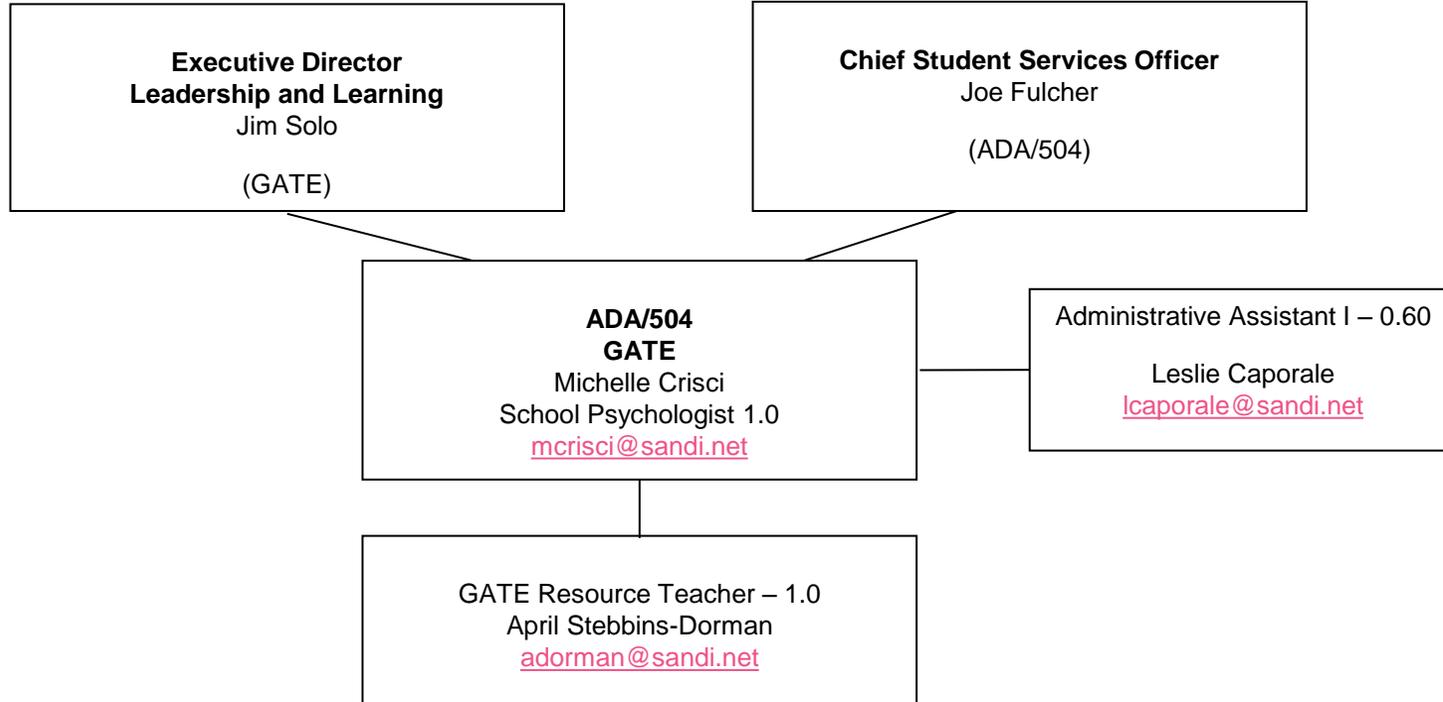


Common Core State Standards and the GATE Standards

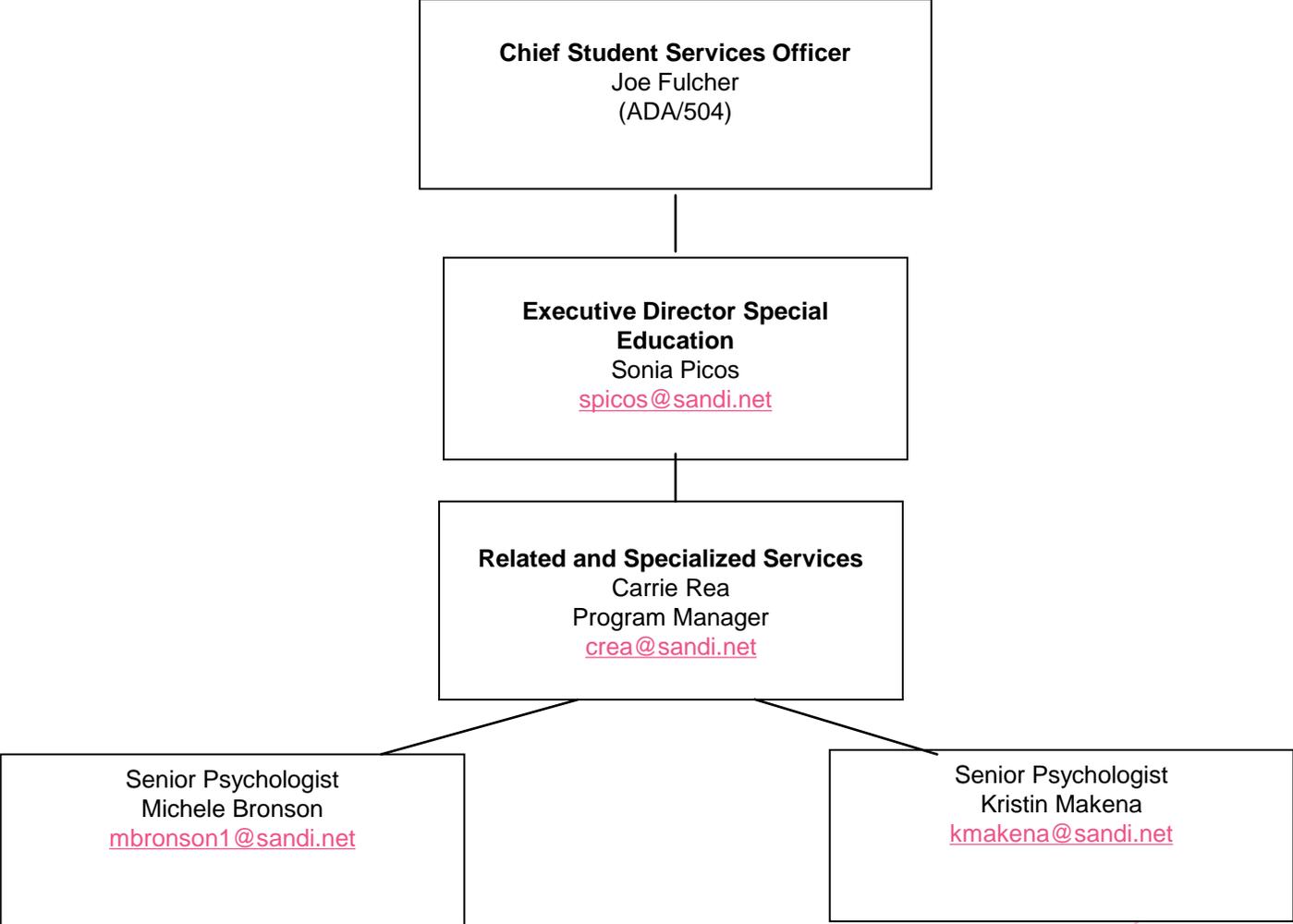
April Stebbins-Dorman
GATE Resource Teacher
September 8, 2014

Program Contacts





Assessment Contacts



San Diego Unified offers two instructional models for gifted students

GATE Cluster:

Traditional Model (A): 50% minimum GATE identified; remainder of class high achieving students

Diversity Model (B): 25% minimum GATE identified; remainder of class reflects the diversity of the school

Collaborative Model (C): grade level and cross age teaming where students are regrouped for core subjects creating a Cluster of 25% or more GATE identified

Individualized GATE Plan (D): for schools with small populations where grouping is not possible; a plan for each GATE student regarding curricular modifications

GATE Seminar: Not all sites offer seminar. Most classes are composed of a majority of seminar students, they may also include high achieving GATE cluster students. These classes are taught by GATE certified teachers, who should have 3 years experience teaching in a GATE cluster classroom.

Common Core State Standards (CCSS)

- **CCSS is being implemented this year (2014/15)**
 - **“The standards set grade level-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade level expectations.”**

- **“The standards do not define the nature of advanced work for students who meet the standards prior to the end of high school.”**

Assessment:

Students will be assessed in a new way. Students will have to explain why the answers, they are giving are correct and how they came to that conclusion. This requires a more thorough understanding of content, the ability to present and defend an argument, and the ability to demonstrate their reasoning.

Dimensions of Differentiation of the California GATE State Standards

- **Acceleration**
- **Depth**
- **Complexity**
- **Novelty**

DIFFERENTIATION

Differentiation is the practice of making lessons different by using multiple strategies to accommodate the different students in a single classroom. A classroom may have students with a wide range of abilities and rather than teach to the middle, and lose the students who need some extra help as well as those who need very little repetition, a teacher may alter lessons so that all students in a classroom will benefit.

Sandra Kaplan, CAG website

- acceleration
- flexible grouping
- enrichment
- tiered assignments

Relationship of CCSS and Differentiated Curriculum Elements

Example:

Anchor Standard in Reading #8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and the sufficiency of the evidence.

Acceleration- think like a disciplinarian

Novelty- art of argument
- critical thinking - prove with evidence

Depth- details
- rules

Complexity- context