site Administrator(s)
    - ◆ Teacher(s)
    - ◆ Parents of GATE-Identified Students
    - ◆ GATE Students

- SEPTEMBER-OCTOBER
  - Review and update current Handbook
  - Research potential funding sources, grant opportunities and community partners

- NOVEMBER
  - Present draft update and budget request to AUSD Board for feedback
  - Present draft update to Certificated Staff at each site
  - Compile feedback and make final revisions to Handbook and related forms

- DECEMBER
  - Publish updated handbook and present to AUSD Board, Certificated Staff and post on website

- JANUARY - FEBRUARY
  - Initiate updated identification process
  - Design GATE curriculum and instruction classroom materials and resources
  - Professional Development for teachers and para-professionals

- MARCH - MAY
  - Beta test curriculum/instruction classroom materials and resources at each site

- JUNE
  - Presentation to AUSD Board on program development and next steps

Feedback Welcome