

TRAITS OF THE GIFTED CHILD

Very often parents are the first to recognize that their child is bright for his or her age. There are many checklists of gifted characteristics. In general they contain several common elements. The child may:

- Ask lots of questions and learn more quickly than others;
- Retain information;
- Be extremely curious and can concentrate for long periods on subjects of interest;
- Have a wide general knowledge and interest in the world;
- Enjoy problem-solving, often skipping the intermediate stages in an argument and making original connections;
- Have an unusual imagination;
- Show strong feelings and opinions and have an odd sense of humor;
- Set high standards and be a perfectionist.

Source: <http://www.nagc.org>
The National Association for Gifted Children



Parents are their children's first teachers and have the greatest and most lasting impact on their lives. Parents are the first to offer values, shape attitudes and dispense information. Your role as a parent is critical to the success of your child. More than any other part of your child's life, your interaction, consistency and caring will help your child grow and make wise decisions.

Student placement is subject to review as the student progresses through the grades.

PROGRAM DESCRIPTIONS

Clustering • Grades 4-8

GATE students are clustered together in the regular classroom and provided appropriately differentiated instruction of the core curriculum.

Enrichment • Grades 4-8

GATE and high-achieving students have opportunities to extend the core curriculum or explore a topic not usually offered. This may occur before, during or after school in the form of activities, pull-out days and field trips.

Acceleration • Grades 6-12

GATE and high-achieving students may advance beyond their present mathematics grade level in course content, and project complexity for other subjects.

Honors • Grades 9-12

Any student who meets performance-based prerequisites may take courses that provide differentiated instruction of the core curriculum, which incorporates acceleration/pacing, depth, complexity and novelty. Successful completion of honors courses is appropriate preparation for advanced placement classes.

Advanced Placement • Grades 10-12

Any student who meets performance-based prerequisites may take college-level courses. Students take exams to receive college credit or placement in more advanced college course work.

Post-Secondary Opportunities • Grades 9-12

Students who are prepared to undertake college course work may enroll in a local community college on a part-time basis.

CONTACT YOUR LOCAL SCHOOL FOR INFORMATION ON SPECIFIC CLASSES AND PROGRAMS OFFERED

GIFTED & TALENTED EDUCATION



Burbank Unified School District

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GATE COORDINATORS

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BUSD GATE on the Web

<http://www.burbankusd.org/District/13163-Untitled.html>

GATE PROGRAM GOAL

Provide high quality differentiated learning opportunities that meet the gifted and talented students' particular abilities and talents.

~ KEY STRATEGIES ~

Standards, Assessment, Accountability

The District will identify and serve all gifted and talented students in the District and use a process for reviewing student work to evaluate and improve program effectiveness.

Teaching and Learning

GATE students are provided differentiated opportunities for learning commensurate with the individual GATE students' particular abilities, talents and needs.

Staffing and Professional Growth

BUSD teachers are trained to work with gifted students attending mandatory professional development workshops every two years.

Parent and Community Involvement

Parents of GATE students have the opportunity to participate in planning, implementation and evaluation of the program through the site and the District GATE Parent Advisory Committee.

OTHER RESOURCES

National Association for Gifted Children
<http://www.nagc.org>

California Association for Gifted Children
<http://www.cagifted.org>



Supporting Emotional Needs of the Gifted
<http://sengifted.org>

The California State Department of Education recommends that programs for the gifted:

- Differentiate opportunities within the core curriculum for learning commensurate with abilities and talents.
- Provide alternative learning environments.
- Develop sensitivity and responsibility.
- Develop a commitment to constructive ethical standards.
- Develop problem-solving abilities to expand awareness of choices for contributions to his/her environment.
- Develop realistic healthy self-concepts.

DIFFERENTIATED CURRICULUM

Acceleration/Pacing: The student moves more rapidly through a particular curricular sequence. This may occur through self-pacing or in a class or course for a higher age or grade.

Depth: Depth is elaboration. The student pursues a topic to a greater level of understanding. The student examines topics by determining the facts, concepts, generalizations, principles and theories related to them.

Complexity: Complexity is extending the content to the study of issues, problems and themes. The student relates concepts and ideas at a more sophisticated level; sees associations among diverse subjects, topics or levels; finds multiple solutions to problems; and analyzes and evaluates solutions from several points of view.

Novelty: Novelty is primarily student initiated. The student is encouraged to seek original interpretations, reinterpretations or restatements of existing information. The student approaches areas of study in personalized, individualistic and non-traditional ways.

Source: "Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities", California Department of Education Association for the Gifted, 1994.

IDENTIFICATION OF STUDENTS

Students are eligible for the GATE program at the end of third grade and may be identified by their performance on the OLSAT exam. Tests are administered annually- students must only qualify once.

OLSAT

Intellectually Gifted Students — Students must score at least at the 90th percentile on the Otis-Lennon School Ability Test (OLSAT). Students classified as English Learners take the non-verbal section of the OLSAT and must score at the 90th percentile or higher.

GATE PAC

(Parent Advisory Council)

The GATE PAC is a representative group of parents from all elementary and middle schools, whose primary objectives involve:

- Communication between the District and School sites regarding GATE activities
- Coordination of GATE events
- Evaluation of the GATE program
- Outreach, Advocacy and Support

GATE PAC meets Monthly
in the District Office Board Room
3rd Floor

** Please check the BUSD GATE website **
and Facebook group for details.

BUSD GATE on Facebook

"Burbank Unified School District GATE"
(submit a request to join this private group)