

Gifted and Talented Programming

Overview of Fontana Unified School District

Gifted/Talented Programs and GATE/SAS Parent Resources

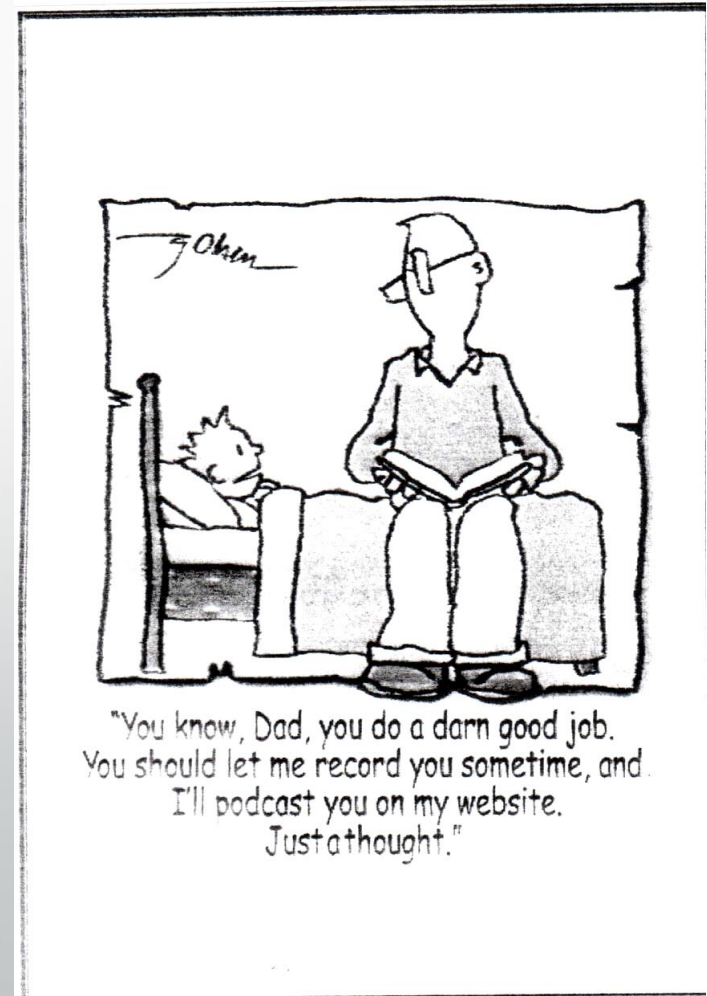
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We're in this together!

- Have you and your child ever had a moment like this?
You are not alone!



AGENDA



- Who are our Gifted Learners?
- Gifted/Talented Programs Goal
- Characteristics of Gifted/Talented Learners
- Needs of Gifted/Talented Learners
- GATE Identification Categories
- District Program Options
- What is Differentiation?
- Parent Help

Who Are Our Gifted Learners

Leader

Intellectual

Able
Underachiever

Social-
Emotional
Needs

English
Learner

Performing
Artist

High Achiever

Creative
Thinker

Twice
Exceptional

Visual Artist

Who Else Are Gifted?

Underrepresented Students

- Girls (Science/Math)
- Students talented in the arts
- Non-English speaking students

Overlooked Characteristics

- Non---producers
- Behavior problems
- Low test scores/grades

Gifted/Talented Programs Goal

The goal of Gifted/Talented Programs is:

- 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.

Some Characteristics of Gifted Learners

- Early, rapid learning
- Superior language ability; learns language quickly
- Large knowledge and interest base
- Overwhelming curiosity; questions everything and everyone (including authority)
- Exceptional memory
- Superior reasoning/problem-solving ability
- Long attention span when interested
- Unrealistic self-expectations; perfectionistic and competitive
- Impulsive, risk-taking behavior OR worried to take risks due to fear of failure
- Lack of desire to socialize with age-level peers; prefers the company of adults/older friends

Gifted Students Need To:

- To understand the meaning of giftedness
- To deal with feelings of being different
- To recognize and accept their own abilities, interests, and limitations – and those of others
- To learn how to be proud without being arrogant
- To develop appropriate problem-solving skills
- To be challenged with meaningful, differentiated learning opportunities
- To have opportunities to interact with others of similar ability or interest
- To be recognized as a gifted child, not treated as a small adult

Categories of Identification

- **Intellectual Ability**

Students whose general intellectual development is markedly advanced in relation to their chronological peers; evidenced by Naglieri testing
- **High Achievement Ability**

Students who consistently function for two consecutive years at highly advanced levels in English-language arts and mathematics; evidenced by test ..
- **Specific Academic Ability**

Students who consistently function for two consecutive years at highly advanced levels in either English-language arts or mathematics evidenced by test scores (MAP)
- **Visual Arts Ability**

Students who originate, perform, produce, or respond at exceptionally high levels in drawing and painting; evidenced by district
- **Performing Arts Ability**

Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music (voice), or drama;
- **Creative Ability**

Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions; evidenced by district portfolio or presentation review (fourth grade and above)
- **Leadership Ability**

Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction;



GATE Program Options

- Cluster models at all elementary and middle schools
- Honors and Advanced Placement courses (middle and high school)

District GATE programs

- Addressed in SPSA
- Differentiation for gifted/talented learners
- Referral and identification of gifted students
- Planned GATE expenditures from the Local Control Funding Formula (LCFF)



Differentiation: modification of Core Curriculum

- Accelerated pacing
- Advanced content
- Depth, complexity, and novelty
- Above-grade-level resources
- Tiered assignments
- Learning/interest centers
- Independent study
- Flexible grouping
- Compacting the curriculum in a student's area of strength
- Adjusting questions
- "Think Like a Disciplinarian"


What can a parent do to nurture giftedness?

- Take your child to get his/her own public library card.
- Take family trips to places of interest such as museums, aquariums, gardens, historical sites, and performances
- Monitor and limit TV viewing, computers and video game playing; encourage activities that require critical thinking and problem solving
- Practice research skills in areas of interest; model appropriate use of reference books and the internet to find answers to questions
- Encourage your child's empathy and social responsibility, not just academic achievement

Adapted from Mountford, S. "What Can a Parent Do?" *California Association for the Gifted Parent Handbook*.

Thoughtful Words

- “When everyone thinks alike, no one thinks very much.” – Walter Lippmann



Q &A

- Thank you for coming!

Together , We Can!