

Characteristics of a successful Middle School GATE Student

(Adapted from “Characteristics of an Honors Student” for all four Irvine High Schools)

The following are some of the characteristics of a GATE student at Plaza Vista School:

- This student is a self-starter, interested in every subject matter and wants to do a good job. The driving motivation is not just a grade.
- This student wants to be in an advanced-level class
- This student does all assigned work and turns it in on time.
- This student is organized and manages time and material well.
- This student enjoys learning.
- This student takes pride in his/her work and presents work that is complete and legible.
- This student is able to work independently and in groups. He/she is capable of being a leader, as well as a follower.
- This student is above average in writing skills and is knowledgeable on the rules of standard written English.
- This student is responsible and accepts the consequences of his/her actions without trying to blame others.
- This student is accepting of the differences of others and welcomes input of others in class discussion and in group work. He/she also freely participates in class discussions and group work.

District Criteria for GATE Identification

- Score 460 or above in math and 460 or above in language arts on the Spring CST test taken in the third grade or after.
- Score at 95% or above on the Otis Lennon School Ability Test (OLSAT) given each winter to students in grades 3-6, and summer for students in middle school.
- Qualify on an approved individual IQ test given by a licensed educational psychologist administered during the third grade year or after.

Plaza Vista Middle School

GATE PROGRAM HANDBOOK

2011-2012



California GATE Standards

As of January 1, 2001, new state standards have been recommended for GATE students. Irvine Unified School District has instructed all teachers to implement these standards. The following is a summary of those standards:

Section 1: Program Design-Districts provide a continuum of services and program options responsive to needs, interests, and abilities of gifted students.

Section 2: Identification-The district's identification procedures are equitable, comprehensive, and ongoing.

Section 3: Curriculum and Instruction-Districts develop differentiated curriculum that are aligned with and extend the state content standards and curriculum framework.

Section 4: Social and Emotional Development-Districts establish and implement plans to support the social & emotional development of gifted learners.

Section 5: Professional Development-Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff.

Section 6: Parent & Community Involvement-Districts provide procedures to ensure participation of parents and community members in the planning and evaluation of programs for gifted students.

Section 7: Program Assessment-Districts establish formal & informal evaluation methods and instruments that assess the gifted program and the performance of gifted students.

Section 8: Budget-District budgets for gifted programs support and provide for all of the components of the district's GATE program and meet the related standards.

Plaza Vista Middle School GATE Program

At Plaza Vista School, we are constantly striving to have our GATE students go beyond and to seek information and knowledge at a level that is challenging and stimulating. All teachers will differentiate within the classroom for GATE students. Differentiated instruction will be focused and principle driven. Emphasis on depth and complexity will help prepare students for their high school single subject classes. The Middle School GATE Program for the 2011-2012 school year will offer the following:

- **Grade 6** - All subjects will be differentiated; Pre-Algebra (possibility)
- **Grade 7** - All subjects will be differentiated; Algebra (possibility)
- **Grade 8** - All subjects will be differentiated; Geometry (possibility)

All incoming GATE students are subject to a probationary period of 30 days or until the first Progress Report (6 week period). Final criteria is based upon the performance of the student in all academic classes and citizenship in Plaza Vista Middle School. Students who do not meet the criteria for the accelerated class will be placed in their grade level appropriate class. Teachers will continue to differentiate the curriculum for those students in their grade level classes.

Differentiation Approaches

Depth: pursuing a topic in greater detail; studying to a greater level of understanding; examining topics by determining facts, concepts, generalizations, principles, and theories; uncovering new knowledge, recognizing new perspectives; seeing the "big" ideas; elaboration.

Complexity: making relationships between/among ideas; connecting concepts over time and between disciplines; seeing associations among diverse subjects; analyzing different points of view.

Novelty: primarily student initiated; seeing original interpretations of existing information; looking for new implications; studying a topic in an individualistic or nontraditional way; reorganizing knowledge.

Acceleration: advancing at a rapid pace; studying more advanced concepts.

The challenge for every educational program is to assure that ALL students, including those who are highly and uniquely capable, are challenged to operate at increasingly complex levels of thinking and production. Here at Plaza Vista, differentiation is provided through some of the following: enrichment (challenge) components integrated in the English/Language Arts program and mathematics program; special projects; variations on classroom assignments; field trips; and dedicated instructional materials.

GATE Clustering

In this educational setting, groups of five to ten identified students are clustered together within a general education classroom. GATE students receive appropriately differentiated curriculum within the classroom setting. Research suggests that grouping gifted students benefits ALL students! When teachers learn how to provide what gifted students need, they also learn to differentiate learning experiences for the entire class – raising achievement for all.