

*Sept 2019*

# **GATE DISTRICT ADVISORY COMMITTEE**

**Inform - Educate - Engage**



*A Presentation for Standley Middle School parents by Mary Ann Hawke Ph.D.*

<https://www.sandiegounified.org/gate-district-advisory-committee>



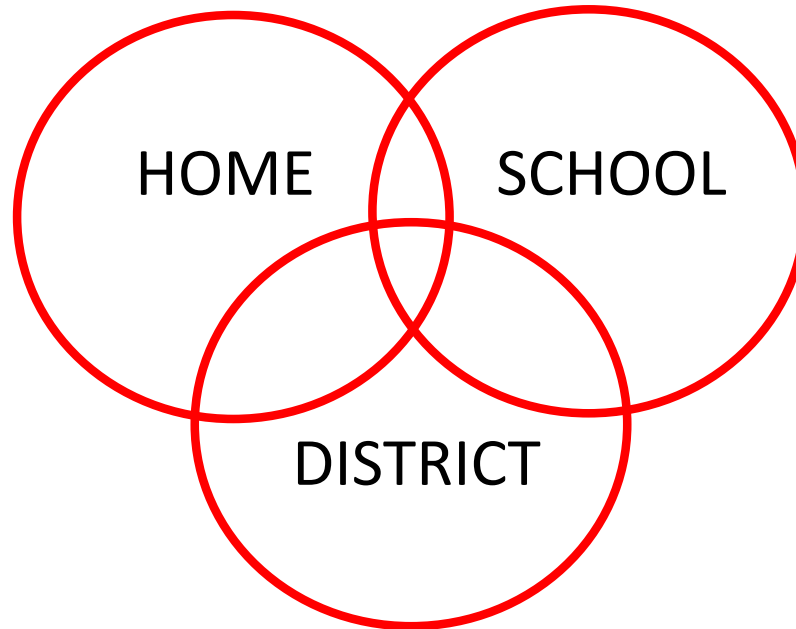
**Parenting a gifted child is like living in a theme park full of thrill rides. Sometimes you smile. Sometimes you gasp. Sometimes you scream. Sometimes you laugh. Sometimes you're frozen in your seat. Sometimes you're proud. And sometimes the ride is so nerve-wracking, you can't do anything but cry.**

*A Parent's Guide to Gifted Children 2007*

# Gifted Education – Multiple Parts

## PARENTING

- Gifted Traits
- Overexcitabilities
- Perfectionism
- Social-Emotional
- Discipline



## CLASSROOM

- Curriculum
- Parent Outreach
- Parent-Teacher Conferences
- Enrichment

## ADVOCACY

- GATE DAC & Other Organizations
- LCAP/Clusters/SSC/Parent Surveys
- Conferences & Learning

# The Marland Report

U.S. Commissioner of Education, S.P. Marland wrote the first groundbreaking report on gifted education in 1972

One of its most compelling major findings was:

Gifted and Talented children are, in fact, deprived and can suffer psychological damage and permanent impairment of their abilities to function well which is equal to or greater than the similar deprivation suffered by any other **population with special needs** served by the Office of Education.(pp. xi-xii)

*“Gifted and talented children...require **differential educational programs and/or services beyond those provided** by the regular school program in order to realize their contribution to self and the society.”*

# Words from NAGC

*National Association for Gifted Children*

- ✧ Gifted and talented students in the USA make up **6 to 10 %** of the total student population.
- ✧ These students **differ** from typical students in terms of learning style, depth and complexity of understanding, and potential.
- ✧ This **difference** from the norm for their age group means that ***the education program for gifted students should be modified to meet their needs.***

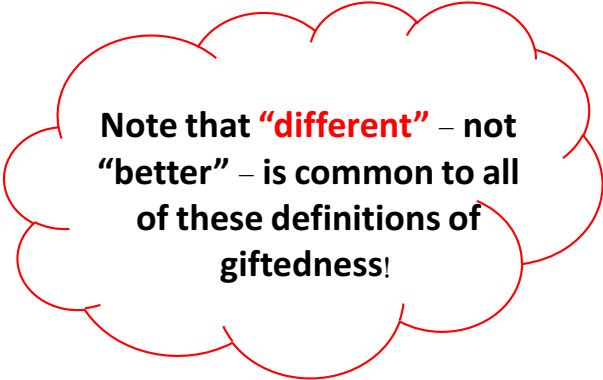
[www.nagc.org](http://www.nagc.org)



# Definition of Gifted

Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm.

This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.



Note that **“different”** – not **“better”** – is common to all of these definitions of giftedness!

*(The Columbus Group, 1991)*

# Repeal of GATE in CA Education Code

- School Districts used to receive “categorical funds” from the State that were specifically earmarked for GATE
- In 2014 California Senate Bill 971 repealed GATE from the State Education Code
- Since then, the School Districts have budget control and allocate expenditures based on local need
- The LCAP (Local Control & Accountability Plan) defines key goals for students and the action plan to achieve them
- In 2017 SDUSD closed the GATE office and moved to a school-site-based model for GATE

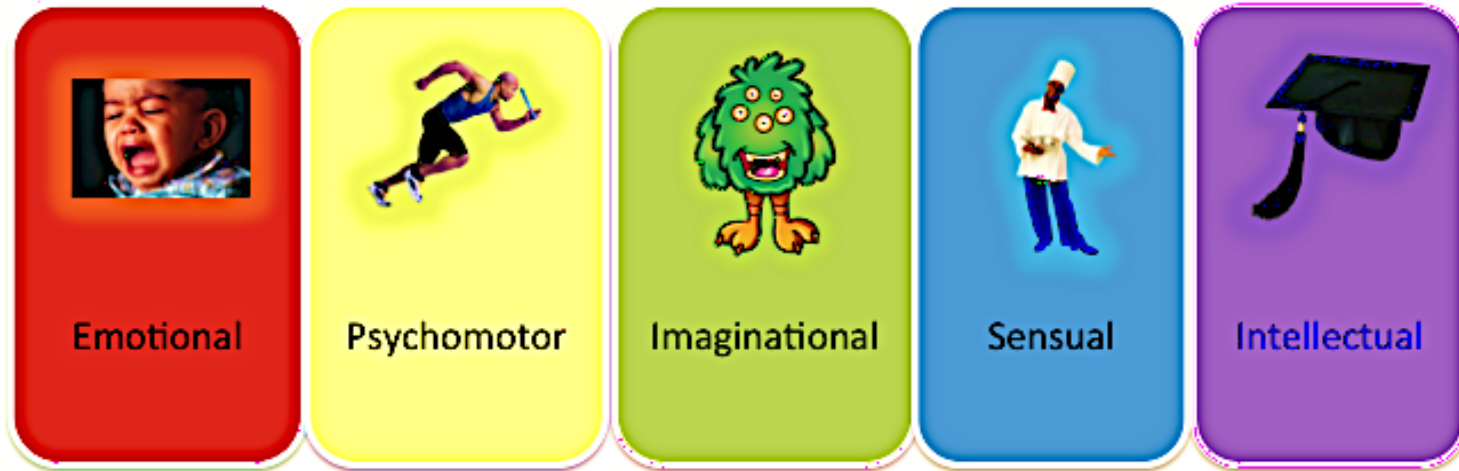
<https://www.sandiegounified.org/what-lcap>

<https://www.cde.ca.gov/sp/gt/lw/index.asp>



## Social Emotional Issues

### Recognize These 5 “Overexcitabilities” (OEs)



**Do not assume that these intensities and sensitivities are on the surface and easy to spot!**  
*Some gifted children protect themselves by trying to hide their extreme sensitivity.*





**Easy  
to See**

**Difficult  
to See**

**Giftedness is a big dog  
pulling us by the leash...  
who won't obey the  
command to "heel"!**



# SDUSD GATE DAC – A History

A volunteer-based and parent-led committee  
Established in 1973 (45 Years!)

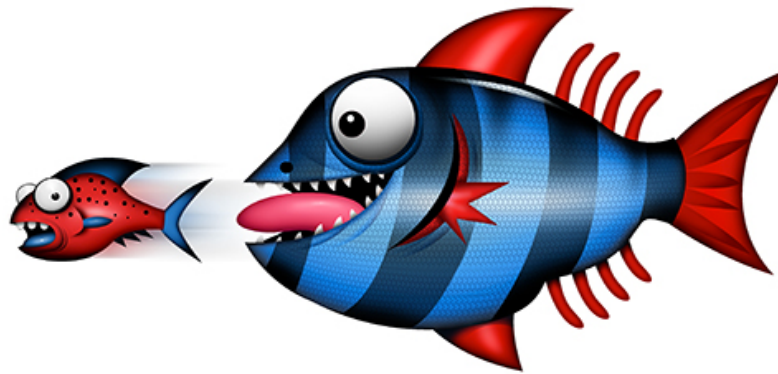
## Objectives

- Advises central office on program development, planning, and implementation as required by law
- Acts as a regional liaison
- Channels community questions for follow-up and action
- Reviews district program objectives, activities, budget timelines, and annual evaluation

# The Future of GATE in SD Unified

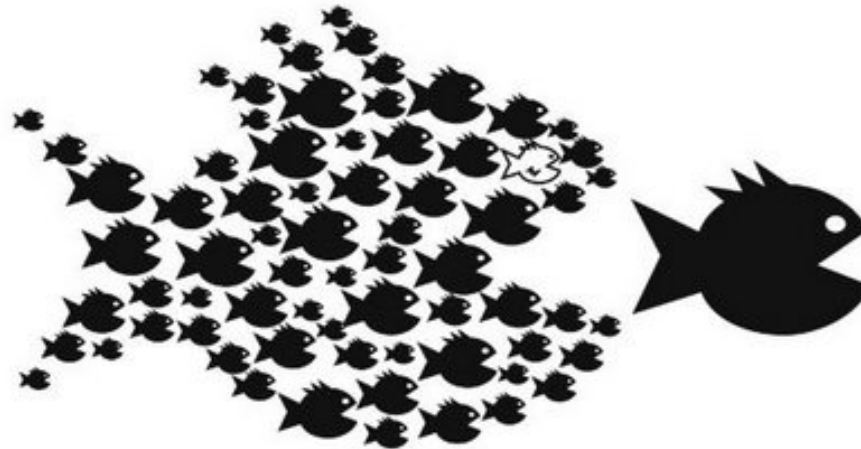
**WE NEED  
YOUR HELP**

**“If you’re not at the table....you’re on the MENU!”**



macmrae.com

Help “FLIP the SCRIPT”



**ORGANIZE!**

Participate in the volunteer-based **GATE District Advisory Committee!**

<https://www.sandiegounified.org/gate-district-advisory-committee>

# Opportunities to Help Support GATE

## *What 1 Thing CAN You Do?*

1. Join an advocacy organization and help fund their important work e.g., **California Association for the Gifted (CAG)** or **National Association for Gifted Children (NAGC)** or **Supporting the Emotional Needs of the Gifted (SENG)**
2. Participate in the school district **GATE District Advisory Committee** (your school representative is Andrea Lehman) and join a GDAC working group.
3. Get involved in the **LCAP** (next 3-yr Plan is being written this year – is GATE included as a priority?)
4. Participate in the 2020 elections for School Board – talk to the candidates about GATE and vote in someone who understands & supports GATE!

# Opportunities to Help Support GATE

## *What 1 Thing CAN You Do?*

5. Participate in the **CA School Parent Survey** (CSPS) as part of the California School Climate, Social-Emotional & Mental Health, and Learning Supports & Engagement process. Ask your Principal for details.
6. Attend local or national GATE conferences to learn more about GATE (they usually have special programming just for parents). Check out CAG or SENG mini conferences or the District's GATE Distinguished Lecture.
7. Get together and network with other GATE parents – we are stronger together! Follow the San Diego Gifted Child Resource [Facebook page](#).
8. Check out the new informational website for GATE parents called The GATE Key (currently under construction) at <https://sandiegogatekey.com/>

# GATE in Middle & High School

## New issues to confront:

- Multiple teachers instead of one home room
- New school, new friends, new responsibilities
- Big expectations
- Now a *Small Fish* in a **Big Pond**
- Adolescence
- Asynchronous development





# GATE in Middle & High School

## Self Care Becomes Important:

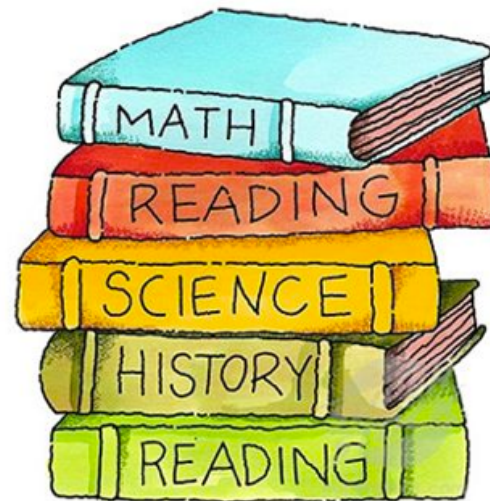
- Putting on your own oxygen mask before helping others
- Learning body awareness (body scanning)
- Managing stress/deadlines
- Avoiding perfectionism
- Remembering physical activity



# GATE in Middle & High School

## GATE Programs Vary by School:

- GATE is now under control of each school and Principal
- Programs will vary widely
- Find what best suits your child
- AP courses are not a substitute for GATE!
- Look for good social-emotional supports





**Executive Function:  
*The Air Traffic Control  
System in the Brain*  
EF continues to develop into  
their 20s!**

Gifted Kids With Weak EF Can Struggle With:

- Planning & Time Management
- Organization
- Focus & Task Persistence
- Working Memory
- Transitions
- Emotional Regulation

See [SethPerler.com](http://SethPerler.com) to learn more about EF



# Flying Solo

## Ten Levels to Living Independently

1. Establish consistent sleep and wake patterns
2. Take needed medications on schedule and without resistance
3. Establish/maintain reasonable nutrition
4. Exercise & stay active
5. Monitor hygiene
6. Establish face-to-face relationships (to balance online time)
7. PLAN to get organized, then
8. Do what you planned (follow through)
9. Academic learning (note: this comes after doing steps 1→8 not before!)
10. Connect leisure time to budgeting

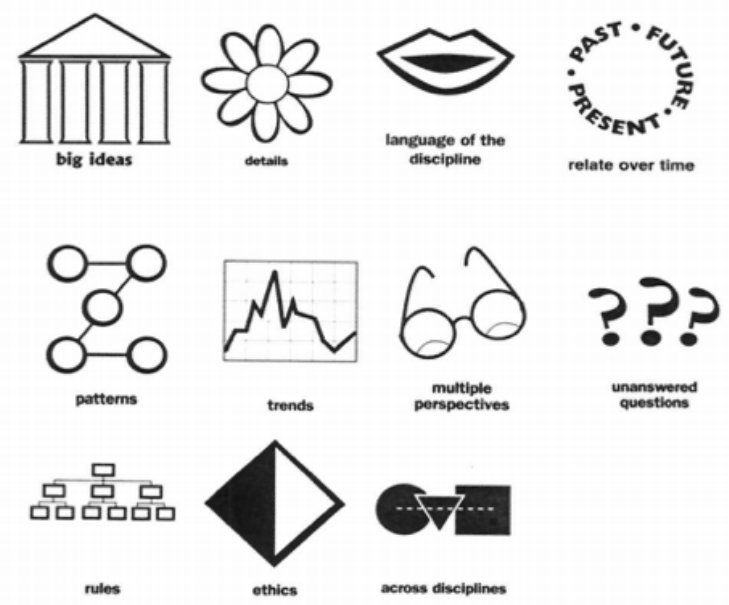
By Michelle Garcia Winner and Dr. Pamela Crooke  
<https://www.socialthinking.com/Articles?name=10-Levels-to-Living-Independently>

A high quality gifted class will noticeably **“differentiate”** (change, enhance) activities to match the characteristics, preferences and passions of gifted students.

Teachers can differentiate through **Content, Process, Product, or Learning Environment**

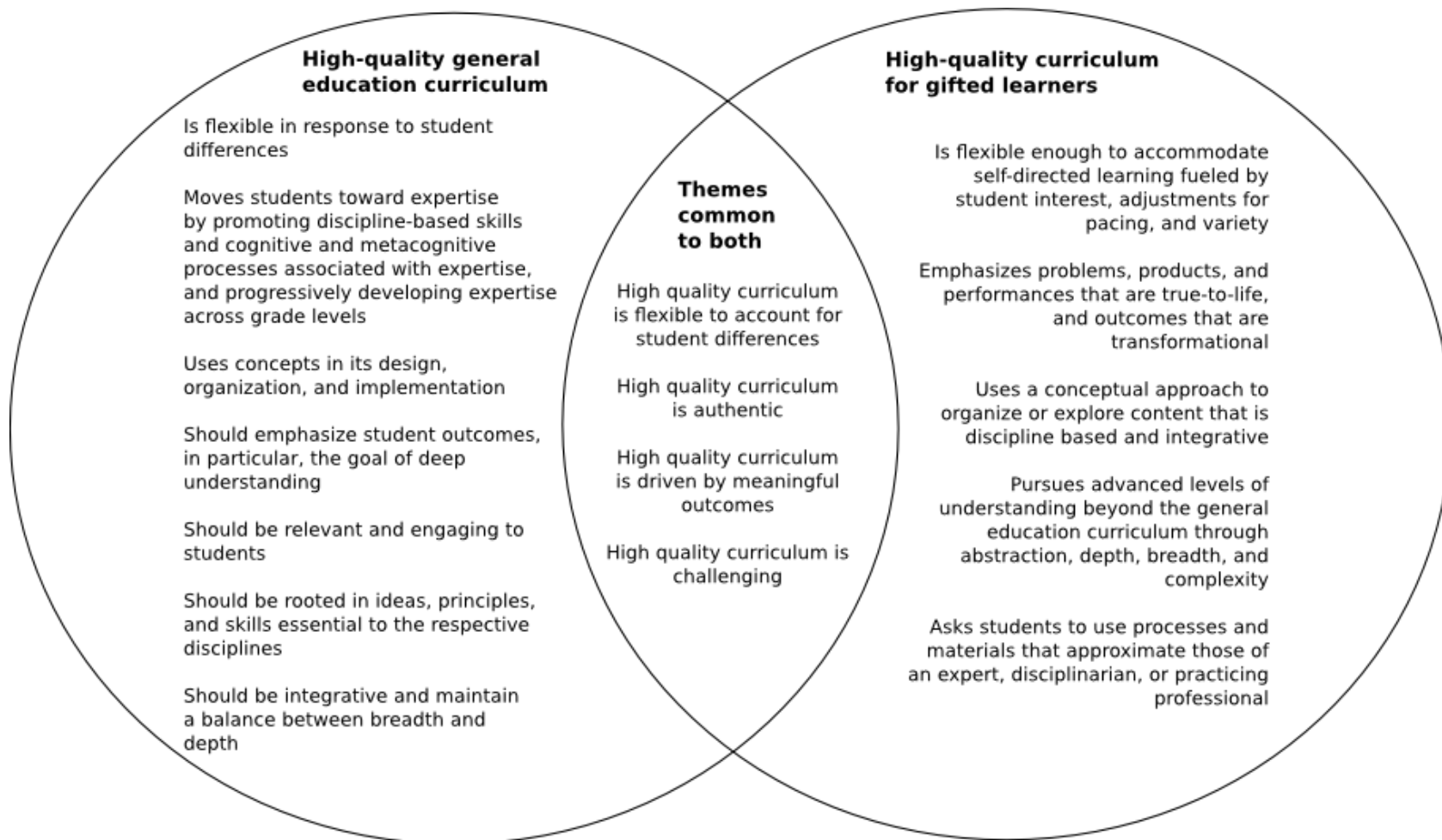
Taking into account a student’s **Readiness, Interests, and Learning Style.**

Depth and Complexity Icons



*Developed by Sandra Kaplan at USC*

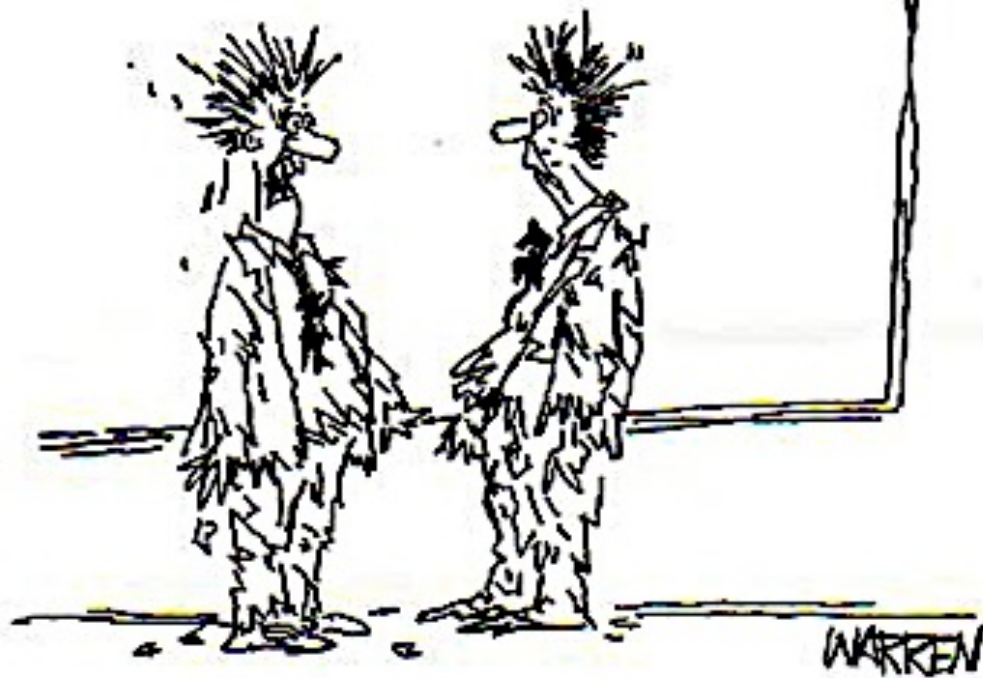
Sources include: <http://possibilitiesforlearning.com/>



Source: <http://possibilitiesforlearning.com/>



PARENT-TEACHER NIGHT



"You must be Timmy's dad. I'm Timmy's teacher."

**Talent hits a target no  
one else can hit; Genius  
hits a target no one  
else can see.**

*Arthur Schopenhauer*



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