



GATE Cluster and Seminar Program Summary 2019-2020

GATE Cluster: 25% of each **GATE Cluster Class** identified in PowerSchool (e.g. E3_G.4, or 1501C_2.0) is comprised of students identified as GATE Cluster; the remainder of the students in the class **must** reflect the diversity of the school's population.

GATE Seminar: A minimum 50% of each class identified as **Seminar** in PowerSchool (e.g. E3_H.4, or 1520S_2.1) is comprised of students identified as GATE Seminar; the remainder of the students in the class are identified as GATE Cluster.

Site: <u>Thurgood Marshall Middle School</u>	
Address: <u>9700 Avenue of Nations, San Diego, CA 92131</u>	
Phone: <u>858-549-5400</u>	Website: <u>www.marshallmiddle.org</u>
Principal: <u>Michelle Irwin</u>	Email: <u>mirwin1@sandi.net</u>
School Psychologist: <u>Naomi Drem</u>	Email: <u>ndrem@sandi.net</u>
GATE Team Leader: <u>Wendy Karch</u>	Email: <u>wkarch@sandi.net</u>
GATE DAC Representative:	Email:
Alternate GATE DAC Representative:	Email:

According to your site's Assignment Book, are there teachers at your school site who are not District GATE Certified but are teaching a GATE Cluster class for this school year? ☐ Yes ☒ No

Has a waiver been completed for these teachers? ☐ Yes ☐ No

N-A

How do the GATE Cluster classroom teachers identify academic skill levels and provide direct instruction, interventions, and/or acceleration for students identified as GATE Cluster?

see attached

In addition to mastery of CCSS, what are your GATE program goals?

- ☒ A stimulating and challenging environment that provides a differentiated curriculum focusing on greater depth, pacing, complexity, and novelty as an integral part of the school day.
- ☐ Effective communication and articulation between the school, home and community via EdConnect, e-mail, website, newsletters and brochures.
- ☒ Integrated learning experiences through interdisciplinary units.
- ☐ Development of skills in using technology.
- ☒ Opportunities for students to develop and nurture interpersonal and social skills.
- ☒ A comprehensive, research-based staff development program for teachers and parents that supports the academic, social, and emotional needs of advanced learners.
- ☒ Service to GATE identified students as well as all students with recognized gifted potential.
- ☒ Intentional enrollment of students from under-represented populations within GATE-Cluster classrooms.
- ☐ A Site GATE Team made up of the administrator, GATE Team Leader, teachers, parents, counselors and community members that meets periodically throughout the school year to discuss issues relevant to Gifted Education.
- ☐ Other: _____

What curriculum modifications are implemented to provide depth, complexity, and novelty within your GATE Seminar classes?

- ☒ The use of formal and informal assessments before, periodically during, and after each unit of study to determine level of differentiation of instruction.
 - ☒ Once levels of performance are evaluated, teachers determine appropriate balance of direct instruction, student driven inquiry and meaningful rigorous extension work.
 - ☒ Students grouped by ability in partnerships, small group, and/or whole class lessons based on assessment.
 - ☐ Other: _____
-

Instruction includes the ongoing use of GATE Best Practices (Check All That Apply):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Socratic Seminar | <input checked="" type="checkbox"/> Independent Study |
| <input checked="" type="checkbox"/> Icons for Depth and Complexity | <input type="checkbox"/> Learning Centers |
| <input checked="" type="checkbox"/> Curriculum Compacting | <input checked="" type="checkbox"/> Alternate Assignments |
| <input type="checkbox"/> Note-Taking Skills | <input checked="" type="checkbox"/> Tiered Activities |
| <input checked="" type="checkbox"/> Challenge Opportunities | <input checked="" type="checkbox"/> Open Ended Questions |
| <input checked="" type="checkbox"/> Problem / Project Based Learning | <input checked="" type="checkbox"/> Cognitive Demanding Reading and Writing Instruction |
| <input checked="" type="checkbox"/> Teaching of Organizational Techniques | <input checked="" type="checkbox"/> Collaborative Projects / Assignments |
| <input type="checkbox"/> Inquiry Based Instruction | <input checked="" type="checkbox"/> High Level Questioning Techniques (Ex. Blooms Taxonomy & DOK) |
| <input checked="" type="checkbox"/> Access to Appropriate Leveled Reading | |
| <input type="checkbox"/> Other: _____ | |

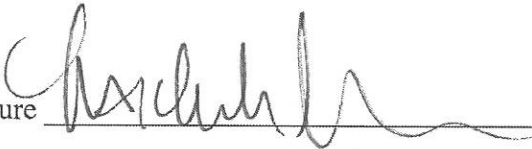
What unique activities/ opportunities for student choice and creative expression are made available to students within your GATE Seminar classes?

- ☒ Academic Enrichment Activities
- ☒ Multi-Level and Multi-Dimensional Curriculum
- ☒ Interdisciplinary Study / Projects
- ☐ Participation in Academic Contests / Teams
- ☒ Leadership Opportunities
- ☒ Opportunities to Collaborative with Experts in the Field
- ☒ Long Range in Depth Projects
- ☐ Additional Opportunities for Published Work
- ☒ Lessons Address Supporting Social/Emotional Needs of Students who are Gifted
- ☐

Other: _____

When are your two 2019-2020 GATE Cluster Parent Meetings scheduled?

Date: 9-4-19	Date: 5-20-20
GATE Program Overview meeting focus: <input type="checkbox"/> Review Site GATE Program & Vision <input type="checkbox"/> Parent Informational Meeting <input type="checkbox"/> GATE Testing Information <input type="checkbox"/> Other: _____ _____	Newly Identified GATE Student meeting focus: <input type="checkbox"/> Review Site GATE Program & Vision <input type="checkbox"/> Parent Informational Meeting <input type="checkbox"/> GATE Testing Information <input type="checkbox"/> Information for Newly GATE Identified Students <input type="checkbox"/> Other: _____ _____

Principal's Signature  Date 4/29/19

At Thurgood Marshall Middle School, our instructional focus is to meet the needs of our 21st century learners. We believe we must provide opportunities for our students to be critical thinkers, problem solvers and communicators. We believe our students need opportunities to analyze and synthesize information to solve problems with a new perspective.

In our GATE CLUSTER and GATE SEMINAR Program, we incorporate approaches to differentiate instruction for GATE CLUSTER and GATE SEMINAR students. Some or all of these strategies may be used to effectively reach the variety of learners found in each class:

Curriculum Compacting: A three-step process whereby students are able to test out of material they have already mastered, thereby freeing up time for independent study in an area of passion or continued in-depth study in the same content area.

Exploring Depth and Complexity in Curricular Areas: The opportunity to examine content in a more critical fashion by identifying elements of depth and complexity in what students study (e.g., Kaplan's ICONS regarding details, patterns, trends, rules, unanswered questions, ethics, big ideas, change over time, point of view and the language of a discipline).

Tiered Lessons: A process through which students of differing levels of skills and readiness to learn may all master the same concept. The method to reach mastery will be different, with challenging and interesting activities at all levels. Generally, lessons are designed to move from concrete to abstract, simple to complex, more structured to more open, fewer facts to multi-facets, or slower pace to quicker pace.

Problem Based Learning (PBL): A process through which students learn about a subject by being given a real-world, open-ended problem to solve. In the process, students assume roles, develop solutions, make observations/ decisions, evaluate their choices and reflect on what they have learned.

Socratic Seminar: A highly structured process in which students seek a more in-depth understanding of complex ideas through rigorously thoughtful dialogue instead of memorizing bits of information or meeting arbitrary demands for simple "coverage" of a topic.

Independent Study: A process through which student and teacher identify a topic of interest to the student. They plan a method of identification and investigation as well as products resulting from independent study. The product should demonstrate the student's ability to apply skills and knowledge to a specific topic.

Kohlberg's Theory Of Moral Reasoning: A method to examine moral dilemmas through class discussion and individual reasoning. The objective of this approach is to have students reach an understanding of the existence of universal ethical principles and to apply these principles to real life problems.

Taba: A process that uses inductive reasoning to develop concepts, interpret data, apply generalizations, and to resolve conflicts. In this process, the teacher facilitates the discussion and challenges students to use higher level thinking skills as they brainstorm.

Parnes Problem Solving: A structured method for approaching problems in an imaginative way; it is a process sometimes used by businesses to resolve problems in the workplace. It begins with the identification of the problem, moves to fact-finding, generates alternatives, builds consensus (convergence) and finally selects or implements a solution.

Marshall Middle School sustains ongoing staff development to provide information and strategies to effectively support the social and emotional needs of gifted learners. This ongoing training stimulates professional discussion, awareness and growth. In an effort to collaborate with the parents and families of our gifted students, we devote a section of our website to inform, equip and empower parents to become effective and involved partners in Marshall's Gifted program.

Marshall provides support through counselor facilitated groups, the "Why Try" program, S.O.S. classes, individual teacher tutoring, ongoing collaboration with special educators for each child who has an I.E.P., and close collaboration with parents to inspire success.