

# Black Mountain Middle School

## GATE Parent Meeting 2019-2020

- Arlene Gapusan, 8th Grade  
Humanities
- Kristin Farmer, 6th Grade  
Humanities
- Monica Taylor, Counselor (A-H,  
GATE)

# Tonight's Agenda

1. 2019-2020 Guidelines for GATE Identification & Services
2. Student & Parent Opportunities
3. Social & Emotional Needs of the Gifted
4. Q & A

# What does GATE mean?

## Gifted and Talented Education

- ***Giftedness is:*** above-average aptitude (as measured by IQ tests) in creative and intellectual abilities
- ***Talent is:*** above-average performance in an area of human activity, such as music, mathematics, or literature.

Gagné (1985)

**PUSD identifies students based on intellectual skill , and not talent in areas like the fine and performing arts.**

# 2019-2020 GATE Services at the Middle School Level

- **Clusters** of students in the regular ed classroom for Language Arts and Social Studies
- **Homogeneous** (all GATE identified) Language Arts and Social Studies

2019-2020

Site GATE Services

- **Differentiated Instruction** during the regular school day.
- **After school enrichment** is optional and will not be funded or sponsored by the district.

# Two Kinds of Instruction

**Vertical:** Move students beyond the grade level standards and curricula

**Horizontal:** Moves students into the grade level curriculum and standards through the use of depth, complexity, and novelty

**“Differentiated instruction** dignifies each student with learning that is **meaningful, relevant, and engaging.**”

The core of what the students learn remains relatively steady. How the student learns-including **degree of difficulty, working arrangements, modes of expression, and sorts of scaffolding**-may vary considerably. Differentiation is not so much the ‘stuff’ as the ‘**how.**’ If the ‘stuff’ is ill conceived, the ‘how’ is doomed.”

Carol Ann Tomlinson, UVA

# Differentiating Instruction

- *We get to know our students*- inside and out- for strengths and learning weaknesses and learning styles
- *We pre-assess* to determine what students already know. This is a good way to use MAPS data!
- *We may 'compact'* work for GATE students (Renzulli).
- We may provide *independent activities* and contracts (National History Day and Playwright's Project)
- We offer *choice* of products and add *novelty*.



# Student Opportunities

- Odyssey of the Mind
- Science Olympiad
- Quiz Bowl
- Spelling Bee
- Reflections Program
- Robotics Team
- Math Team
- Peer to Peer Tutoring (8th grade)

*ALL EXTENSIONS OF LEARNING ARE OPTIONAL*



Students speak on the difference between homogeneous and cluster classes.

# Parent Opportunities

- PUSD Parenting Workshops

<https://powayusd.com/en-US/Departments/Student-Support-Services/Active-Parenting>

- Social Emotional Needs of the Gifted Webinars

[www.sengifted.org](http://www.sengifted.org)

- SD City Schools archived *Distinguished Lecture Series* – [www.sandi.net](http://www.sandi.net)

- [Poway Unified School District GATE webpage](http://www.powayusd.com/en-US/Departments/Learning-Support/GATE/GATE)

<http://www.powayusd.com/en-US/Departments/Learning-Support/GATE/GATE>

# Social & Emotional Needs of the Gifted

- Asynchronous Development
  - Uneven development – Intellectual age is greater than chronological age
  - Socially and emotionally, children are age appropriate
  - Adults often expect more advanced behavior from gifted children
  - Emotional, social, and intellectual needs may not be met by the same peers

# Emotional Supersensitivity

- Intensity, sensitivity, and overexcitability are primary characteristics of many gifted individuals.
- Overexcitabilities (OEs) are innate intensities indicating a heightened ability to respond to stimuli.
- Individuals possessing one or more OE experience reality in a different, stronger and sometimes multisided way.

(Dabrowski)

# Overexcitabilities

- Psychomotor
- Sensual
- Intellectual
- Imaginational
- Emotional

# What we know about Overexcitabilities

- Children don't outgrow OEs.
- Parents can help emotionally sensitive children learn to manage these intense feelings.

# *Overexcitability and the Gifted*

By Sharon Lind

- Skim the descriptions of the OEs.
- Do you see your child in one or more?
- Review the strategies to help your child learn how to cope.



# Great Internet Resources for Parents

- Hoagies' Gifted Education:  
<http://www.hoagiesgifted.org>
- Gifted and Talented World:  
<http://www.gtworld.org/links.html>
- California Association for the Gifted:  
<http://www.cagifted.org>
- Supporting the Emotional Needs of the Gifted:  
<http://www.sengifted.org>
- About.com – Gifted Children  
<http://giftedkids.about.com>

# Great Book/Periodical Resources for Children and Parents

Adderholt-Elliot, M. (1989). Perfectionism: What's So Bad About Being Good? Minneapolis: Free Spirit

Cohen, L.M. (1996). Coping for Capable Kids. Waco, TX: Prufrock Press.

Galbraith, J. (1984). The Gifted Kids Survival Guide: For Ages 10 & Under. Minneapolis: Free Spirit

Galbraith, J. (1996). The Gifted Kids Survival Guide: A Teen Handbook. Minneapolis: Free Spirit

Halsted, J.W. (1994). Some of My Best Friends are Books: Guiding gifted readers. Dayton, OH: Gifted Psychology Press

# More Great Book/Periodical Resources for Children and Parents

- Smutny, J.F. (2001). Stand Up for Your Gifted Child. Minneapolis: Free Spirit
- Streznewski, M. (1999) Gifted GrownUps. New York: John Wiley & Sons
- Webb, J.T. (1994). Guiding the Gifted Child. Scottsdale, AZ: Gifted Psychology Press
- Walker, S.Y. (1991). The Survival Guide for Parents of Gifted Kids. Minneapolis: Free Spirit
- Parenting for High Potential* (a publication of the National Association for Gifted Children. For information, contact them at <http://www.nagc.org>)



**What is your big takeaway from tonight's meeting?**

**What questions do you still have that may not have been answered**

**<https://bit.ly/2njC7sG>**