McKinley Elementary GATE Orientation

2025 - 2026

McKinley's GATE Team

4th Grade

Cara Cornejo
Angela Devault
Judy Park

5th Grade

Rorry Hadden
Angela Munoz

Extra Support

Danielle Kuester (Site Coordinator)
Liz Costella (Principal)
Terry Williamson (District Coordinator)

*all emails are first name last name

OBJECTIVES

1 Understanding Giftedness

2 GATE at McKinley

3 Resources

Understanding Giftedness

What Does it Mean to be Gifted?

“Students who are identified as gifted, perform-or have the ability to perform-at higher levels compared to other students of the same age, experience, and environment.”

(National Association for Gifted Children)

Common Traits of Gifted Children

- ★ Advanced comprehension beyond grade level
- ★ Deep emotional sensitivity early on
- ★ Intense curiosity and passion for niche topics
- ★ Unusual or mature humor
- ★ Creative and imaginative problem-solving
- ★ Rapid learning with minimal repetition
- ★ Strong self, social, and global awareness

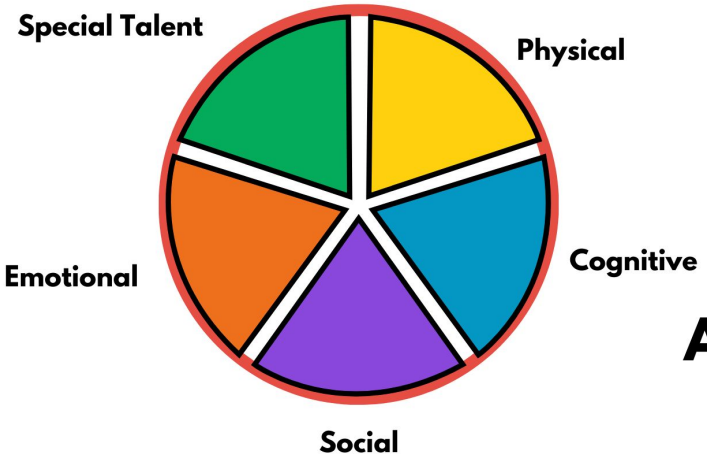
Asynchronous Development

- When the social, emotional, physical, intellectual, and creative aspects of a person develop on a trajectory that is outside of norms, and at an uneven rate, it is described as asynchronous development. (Morelock, 1992)

- Research shows that *some* gifted and talented children develop asynchronously.

Excerpted From: Keri Guilbault, Ed.D., and Michele Kane, Ed.D.
Asynchronous Development. National Association for Gifted Children. 2016.

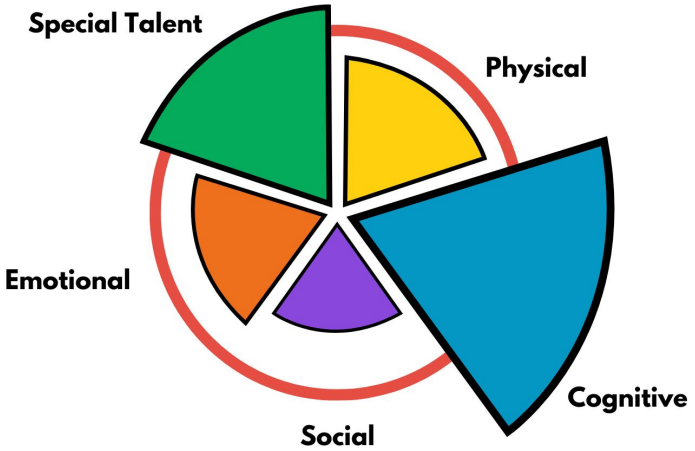
SYNCHRONOUS DEVELOPMENT



Example:

A young gifted child may understand difficult concepts such as death, but may not have the life experience to handle these concepts.

ASYNCHRONOUS DEVELOPMENT



Example:

A 6 year old child with a 9 year old mind wants to draw and write like a 9 year old, but his motor coordination is age appropriate.

Asynchronous Development May Cause Other Executive Functioning or Social-Emotional Needs Needs

- Disruptiveness
- Careless/Messy Work
- Underachievement
- Disorganization
- Antisocial Demeanor
- Emotional Immaturity
- Failure to Follow Directions
- Impatience
- Lack of Self-Efficacy
- Fear of Failure
- Perfectionism
- Anxiety
- Stress
- Difficulties with Peer Relationships

Like all people, no two gifted students are alike:

Autonomous Learner

- Enthusiastic
- Self Confident
- Accepting
- Creative
- Follows Passions
- Makes the system work for them

Successful Learner

- Does well academically
- Positive Self Concept
- Conforms
- Pleases
- Not a Risk Taker
- Anxious about Failure
- Can underachieve
- Don't challenge themselves, "Good Enough"

Challenging Learner

- Low self esteem
- Questions rules and policies
- Sarcastic
- Poor self control
- Creative, enjoy active learning
- Competitive
- Can become disengaged in school

Underground Learner

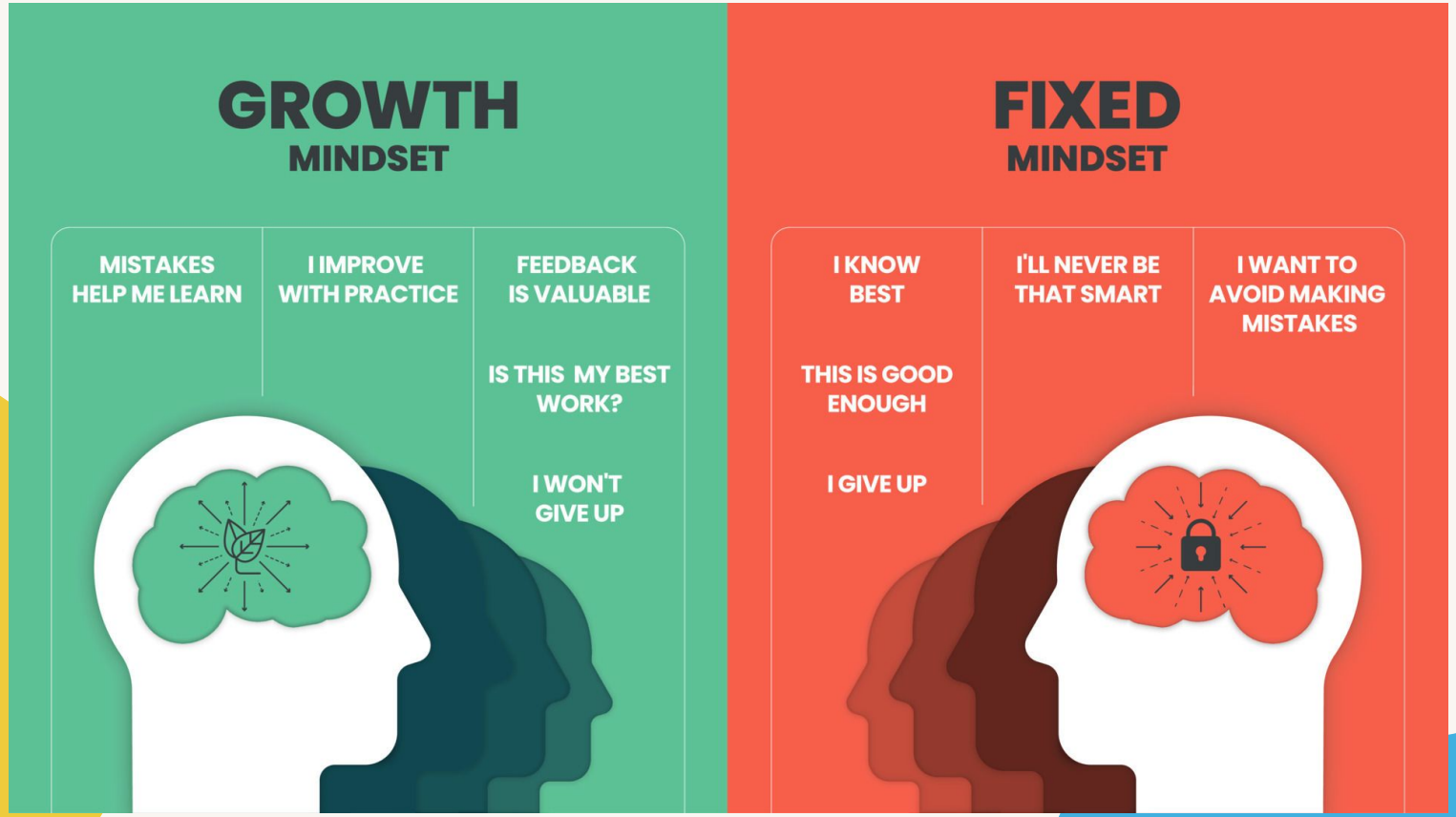
- Unsure
- Insecure
- Denies/hides talents
- Seen as quiet/shy
- Fitting in is paramount
- Resists challenges

Double Labeled Learner

- Identified gifted and has special needs
- Seen only for disability
- Demonstrates high ability in narrow skill set
- Can be seen different

Excerpted From: Profiles of the Gifted & Talented from the Davidson Institute

Growth vs. Fixed Mindset



GATE at McKinley

BUSD GATE Vision

To provide a comprehensive high quality program that meets the intellectual, academic, and social/emotional needs of all intellectually gifted students in the Burbank Unified School District.

BUSD GATE Goals

Equitable Identification

Support for Social-Emotional Health

Executive Functioning

Growth Mindset

Quality Instruction in the Classroom

Elementary Placement

Cluster Grouping • Grades 4-5

GATE students are clustered or grouped together in the regular classroom and provided appropriately differentiated instruction of the core curriculum.

Middle School Placement

GATE Classes for English, Social Science, & Science

Math Class based on Math Achievement

High School Monitoring

Elements of Effective Instruction that Supports Students who are Gifted

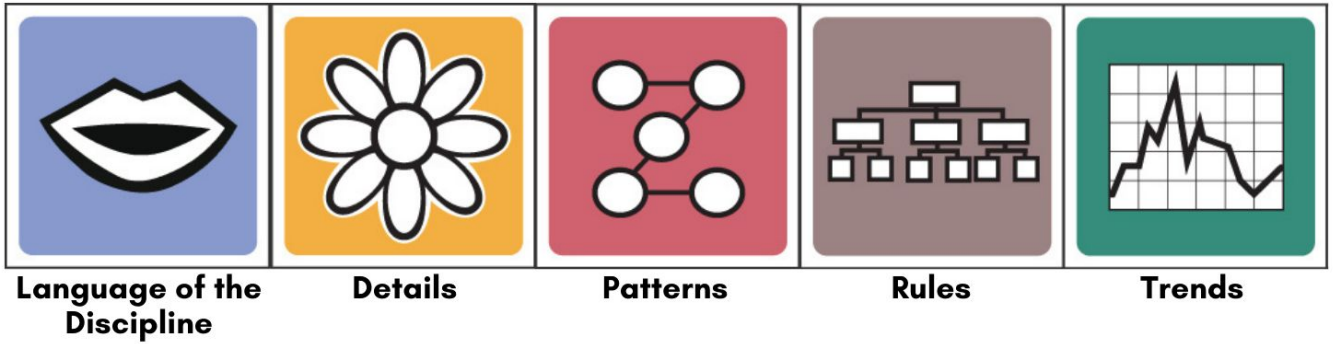
The Five C's:

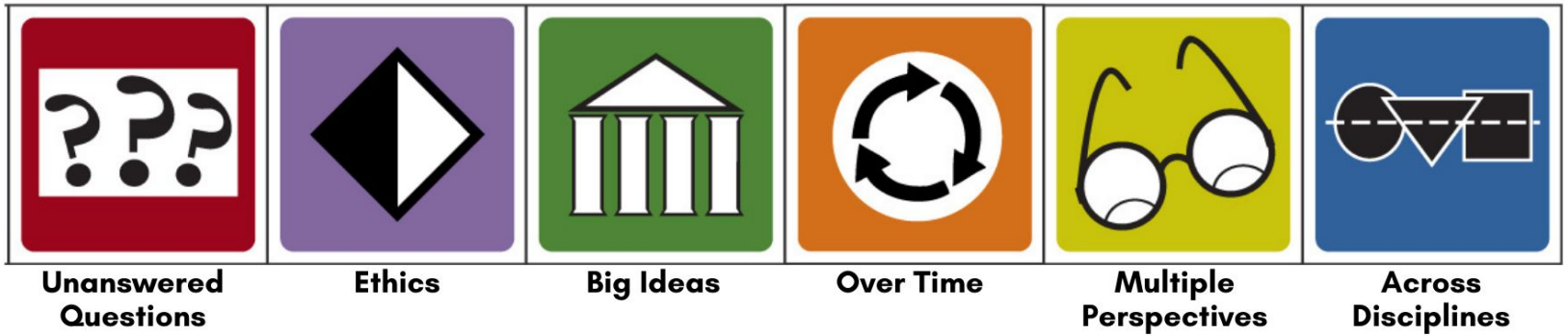
1. **Control**
   a. Classroom Community
2. **Choice**
   a. Encourages independent thinking and learning
   b. Create products that are innovative and novel
3. **Challenge**
   a. Abstract learning experiences that focus on higher order thinking skills (design, synthesize, apply, critique, analyze, create, prove)
4. **Complexity**
   a. Address broad-based issues, themes, or problems
   b. Integrates more than one discipline
5. **Care**
   a. Aware of and supports individual social-emotional needs
   b. Build concepts of "Growth Mindset"

Differentiation is...

1. Differentiation means tailoring instruction to meet students' needs.
2. It is at the center of quality instruction for all students.
3. Using formative assessments to understand strengths & areas of growth to figure out how to
4. Instruction can be differentiated by:
    a. **Content**: the knowledge and skills students need to master
    b. **Process**: the activities students use to master the content
    c. **Product**: the method students use to demonstrate learning
    d. **Learning Environment**: the way a learning environment looks and feels

Depth and Complexity Icons





Framework for academic exploration to help raise thinking skills

Depth and Complexity Icons

The Elements of Depth:

- Refer to approaching or studying something from the concrete to the abstract or from the known to the unknown.

The Elements of Complexity:

- Inspire students to relate concepts and ideas at a more sophisticated level.

Depth and Complexity Icon Chart

Topic/Title:



La materia está por todas partes.
(Matter is everywhere.)



-Materia **(Matter)**
-Atomos **(Atoms)**
-Particulas **(Particles)**
-Solido **(Solid)**
-Liquido **(Liquid)**
-Gas
-Volumen **(Volume)**

La materia (Matter)



¿Es el vidrio un líquido o un sólido?

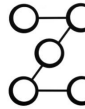
(Is glass a liquid or solid?)

1. Materia es todo aquello que está formado por sustancia material que ocupa espacio. **(Matter is everything that is made up of material substance that occupies space)**
2. La materia está formada por unas pequeñas partículas llamadas átomas. **(Matter is made up of small particles called atoms.)**
3. La materia existe en tres estados: sólido, líquido, y gaseoso. **(Matter exists in three states: solid, liquid, and gas.)**

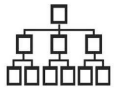


Icons:






Name: _____ Date: _____

How is our government structured?

What specialized language or vocabulary is used when discussing the government?

How can government influence the way we live?

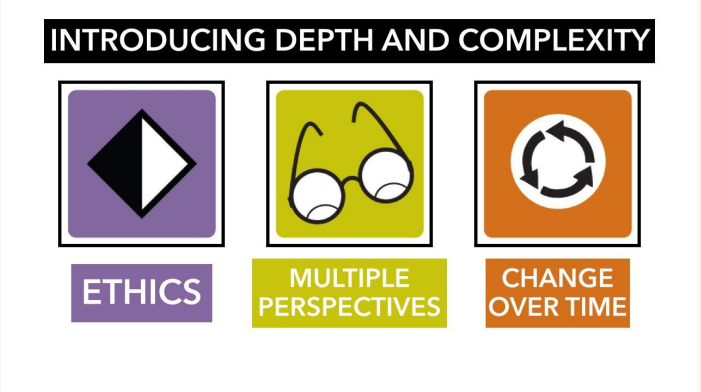
What are the influencing factors that contribute to the government?

What questions do you have about the government?

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Small Groups

- Class reads the same or different text: “Thank You, Ma’am” by Langston Hughes
- Small group discussion of reading that includes complex questions
- Follow up activities, allows for choice and creativity
  - Mock Debate (Right vs. Wrong to Take Child Home)
  - Write a Scene of this story as a Play set Today



Choice Boards

Government in Action

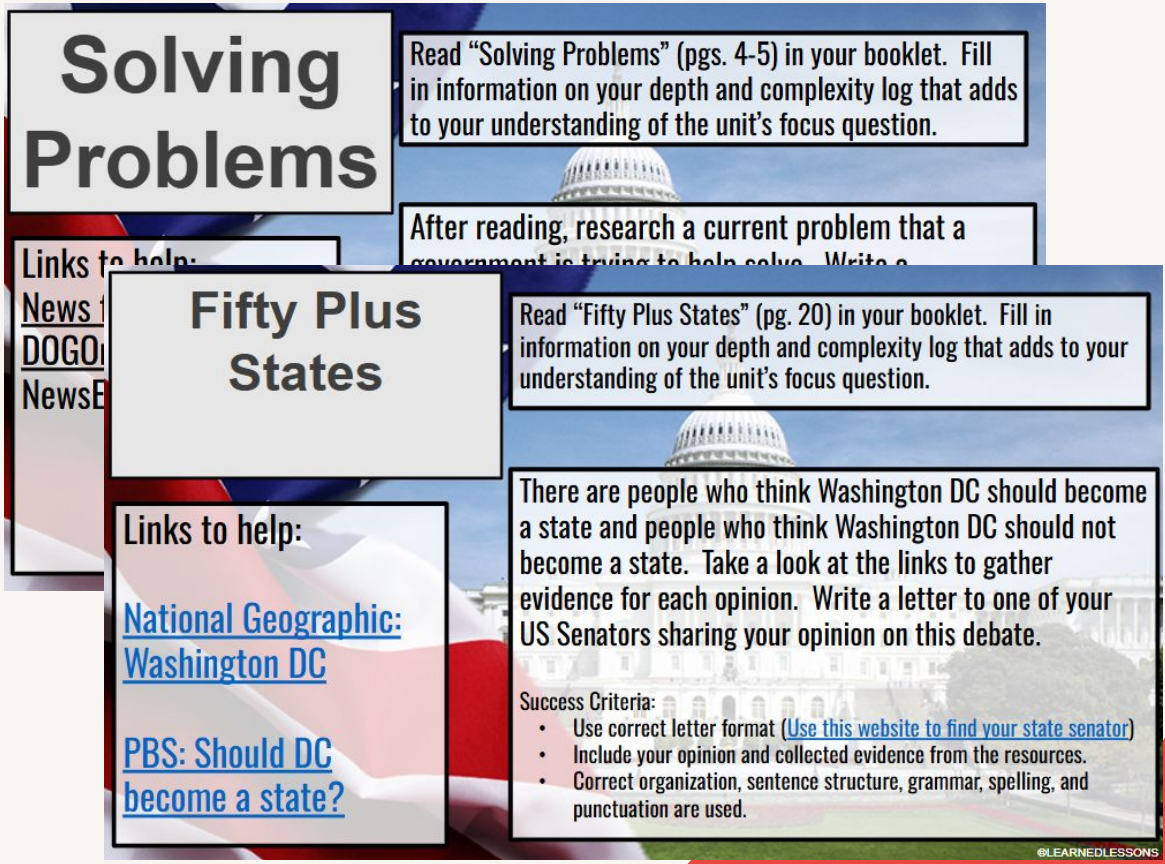
CHOICE BOARD

FOCUS QUESTION:
How can government influence the way we live?

INTRODUCTION:
Over the next three weeks, you are responsible for reading the at least 3 articles in your booklet and working through at least 3 activities below. You will need to fill in your Depth and Complexity notesheet as you read to help you answer the unit's focus question.

Solving Problems (pgs. 4-5) Newspaper Article	The First Town Meeting (pgs. 6-9) Speech and Google Slide Deck	"Saving Yellowstone" (pg. 10) Brochure
The State Government and Its Citizens (pgs. 12-19) Collage	"Fifty States Plus" (pg. 20) Letter to US Senator	"Go, Botano!" (pg. 30) Narrative

Unit Wrap-Up: For the end of the unit, review the notes you took from your readings and answer the focus question from the unit in any way that you choose (essay, choice project, etc.). You must get approval from your teacher on your choice.



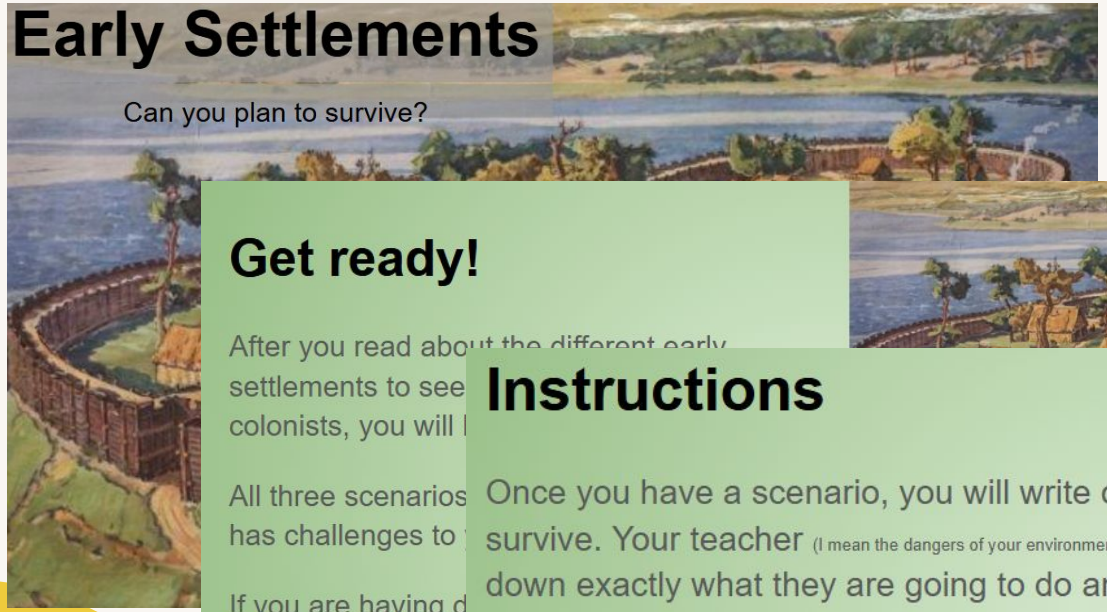
Low Floor - High Ceiling Tasks

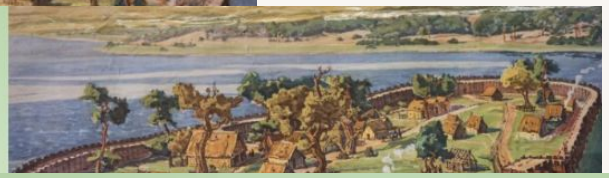
- How can I give the task a **low floor** so that all students can ***start*** to engage with the task?
- How can I give the task a **high ceiling** so that students can ***continue*** to engage with the task?

Low Floor - High Ceiling Tasks

Early Settlements

Can you plan to survive?





Get ready!

After you read about the different early settlements to see colonists, you will

All three scenarios has challenges to

If you are having d about your scenari teacher.

Instructions

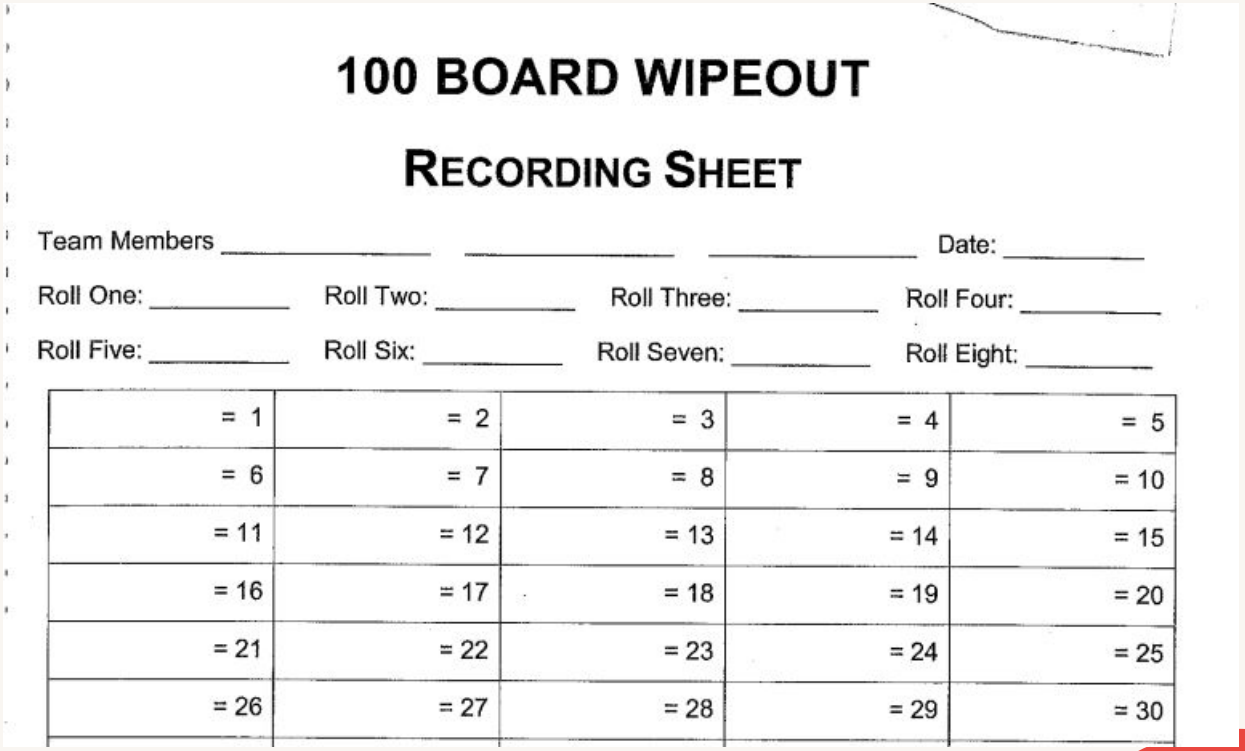
Once you have a scenario, you will write out the plan of what your settlers want to do to survive. Your teacher (I mean the dangers of your environment...) is going to try and kill them! Be sure to break down exactly what they are going to do and provide detail, because that will increase their chances to live!!!

You will also draw, create, or design a map/picture to go along with the plan. This should also be detailed. Draw the area based on what you know from your scenario, your reading, and what the settlers do there. Label things or make a key to help show what things are.

Low Floor - High Ceiling Tasks



Low Floor - High Ceiling Tasks



100 BOARD WIPEOUT

RECORDING SHEET

Team Members _____ _____ _____ Date: _____

Roll One: _____ Roll Two: _____ Roll Three: _____ Roll Four: _____

Roll Five: _____ Roll Six: _____ Roll Seven: _____ Roll Eight: _____

= 1	= 2	= 3	= 4	= 5
= 6	= 7	= 8	= 9	= 10
= 11	= 12	= 13	= 14	= 15
= 16	= 17	= 18	= 19	= 20
= 21	= 22	= 23	= 24	= 25
= 26	= 27	= 28	= 29	= 30

Enrichment Opportunities

- STEM/Engineering Makerspace Lab
  - At least 3 visits per year (1 per trimester)
  - Osmos, Lego Coding, Ozobots, Engineering Challenges
- Weekly Music
- Artists/Composers of the Month

Social Emotional Supports

- 2nd Step Lessons Weekly in Classrooms
- Teachers who create strong relationships and caring classroom communities
- Reach out to Mrs. Kuester if more support is needed

Beginning Strategies to Support Your Child

1. Focus on your child's strengths.
2. Help your child and others to:
    a. understand the meaning of being gifted
    b. know the challenges that accompany asynchronous development
    c. set realistic expectations.
3. Explore and teach strategies to address the misunderstandings and stress that come from being out of sync with others—such as mindfulness, self-advocacy, and mind-body tools (yoga or martial arts).
4. Role play/Play "What If" through scenarios so they can feel more confident

Excerpted From: Keri Guilbault, Ed.D., and Michele Kane, Ed.D.
Asynchronous Development. National Association for Gifted Children. 2016.

Resources for Families

- BUSD GATE Webpage & GATE Newsletter
  - Updated by our district coordinator
  - Includes “Parent Talks”
- Monthly GATE Advisory Council
  - Dates are still being set. More information to come.
- National Association of Gifted Children
  - Membership Cost
- Site GATE Library
- Your McKinley GATE Team
- BUSD District Coordinator Terry Williamson terrywilliamson@burbankusd.org

Places to Go for More Information

District GATE Website

burbankusd.org

Click “Programs”

Click “GATE”

BUSD GATE Program Guide for Families

Find a copy on the district website

BUSD GATE Master Plan

Find a copy on the district website

Print Resources

1. **A Parent's Guide to Gifted Children** by James Webb, Janet Gore, Edward Amend, and Arlene DeVries
2. **Emotional Intensity in Gifted Students: Helping Kids Cope with Explosive Feelings** by Christine Fonseca
3. **Parenting Gifted Children 101: An Introduction to Gifted Kids and Their Needs** by Tracy Inman and Jana Kirchner
4. **Why Smart Kids Worry And What Parents Can Do to Help** by Allison Edwards, LPC

Online Resources

1. BUSD GATE Website
2. National Association for Gifted Children
3. Supporting the Emotional Needs of the Gifted

Thank You!