

GATE Parent Handbook



GIFTED AND TALENTED EDUCATION

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Table of Contents

- [District Vision, Overview & Goals](#)
- [Identification and Eligibility](#)
- [GATE Testing Procedures](#)
- [Identification Appeal Process](#)
- [Definitions of Giftedness](#)
- [Common Myths and Truths About Gifted Student](#)
- [12 Traits of Giftedness](#)
- [Bright Child vs. Gifted Learner](#)
- [Differentiated Instruction/Placement options](#)
- [GATE at the Secondary Level](#)
- [Frequently Asked Questions](#)
- [GATE Yearly Timeline](#)
- [Parent Involvement](#)
- [Resources](#)

DISTRICT VISION

In the Colton Joint Unified School District, we believe each student deserves the academic proficiency and skills necessary to thrive in college and in the global workforce to earn a living wage and be responsible, productive citizens. We will do this by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse communities.

PROGRAM OVERVIEW

The purpose of the Colton Joint Unified School District's GATE Elementary Program is to provide an enriched and differentiated curriculum for scholars who demonstrate excellence beyond that of their peers. Scholars at all levels need to be provided with appropriate learning activities and a differentiated core curriculum. Gifted scholars need to be able to exceed content standards. Standards need to be in place for gifted scholars in advanced levels of depth, pacing, complexity, novelty and acceleration. The inclusion of these five elements will ensure that our scholars are provided with challenging learning experiences. Principles of differentiated instruction for the Gifted and Talented Learner are: content/topic, process/activities, product and environment. These experiences should be designed for all gifted scholars regardless of age, gender, ethnicity, or socioeconomic status.

PROGRAM GOALS

- Provide differentiated learning opportunities that are commensurate with abilities and talents of individuals.
- Offer alternative learning environments that will expose GATE scholars to advanced levels of curriculum through the use of: depth, complexity, and acceleration.
- Educate scholars in the development of a commitment to constructive ethical standards.
- Foster the development of sensitivity and responsibility to others.
- Enhance the GATE scholars self-generating, problem -solving abilities.
- Create an environment that develops a realistic healthy self-concept.

IDENTIFICATION AND ELIGIBILITY REQUIREMENTS

The GATE program views gifted and talented scholars as those possessing the **potential for excellence** as reflected in superior ability levels that may include several dimensions such as abstract thinking, linguistic ability, creative processing, logical reasoning, persistence, concentration, visual reasoning, etc. The traditional perception of intelligence is seen as too narrow and is not adequate for fair assessment of all scholars who possess such a capacity for excellence.

According to Dr. Jim Delisle, a GATE education leader, “Giftedness is an innate ability to both detect and comprehend the world in complex ways that differ significantly from age-expected norms.” (Understanding Your Gifted Child from the Inside Out, p.8). Delisle makes the distinction that giftedness is not always clear from looking at a student’s achievements. This can be a source of tension when advocating for the highly gifted child who may appear average, or even below average, in school. Students who may not be performing well in school due to economic factors or family issues as well as students who are English Learners may also qualify as a GATE student. On the other hand, students who are demonstrating high achievement may not necessarily be gifted.

Evidence of the scholar’s eligibility for the Gifted and Talented Education program must be based upon multiple criteria with documentation of these traits obtained from a variety of sources. ***Colton Joint Unified School District (CJUSD) uses multiple measures.*** At CJUSD, gifted identification relies on a mix of gifted testing and more qualitative observations of gifted characteristics and behaviors.

All second grade scholars are assessed annually unless the parent opts out of testing. Students in grades 3-6 are assessed upon parent or site recommendation and in non consecutive years. The Naglieri non-verbal assessment is used due to the large English Learner and low socioeconomic populations within the district. This process provides early identification and eliminates inherent biases, such as language ability. Starting 2022-2023, CJUSD began testing all 4th grade English Learner (EL) students in an effort to decrease the GATE qualification gap that exists amongst EL versus EO (English only) students.

INTELLECTUAL ABILITY

This category is aimed at targeting scholars who consistently produce advanced ideas and/or products and who score exceptionally high on ability tests. Documentation will include:

- Passing score on the Naglieri non-verbal assessment

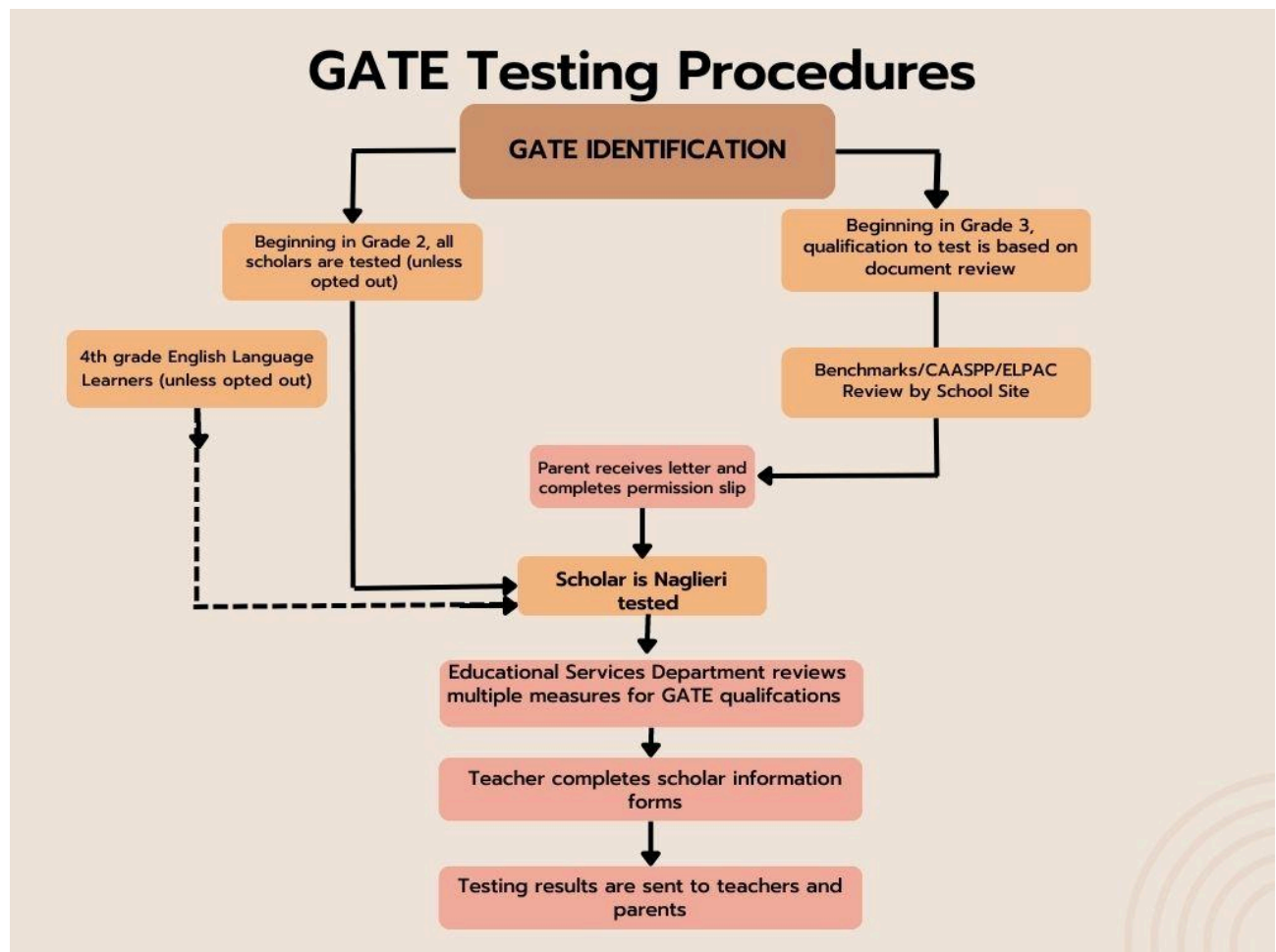
ACADEMIC INDICATOR

Scholars who demonstrate high academic achievement or potential for superior academic achievement in one or more academic areas of Math or Language Arts may be recommended for testing. This category is aimed at targeting scholars who consistently produce advanced ideas, products, and are exceptionally high on achievement tests.

- Near passing score on the Naglieri non-verbal assessment
- Score of Met/Exceeded in Language Arts and/or Math on CAASPP for Grades 4-6
- Score of Met/Exceeded in Language Arts and/or Math on End of Year District Benchmark for Grade 2-3

OTHER INDICATORS

- Evidence of Rapid Acquisition of English
- Teacher input
- Parent Information



Intellectual Identification Appeal Process

The Colton Joint Unified School District has an intellectual identification appeal process which allows parents to appeal test results when the scholar has not met the district criteria for identification.

The ***Appeal Process includes*** the following procedures:

1. The parent submits an appeal in writing to the school site or to the Elementary Curriculum Department at the district. This should include the student name, date of birth, and reason for the appeal.
2. If a student's performance was impacted by illness or acute family problems, appropriate evidence must be provided.
3. If there is sufficient evidence to demonstrate that the student might benefit from additional assessment, the GATE Department will arrange a time and date for the student to be reassessed. The GATE Department will inform the parent/guardian of the testing date and time.
4. For reassessment purposes, the GATE Department, with parent or guardian permission, will re-administer the Naglieri non-verbal assessment.
5. The re-assessed student must earn a passing score.
6. Students achieving the criterion will be intellectually identified for the GATE Program. They will receive services beginning the next academic year.

What is Giftedness?

Children are gifted when their ability is significantly above the norm for their age.

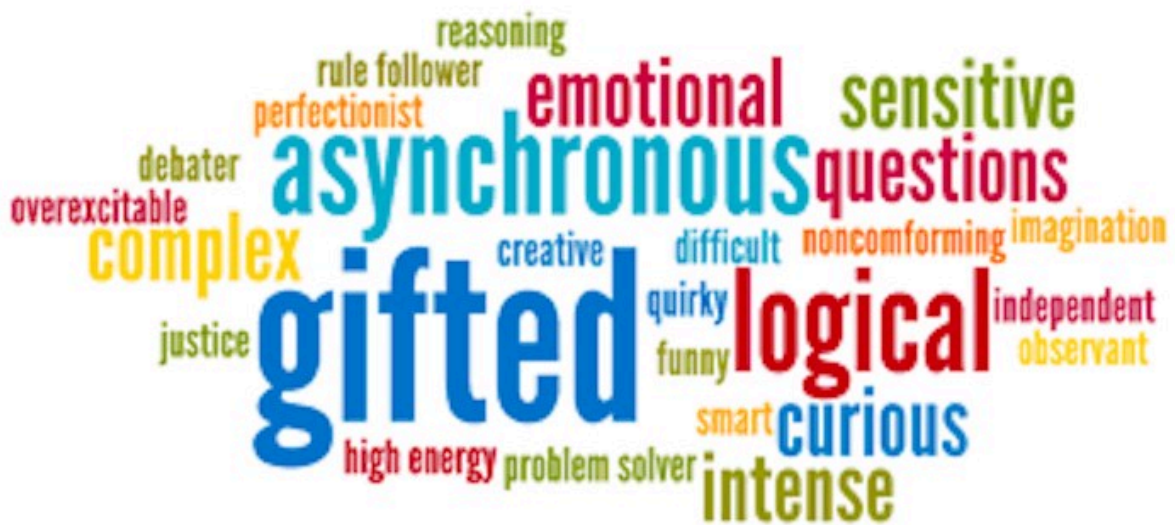
Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.

It is difficult to estimate the absolute number of gifted children in the U.S. and the world because the calculation is dependent on the number of areas, or domains, being measured and the method used to identify gifted children. However, many consider children who are in the top 10 percent in relation to a national and/or local norm to be a good guide for identification and services.

It is important to note that gifted students are represented in all socioeconomic groups, races, ethnicities, languages, gender, and personality types. Parents & educators should closely examine each child to discover potential and support gifted children as they reach for their personal best.

Definitions of Giftedness

(From National Association of GIFTED Children www.nagc.org/)



Common Myths About Gifted Students

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help. If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: a world of opportunities lies before the student.
- Gifted students are self-directed; they know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted students are social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and they should always assume extra responsibility.
- Gifted students make everyone else smarter.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.
- Gifted students are naturally creative and do not need encouragement.
- Gifted children are easy to raise and a welcome addition to any classroom.

Truths About Gifted Students

- Gifted students are often perfectionists and idealistic. They may equate achievement and grades with self-esteem and self-worth, which sometimes leads to fear of failure and interferes with achievement.
- Gifted students may experience heightened sensitivity to their own expectations and those of others, resulting in guilt over achievements or grades perceived to be low.
- Gifted students are asynchronous. Their chronological age, social, physical, emotional, and intellectual development may all be at different levels. For example, a 5-year-old may be able to read and comprehend a third-grade book but may not be able to write legibly.
- Some gifted children are "mappers" (sequential learners), while others are "leapers" (spatial learners). Leapers may not know how they got a "right answer". Mappers get lost in the steps leading to the right answer.
- Gifted students may be so far ahead of their chronological age that they know more than half the curriculum before the school year begins! Their boredom can result in low achievement and grades.
- Gifted children are problem solvers. They benefit from working on open-ended, interdisciplinary problems; for example, how to solve a shortage of community resources. Gifted students often refuse to work for grades alone.
- Gifted students often think abstractly and with such complexity that they may need

help with concrete study and test taking skills. They may not be able to select one answer on a multiple choice question because they see how all the answers might be correct.

- Gifted students who do well in school may define success as getting an “A” and failure as any grade less than an “A”. By early adolescence they may be unwilling to try anything where they are not certain of guaranteed success.

Adapted from College Planning for Gifted Students, 2nd edition by Sandra Berger

12 Traits of Giftedness

Trait, Aptitude, or Behavior	General Description	How It May Look
<u>Motivation</u> Evidence of desire to learn.	Internal drive or encouragement that initiates, directs, or sustains individual or group behavior in order to satisfy a need or attain a goal.	Demonstrates persistence in pursuing or completing self-selected tasks (may be culturally influenced); evident in school or non- school activities. Enthusiastic learner; has aspirations to be somebody, to do something.
<u>Interests</u> Intense, sometimes unusual, interests	Activities, avocations, objects, etc. that have special worth or significance and are given special attention.	Unusual or advanced interests, topic, or activity; self-starter; pursues and activity unceasingly beyond the group.
<u>Communication Skills</u> Highly expressive with words, numbers, or symbols	Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, and numbers).	Unusual ability to communicate (verbally, non verbally, physically, artistically, symbolically); uses particularly apt examples, illustrations, or elaborations.
<u>Problem-Solving Ability</u> Effective, often inventive, strategies for recognizing and solving problems.	Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of a performance task.	Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; creates new designs; inventor.
<u>Memory</u> Large storehouse of information on school or non-school topics.	Exceptional ability to retain and retrieve information.	Already knows; needs only 1-2 repetitions for mastery; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.
<u>Inquiry/Curiosity</u>	Method or process of seeking	Asks unusual questions for age; plays

Questions, experiments, explores	knowledge, understanding or information.	around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.
<u>Insight</u> Quickly grasps new concepts; sees connections; senses deeper meanings	Sudden discovery of correct solution following attempts based primarily on trial and error; putting disparate elements together in unexpected ways.	Exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines.
<u>Reasoning</u> Logical approaches to figuring out solutions.	Highly conscious, directed, controlled, active, intentional forward-looking, and goal-oriented thought.	Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer.
<u>Imagination/ Creativity</u> Produces many ideas; highly original	Process of forming mental images of objects; qualities, situations, or relationships which aren't immediately apparent to the senses; problem solving through non- traditional patterns of thinking.	Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; fluent, flexible producer of ideas; highly curious.
<u>Humor</u> Conveys and picks up on humor well.	Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words or gestures.	Keen sense of humor that may be gentle or hostile; large accumulation of information about emotions; capacity for being unusual; uncommon emotional depth; openness to experiences; sensory awareness.
<u>Intensity</u> ("Overexcitabilities") Strength of reactions, responses, behaviors. (The term "overexcitabilities" comes from Polish psychologist Dabrowski.)	Very Strong, even extreme, responses to stimuli in five areas: emotional, intellectual, sensory, psychomotor, and imagination.	Intense desire for experiences in the area(s) of overexcitability; powerful emotions; seeks intellectual stimulation; sensory experiences evoke strong responses; constant or repetitive movement or gesturing; intense fantasy life; may need creative outlets for intensity.
<u>Sensitivity</u> Strong reactions to emotional stimuli	Events and situations in the affective and social domains elicit a stronger response than usual.	Strong sense of compassion; keen sense of justice; empathy; moral and ethical sensibilities; sense of being "different" socially; existential worrying; often overly self-critical.

(Adapted from material from the National Research Center on the Gifted and Talented and Mary Ruth Coleman, Ph.D., U of N. C

BRIGHT CHILD vs. GIFTED LEARNER

Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Drawing inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys straightforward, sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical



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Differentiated Instruction

The Colton Joint Unified School District GATE Program is designed to provide intellectual growth to all GATE students by offering appropriately differentiated instruction. This occurs at all school sites during the regular school day and meets or exceeds academic content standards.

What a differentiated curriculum is: Differentiated curriculum is an approach to teaching which provides students with a number of different options for learning. The word “differentiated” means different or not the same. The regular classroom curriculum is either accelerated to the learner’s own pace or studied more in depth by using higher level critical thinking skills and/or by making connections to prior knowledge in other subjects. When appropriate, students may also complete projects that demonstrate the knowledge learned from the differentiated activities.

What Differentiated curriculum is not: Differentiated curriculum is not intended to be beyond the ability level of the student and should not cause content knowledge gaps in the student’s learning. Differentiated curriculum is not intended to be delivered to students all the time and most students do not need it in all subjects. Differentiated curriculum also does not mean more of the same curriculum.

The purpose of differentiated curriculum is to increase learning and encourage students to become lifelong learners. It seeks to maximize a student’s potential by meeting his/her academic, intellectual, social and emotional needs.

Referenced from: Carol Ann Tomlinson, Ph.D, Program Coordinator for the Educational Psychology/Gifted Education Curry School of Education, University of Virginia

Placement Options

Classroom Clusters

The Colton Joint Unified School District has GATE cluster classes at elementary schools. This is a research-based program in which GATE identified students are grouped together within the mixed ability classroom.

Teachers with specific training based on gifted education research provide differentiated instruction to meet the unique needs of these students. Differentiated instruction for student/advanced learners may include, but is not limited to, flexible grouping, acceleration, in-depth study, complexity, and novelty. This may occur daily or periodically throughout the year. Differentiated activities are conducted as an integrated part of the regular program. Supplemental materials and technology may also be used to enhance the basic curriculum.

Being in a GATE cluster classroom does not mean more work for a GATE student; nor are GATE students singled out as being different. A cluster class is often not easily identifiable by GATE and non-GATE parents.

The benefits of being in a GATE cluster include:

- Being grouped both with age peers and students of similar ability
- Grouping students together for ease and depth of instruction.
- Having teachers with additional training to differentiate the curriculum and meet the needs of gifted learners.

GATE at The Secondary Level



Secondary GATE/Honors Program Website

Please visit our website for more program information and site-level contacts.

Middle Schools

Students may stay at their home site and students are placed in honors classes based on district criteria. Their mathematics course will be based on district placement tests. The GATE program at the middle school level provides students with opportunities to extend their learning from the classroom to various outside educational sources. Trips to the CA Science Center and other rich educational locations is just one example.



Comprehensive High Schools

High school GATE students and families have many options. Students may stay at their home site and participate in Honors or Advanced Placement (AP) classes. The courses offered are determined at each school site. Additionally, students may participate in a Pathway. Each high school has different options. These include:

 PATHWAYS	 PATHWAYS	 PATHWAYS
B.E.A.R. <small>Bloomington Enrichment and Advancement</small>	H.E.A.L. <small>Health Engagement and Leadership</small>	A.R.T.S. <small>Artistic Enrichment and Talent Search</small>
C.O.P.S. <small>Career Opportunities in Public and Safety</small>	HOSPITALITY	C.A.R.E. <small>Healthcare</small>
BUSINESS	WELDING	ENGINEERING

Frequently Asked Questions

Q1. Why is the GATE program using the Naglieri Assessment for identification?

It is non-verbal, essentially culture –free and appropriate for English Learners and non-readers. It tests abstract thinking, categorical thinking and conceptual reasoning. It eliminates inherent biases, such as language ability.

Q 2. May my kindergartner or first grader be tested?

CJUSD begins the identification process by testing all second graders in winter unless parents opt out of testing.

Q3. Why do I have to fill out and sign the Parent Survey at the time of testing?

The parent survey gives insight into the inner workings of your child's thought processes. Gifted scholars often take unusual approaches to normal childhood activities. The survey may also assist in identifying performance inhibitors that are helpful in identifying underachieving gifted scholars.

Q4. Will my elementary GATE student need to be re-tested when entering middle school?

No. Once a child is GATE-identified, they are always identified.

Q5. If my child was GATE identified in another district may he/she be GATE identified in this district?

Upon receipt of the confidential GATE records provided by the other school district, a student will be designated as GATE at CJUSD.

Q6. What makes a GATE class different from a regular class?

The Common Core State Standards are differentiated for the GATE scholar. One can expect a GATE class to have deeper and more complex activities that extend the regular lesson to new and more challenging levels of understanding.

Q7. How long does it take to get results after the test?

Parents are notified via Q Parent Portal of their child's GATE status in the Spring of the school year assessed and no later than May 15.

Q8. Why are 4th grade English Learners (EL) being tested?

These students are being tested in an effort to lower the gap between the identification rates of all students versus the EL students.

GATE Yearly Timeline

October

All Grade 2 students will be tested unless parents complete an opt-out form. Permission slips for GATE testing sent home to grades 3-6 by request if the student was not tested the prior year.

November-January

Testing of all 2nd students unless parents opt-out of testing.
Testing of students grades 3-6 with signed permission slips

February- March

District scores GATE tests

Spring

Parents notified of GATE Testing results via Q Parent Portal



Parent Involvement

Research shows that scholars achieve at higher levels when parents are involved in their education. The Colton Joint Unified District *strongly* encourages parents to participate in the education of their children through the school and through the school district. Please visit the Parent Meetings District Page linked [HERE](#)

School Site Council (SSC)

Every school has a school site council that annually updates and approves the school plan. If you are interested in serving as an SSC member, or would like information on meeting dates and times, contact your school principal. All SSC meetings are open to the public.

District English Language Advisory Committee (DELAC)

English Learner Advisory Committee provides information to parents on services for their English learner scholar. These parents may serve as a member or as a representative to the School Site Council. All ELAC meetings are open to the public.

If you have a GATE-identified English Learner and would like to serve or attend District or Site parent meetings, contact your school principal.

DPAC (District Parent Advisory Committee)

This forum will provide all parents from the Colton school district an opportunity to share their voice, perspectives, and aspirations for their students. This committee offers feedback on various district initiatives and participates in trainings to drive student academic success.

AAPAC (African American Parent Advisory Committee)

LCAP (Local Control and Accountability Plan)

This forum will provide opportunities for our African American families and students to voice their educational perspectives/aspirations and celebrate academic, social, and cultural pride.

[AAPAC CJUSD Resources](#)

RESOURCES

Websites for Parents:

National Association for Gifted Children

nagc.org

Council for Exceptional Children

cec.sped.org

California Association for the Gifted

cagifted.org

Supporting Emotional Needs of the Gifted

sengifted.org

Hoagie's Gifted Education

hoagiesgifted.org

[48 Essential Links for Parents](#)

[Helping your gifted child succeed](#)

Books:

A Parent's Guide to Gifted Children by James T. Webb, Janet L. Gore, Edward R. Amend, and Arlene R. DeVries

Growing Up Gifted: Developing the Potential of Children at Home and at School (7th Edition) by Barbara Clark

Social and Emotional Development of Gifted Children: What Do We Know? by Maureen Neihart, Sally M. Reis, Nancy M. Robinson, and Sidney M. Moon

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers by Carol Ann Strip and Gretchen Hirsch

Being Smart About Gifted Children: A Guidebook For Parents And Educators by Dona J. Matthews and Joanne F. Foster