

# Gifted and Talented Education Program (GATE)

## Parent Handbook

West Contra Costa Unified School District  
State and Federal Programs Department  
Gifted and Talented Education Program  
(GATE) Program

Gifted and Talented  
Education (GATE) Office  
Staff and Contact  
Information

State and Federal Programs  
GATE Department  
Seaview - Schooner  
2000 Southwood Drive  
San Pablo, CA 94806  
Phone: (510) 307-4520  
Fax: (510) 724-0318

*CURRICULUM & INSTRUCTION DIRECTOR*

*Barbara D. Mallon*

*GATE PROGRAM ASSISTANT*

*Cheryl Noland*

*GATE BILINGUAL OFFICE ASSISTANT*

*Delmy Cornejo*

Gifted and Talented  
Education (GATE) Referral  
and Identification Process

## GATE IDENTIFICATION PROCESS:

All 3<sup>rd</sup> graders are screened with the **Multiple Measure Matrices**. Based upon the number of points they receive on the Multiple Measure Matrix students are certified, referred for further assessment or non-certified.

### Multiple Measure Process Timeline

- April – Teacher Rating Scales sent to sites
- May - Teacher Rating Scales returned to GATE office
- August – State test results noted on Multiple Measure matrix
- Sept. – Certified and further assessment lists sent to school sites  
Certified and further assessments letters sent to guardians
- Sept. – Certified files sent to school sites

All new 4<sup>th</sup> graders and up may be referred for GATE.

- Current referral process:
  - a. The GATE referral form is filled out by referring adult.
  - b. The classroom teacher completes the Teacher Rating Scale.
  - c. The referral is signed by principal and approved by parent signature at, or before, the Student Study Team (SST) meeting where the referral is reviewed.
  - d. The school SST reviews the referral and determines if the student referral should be submitted to the GATE Coordinator.
  - e. The GATE Coordinator reviews the referral and gathers supporting evidence for the Multiple Measure Matrix.
  - f. The student is scored on the Multiple Measure Matrix and the results are reviewed by the GATE team. A determination is made to certify, further assess or non-certification.
  - g. Notification of the determination and accompanying documentation is sent to the school site and to the student's parent/guardian.

GATE designations from other districts will be honored for students transferring into WCCUSD. Appeals are considered after 12 months from the non-certification date.

Gifted and Talented  
Education Program  
(GATE)

Elementary and Secondary  
Program Design

West Contra Costa Unified School District  
State and Federal Department  
Gifted and Talented Education (GATE) Program

Assembly Bill (AB) 2313 passed on January 1, 2001, requires instruction for GATE students to be during the integral part of the regular day. The GATE Program is the differentiated core curriculum that students receive during the day. The GATE Program is not a before or after school program. These programs are enrichment and must supplement the core.

**Elementary GATE Program**

Elementary Schools have the option to use one or more of the following options:

- **Cluster Grouping** - Five to seven or more GATE/High Achieving students in the same grade are grouped in the same regular classroom. If the school has a large number of GATE/High Achieving students at a grade level, the students may be divided between two classrooms. Interaction with intellectual peers is an important way to facilitate students' progress and maintain motivation.
- **Flexible Grouping** – Not all gifted students are advanced in all subjects and skills. Flexible grouping, or the ability to move to a group depending on the student's developed understanding or skill, will allow students to interact and work with groups of students and materials that are appropriately challenging. Students do not remain in the same flexible group forever. Once they have mastered the material or the subject matter, they are able to move to another group.
- **Part-Time Grouping** – This type of grouping may be used for learning specified curriculum such as math and/or reading and is determined by a student's level of achievement or ability. This structure can be implemented among classrooms and provides differentiation for only part of a student's educational program. For example, a second grade student excels in math and goes to the third grade class for his/her daily math instruction. Classroom teachers would have to agree on this arrangement. Parent notification and permission is necessary for this type of arrangement.
- **Team Taught Cluster** – Two or more teachers work together regrouping their students such that the GATE students and high achievers are clustered together for the core curriculum. For example, two teachers at one grade level combine their students and then form two groups that are based on ability: the GATE and high achievers as one group and the average to below grade level students in the other group. One teacher teaches language art to both groups and the other teacher teaches math to both groups. The students are grouped heterogeneously, the remainder of the day.

**West Contra Costa Unified School District  
State and Federal Department  
Gifted and Talented Education (GATE) Program**

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**Secondary GATE Program**

**Middle Schools**

Accelerated content in core classes must be differentiated for students at their ability level and must be taught by trained teachers or teachers willing to be trained in differentiated instructional techniques.

- If GATE and high achieving students are not clustered, the trained teacher must ensure that the rigor or the curriculum is appropriate for students at their ability level.
- If GATE and high achieving students are clustered, the advanced core classes must be open to any student who wants the challenge and is willing to complete the assigned work.

Principals must ensure that students are receiving the appropriate level of instruction.

**High Schools**

High schools are required to provide accelerated core classes (Science, Math, Social Science, and Language Arts) in grades 9-10. The accelerated classes are open to GATE, high achieving, and any student who wants the challenge and is willing to complete the assigned work. These classes must be differentiated for students at their ability level and must be taught by trained teachers or teachers willing to be trained. Principals must ensure that students are receiving the appropriate instruction at their ability level.

High schools offer various Honors and Advanced Placement classes for students in grades 11-12.

Students may “test out” of a class by passing the exam provided by the district. These exams are currently being developed.

Gifted and Talented  
Education  
(GATE)  
School Advisory Committee

Title 5 Regulations, Section 3831(j) requires that school districts receiving state funding for GATE programs develop procedures that ensure the ongoing participation of parents in both the planning and evaluation of the programs. Ideally, this participation should take place at both the district level and at individual schools. GATE is an active partnership between schools, parents and the community in assisting students to reach their fullest potential.

### **GATE Parent Advisory Committee**

#### Meeting Requirements:

- Schools must hold a September/October, January and May meeting
- Membership includes families of all GATE students
- All families must be informed of the meetings time/place/agenda
- Committee elects parent representative to the District Advisory Committee
- Committee approves school site GATE plan and expenditure of GATE funds
- Meeting minutes are submitted to the GATE office

#### Purpose of Meetings:

- September/October – elect a parent site representative and alternate, as well as discuss the school GATE program and budget
- May – evaluate the year's GATE program and expenditures and make recommendations for the following year
- Discuss strengths, concerns, questions and decide can they be solved at site or will the site representative take them to the district level meeting
- The site representative shares information learned at the district level meetings (DAC)
- Advocate for students, teachers and the school through the DAC.
- Share information about conferences, workshops and opportunities for students

## 1. Committee

- Membership includes families of all GATE students
- All families informed of meetings
- Committee Elects parent representative to DAC
- Committee approves school GATE plan
- Committee approves use of school GATE funds
- Meeting minutes sent to GATE office

## 2. Communication

- All families informed of meetings
- DAC representatives share information learned at district meetings
- Share information about conferences by CAG, NACG, etc.
- Bring concern of parents and teachers to district meetings
- Advocate for students, teachers, school through DAC

## 3. School GATE plan aligns with district plan

- Clustering/grouping of students
- Teachers of GATE students trained
- Differentiated curriculum
- Advanced or accelerated classes
- Involvement of parents

## 4. Budget

- Create budget for school GATE allocation
- See allowable expenses from CDE:  
<http://www.cde.ca.gov/fg/fo/r12/gate06uof.asp>
- Budget must support school plan

Gifted and Talented  
Education (GATE)  
District Advisory Committee

## GATE DISTRICT ADVISORY COMMITTEE

### **Purpose of the GATE District Advisory Committee (DAC)**

The purpose of the Committee shall be to meet regularly with the Program Coordinator to advise and assist in the planning, development, evaluation, and implementation of the GATE program.

### **Responsibilities of the GATE DAC Chairperson**

The GATE DAC Chairperson is to preside at all Committee meetings and to serve as Committee spokesperson to the School District.

### **Responsibilities of the GATE DAC Secretary**

The GATE DAC Secretary is to record minutes of all Committee meetings.

Gifted and Talented  
Education  
(GATE)  
District Advisory Committee  
**BY-Laws**

GIFTED AND TALENTED PROGRAM DISTRICT ADVISORY COMMITTEE  
BY-LAWS

October 16, 1985  
Revised May 17, 2004

Article I. Name and Location

Section 1.01 The name of the organization shall be the District Advisory Committee for the Gifted and Talented Program of the West Contra Costa Unified School District.

Article II. Purpose and Duties

Section 2.01 The purpose of the Committee shall be to meet regularly with the Program Coordinator to advise and assist in the planning, development, evaluation, and implementation of the GATE program.

Section 2.02 Review the current West Contra Costa Unified School District GATE program and make sure that the program is in compliance with California State Education Code 52205 through 52212 relating to gifted and talented pupils as amended by AB2313.

Article III. Membership

Section 3.01 Committee shall be comprised of:

1. GATE Program Coordinator
2. One parent representative from each school
3. One teacher representative from each school
4. One elementary and one secondary site administrator
5. All emeritus chairs have the right to sit on the committee and have the right to make motions
6. The most recent former chair has full voting privileges for one year after his/her term of office.

Section 3.02 Members shall be volunteers. Each site administrator is responsible for site representation on GATE DAC.

Section 3.03 The term of parent membership shall be one year with no parent notification serving more than four consecutive terms.

Section 3.04 Any person with three consecutive absences in a school year shall be dropped from membership.

Section 3.05 Vacancies shall be filled from the same attendance areas.

Article IV. Meetings

Section 4.01 The committee shall meet as frequently as deemed necessary but no less than five meetings are to be held from September through June.

Section 4.02 All meetings shall be open to the public.

Section 4.03 Meeting shall be scheduled by consent of the members.

Section 4.04 Ten members shall constitute a quorum.

Article V. Officers

Section 5.01 There shall be the following officers: Chairperson and Secretary. A vice-chairperson may be elected as deemed necessary by the committee. Their terms shall be two years. No person shall serve more than two consecutive terms in one office.

Section 5.02 The major duties of the officers are:

Chairperson: Set the agenda for all committee meetings. Preside at all Committee meetings. Serve as Committee spokesperson to the School District.

Secretary: Record minutes at all Committee meetings.

Section 5.03 Election of Officers for the following year takes place in May.

Article VI. Subcommittees

Section 6.01 Subcommittees shall be formed by the Committee.

Article VII. Parliamentary Authority

Section 7.01 The Committee shall be governed by the Brown Act, California Government Code Sections 54950 through 54962. The rules contained in the current edition of "Roberts Rules of Order Newly Revised" shall govern the Committee in situations not covered by these by-laws.

Article VIII. Amendment of By-Laws

Section 8.01 These By-Laws may be amended at any regular meeting of the Committee by a two-thirds vote of those in attendance, provided there is a quorum and provided the amendment has been distributed in writing at least two weeks prior to the meeting.

Postscript:

Past subcommittees include the following and may be called into service at the discretion of the current DAC:

1. Textbook review
2. Legislative work for GATE
3. In-servicing
4. Curriculum: elementary, secondary
5. Counseling
6. Outreach/liaison with other GATE programs and opportunities
7. Working with the underachieving child
8. GATE in the visual and performing arts
9. Specific subject matter interest group
10. Identification

Gifted and Talented  
Education  
(GATE)

# District Advisory Committee Meeting Schedule

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
GIFTED AND TALENTED EDUCATION  
2000 Southwood Drive  
San Pablo, CA 94806  
(510) 307-4520

## GIFTED AND TALENTED EDUCATION (GATE) DISTRICT ADVISORY COMMITTEE MEETINGS

**2008-09**

<u>WHEN</u>	<u>WHERE</u>	<u>PURPOSE</u>	<u>WHO</u>
SEPTEMBER 22, 2008 7:00 – 8:30 p.m.	* VISTA HILLS	DISTRICT MEETING ELECTION OF OFFICERS	PREVIOUS YEAR DAC MEMBERS
SEPT./OCT. (set by each school) Please inform GATE Office of your date.	EACH SCHOOL SITE	SITE MEETING ELECTION OF PARENT SITE REPRESENTATIVE OVERVIEW OF PROGRAM	ALL GATE PARENTS AT THAT SITE TEACHERS, PRINCIPALS
OCTOBER 27, 2008 7:00 – 8:30 p.m.	* VISTA HILLS	DISTRICT MEETING	NEW AND/OR CONTINUING DAC MEMBERS
NOVEMBER and DECEMBER	<u>NO MEETING</u>		

EARLY JANUARY PARENTS (set by each school) Please inform GATE Office of your date.	EACH SCHOOL SITE	SITE MEETING  SITE GATE PROGRAM REVIEW	ALL GATE  AT THAT SITE TEACHERS, PRINCIPALS
JANUARY 26, 2009 7:00 – 8:30 p.m.	* VISTA HILLS	DISTRICT MEETING	ALL DAC MEMBERS
FEBRUARY	<u>NO MEETING- CAG Conf</u>		
MARCH 23, 2009 7:00 – 8:30 p.m.	* VISTA HILLS	DISTRICT MEETING	ALL DAC MEMBERS
APRIL 27, 2009 7:00 – 8:30 p.m.	* VISTA HILLS	DISTRICT MEETING	ALL DAC MEMBERS
MAY (Set by each school) Please inform GATE Office of your date	EACH SCHOOL SITE	ELEMENTARY AND SECONDARY PROGRAM RECOMMENDATIONS	ALL GATE PARENTS AT THAT SITE, TEACHERS, PRINCIPALS
MAY 18, 2009 7:00 – 8:30 p.m.	* VISTA HILLS	DISTRICT MEETING NOMINATIONS OF OFFICERS	ALL DAC MEMBERS

\*VISTA HILLS STAFF DEVELOPMENT CENTER IS LOCATED AT 2625 BARNARD ROAD, RICHMOND \*

- Directions: From Hilltop Dr. turn right onto Moyers Rd.  
Left on Benjamin  
Right on Joann  
Left on Barnard

# Gifted and Talented Education (GATE)

# Library Resources

## Gifted and Talented Education (GATE)

Seaview/Schooner  
2000 Southwood Drive  
San Pablo, CA 94806  
Phone: 510-307-4520  
FAX: 510-724-0318

### GATE LIBRARY 2008-2009

QUANTITY	TITLE	AUTHOR
4	Removing the Mask: Giftedness in Poverty	Paul Slocumb Ruby K. Payne
15	Leadership for Differentiating Schools and Classrooms	Carol Ann Tomlinson Susan Demirsky Allan
69	The Differentiated Classroom: Responding to the Needs of All Learners	Carol Ann Tomlinson
9	How to Differentiate Instruction in Mixed-Ability Classrooms, 2 <sup>nd</sup> Edition	Carol Ann Tomlinson
1	Differentiated Instruction Professional Development, Planner Package	Carol Ann Tomlinson Leslie J. Kiernan
1	Energize Your Meetings with Laughter	Sheila Feigelson
1	How to Make Presentations That Teach and Transform	Robert J. Garmston Bruce M. Wellman

9	What to do With the Gifted Child	Judith Cochran
10	Teaching Young Gifted Children in the Regular Classroom, Identifying, Nurturing, and Challenging Ages 4-9	Joan Franklin Smutny, Sally Yahnke Walker, Elizabeth A. Meckstroth
15	Teaching Gifted Kids in the Regular Classroom	Susan Winebrenner
10	Flexible Grouping in Reading	Michael F. Opitz
3	Challenging Projects for Creative Minds	Phil Schlemmer, Dori Schlemmer
3	Blueprints, A Guide for 16 Independent Study Projects	Diane Draze
3	Family Math	Jean Kerr Stenmark, Virginia Thompson & Ruth Cossey
3	Math Brain Busters, Grades 3-4	Thomas Camilli
3	Math Brain Busters, Grades 5-6	Thomas Camilli
3	Thinking Skills, Grades 5-6	Evan-Moor Corporation
5	The Gifted Kids' Survival Guide for Ages 10 and Under	Judy Galbraith
3	Critical Thinking Across the Curriculum, Grades 2-3	Instructional Fair, Inc.
3	Critical Thinking Across the Curriculum, Grades 3-4	Instructional Fair, Inc.
3	Critical Thinking Across the Curriculum, Grades 4-5	Instructional Fair, Inc.
3	Critical Thinking Across the Curriculum, Grades 5-6	Instructional Fair, Inc.
3	101 Fresh & Fun Critical-Thinking Activities	Laurie Rozakis
3	81 Fresh & Fun Critical-Thinking Activities	Laurie Rozakis
3	Create-A-Comedy, Writing A Humorous Story	Eleanor W. Hoomes
3	Create-A-Fantasy, Writing A Whimsical Story	Eleanor W. Hoomes
1	Teaching Values	Gary A. Davis
1	Values Are Forever	Gary A. Davis
1	Improvise	Brad Newton
1	Improvisation: Use What You Know – Make Up What You Don't! 2 <sup>nd</sup> Edition	Brad Newton
1	Jump Start Ideas to Move Your Mind	Beatrice J. Elye with Catherine A. Southwick
1	Mentorship	Jill Reilly
28	Guiding the Gifted Child	James T. Webb, Elizabeth A. Mechstroth, Stephanie S. Tolan
1	Gifted Parent Groups: The SENG Model	James T. Webb, Arlene R. DeVries
29	Helping Gifted Children Soar	Carol A. Strip with Gretchen Hirsch
30	Some of My Best Friends Are Books	Judith Wynn Halsted
19	Adventures & Challenges: Real Life Stories by Girls And Young Women	Frances A. Karnes, Suzanne M. Bean
1	Gifted Children and Legal Issues, An Update	Frances A. Karnes, Ronald G.

		Marquardt
29	Smart Girls, A New Psychology of Girls, Women and Giftedness	Barbara A. Kerr
29	Smart Boys, Talent, Manhood & the Search for Meaning	Barbara A. Kerr, Ph. Sanford J. Cohn, Ph.D.
1	Memory: Focus on Math, Levels 1-5	Joan Weiss, Marge Tezak
2	Memory: Focus on Math, Levels 6-10	Joan Weiss, Marge Tezak
1	Memory: Focus on Math, Levels 11-15	Marge Tezak, Joan Weiss
1	The Age of Exploration	Andi Stix, Frank Hrbek
28	Raisin' Brains, Surviving My Smart Family	Karen L.J. Isaacson
4	Parents' Guide to Raising a Gifted Child	James Alvino
1	Gifts, Talents and the Very Young	Willard Abraham, et al
	College Planning for Gifted Students 2 <sup>nd</sup> Ed.	Sandra Berger
2	The Faces & Forms of Creativity	Catherine Bruch, et al
	The Gifted Student as Scientist	Paul F. Brandwein
	Help! For Parents of Gifted & Talented Children	Nancy Carlson, Jane Riley
	Use Both Sides of Your Brain	Tony Zuzan
	Childhood Problems and the Teacher	Charlotte Buhler et al
	Career Education in the Middle/Jr. High School	Rupert Evans et al
	How To Look Things Up & Find Things Out	Bruce L. Felknor
	The First National Conference on the Disadvantaged Gifted	Ellen Fitzgerald et al
	The Art of Clear Thinking	Rudolf Flesch
	20 <sup>th</sup> Century Thinking	Chestor E. Flory
	Gifted Children-Their Psychology and Education	Maurice F. Freehill
3	The Gifted Kids Survival Guide Ages 10 and Under	Judy Galbraith
4	The Gifted Kids Survival Guide – Ages 11-18	Judy Galbraith
	The Status of Gifted and Talented Education – U.S. Surveys of Needs, Practices and Policies	James Gallagher, et al
	Promoting the Education of Gifted and Talented-Strategies for Advocacy	James Gallagher et al
	The Conditions of Learning	Robert M. Gagné
	AHA! Aha! Insight	Martin Gardner
	How To Help Your Gifted Child	Gina Ginsberg, Charles Harrison
	The Metaphorical Way of Learning and Knowing	W.J.J. Gordon
	The Nature of Human Intelligence	J.P. Guilford
2	Educational Change – The Reality and the Promise	Richard R. Goulet, et al
	The Guidance of Exceptional Children	John Gowan, et al
	The Academically Talented Student and Guidance	John Gowan Catherine Burch
	Development of the Creative Individual	John Gowan
2	The Guidance and Measurement of Intelligence, Development and Creativity	John Gowan
2	Educating the Ablest	John Gowan, et al
	Early Learners, How to Support, Challenge and Encourage Them	Alice Hayward
	International Handbook of Research and Development	

	of Gifted and Talented	Kurt A. Heller, et al
	Creativity and Learning	Beth Hennessey Teresa M. Amabile
	Education for the Gifted Children and Youth-An Old Issue-A New Challenge	Harry Passow
9	What Makes a Child Gifted?	R.A. Hance
	Somewhere to Turn: Strategies for Parents of the Gifted and Talented	Eleanor Hall Nancy Skinner
	Fighting Invisible Tigers, A Stress Management Guide for Teens	Earl Hipp
	What Makes You So Special?	Sherri Heller
	UP From Under-Achievement	Diane Heacox
	Critical Issues in Gifted Education	C. June Maker
	The Creativity of Man-An Authorized Biography of E. Paul Torrence	Garnet W. Millar
	Creative Power-The Education of Youth in the Creative Arts	Hughes Mearns
	Parenting the Gifted—Developing the Promise	Sheila C. Perino Joseph Perino
4	Prisoners of Time – Research Report on the National Educ. Comm. On Time & Learning	National Educ. Committee
10	Advancing Gifted and Talented Education-An Educators and Parents Guide to Advocacy	Nat'l Assoc. for Gifted Children
	Does This Mean My Kid's a Genius?	Linda Perigo Moore
	The Drama of the Gifted Child-The Search for the True Self	Alice Miller
	A New Generation of Leadership	N/S-LTI-G/T
	Help! For Parents of Gifted and Talented Children	Nancy Carlson Jane Riley
	What Makes Giftedness	N/S-LTI-G/T
	Gifted Students & Inclusion: Exploring the Tracking Debate	Phi Delta Kappa
3	National Excellence - A Case for Developing America's Talent An Anthology of Readings	U.S. Dept. of Educ.
	Gifted Young Children	Wendy Conklin Roldell
	Gifted Kids Have Feelings Too	
	The Gift of Words-Writing & Literature in the Elementary Classroom	Paula Rood Lucrezia Iacomino
	Exploring Feelings	Sylvia B. Rimm Christine E. Priest
	Reaching Out: Advocacy for the Gifted and Talented	Am. Assoc. for Gifted Children
	How to Study	Kenneth E. Stanley
	"Gifted" is <u>Not</u> A Dirty Word	Nancy Alvarado Stone
4	The Gifted and the Talented	Roger Taylor
	The Humanities in the Schools	Harold Taylor
	Why Fly? A Philosophy of Creativity	E. Paul Torrance
10	The Most-Asked Questions About Gifted Children	U of Mo Ext.
2	Smart Kids With School Problems	Priscilla L. Vail

	The World of the Gifted Child	Priscilla Ward
	Differential Education for the Gifted	Virgil S. Ward
2	Guiding The Gifted Child	James T. Webb, Ph. D. et al
	Helping the Gifted Child	Paul Witty
29	The Social and Emotional Development of Gifted Children	Maureen Neihart, et al
20	How The Gifted Brain Works	David Sousa
29	Perfectionism-What's Bad About Being Good	Miriam Adderholdt, Ph.D. Jan Goldberg

# A Glossary of Gifted Education

## A Glossary of Gifted Education

By [Steven M. Nordby](#) © 1997-2004

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### A

**Ability grouping** - Placing students of similar ability in the same class or group for purposes of instruction. Research shows higher academic achievement gains for all students when grouped by ability and taught at a pace that matches their learning rates.

**Acceleration** - Faster presentation of content to more closely match the speed at which gifted students learn.

**Achievement** - Accomplishment or performance; the realization of potential.

**Affective education** - Study of emotions, identifying and dealing with them.

**Aptitude** - Undeveloped potential or ability.

**Assessment** - Assignment of value. Academically, this usually means grades. In psychology, it means comparing the tested measures of a subject's mental characteristics to a [norm](#), or average.

**Asynchronous development** - Differing rates for physical, cognitive, and emotional development, also known as dyssynchronous development. For example, a gifted child may be chronologically 13 years old, intellectually 18, emotionally 8, and physically 11. The discrepancies are greatest for everyone at the chronological age of about 13, but the extremes displayed by gifted children have led some experts to define giftedness itself as asynchronous development. If you tell a gifted child to "Act your age!" s/he could legitimately respond: "Which one?"

**Authentic assessment** - (1) In classroom testing, tests which cover the material actually taught. (2) In psychology, testing under natural, actual conditions rather than in a clinical or artificial environment.

## **B**

**Battery** - Multiple tests to assess functioning in a variety of psychological areas such as [intelligence](#), [achievement](#), personality, and self-esteem.

**Brain based teaching** - Application of research from neurology and clinical and cognitive psychology to design and orchestrate lifelike learning experiences that exercise

- the ability to detect patterns and make approximations,
- the capacity for various types of memory,
- the ability to self-correct and learn from experience through analysis of data and self-reflection, and
- the inexhaustible capacity to create,

So as to optimize the extraction of meaning for the individual learner. Brain based teaching incorporates [integrated curriculum](#), and is built on these principles:

1. The brain is a parallel processor.
2. Learning engages the entire physiology.
3. The search for meaning is innate in human nature.
4. The search for meaning occurs through patterning.
5. Emotions are critical to patterning.
6. The brain processes parts and wholes simultaneously.
7. Learning involves both focused attention and peripheral perception.
8. Learning always involves conscious and unconscious processes.
9. We have at least two different types of memory: a spatial memory system and a set of systems for rote learning.
10. We understand and remember best when facts and skills are embedded in natural, spatial memory.
11. Learning is enhanced by challenge and inhibited by threat.
12. Each brain is unique.

**Brain lateralization** - Specialization of the brain hemispheres. In right handed people, the right brain hemisphere is more involved with spatial relations, imagery, and non-

verbal, non-sequential processing, while the left brain hemisphere is more involved in verbal and sequential processing.

## C

**Ceiling effect** - Compression of top scores on a test. For example, if a group IQ test can only measure reliably to 130, then a student with an IQ of 160 (if measured by some other test) may only score 130 due to the ceiling effect of the group test.

**Compacting** - Eliminating repetition, minimizing drill, and [accelerating](#) instruction in basic skills or lower level classes so that gifted students can move to more challenging material.

**Constructivism** - The theory that new knowledge is an active product of the learner integrating new information and perceptions with prior knowledge. It is based on the work of John Dewey, Jean Piaget, and Lev Vygotsky, and complementary with [interactionism](#).

**Convergent thinking** - Thinking which results in conventional solutions and answers or [conformity](#).

**Counseling the gifted** - Gifted students can benefit from talking with counselors educated in the [characteristics](#) of the gifted.

**Creativity** - Artistic or intellectual inventiveness. Creativity depends on [divergent thinking](#).

**Criterion-referenced** - Measurement is compared to an acceptable standard, such as a test of [mastery](#).

**Critical thinking skills** - The [higher order thinking skill](#) of applying logic in order to reduce ambiguity and lead to understanding of complex problems or ideas. Educators may use [task analysis](#) to develop step by step methods to teach critical thinking skills, but critical thinking itself cannot be reduced to step by step thinking.

## D

**Depression** - There is some research evidence and considerable anecdotal evidence that the gifted are at a significantly higher risk for depression and suicide than the general population. This may be due to [characteristics](#), such as keen insight into the inequities of life, and [asynchronous development](#), which make the gifted individual feel out of place in the social structure. [Counseling](#) with someone fluent in the issues surrounding giftedness can be helpful. .

**Diagnostic test** - An [assessment](#) prompted by a perceived problem in order to determine current level of functioning. Test results are then used to prescribe a solution.

**Discovery method** - A variety of student-centered approaches to teaching, including the [Socratic Method](#), in which the teacher acts as a guide and/or resource. Unlike

[programmed instruction](#), the emphasis is not on efficiency in mastering a predetermined body of knowledge, but in developing students' abilities to learn how to learn.

**Divergent thinking** - Thinking which results in novel, unique, or creative solutions or answers.

## *E*

**Elitist** - A criticism of [gifted education programs](#). If students in gifted programs act as if they are socially or morally superior, or if the program supports the social order rather than identifying and serving all gifted students, then charges of elitism have merit. Gifted programs which serve gifted students from all social classes and ethnic groups, whether achievers, [underachievers](#) or handicapped, are not elitist.

**Emotional shutdown** - A psychological defense mechanism characterized by withdrawal. A gifted student in a hostile or anti-intellectual environment may react this way.

**Enrichment** - Deeper coverage of [content](#) often provided for gifted students.

**Estimated true score** - A calculation to move the score a student gets on a test closer to average based on the [reliability](#) of the test.

**Exceptional learners** - Students with an [IQ](#) in the bottom or top three percent of the population, or those with other physical or mental differences which affect learning.

**Extrinsic motivation** -reinforces rewards, or incentives used by one person to bring about desired behavior in another person.

## *F*

**Frustration tolerance** - Ability to continue working to solve a problem even when setbacks are encountered or little progress is made.

## *G*

**Generalization** - (1) In [behaviorism](#), applying skills learned in one situation to other situations. (2) In research, applying the results of one study to the general population.

**Gifted** - Having superior mental ability or [intelligence](#). A label of potential. The intellect and emotions of gifted students are both quantitatively and qualitatively different.

**Gifted programs** - Special academic and social opportunities which try to meet the needs of gifted students.

**Grade skipping** - Promotion to a higher grade. Often confused with [acceleration](#). A grade-skipped gifted child can still learn at an accelerated rate and may eventually outperform students at a higher grade placement.

## *H*

**Higher order thinking skills** - Abstract reasoning, critical thinking, and problem solving abilities.

## *I*

**Identification** - The selecting and [labeling process](#). Requirements to be identified as gifted vary between school districts.

**Independent study** - Self-education, often using self-selected resources and driven by student interest.

**Individualized instruction** - [Content](#) and [pacing](#) of instruction geared toward the individual's unique learning styles, abilities, [needs](#), and [goals](#).

**Individual referenced** - One's score is compared to one's previous score on a test covering the same material in order to show that [learning](#) has occurred.

**Integrated curriculum** - Combination of content from two or more subjects to enhance meaning through interconnectedness of knowledge.

**Intrinsic motivation** - The desire to satisfy natural needs and interests, which includes a desire to understand and make sense of the world.

## *J K L*

**Javits Act** - Federal legislation originally passed in 1988 to provide grant money for gifted and talented programs and research. 1997 appropriations were less than one-hundredth of one-percent of total federal special education dollars, less than, for example, literacy programs for prison inmates.

**Learning disability** - A deficit in a specific area, such as word decoding or arithmetic computation, which is out of line with overall intellectual ability.

## *M*

**Multiple intelligences** - Constructs of [intelligence](#) that include more aspects of mental ability than the conventional concept of intelligence. Howard Gardner proposed seven intelligences: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal. He recently added an eighth: naturalist.

**Multipotentiality** - The idea that gifted children have the ability to succeed in virtually any career. Use of interest inventories and ability tests with higher [ceilings](#) can help differentiate between areas in which students are merely competent and those in which they truly excel and are highly motivated toward.

## *N*

**Non-production** - Unrealized ability in which the student knows s/he is capable, but chooses not to do the assigned work.

**Norm** - (1) In sociology, a culturally relative guideline for social behavior. (2) In testing, a statistical measure of central tendency, as a [mean](#), [median](#), or [mode](#).

**Norm-referenced** - Measurement is compared to a [norm](#) or average. [IQ](#) tests are norm-referenced tests.

## *O*

**Outcome based education** - Teaching designed to lead student to demonstrate a specific level of mastery.

**Over excitabilities** - A term originated by Kazimierz Dabrowski to describe excessive response to stimuli in five psychic domains (psychomotor, sensual, intellectual, imaginal, and emotional) which may occur singly or in combination. Over excitabilities are often used to describe certain [characteristics of the gifted](#). "It is often recognized that gifted and talented people are energetic, enthusiastic, intensely absorbed in their pursuits, endowed with vivid imagination, sensuality, moral sensitivity and emotional vulnerability. . . . [They are] experiencing in a higher key." - Michael Piechowski. Extreme over excitabilities or a strong imbalance between them may reduce the individual's ability to function in society.

## *P*

**Pacing** - The speed at which [content](#) is presented and instruction delivered. Pacing which matches the student's rate of learning is optimal. Because gifted students are usually able to learn faster, they often prefer [accelerated](#) pacing.

**Peer group** - People with which one feels equal. Due to gifted students' [asynchronous development](#), they may have very different intellectual, social, and emotional peer groups.

**Perfectionism** - The desire to execute tasks flawlessly. Gifted children may develop perfectionism after entering school, as they perform better than their classmates. Later, such perfectionism may lead to avoiding challenges so as not to appear imperfect.

**Portfolio** - A collection of student work that demonstrates [achievement](#) for purposes of [assessment](#).

**Precocity** - Development significantly earlier than [normal](#). Most gifted children show precocious intelligence, but not all who develop skills early are [gifted](#): they may reach a plateau, allowing those of average ability to catch up.

**Prodigy** - A child (usually under age 10) who is able to perform at an adult level in a specific skill. Unlike [savants](#), prodigies often have high intelligence and are aware of their thinking strategies.

**Programmed instruction** - Teaching a predetermined body of knowledge in a predetermined sequence, often also at a predetermined [pace](#).

**Psychometrics** - The quantitative measurement of mental characteristics, as in [IQ](#).

### *Q R S*

**Reliability** - The accuracy and repeatability of a measurement.

**Savant** - A person with exceptional ability in a specific skill, often artistic, mathematical or musical, who seems intuitively to "know" but is unaware of thinking strategies. Savants often display flattened emotions and little [creativity](#).

**Socratic Method** - Dialogue and discussion to expose logic and meaning - in which the teacher acts as a guide and/or resource. The emphasis is to develop students' abilities to learn how to learn.

### *T*

**Task analysis** - Breaking down complex skills into a highly structured series of simpler, smaller, sequential sub skills, and omitting [higher order thinking skills](#).

**Tracking** - Full-time, often permanent assignment to achievement groups. Compare with [ability grouping](#), where students may be temporarily grouped and regrouped for immediate instructional needs.

**Twice special** - A student both gifted and handicapped, for example, gifted and [learning disabled](#).

### *U*

**Underachievement** - A significant difference between ability and performance. A gifted underachiever is often defined as having superior intelligence, yet working below grade level. Some underachievers may withdraw, others may become disruptive. Factors that can contribute to underachievement include:

- Lack of respect for the individual.
- An overly competitive environment.
- Inflexible and rigid structure.
- Stress on external evaluation and criticism.
- Authoritarian control.
- Unrewarding curriculum.
- Family conflicts, such as divorce.

Underachievement shows up often in the most stressful grades: fourth, when students stop learning how to read and start reading to learn; and ninth, with adolescence and the transition to high school.

## ***VWXYZ***

**Validity** - (1) In testing or [assessment](#) - A measurement's ability to measure what it purports to measure. (2) The truthfulness of an argument, i.e., how well the hypothesis is supported by the evidence.

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