

Gifted/Talented Programs

Office of Curriculum, Instruction, and School Support

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GATE/SAS Coordinator's Update

May 2012

Beyond talent lie all the usual words: discipline, love, luck — but most of all, endurance.
James Baldwin

4th Annual Gifted Symposium

Thank you to all presenters, teachers, coordinators, and administrators who participated in the March 30th "Make and Take" Symposium: *Product Differentiation for Gifted Learners*. The feedback was overwhelmingly positive thanks to our amazing planning team, presenters, and vendors! A special thank you to Mulholland Middle School for hosting the event and Central Cities Gifted Children's Association for providing refreshments. We would also like to acknowledge Gerardo Loera, Executive Director of the Office of Curriculum, Instruction, and School Support, for his gracious welcome and introduction. We hope that the novel ideas explored at the Symposium will have a positive impact in the classroom.

Schools for Advanced Studies: Student Application and Enrollment Procedures

The Schools for Advanced Studies (SAS) student application window opened on April 9, 2012 and will close on May 9, 2012. Applicants must be notified of selection decisions by June 8, 2012. SAS transfers may be extended throughout the school year as space permits. SAS coordinators and administrators should refer to MEM-5443.3, *Schools for Advanced Studies Student Application 2012-2013*, for specific information and templates. SAS coordinators and administrators are responsible for ensuring that their school is adhering to District policies for student enrollment to provide access and equity.

The following are some common issues regarding SAS student application and enrollment:

- The criteria to apply to an SAS program are the same as those for a gifted/high-ability magnet program. It is not District policy to give priority placement to identified gifted students. Also, SAS permits are not automatically granted to siblings.
- All SAS schools must use the student application included in MEM-5443.3. Schools may not create their own timelines, applications, admission requirements, or enrollment procedures.
- Once an SAS permit is granted, it is valid through the final grade offered by the school. An SAS school cannot discontinue a permit based on academic performance or behavior (the school must follow general District procedures).
- An SAS permit does not automatically transfer when a student matriculates to the next school level; a new application is required.
- Students that reside within the SAS school boundaries and meet eligibility requirements must always receive priority placement in the SAS program before any permits are granted.
- Failure to adhere to District Schools for Advanced Studies policy may result in loss of SAS designation and funding. Contact the GATE office if you have questions about the SAS student application process.

Summer Opportunity for Gifted Learners

The University of California at Irvine offers unique summer programs for gifted learners. The Lower Academy (Grades 1-4) will feature interactions with experts — performers, paleontologists, planners, and painters — focused on the future. The Upper Academy (Grades 5-8) will allow students to live and learn on a college campus while taking a variety of high-interest courses such as marine biology, etymology, and forensic science. For more information, visit <http://www.giftedstudents.uci.edu> or contact Dr. Darlene Boyd, Director of the Gifted Students Academy, at (949) 824-5069. Note: There is a cost to participate in this program.

REMINDER: The GATE/SAS Parent Conference is scheduled for **May 12, 2012**. For more information and flyers, see MEM-5712.0.

GATE Professional Development: So What?

It is recommended that teachers of the gifted obtain 16 hours of GATE-specific professional development each year (this is a requirement for Schools for Advanced Studies teachers). Administrators should obtain 8 hours over two years. Participating in "recency" of GATE professional development is not about compliance or "getting hours" but instead about ensuring that teachers of the gifted are highly qualified to meet the complex academic and social-emotional needs of their students.

There are many GATE professional development options available. LAUSD Gifted/Talented Programs offers multiple trainings throughout the year including conferences, symposiums, salary point classes, special topics workshops, small group trainings, and school-site "banked time Tuesday" professional development. We are continually developing new courses to keep up with changing policies and research. We are currently developing new offerings related to differentiating the *Treasures* curriculum and exploring the implications of the Common Core State Standards for gifted learners. Current opportunities are listed for registration on the Learning Zone, <http://lz.lausd.net>. Additional offerings will be posted in the fall.

Beyond trainings, there are many acceptable "fieldwork" options. These options include differentiated lesson planning, lesson study, site visitation of differentiated lesson demonstration, and professional "book club" discussion groups. School site administrators may sign off on these options.

Fulfilling your annual professional development hours will allow you to refine your practice. Use the inventory below as a "self-check" to ensure that you are applying your professional learning in the classroom.

Differentiated Classroom "Self-Check" Inventory:

- Student differences are studied as a basis for planning, grouping, and instruction
- Assessment is ongoing and diagnostic to understand how to make instruction more responsive to student needs
- Student readiness, interest, and learning profiles shape instruction (rather than coverage of text or completion of pacing plans)
- Content, process, and product of core curricula are modified to incorporate depth, complexity, acceleration, and novelty
- Students have access to a variety of advanced resources
- Multiple flexible grouping options are utilized with an emphasis on homogeneous cluster grouping by readiness, interest, and learning style
- A variety of novel product options are available to share and assess student understanding
- Multiple perspectives on ideas and events are routinely incorporated into curriculum
- Students are guided to become self-directed learners through a focus on scholarly traits
- Teacher consistently utilizes research-based instructional strategies such as the prompts of depth and complexity, content imperatives, tiered lessons, independent study, learning centers, project based learning, and curriculum compacting

Adapted from *The Differentiated Classroom* by Carol Ann Tomlinson.