



GATE PARENT NIGHT

Ladera Elementary School

January 2011



GATE PARENT EDUCATION NIGHT

AGENDA for Tuesday, January 18, 2011

- I. Welcome and Introductions
- II. GATE-Definition
- III. Referral and Identification Process
- IV. GATE Program/Plan:
 - ◆ Home-School Partnership
 - ◆ Individual Learning Plans
 - ◆ Differentiated Instruction-Clusters
 - ◆ Social-Emotional Needs-Leadership Opportunities



Welcome

- ◆ Introductions
- ◆ Dr. Chasse
- ◆ Mrs. Silberman
- ◆ Parents: Student-Grade Level
- ◆ Ladera GATE Clusters:
- ◆ Mrs. Shargel
- ◆ Mr. Tash/Mrs. O'Connor
- ◆ Mrs. Simpson
- ◆ Mrs. Oppenheim/Mr. Mullan

Definition of GATE Child

◆ The Bright Child

- ◆ knows answers to questions
- ◆ is interested in content
- ◆ is attentive
- ◆ has good ideas
- ◆ works very hard
- ◆ can answer the questions with hard work
- ◆ is at the top of the class
- ◆ is interested in the debate
- ◆ learns easily
- ◆ needs about eight repetitions to master topic
- ◆ has a good understanding of ideas
- ◆ likes friends in his/her age group
- ◆ completes assignments on time
- ◆ is friendly and open
- ◆ is good at copying ideas
- ◆ is motivated by school
- ◆ can absorb information
- ◆ is like a technician
- ◆ can memorize well
- ◆ likes order
- ◆ is pleased with his/her successes

◆ The Gifted Child

- ◆ asks the questions that need to be answered
- ◆ is curious about content
- ◆ is both mentally and physically involved
- ◆ has unusual ideas
- ◆ doesn't need to work as hard as others, but has a good understanding
- ◆ likes to elaborately discuss the problem
- ◆ is far beyond the top of the class
- ◆ has strong opinions about the debate
- ◆ already knows the material
- ◆ needs only one repetition to master topic
- ◆ creates the ideas and inferences
- ◆ likes the company of adults
- ◆ initiates projects to do in class
- ◆ is intense and passionate
- ◆ creates the new idea
- ◆ is motivated by learning
- ◆ can manipulate information
- ◆ is like an inventor
- ◆ can guess well
- ◆ likes complexity
- ◆ is critical of his/her successes



Referral and Identification



1. Teacher and/or Parent request for GATE referral.
2. Teacher completes GATE referral forms...parent might be asked to write a letter as to why.
3. Referrals received by Pupil Services end of November.
4. Group assessments in February and March with follow-up individualized as needed.
5. Parent and school notified in June of results.
6. School clusters students in fall when making classes.
7. Teacher, Parent and Student write ILP in October and monitor progress throughout year.

GATE PLAN/PROGRAM

- ◆ Home-School Partnership
- ◆ Individual Learning Plans
- ◆ Differentiated Learning
- ◆ Clustering of Students
- ◆ Social-Emotional Needs
- ◆ Parent Opportunities



Differentiation Through Projects



GROUP or INDIVIDUAL








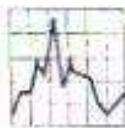
SANDRA KAPLAN'S ICONS

- ◆ Used to Differentiate the CORE Curriculum
- ◆ KEY Questions
- ◆ Depth and Complexity-Thinking Skills:
 - Critical Thinking
 - Creative Thinking
 - Problem Solving

Facilitating the Understanding of DEPTH and COMPLEXITY

Note to the teacher: This chart identifies key questions, thinking skills, and dimensions of DEPTH of COMPLEXITY.

- Key questions can be used in the context of lesson plans to probe understanding and to prompt students during discussions.
- The thinking skills can be used to initiate the type of cognitive operation or thinking that could best prompt each of the dimensions of DEPTH and COMPLEXITY.
- The resources listed are the most logical references in which to locate the type of information required by each of the dimensions of DEPTH and COMPLEXITY. Teachers may add to any of these lists as appropriate.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	LANGUAGE OF THE DISCIPLINES	<p>What terms or words are specific to the work of the _____? (disciplinarian)</p> <p>What tools does the _____ use? (disciplinarian)</p>	<ul style="list-style-type: none"> • categorize • identify 	<ul style="list-style-type: none"> • texts • biographies
	DETAILS	<p>What are its attributes?</p> <p>What features characterize this?</p> <p>What specific elements define this?</p> <p>What distinguishes this from other things?</p>	<ul style="list-style-type: none"> • identify traits • describe • differentiate • compare/contrast • prove with evidence • observe 	<ul style="list-style-type: none"> • pictures • diaries or journals • poetry
	PATTERNS	<p>What are the recurring events?</p> <p>What elements, events, and ideas are repeated over time?</p> <p>What was the order of events?</p> <p>How can we predict what will come next?</p>	<ul style="list-style-type: none"> • determine relevant vs. irrelevant • summarize • make analogies • discriminate between same and different • relate 	<ul style="list-style-type: none"> • time lines • other chronological lists
	TRENDS	<p>What ongoing factors have influenced this study?</p> <p>What factors have contributed to this study?</p>	<ul style="list-style-type: none"> • prioritize • determine cause and effect • predict • relate • formulate questions • hypothesize 	<ul style="list-style-type: none"> • journals • newspapers • graphs • charts



Also...

- ◆ Project-Based Learning
- ◆ Independent Study
- ◆ Leadership Opportunities
- ◆ Social Skills training
- ◆ Portfolios



PARENT INVOLVEMENT

- ◆ Parents are KEY and Home-School Partnership enhances and enriches the Differentiation
- ◆ GATE-DAC
- ◆ Ladera Resources and Website
- ◆ Networking and Clustering beyond the school day...