

Target Areas of Giftedness for G.A.T.E. Assessment

Original Thought: The student demonstrates a wide variety and quantity of oral/dramatic, written or artistic expressions which are founded on unusual and unique ideas.

Prediction: The student is able to list many possible causes of given situations or problems. From the list of causes, the student is able to predict the many different effects.

Planning: The student is able to use details to explain what he wants to do. He/she is sensitive to problems and demonstrates skills at organizing materials, time and resources necessary to carry out his/her project. The student is able to sequence steps toward completion.

Decision Making: The student outlines many alternatives to a problem. He/she weighs each alternative and considers the effect it may have on others. The student makes a final judgment from among the alternatives and is able to accurately defend the decision.

Social: The student acts responsibly and with self-confidence in both his/her work and interpersonal life. The student's ideas and actions tend to influence others.

Expressions: The student effectively communicates in a written or oral manner or in an artistic/physical manner. Such expressions are produced by making comparisons among things or by showing relationships.

Learning and Academics: The student demonstrates superior intellectual and achievement abilities. The student's work shows mastery of information and personal meaningfulness.



Federal Way
Public Schools
Every Student, a Reader

Welcome to The Gifted and Talented Education Program

More information about G.A.T.E.

For further information and answers to your questions about G.A.T.E., please contact Gwen Knechtel at (253) 945-2056, or visit our website at www.fwps.org/dept/gate/.



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Federal Way's Gifted and Talented Education (G.A.T.E.)

program has changed, but its goal remains the same — to provide a stimulating, supportive school experience for gifted and talented students.

G.A.T.E. classrooms

As of the 2004–2005 school year, each of the 23 elementary schools in Federal Way has a full-time, self-contained G.A.T.E. classroom.

With G.A.T.E. in every school, participating students stay closer to home, ride the same bus as their neighbors and remain a part of the neighborhood community.

Classroom configuration

G.A.T.E. classrooms are multi-age and include third, fourth, and fifth graders. This configuration was pilot-tested at two schools in 2003-2004, and a thorough mid-year review demonstrated many areas of success. Multi-age classrooms allow teachers flexibility in student grouping, and there are substantial benefits to the students that come from cross-age interactions.

Our G.A.T.E. teachers have been well prepared for the challenges of multi-age classrooms with special staff development emphasizing multi-age and culturally competent teaching strategies.

Ways of identifying gifted and talented students

Relying on test scores alone often overlooks complex qualities that are hard to measure, and fails to identify many students with special abilities. These include students with organizational or leadership skills, strong communication abilities and artistic talent, as well as “gifted underachievers.”

The tools FWPS uses to identify students as gifted and talented reflect the most current research. The traits (see text in blue panel) are part of the Developmentally Accelerated Skills Inventory (DASI) that guides teachers through the evaluation of each student, noting the diverse ways in which children show their talents. It includes specific characteristics of giftedness and many cues for recognizing them in different children.

The DASI, along with district and state assessments and student portfolios, is part of the identification process.

Nomination forms for parents, guardians and community members, which list characteristics to look for in a gifted child, are available in English, Korean, Spanish and Russian. Ask for it at your school, or find it on the web at www.fwps.org/dept/gate/nomination.pdf.

Following nomination, final placement decisions will be made at each school by the end of the school year.

With the broader, more inclusive criteria for G.A.T.E. placement, we believe our classrooms better reflect the economic, cultural and racial composition of our district. This includes students with many kinds of gifts that enrich the experience for all.

Multiple Intelligence Behaviors

In our G.A.T.E. classrooms, students receive instruction and opportunities to practice these twelve behaviors of successful, intelligent learners.

Attending — Focus on task at hand; is not easily distracted

Persistence — Keeps on trying; does not give up easily

Deliberateness — Show less impulsivity; thinks before acting

Flexibility — Open to alternatives; sees many possibilities

Precision — Uses words carefully; checks for accuracy; attends to detail

Inquisitiveness — Asks questions; enjoys problem solving; is curious

Fluency — Can generate many ideas

Originality — Enjoys making and doing original things

Metacognition — Puts into words his/her own thinking; self-reflects

Empathy — Listens to others with sensitivity and understanding

Risking — Willing to take on new challenges; not afraid

Opportunities in secondary school

Academic challenges are available after the elementary G.A.T.E. program. Students can self-select Pre-Advanced Placement classes in middle school, and our high schools offer Pre-A.P. and A.P. classes. Thomas Jefferson High School has Pre-International Baccalaureate (Pre-I.B.) and I.B. courses as well.