

What is GATE?

The Gifted and Talented Education (GATE) program of the East Whittier City School District is designed to provide students with appropriately challenging learning experiences and to assist them with the achievement of academic excellence.

The District GATE program follows California Department of Education guidelines which require that students receive categorically differentiated instruction. It is in keeping with the District philosophy which provides for the adaptation of educational experiences to meet the individual abilities and needs of all students.

What is “Differentiated” Instruction?

Differentiating the core curriculum is the process of providing extended learning opportunities so that identified students are appropriately challenged, even when their interests, abilities and experiences vary widely in a single classroom. Teachers strive to provide additional challenges to students through four methods: acceleration, complexity, depth and novelty. Differentiation allows for a “stretch” of the curriculum so that students who have already mastered the material at grade level continue to progress and so that students who have a particular interest in an area can pursue it in greater depth or in a personalized way.

How Is Instruction Differentiated?

Instruction is differentiated by cluster groupings within regular classrooms, special classes such as algebra and pre-algebra, independent work in a regular classroom, before and after school classes, pull-out programs during the regular school day and GATE Summer School. All strategies have advantages and disadvantages and educators must use professional judgment in selecting those which best meet the needs of their schools and communities.

The East Whittier GATE program is most often differentiated within the regular classroom. In the reading program, for example, students participate in guided reading groups (clusters) that challenge them to stretch their reading ability. East Whittier teachers have participated in an extensive series of reading and writing training classes so that student instruction can match the student’s level of expertise. Writing provides similar opportunities for meeting students’ individual needs. Classroom examples would include Writer’s Workshop and individual teacher conferences with the students about their writing.

GATE students in this district are identified based upon the following guidelines:

- Intellectual Ability

- A pupil demonstrates extraordinary or the potential for extraordinary intellectual development. (Grades 3-8)
- High Achievement
 - A pupil consistently attains exceptionally high scores on achievement tests. (Grades 3-8.)
- Specific Academic Ability
 - A pupil functions at a high academic level in a particular subject area. (Grades 3-8)
- Multidimensional Survey
 - A pupil displays gifted characteristics as well as high academic achievement on norm-referenced tests and class work. (Grades 3-8)

GATE Program Goals:

- To develop in students a positive sense of identity and self esteem.
- To enable students to recognize and develop more fully their own unique attributes.
- To emphasize success and excellence in academic, social, aesthetic and physical realms.
- To encourage students to achieve greater competency in analytical reasoning, creative problem-solving, productive thinking, original production and communication.
- To motivate students to create products and ideas for their own benefit and that of society.
- To inspire a love and enthusiasm for lifelong learning.