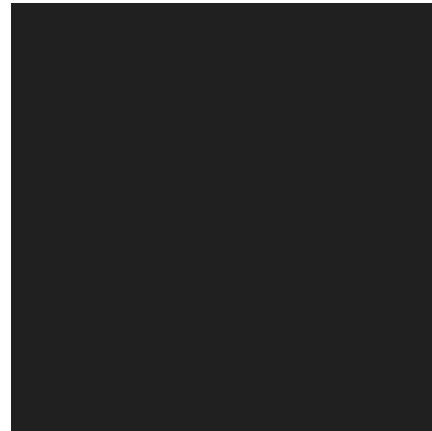




Gifted and Talented Education (GATE)

Board of Education Feb. 14, 2017



SCSD Mission

Somers Central School District will ignite a passion in each student by engaging students at a personal level to ensure success in a global society.



Professional Learning Communities (PLCs)

- What do we want our students to know and be able to do?
(Standards identified in curriculum maps.)
- How do we know what our students know and are able to do?
(Common assessments.)
- What do we do if our students don't know or aren't able to do?
What do we do if students already know and are able to do?
(Best instructional practices and related programs.)



Sampling of the work completed in pursuit of our mission

- Foundations reading program k-3
- Science 21 grades k-5
- Responsive Classroom k-5
- Curriculum maps k-12 in all core areas
- Engineering by design at SMS
- Advisory at SMS
- True North “fragile student” program
- Project Lead the Way (PLTW) pre-engineering at SHS
- International Baccalaureate (IB) at SHS
- Professional Learning Coach at each school



PLCs and GATE

PLC Question #3

- *What do we do if students already know and are able to do?*



NYSED Definition of Gifted Students

Chapter 740 of the Laws of 1982 defines gifted pupils as *"pupils who show evidence of high performances capability and exceptional potential in area such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts. Such definition shall include those pupils who require educational programs or services beyond those normally provided by the regular school program in order to realize their full potential."*



Research

There is a significant body of research calling for a clearly identified structure to support our gifted and talented learners. Furthermore, our mission of igniting the passion of all learners demands we strive to improve our work in this area.



Research

- ¹ Loveless, T., Farkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB*. Washington, DC: Thomas B. Fordham Institute.
- ² Hertberg-Davis, H. L., & Callahan, C. M. (2013). Introduction. In H. L. Hertberg-Davis & C. M. Callahan (Eds.), *Fundamentals of gifted education* (pp. 1–10). New York, NY: Routledge.
- ³ Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year follow-up of the profoundly gifted. *Journal of Applied Psychology*, 4, 718–729.
- ⁴ Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. *Psychological Science*, 24, 648–659.
- ⁵ Campbell, J. R., & Walberg, H. J. (2011). Olympiad studies: Competitions provide alternatives to developing talents that serve national interests. *Roeper Review*, 33, 8–17.
- ⁶ Westberg, K. L. (1999, Summer). What happens to young, creative producers? NAGC: *Creativity and Curriculum Division Newsletter*, 3, 13–16.
- ⁷ Park, G., Lubinski, D., & Benbow, C. P. (2007) Contrasting intellectual patterns predict creativity in the arts and sciences: Tracking intellectually precocious youth over 25 years. *Psychological Science*, 18, 948–995.



GATE Objective

The gifted and talented students in Somers school district will fully develop their passion to learn after experiencing a coordinated gifted and talented education program and they will self-report a positive impact on their learning throughout their experience in SCSD.

***To accomplish the desired support for the GATE program, no additional staffing will be added to the budget. The intent is to reallocate FTE in the coming years as grade level classes decrease.*



Desired Milestones

2017-18

- SCSD: Identify a GATE coordinator and develop a GATE program guide including the gifted and talented student definition, identification process and procedures, program delivery and related processes.
- PES: Develop identification of the GATE program for our youngest population. (.4 FTE)
- SIS: Implement the initial step of the GATE program. (.5 increase to 1.0 FTE) including the development of Advanced Learning Plans (ALPs) for advanced learners.
- SMS: Implement the initial step of the GATE program. (.0 increase to .5 FTE) including the development of Advanced Learning Plans (ALPs) for advanced learners.
- SHS: N/A



Desired Milestones

2018-19

- SCSD: Coordinate the next area of identification area for the GATE program. Provide overall percentage of students and samples of work to the BoE through a discussion at a BoE RoundTable session.
- PES: Expand the GATE program to other potential areas of identification. (.4 FTE increase to 1.0 FTE)
- SIS: Expand the identification of GATE student to include other areas of identification.
- SMS: Expand the identification of GATE student to include other areas of identification. (.5 increase to 1.0 FTE)
- SHS: Implement the initial step of the GATE program. (.0 increase to .5 FTE) including the development of Advanced Learning Plans (ALPs) for advanced learners.



Desired Milestones

2019-20

- SCSD: Provide a brief evaluation of the GATE program and provide any considerations for improvements and/or adjustments.
- PES: Modify the GATE program to other potential areas of identification. (1.0 FTE)
- SIS: Modify the GATE program to other potential areas of identification. (1.0 FTE)
- SMS: Modify the GATE program to other potential areas of identification. (1.0 FTE)
- SHS: Expand the identification of GATE student to include other areas of identification. (.5 increase to 1.0 FTE)