

IDENTIFICATION COMPONENTS

LVJUSD identifies students for the GATE Program in three categories: high intellectual, high achievement, and specific achievement in English-Language Arts and Math.

HIGH INTELLECTUAL

Students are given the Cognitive Abilities Test (CogAT). The CogAT measures reasoning ability in verbal, quantitative, and nonverbal areas. For more information, log on to <http://www.riverpub.com/products/cogAt/details.html>

HIGH ACHIEVEMENT

When available, Smarter Balanced Assessment results in ELA and Mathematics will be reviewed for high achievement.

SPECIFIC ACADEMIC

When available, Smarter Balanced Assessment results in ELA or Mathematics will be reviewed for high achievement.

FINAL DETERMINATION

LVJUSD utilizes multiple criteria for identification and analyzes data from the CogAT, CA Standardized Tests, California English Language and Development Test (CELDT), teacher and parent nomination forms, and the district writing benchmark assessments.

IDENTIFICATION PROCESS

All 3rd grade students are tested using the Cognitive Abilities Test, Form 7, online. Students in grades 4 through 12 are eligible for nomination to the GATE Program by parents, teachers, support personnel, and administrators. Nomination forms are available in English and Spanish at all school sites and on the district website. Parents send the completed the Permission to Test Form and Test Date Preference Form to the Curriculum Department. After testing, parents are notified by mail as to whether their child does or does not qualify for inclusion in the GATE Program.

Each school has a GATE component in the School Plan for Student Achievement (SPSA) approved by the School Site Council that describes how the needs of the gifted students will be met. The plan may include information about differentiated instruction, honors and advanced placement classes, after-school enrichment programs, and professional development. A copy of the District GATE Plan is available on the district website. The District GATE Advisory Committee meets regularly and is composed of parent and teacher representatives from each site. Parents and teachers are encouraged to participate in the California Association for the Gifted (<http://www.CAGifted.org>).

For more information, please contact

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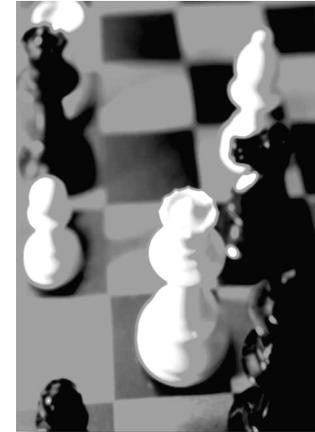
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G.A.T.E.

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GIFTED AND
TALENTED
EDUCATION
PROGRAM



LIVERMORE VALLEY JOINT UNIFIED SCHOOL DISTRICT

685 East Jack London Blvd.
Livermore, CA 94551

KELLY BOWERS

Superintendent

MISSION STATEMENT

The mission of LVJUSD Gifted and Talented Education (GATE) Program is to provide appropriate, differentiated educational opportunities and supplemental services for our K-12 gifted students. These opportunities are designed to be commensurate with each student's unique capabilities, talents, and creative abilities. The GATE Program will cultivate gifted students' sense of personal worth and responsibility and encourage students to successfully develop their gifts and talents while meeting and exceeding the California State Content Standards. Our program stimulates a love of learning in an atmosphere of cooperation among students, parents, teachers, administrators, and the community.

CA STATE DEPARTMENT OF EDUCATION GUIDELINES FOR GIFTED PROGRAMS

- Differentiated opportunities are within the core curriculum for learning commensurate with students' abilities and talents.
- Schools provide for alternate learning environments.
- Students develop sensitivity and a sense of responsibility to themselves and their community.
- Students develop a commitment to constructive ethical standards.
- Students develop problem-solving abilities to expand awareness of choices for contributions to their environment.
- Students develop realistic, healthy self-concepts.

CHARACTERISTICS OF A GIFTED CHILD

Gifted students have a wide variety of personality types, behavior characteristics, and learning styles. Each student has a different rate of development that makes him/her unique. Yet in spite of their differences, the one thing most of these students have in common is the ability to perform complex mental functions at a rate far beyond those of their classmates. They can form generalizations and see unique relationships between concepts; they can synthesize information from various sources and come up with their own innovations.

GENERAL CHARACTERISTICS

- Learns rapidly and easily
- Is less inclined to follow organizational routine
- Displays originality/uniqueness
- Leads/motivates peers
- Has a high degree of curiosity
- Has keen powers of observation
- Has a longer attention span
- Forms and uses generalizations in new situations
- Understands concepts
- Has a large vocabulary
- Excellent memory
- Reads voraciously
- Has a good sense of humor
- Has a strong desire to excel
- Displays advanced talent/skill for age
- Learns intuitively

DIFFERENTIATED CURRICULUM

A differentiated curriculum is organized into the following four areas.

DEPTH

Depth is elaboration. The student pursues a topic to a greater level of understanding. The student examines topics by determining 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 and sees associations among diverse subjects, topics, or levels. The student 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.

ACCELERATION OR 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.