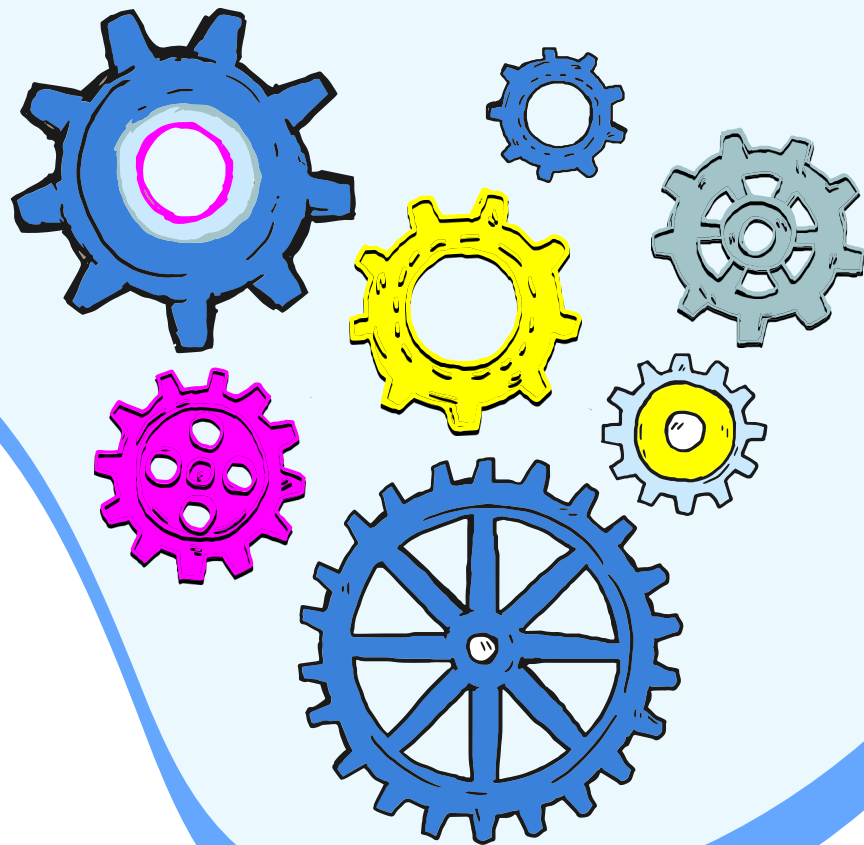


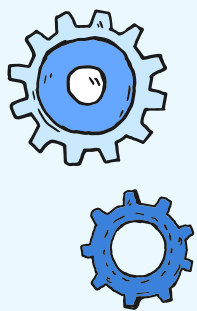


Ocean View
School District

Gifted Education in OVSD

May 11, 2021

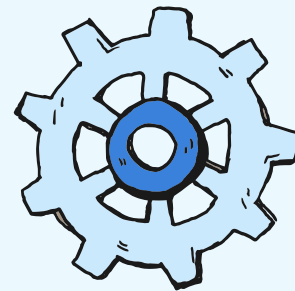




#EPIC



Embolden
Passions that
Inspire
Change

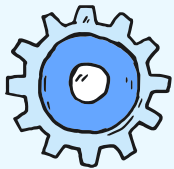


Mission

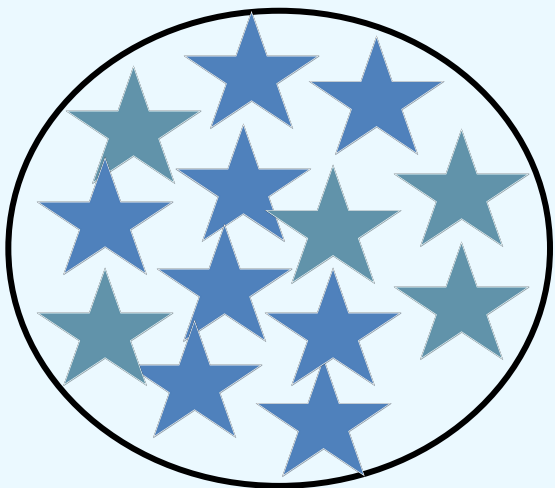
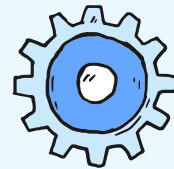
We hold high expectations for all students through rigorous and relevant educational experiences that support and guide them to become responsible, ethical, productive, and involved citizens.

Philosophy

Every student has the right to be appropriately challenged, and we strive to engage in the development and activation of each student's potential.

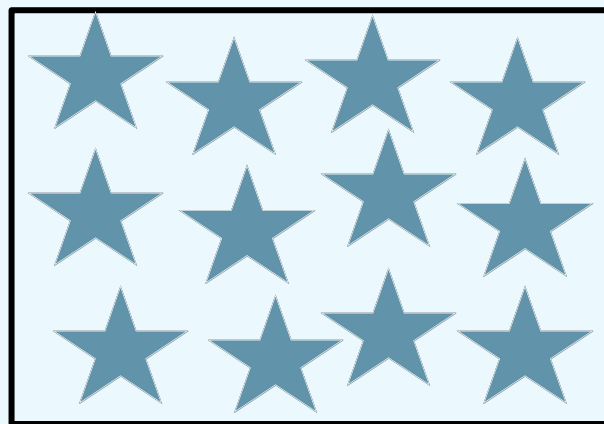


OVSD GATE Placement Choices



Cluster Programs

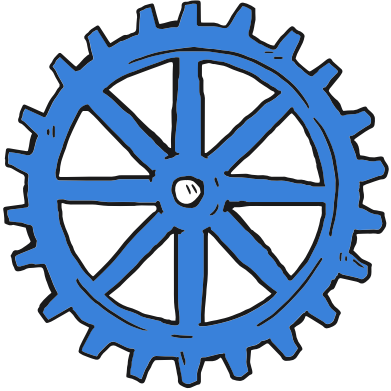
Students are grouped within their regular classroom setting with their intellectual peers and receive appropriately differentiated activities from their regular classroom teachers.



Magnet Programs

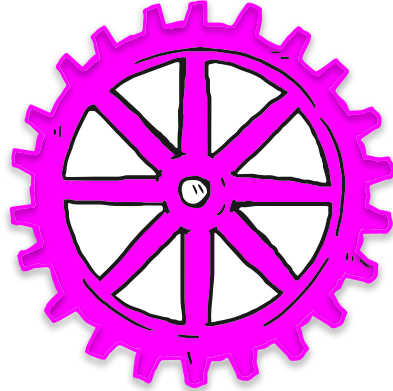
Magnet schools are public schools with specialized courses or curricula. "Magnet" refers to how the schools draw students from across the normal boundaries. Students in the GATE Magnets are homogeneously grouped in core curricular classes of identified strengths.

Highlights



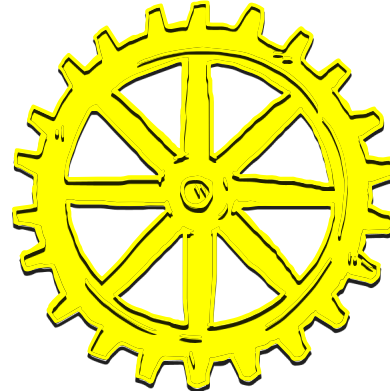
**Our Elementary
Magnet Sites**

Circle View
Star View



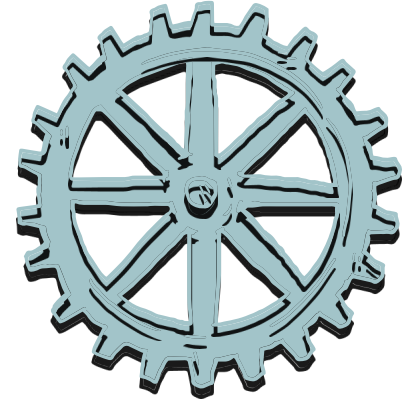
**Our Middle
Magnet Sites**

Mesa View
Vista View



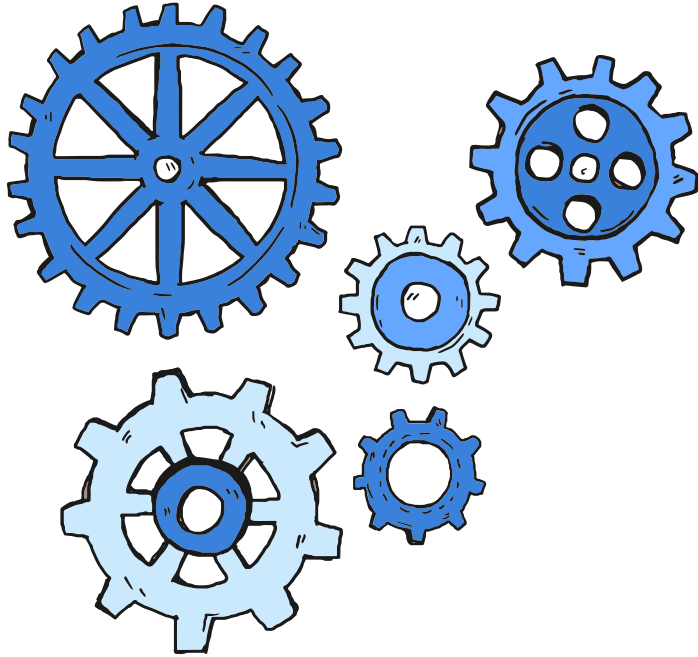
**Introducing OVSD's
GATE Academy
Certification**

In partnership
with the OC
Collaborative



**Presentation of
Certificates**

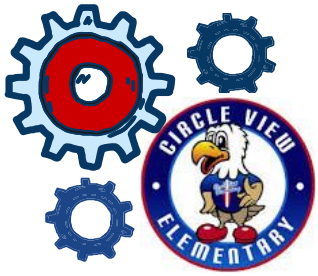
OVSD Cohort #1
Administrators/
Teachers



Ocean View
School District

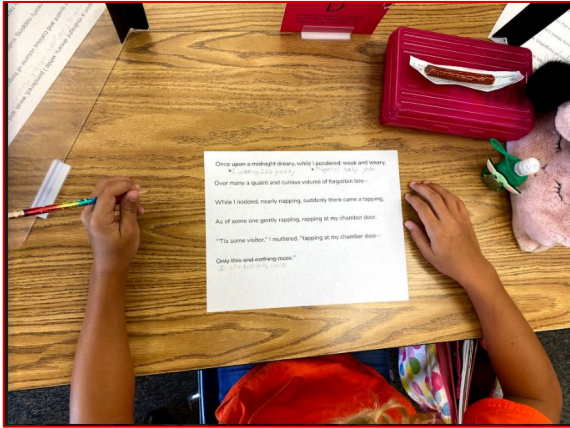
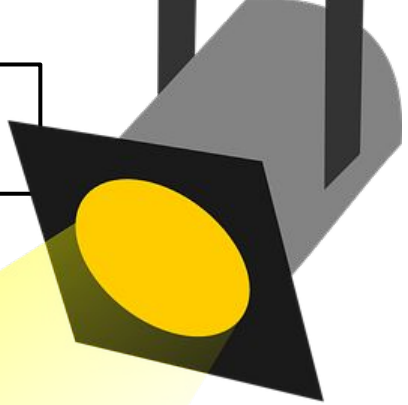
Elementary Magnet Sites

Circle View
Star View



Circle View Scholars

~Spotlight on GATE Thinking~

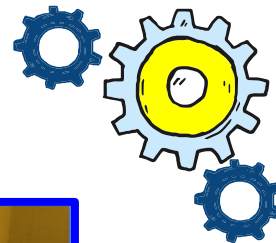


5th grade GATE
Dr. Webb's Class





Star View Scholars

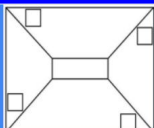


Literature Choices:



Patterns, Details, Unanswered Questions, Changes Over Time

Book Report Frame

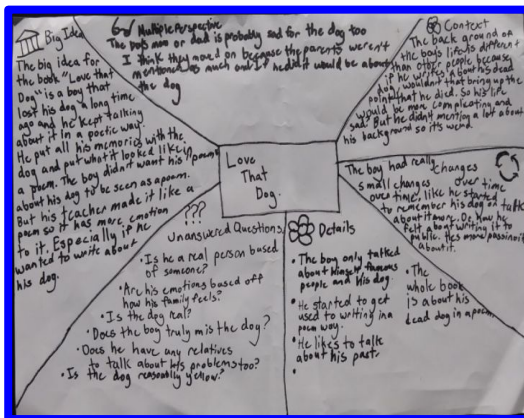


Instructions:

Choose a fiction or nonfiction book. You may check out a book from the Star View library, choose a book from the classroom library or read a book you have. (Please choose a book you have not read before and one that is grade appropriate with at least 100 pages.)

Create a frame for icons of depth and complexity.

Your frame will include the icons big idea, details, unanswered questions and three other icons of your choice.



Dybas- Blood on the River novel study - Project Choice Board

Project concept #1 Google Slideshow

- Research and find photos of the Jamestown settlement and create a google slideshow with at least ten slides and captions.



Project concept #4 Write a short play

- Choose a memorable portion from the novel. Write a script including at least three characters. Practice the script with classmates and perform the play for the class.



Project concept #2 Interview

- Create a set of ten questions for Samuel Collier. Create answers for the questions based on how you think Samuel would answer related to evidence from the book Blood on the River.



Project concept #5 Create a comic book/Graphic novel

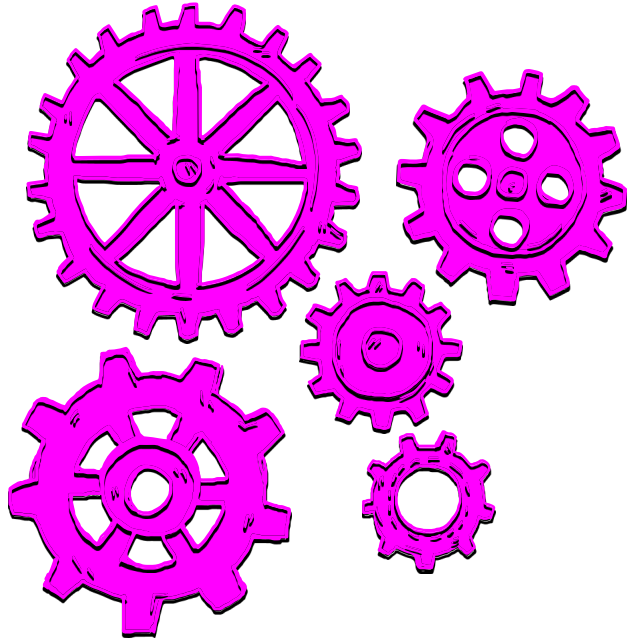
- Choose a memorable portion from the novel. Design a comic book or graphic novel displaying the action in colorful drawings. Design, color and write at least three pages.

Project concept #3 Map

- Study the geography of Jamestown and the surrounding area. Create and label a map, including the Native tribes of the Powhatan empire. Include a timeline of important events in the establishment of the Jamestown settlement.



Student Agency & Choice



Ocean View
School District

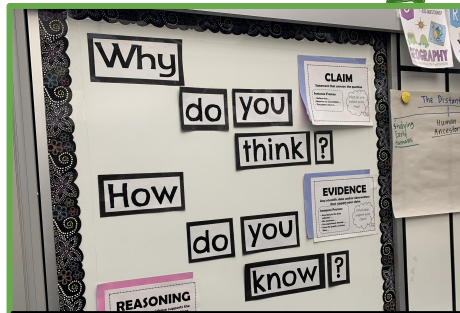
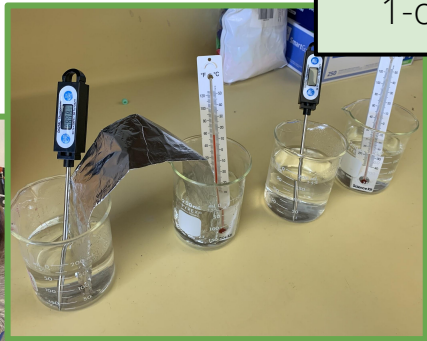
Middle Magnet Sites

Mesa View
Vista View

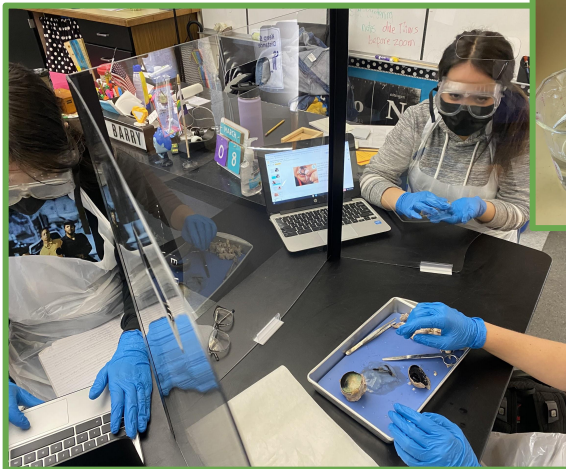


Mesa View Scholars

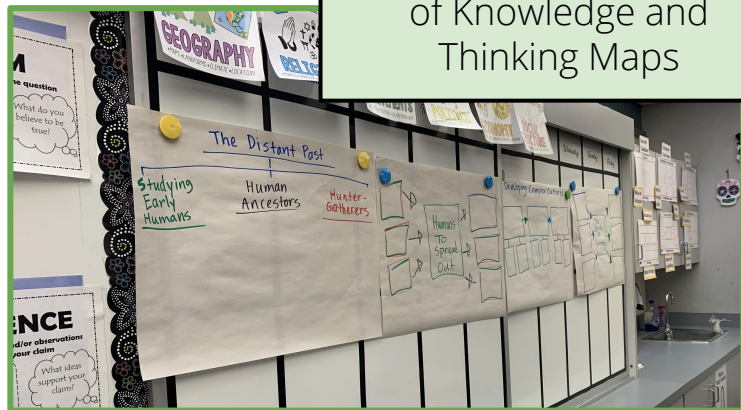
Labs in 7th grade Science and
1-on-1 support in Algebra

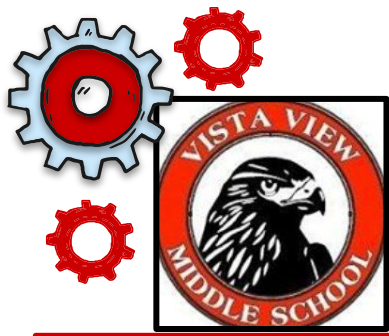


Depth, Complexity, Depth
of Knowledge and
Thinking Maps

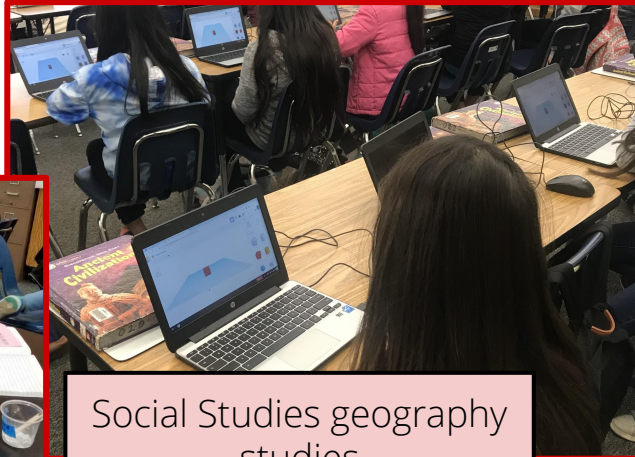
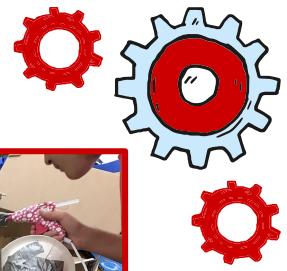


Eyeball Dissection in
8th Grade Science

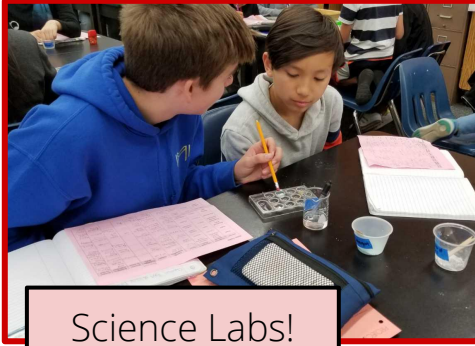




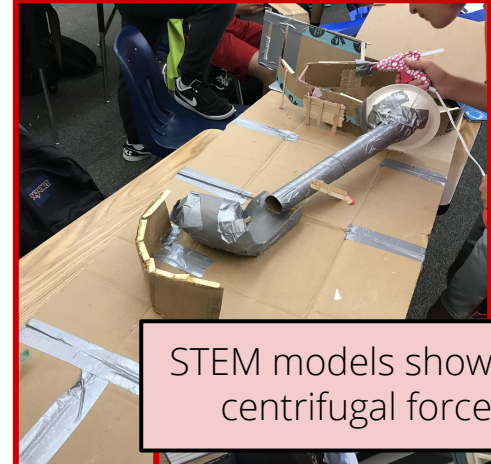
Vista View Scholars



Social Studies geography studies



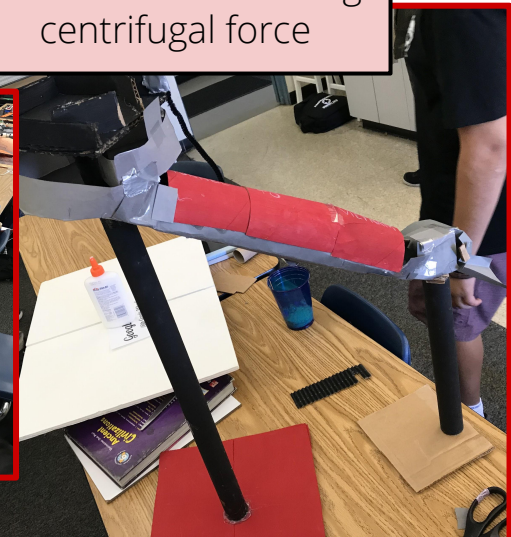
Science Labs!

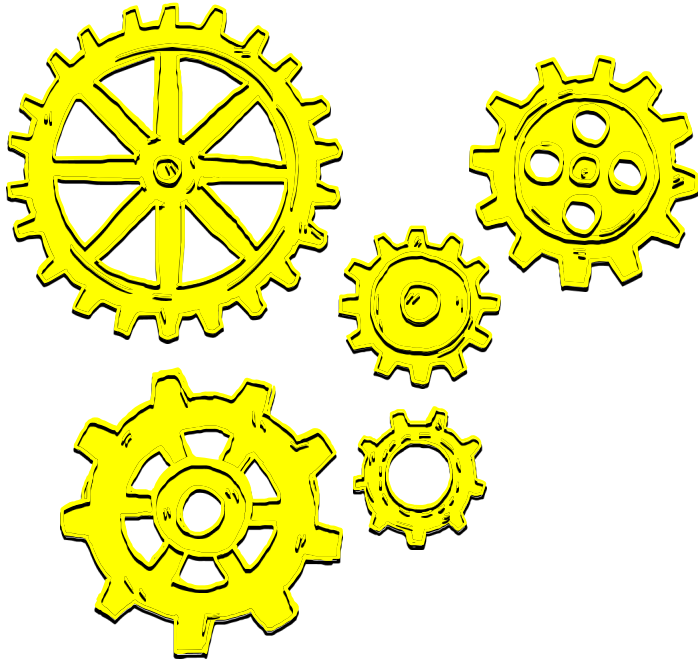


STEM models showing centrifugal force



3D models of the class "town" in Algebra





OVSD's GATE
Academy
Certification
2020-2021

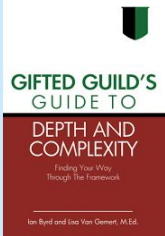
OCC GATE Certification Collaborative



Current Requirements

Content	<p>1: GATE Characteristics (Standards, Identification, GATE plan)</p> <p>2: Intellectualism (Scholarly Attributes, Risk-taking, Perseverance Growth Mindset)</p> <p>3: Differentiation (Depth and Complexity, TLAD, Content Imperatives, DOK, Blooms)</p> <p>4: Curriculum Compacting</p> <p>5: Universal Themes</p> <p>6: Social Emotional (Characteristics, Intensities) and Under-Represented Groups (EL, 2E, Low SES)</p>
Hour Minimum	15 hour seat time + lesson planning / implementation, portfolio or equivalent
Certification and Seal	<p>District / County Certificate with OC Collaborative and Seal</p> <p>Participants need scope and sequence and/ or agenda of program for their records</p>

Ocean View School District's GATE Academy Certification



OVSD GATE Academy Certification Requirements 2020-2021

The GATE certification will combine asynchronous, synchronous, and lesson planning time to cover its minimum hour requirements. The asynchronous modules will be located in our [GATE Academy Google Classroom](#).



Google Classroom



6 Modules
24 Components
7.5+ Hours of Teaching Video
Asynchronous - 12+ hours
Synchronous - 3.5 hours
Office Hours - varied

about (lessons, activities, GATE strategies, students' final products, or other) to present at our final session. The presentation should emphasize how it differentiates learning for students who are gifted (2-5 minutes). Included in your presentation should be: objectives, content standards, GATE standard(s) and strategies. Presentations may include, but are not limited to: any type of presentation software, videos (pre-recording is ok), or other visual representation to enhance your presentation.

Due Date: Final presentation by **April 21st**, and upload final share item to Padlet Wall by **April 30th**.

Modules 1 & 2

GATE Components

Modules 5 & 6

Puzzlements



Novelty

GATE Standards, Gifted Characteristics, Prompts of Depth, Complexity, and Content Imperatives



Underrepresented Populations, Scholarly Traits, Universal Themes and Differentiated Instruction

Concept Attainment

Inductive/Deductive Thinking

What is our Concept?

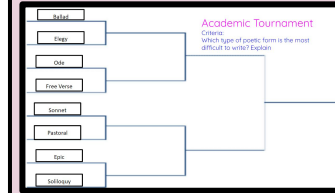
"Yes" Examples

"No" Examples

Write any patterns, observations, or ideas that you have about the concept.

Modules 3 & 4

Academic Tournaments



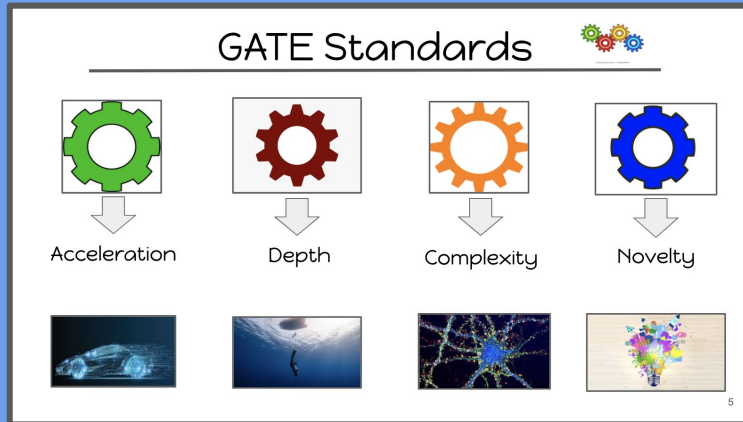
DOK and Blooms



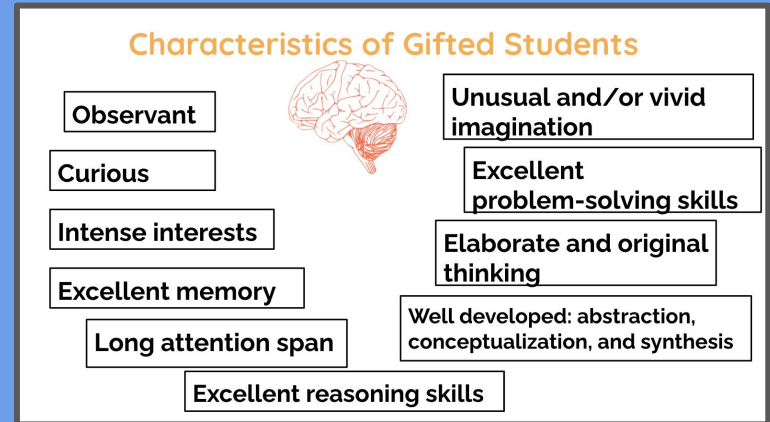
Think Like a Disciplinarian, Philosophical Chairs, and Digital Portfolios

Module #1

GATE Standards

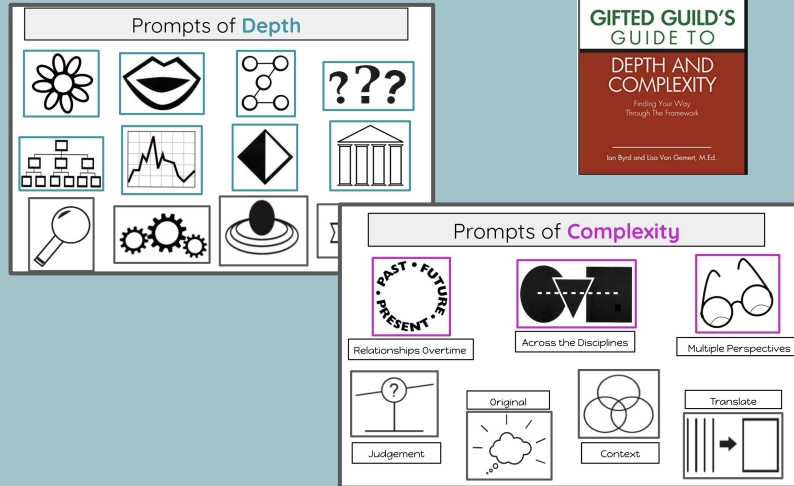


Gifted Characteristics

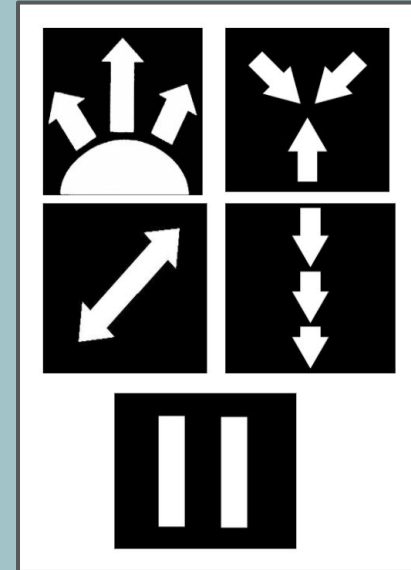


Module #2

Depth and Complexity Prompts




Content Imperatives



Module #3

Underrepresented Populations



Underserved Gifted Populations

During this session you will be exploring your learning through the use of a hyperdoc. You will have choices along the way. Make choices based on what works for you as a learner. Feel free to create your own version with your students by signing into your Google Account > Go to File > Make A Copy.

Explore	Your Task
<p>Twice Exceptionality:</p> <p>Read: Gifted and Underachieving: The Twice Exceptional Learner 7 Myths About Twice-Exceptional (2e) Students By Amanda Morris The Exceptionality of Being Twice-Exceptional - CHP</p> <p>From Lisa Van Gemert's Series "Interview With a Gifted Kid": Interview With a Gifted Kid - James</p> <p>Watch: Twice-2e: Twice Exceptional Twice Exceptional Unraveled: Gifted, Powerful Strategies to Enhance the Learning of Twice-Exceptional Students</p>	<p>Varied Resources Scholars look at multiple resources including primary and secondary sources after hearing.</p> <p>Your task is to peruse the resources on the three types of underserved gifted populations (twice exceptional, gifted B.L.s, or underachievers). Decide which group you would like to study further. Then, choose which resources you would like to use to explore with more depth. You may also select additional resources to add through your own research. Use at least 3 sources to analyze and use for your concentric circle notes in your next task.</p>

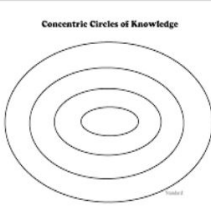
Knowledge Related Real World

Knowledge Related to Parents

Knowledge Relating to Students

Knowledge Related to Teachers/
Self

Concentric Circles of Knowledge



Scholarly Traits

Scholarly Traits



Scholars come with a half of a cup of knowledge and are ready to learn more. They practice academic humility.



Scholars look at the world using many perspectives.



Scholars have both long term and short term goals.



Scholars take pride in the quality of their work.



Scholars are ready with the supplies and tools needed to learn.



Scholars exercise their intellect and learn to persevere.



Scholars ponder ideas.



Scholars have questions and want to seek answers.



Scholars use a variety of resources and references.



Scholars save ideas.



Scholars think "outside of the box" and take intellectual risks.

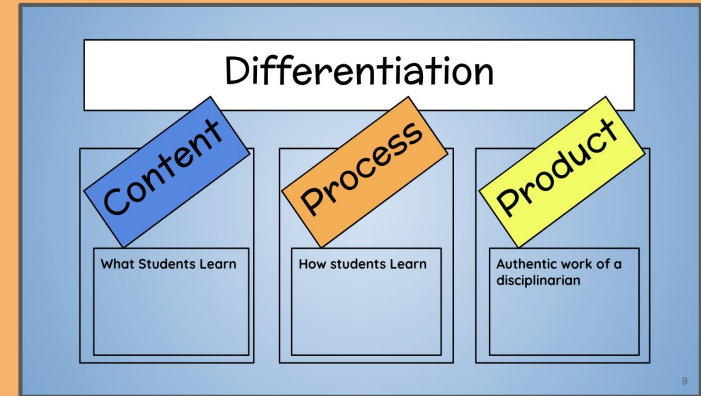
Orange Grove School District
Gifted and Talented Education

Module #4

Universal Themes

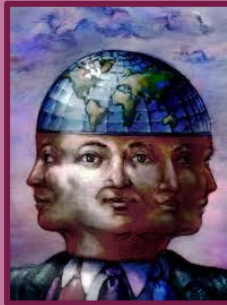
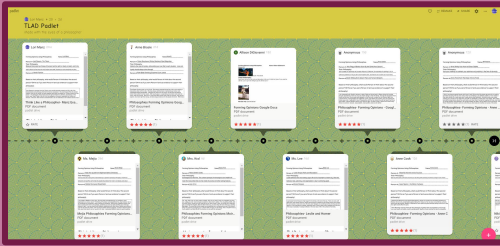


Differentiated Instruction- Part 1- Content

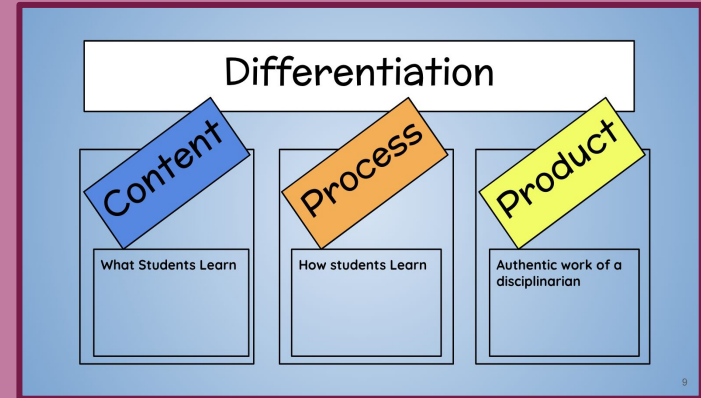


Module #5

Think Like a Disciplinarian (TLAD)

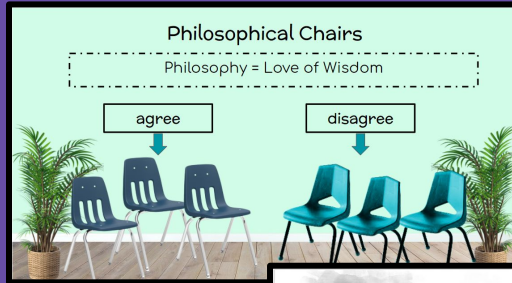


Differentiated Instruction- Part 2- Process and Product



Module #6

Academic Discourse



Module #6
Socratic Seminar

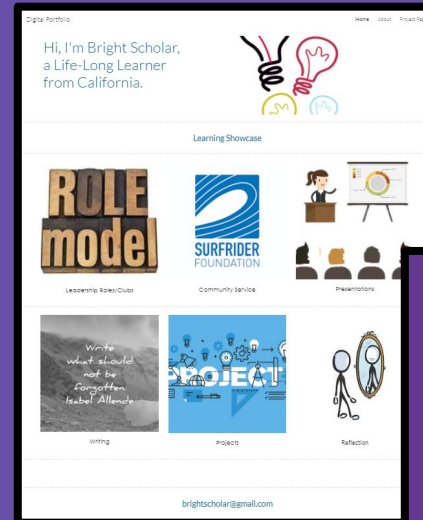
START HERE! Click here to watch a video to help navigate this section of the certification.

After watching the video, click on this button to access the asynchronous version to interact through NearPod.

nearpod

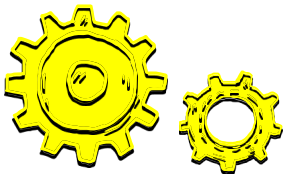
The graphic for Module #6 Socratic Seminar features a blue and white abstract background on the left. On the right, there is a portrait of a bearded man. Below the portrait, a pink box contains the text "START HERE! Click here to watch a video to help navigate this section of the certification." and a blue box contains the text "After watching the video, click on this button to access the asynchronous version to interact through NearPod." The NearPod logo is at the bottom left.

Digital Portfolios

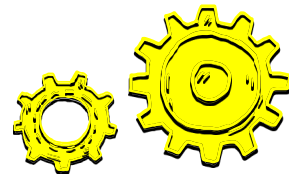


STUDENTS SHOULD
SHARE THEIR
CREATIVE JOURNEY

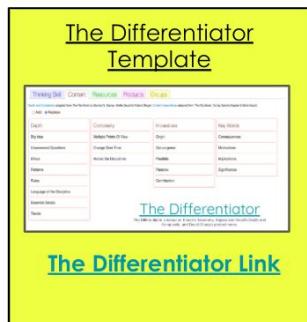
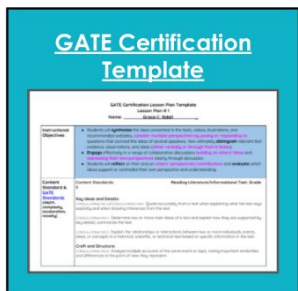
JOHN SPENCER



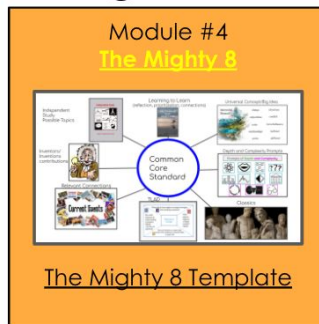
Application of the Learning



Differentiated Lesson Planning



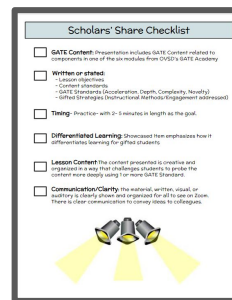
[The Differentiator Link](#)

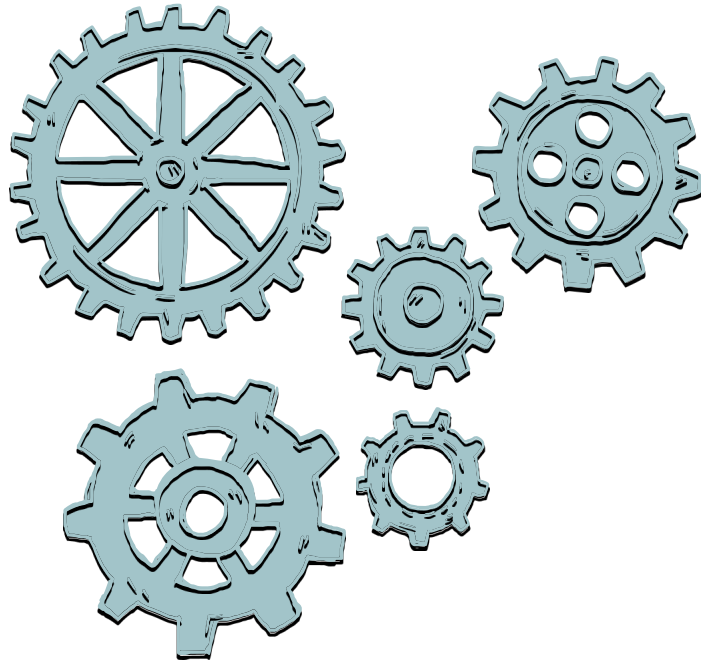


[The Mighty 8 Template](#)



Scholars' Showcase





Presentation of Certificates



Congratulations!



You are all so inspiring! Thank you for your
perseverance!

Elementary:

Anne Brasie
Kate Crawford
Tony Dybas
Sandi Lewis
Stacee Lewis
Grace Sidell

Middle:

Trisha Bray
Jennifer Carter
Diane Cho
Anne Cook
Emily Croal

Middle:

Allison DiGiovanni
Alanna Esparza
Rasheedah Gates
Niki Hoang
Stacey Kral
Sella Lee

Middle:

Desiree Marmolijo
Nicole Mejia
Jillian Parsons
Gordon Pate
Julie Preciado
Sarah Roberts