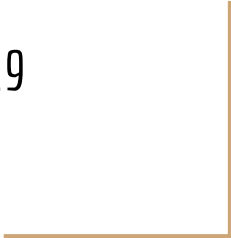




# Elementary Advanced Learning and GATE Program

Santa Barbara Unified School District

October 8, 2019



# Aims for Board Report

1. Overview of Elementary GATE
2. GATE by the numbers
3. Identification and program models
4. Research of best practices
5. New supports for Elementary GATE Teachers
6. Next Steps



# Overview



# Philosophy

The Santa Barbara Unified School District's philosophy is that all students will reach their full potential through programs designed to meet their needs.

The Advanced Learning Program is designed to meet the needs of those students who demonstrate exceptional intellectual capability, and have been identified as gifted and/or greatly exceed grade level expectations.

Through differentiated instruction, advanced learning students have equal access to the core curriculum and opportunities to not only meet, but to exceed grade level standards.

# Goals of GATE Instruction

Increase the application of critical thinking and problem-solving abilities

Promote social-emotional well-being

Stimulate creative abilities

Motivate students to reach their highest potential

Meet student needs through flexible grouping and opportunities that promote intellectual peer interaction

Address the needs of a diverse student population

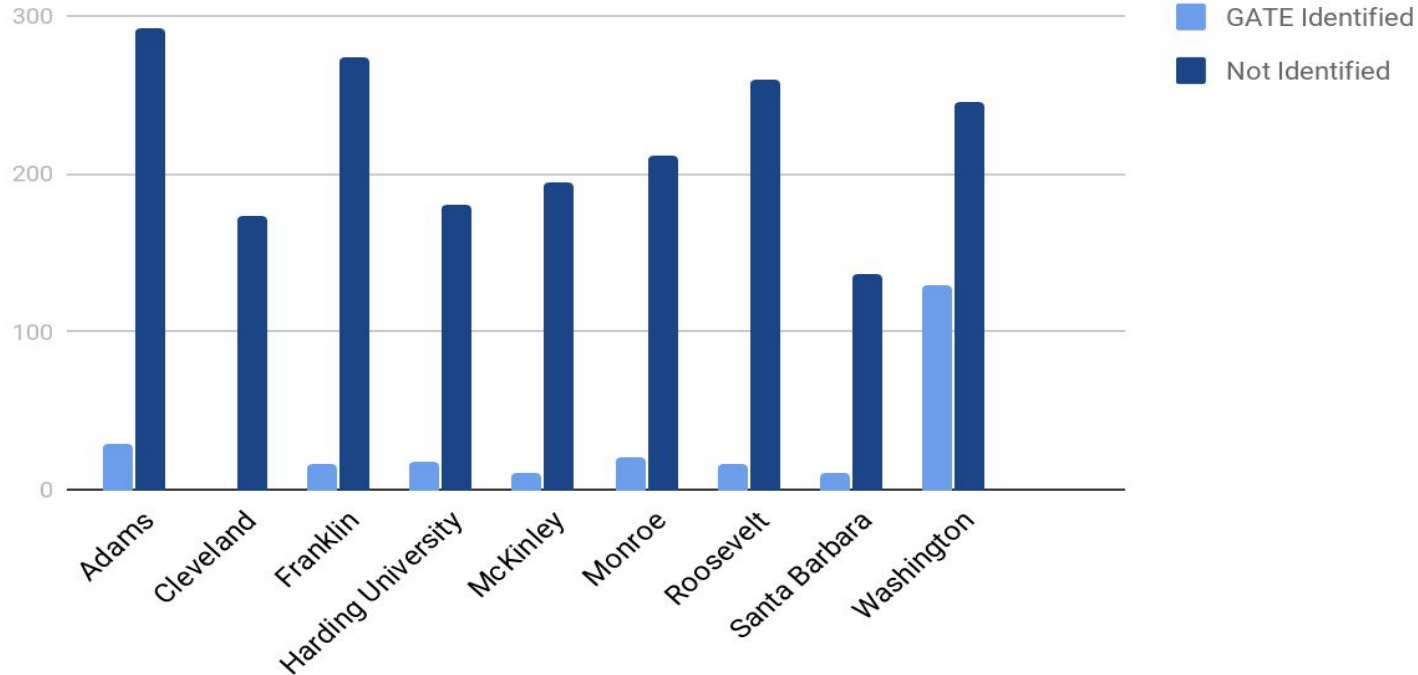


# Current Status of GATE in SBUnified



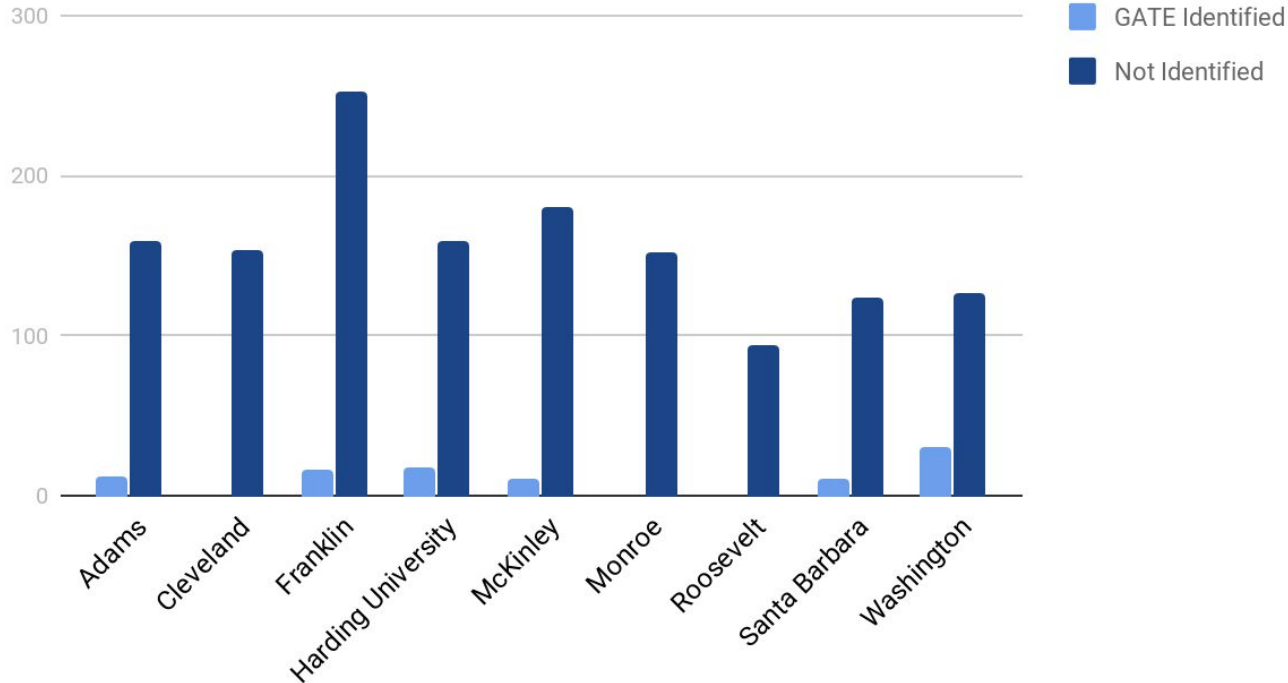
# GATE Identification by School

GATE Identified- Grades 3-6



# GATE Identification by Student Group

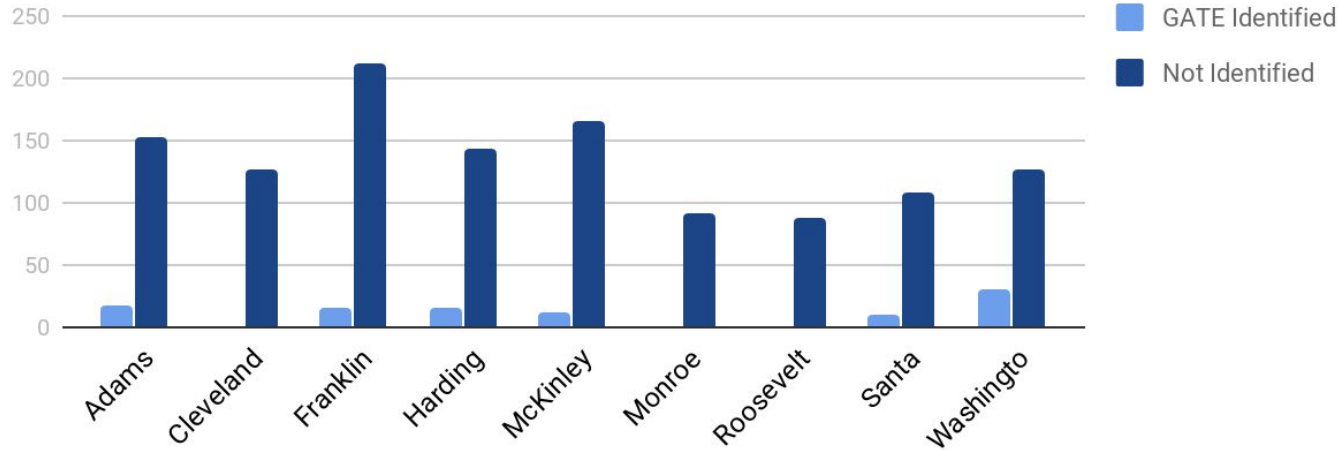
## GATE Identified- Socioeconomically Disadvantaged Learners





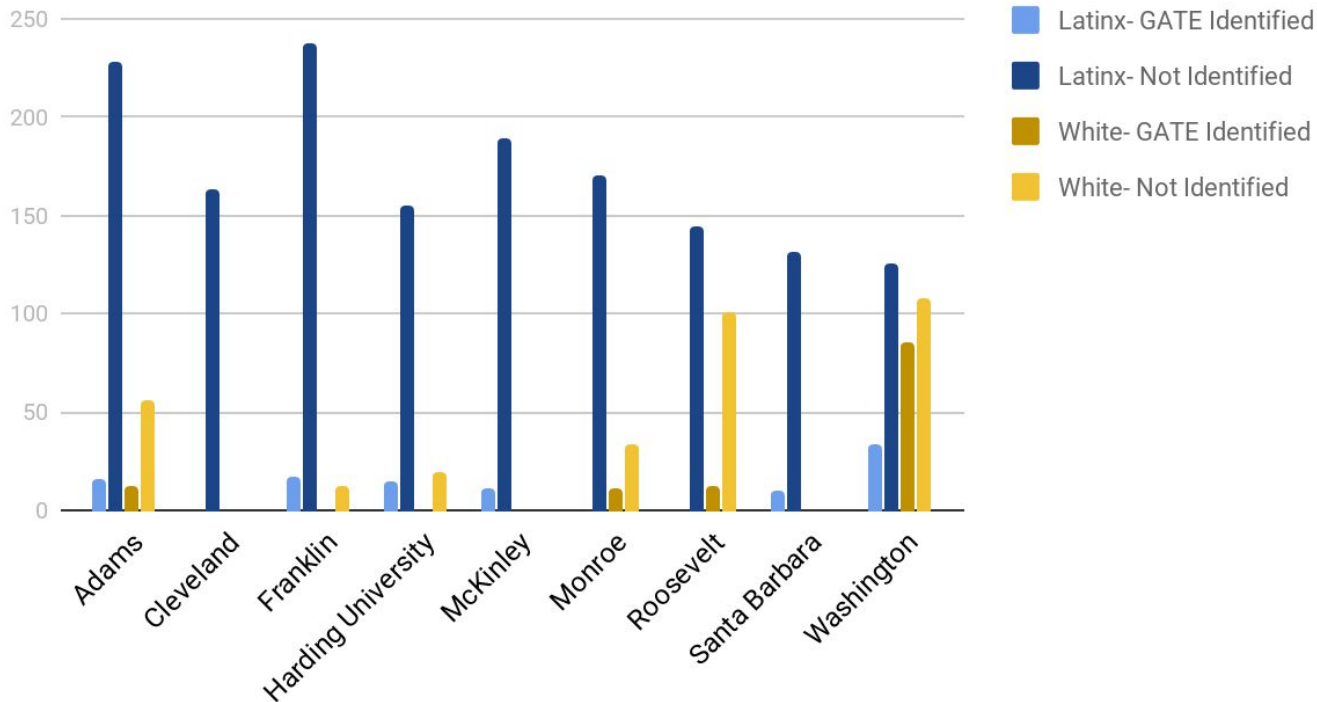
# GATE Identification by Student Group

GATE Identified- Multilingual Students (EL, IFEP, RFEP)



# GATE Identification by Student Group

GATE Identified- Ethnicity





# GATE Identification and Program Models



# Identification for GATE Program

## **Process of Identification**

Santa Barbara Unified School District administers the Cognitive Abilities Test (CogAT) to all second grade students (opt-out is available).

- The CogAT is an assessment that measures general reasoning abilities in three domains: verbal, quantitative, and nonverbal.
- The CogAT measures students' abilities to apply their reasoning skills to verbal, quantitative, and non-verbal tasks, but is not an IQ test.
- Results are combined with additional data and information to:
  - understand learning needs of individual students.
  - to determine how to differentiate or modify curriculum through differentiation

# Identification for GATE Program

## **Process of Identification**

Santa Barbara Unified School District applies local norms in order to bring about more equitable results.

- Local qualifying scores
  - For English-only students, an overall composite score of 95% or greater
  - For English learners, an overall composite score of 93% or greater
- Retesting does occur in grades 3-5

# Models to Support GATE Learners in SBUnified

Santa Barbara Unified School District provides cluster classes with flexible grouping throughout the day for GATE-identified students in 3rd through 6th grades on all campuses and homogeneous clustering of GATE identified students at the District's GATE Magnet program, located at Washington Elementary

# Models to Support Gifted Learners

SB Unified utilizes cluster models throughout elementary schools.

- **What is a cluster model?**
  - A form of grouping in which a small number of gifted students (usually 5-7) are placed within a heterogeneously grouped classroom
- **Cluster Model in SB Unified Elementary Schools**
  - Grades 3-6 (including Charter Schools)
- **District GATE Magnet @ Washington Elementary**
  - Grades 3-6

# The Cluster Approach

Cluster classrooms include a small group of GATE identified students within a mixed-ability general education classroom. This model allows the classroom teacher to more effectively differentiate instruction and provides interaction for GATE students with both their intellectual and age peers. Students participating in GATE cluster groups receive differentiated instructional opportunities designed with elements of depth, complexity, and content imperatives across the grade-level core curriculum. Differentiated instruction is provided within the school day and in the general education classroom



# The Magnet Approach

Magnet classrooms are homogeneously constructed of GATE identified students from throughout the district. Students participating in GATE magnet receive differentiated instructional opportunities designed with elements of depth, complexity, and content imperatives across the grade-level core curriculum.

All students in SBUnified, who are identified as GATE are eligible to participate in a lottery for seats at the District Magnet, located at Washington. All students in SBUnified have equal access to the Magnet via the lottery.



# Research on Meeting the Needs of GATE STUDENTS



# Learning Needs of GATE-identified Students

Students identified as gifted benefit from the explicit teaching of GATE standards: depth, complexity, acceleration and novelty.

## **Depth**

- Depth is studying the core curriculum more deeply. Differentiation using depth involves studying a topic in greater detail (deceleration).

## **Complexity**

- Complexity involves moving beyond a surface level understanding. Differentiation using complexity involves extending the content to the study of issues, topics, and themes.

# Learning Needs of GATE-identified Students

Students identified as gifted benefit from the explicit teaching of GATE standards: depth, complexity, acceleration and novelty.

## **Acceleration**

- Acceleration of thinking involves differentiating the core curriculum to provide challenge beyond the core content.



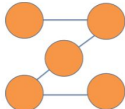
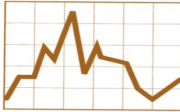





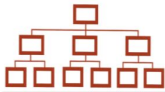

## **Novelty**

- Novelty provides inquiry and exploration into the core curriculum .  
Differentiation using novelty gives opportunities to create.

# Learning Needs of GATE-identified Students

## Icons of Depth & Complexity

- Challenge gifted and advanced learners by directing them to extend their understanding of the area of study.
- Encourages students to approach content by “Thinking like a Disciplinarian.”
- Provide students with tiered assignments, tiered lessons, and independent projects to make certain that advanced students are challenged

 <p><b>Language of the Discipline</b></p> <ul style="list-style-type: none"> <li>•What vocabulary is used?</li> <li>•What tools are used?</li> <li>•What methods are used?</li> <li>•What service is provided?</li> <li>•What products are made?</li> </ul>	 <p><b>Details</b></p> <ul style="list-style-type: none"> <li>•Who...? What...?</li> <li>•When...? Where...?</li> <li>•Why...? How...?</li> </ul>	 <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>•What patterns do you notice?</li> <li>•Can you predict what will come next?</li> <li>•Why do you think so?</li> </ul>	 <p><b>Trends</b></p> <ul style="list-style-type: none"> <li>•Identify cause &amp; effect relationships</li> <li>•What are influencing factors?</li> </ul>
 <p><b>Unanswered Questions</b></p> <ul style="list-style-type: none"> <li>•What words don't you understand?</li> <li>•What is unclear?</li> <li>•What information is missing?</li> </ul>	 <p><b>Change Over Time</b></p> <ul style="list-style-type: none"> <li>•What was it like in the past, the present &amp; what might it be like in the future?</li> <li>•What caused the change?</li> </ul>	 <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>•Who believes the behavior or action to be right or wrong and why?</li> </ul>	 <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>•What is the theme?</li> <li>•Identify the “Big Idea”, principle or generalization.</li> </ul>
<p><b>Depth &amp; Complexity Icons</b> Use this page to guide discussions, as conversation “cues” during literature circles discussions, &amp; as writing prompts to encourage critical thinking. <small>Shared by Sandra Kaplan</small></p>	 <p><b>Multiple Perspectives</b></p> <ul style="list-style-type: none"> <li>•Who agrees &amp; disagrees?</li> <li>•What are their opinions?</li> <li>•Who believes what &amp; why?</li> </ul>	 <p><b>Rules</b></p> <ul style="list-style-type: none"> <li>•What are the rules?</li> <li>•How is it structured?</li> </ul>	 <p><b>Across the Disciplines</b></p> <ul style="list-style-type: none"> <li>•What common theme connects the topics?</li> <li>•How is one topic like the other?</li> </ul>



# Supports for GATE Learners



# GATE Certification

SBUnified has partnered with UCSB Extension to offer GATE Certification Classes for Teachers.

Teachers will receive a \$500.00 from the District to compensate them for their time.

All participants who complete the class work will receive a Certificate of Completion from Santa Barbara Unified School District and Tri-County GATE Council.

# GATE Certification Course Design

Module 1: Purpose and Overview of GATE

Module 2: Characteristics of Gifted Learners

Module 3: Identification of Gifted Learners

Module 4: Programs and Services for Gifted Learners

Module 5: Curriculum, Instruction, and Assessment for Gifted Learners

Module 6: Addressing the Affective Needs of Gifted Learners and Identification of Twice Exceptional and Underrepresented Populations



# Project Reach Each

SBUUnified has been asked to participate in USC's Project Reach Each.

- The Project is lead by Dr. Kaplan, a nationally renowned scholar and researcher in gifted and talented education. Dr.'s Kaplan teaches to her specialization (Gifted) in classes in the Masters in the Arts of Teaching program at USC.
- Project Reach EACH has been designed by the University of Southern California and the California Department of Education.
- Project Reach EACH proposes an innovative differentiated curriculum design based on best practices of literacy instruction and differentiated instruction for gifted learners.

# Project Reach Each Goals

- Improve literacy and reading comprehension
  - Focus on diverse learners (gifted, special education, twice exceptional, and general education students)
  - Heterogeneous classrooms
- Increase recognition of gifted behaviors among diverse learners
  - and their possible identification through non-traditional methods inherent within the design and implementation of a differentiated reading comprehension curriculum,
- Design and deliver professional development
  - Focus on 3rd grade teachers in Title I Schoolwide Programs
- Affect changes in policies and procedures in California
  - Change perceptions and practices relating to gifted education (identification and services).

# Professional Learning and Collaboration

- **Strengthen Teachers Collective Efficacy in Reaching the Needs of GATE learners**
  - Integrating learning experiences for students
    - Learning Progressions, integration across content
  - Focus on Differentiation
    - Balanced Literacy, Literacy Coaches, Differentiation Specialist
  - Participation in professional learning opportunities and partnerships
    - California Association for the Gifted, Colloquium, Gifted Guild Gathering, Maintain Partnerships Tri-County GATE

# Questions