Common Core State Standards and the GATE Standards

April Stebbins-Dorman
GATE Resource Teacher
September 8, 2014
ADA/504 Department
GATE Department
2014-2015 Organizational Chart

Program Contacts

Executive Director
Leadership and Learning
Jim Solo
(GATE)

Chief Student Services Officer
Joe Fulcher
(ADA/504)

ADA/504
GATE
Michelle Crisci
School Psychologist 1.0
mcrisci@sandi.net

GATE Resource Teacher – 1.0
April Stebbins-Dorman
adorman@sandi.net

Administrative Assistant I – 0.60
Leslie Caporale
lcaporale@sandi.net
Assessment Contacts

Chief Student Services Officer
Joe Fulcher
(ADA/504)

Executive Director Special Education
Sonia Picos
spicos@sandi.net

Related and Specialized Services
Carrie Rea
Program Manager
crea@sandi.net

Senior Psychologist
Michele Bronson
mbronson1@sandi.net

Senior Psychologist
Kristin Makena
kmakena@sandi.net
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:**

<table>
<thead>
<tr>
<th>Anchor Standard in Reading #8</th>
<th>Acceleration- think like a disciplinarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Novelty- art of argument</td>
</tr>
<tr>
<td></td>
<td>- critical thinking - prove with evidence</td>
</tr>
<tr>
<td></td>
<td>Depth- details</td>
</tr>
<tr>
<td></td>
<td>- rules</td>
</tr>
<tr>
<td></td>
<td>Complexity- context</td>
</tr>
</tbody>
</table>