

DEFINITIONS

COMPLEXITY The concept of broadening the learner's understanding of the area or areas under study by asking him/her to make connections, relationships, and associations between, within, and across subjects and disciplines.

CLUSTER GROUPING Pupils are grouped with a regular classroom setting and receive appropriately differentiated activities from the regular classroom teacher.

CRITICAL THINKING The development of analytical thinking for purposes of decision-making. This includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, and reaching sound conclusions.

DEPTH Refers to the concept of challenging learners by enabling them to venture further, deeper, or more elaborately into the area under study.

FLEXIBLE GROUPING Grouping students by ability to alter the pace or speed of learning and enhance the opportunity to receive expanded, enriched, and accelerated curricula. Flexible Grouping is fluid where students may participate in a group for one lesson or a series of lessons, depending upon the need.

HIGHER-LEVEL THINKING Analyzing, synthesizing, and evaluating content of materials for a given purpose.

LEARNING STYLES A student's preference for a mode of learning and/or type of learning environment. For example, a student could favor auditory learning in an independent learning environment.

MULTIPLE INTELLIGENCES A theory that acknowledges each person has a combination of intelligences that need to be nurtured (i.e., linguistic, spatial, musical, mathematical, etc).

TIERED INSTRUCTION The use of homogeneous groups to explore a common theme at multiple levels utilizing varied resources and assignments.

RESOURCES

Hoagies' Gifted Education Page www.hoagiesgifted.org

California Association for the Gifted (CAG) www.cagifted.org

California Department of Education www.cde.ca.gov

Supporting Emotional Needs of the Gifted (SENG)
www.sengifted.org

National National Association for Gifted Children (NAGC)
www.nagc.org

How Do I Know If My Child Is Gifted?

The characteristics below are helpful in providing some characteristics to help differentiate between Bright and Gifted students.

Bright Child

- Knows the answers
- Is interested
- Is attentive
- Has good ideas
- Works hard
- Answers the questions
- Top group
- Listens with interest
- Learns with ease
- 6-8 repetitions for mastery
- Understands ideas
- Enjoys peers
- Grasps the meaning
- Completes assignments
- Is receptive
- Copies accurately
- Enjoys school
- Absorbs information
- Technician
- Good memorizer
- Is alert
- Is pleased with learning
- Enjoys straightforward,

sequential presentation

* distributed by Gifted Quarterly

Note: Not all descriptions will be true for any one student.

Gifted Learner

- Asks the questions
- Is highly curious
- Is mentally and physically involved
- Has wild, silly ideas
- Plays around, yet tests well
- Discusses in detail, elaborates
- Beyond the group
- Shows strong feelings and opinions
- Already knows
- 1-2 repetitions for mastery
- Constructs abstractions
- Prefers adults
- Draws inferences
- Initiates projects
- Is intense
- Creates new designs
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complexity
- Is keenly observant
- Is highly self-critical

Programming

Always talk with your child's teacher first. The teacher is there to help you to better understand what is going on in the classroom. Keep in mind that everyone wants what is the best for the child.

Elementary and Middle

Clustering - Grades 3-8 GATE students are clustered together in the regular classroom and provided appropriately differentiated instruction of the core curriculum.

Middle and High School

Honors/Advanced Placement and International Baccalaureate. Any student who meets performance-based prerequisites may take college-level courses. Students take exams to receive college credit or placement in more advanced college course work.

Post-Secondary Opportunities. Students who are prepared to undertake college course work may enroll in a local community college on a part-time basis.



GIFTED AND TALENTED EDUCATION

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Teaching and Learning
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DISTRICT CONTACT

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GIFTED AND TALENTED EDUCATION

Purpose:

The purpose of the Gifted and Talented Education Program (GATE) is to provide educational opportunities that recognize the performance capabilities of gifted students as well as address the unique needs and differences associated with having these abilities.

Goal:

To identify gifted and talented students including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet students' particular abilities and talents.

Curriculum and Instruction:

Through differentiated instruction, assignments and/or assessments developed to meet their academic and intellectual needs, students are able to explore and expand to their maximum potential.

DEPTH AND COMPLEXITY ICONS

The Depth and complexity icons consist of 14 pictures or icons, each with a corresponding title and concept. The icons are tools that can be used in many different ways to extend and elaborate curriculum, helping students to delve more deeply into a topic of study, while viewing content from multiple perspectives. They provide a means for students to develop and exhibit abstract thinking, and help students to make interdisciplinary connections. Teachers use these icons to enrich curriculum and instruction with depth and complexity which facilitates student thinking and learning.

The icons of depth and complexity were developed by Dr. Sandra Kaplan, USC Professor of Education.



DIFFERENTIATION

Differentiated instruction facilitates students' ability to meet or exceed state academic content standards through a balanced curriculum that provides opportunities for creative and analytic thinking. Differentiation supports the appropriate style of learning experience to meet the assessed needs of the student. Students will be challenged by questions that require a higher level of response that stimulate inquiry, active exploration, and discovery. Students are encouraged to demonstrate what they have learned in a wide variety of forms, such as open-ended projects that reflect both knowledge and the ability to manipulate ideas.

To meet the needs of the GATE student, the teacher may differentiate instruction, content, and/or process using the following sample strategies:

Tiered Assignments/Adjusted questions: quality assignments and questions designed to allow students focus on essential skills and key concepts at their appropriate level of challenge.

Learning/Interest Centers: a collection of material, designed purposely, with a learning objective in mind. Centers provide opportunities to remediate, enhance, or extend knowledge of a skill, concept, standard or topic. They may also allow students to pursue unique interests.

Compacting: following a pre-assessment, the teacher identifies what the student already knows and has mastered and what the student still needs to learn. Students are then provided with an individualized plan for instruction to enhance their understanding and obtain added perspective on the subject matter.

Flexible Grouping: groups students according to their demonstrated performance, interests and knowledge base level. Students are grouped to meet their instructional, emotional, and personal needs. Students may be grouped according to their prior experiences and knowledge about the topic; ability to perform specific skills; learning styles; areas of

interest; and need to learn to work cooperatively. Groups are fluid; students are regrouped frequently based on needs.

Problem-based Learning: provides students with open ended and challenging problems. Problems are based on real world scenarios, are loosely structured and have no single right answer. They require

investigation of options and application of content and processes that the students are studying and practicing.

Projects: are in-depth studies. Projects can vary according to level of readiness, interest, or student learning profiles.

Independent Study: In independent study, a student is guided by a teacher.. The student works independently based on the subject matter being studied,

Note: At the secondary level, high school students are able to select classes based on their needs, interests, and creative abilities, including but not limited to Honors and AP/IB classes.



IDENTIFICATION

The district's identification procedures are equitable, and ongoing. They reflect the district's definition of giftedness and its relationship to current state criteria.

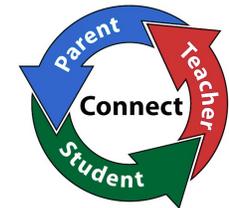
To identify GATE students, the district uses a combination of criteria/assessments including some (or all) of the following:

- Standardized Test Scores
- Naglieri Cognitive Ability test
- Checklist of Indicators of Giftedness
- Parent referral
- Teacher referral
- Out of District Data

SOCIAL AND EMOTIONAL DEVELOPMENT

• Counselors and psychologists are available to support the social and emotional needs of our gifted students at all levels.

• We believe the collaboration among parents, teachers, counselors, and administrators is imperative to provide appropriate intervention for at-risk GATE students. Through the Student Study Team process, all involved adults determine the best intervention strategies.



PARENT COMMUNICATION

Parents and guardians are kept informed about Gifted and Talented activities through district GATE brochures, GATE parent meetings at the district, and the GATE section on the district Web site www.fusd.net.

An introductory letter is sent to all parents of newly identified GATE students. This letter explains what it means to have a child identified as GATE and encourages parents to be involved as partners in their child's education. Parents may also find more information/resources about the characteristics of the gifted, including their social, emotional, and intellectual needs, as well as programming on the district GATE Web site.

