



GATEWAYS

Orange County Department of Education GATE newsletter

Spring 2018

OCDE GATE Certification

The Orange County Department of Education is excited to announce a new GATE Certification opportunity for teachers. The department has put together our own certification program structured around the most current research-based teaching strategies. Educators will have the opportunity to learn about Social Emotional needs of our gifted learners, strategies to implement differentiation that are good for all students and enrichment models for them to use in their own classroom with their own students. The course is designed around the busy lives of today's educators. It is a two-year program with a total of 26 hours of seat time: two full day sessions, two after school sessions and 2 online classes. Lesson development and lesson implementation are a required component of the program. Classes begin on July 26, 2018. Be sure to visit the OCDE website for registration and flyer information.

<http://ocde.us/GATE/Pages/default.aspx>

GATE Events in Orange County

March 29 – Twice-Exceptional Forum at OCDE

July 10-11- OCDE Advancing GATE Strategies

<http://ocde.us/GATE/Pages/default.aspx>

July 17-18- OCDE 2 year GATE Credential Course

<http://ocde.us/GATE/Pages/default.aspx>

July 26-28- CAG Summer Institute In Fullerton

www.cagifted.org

Aug 9-10 - OCDE 2 Day Summer Differentiated Instruction Workshop

<http://ocde.us/GATE/Pages/default.aspx>

Nov 3 - OCCGATE Annual Conference

www.OCCGATE.org

California Association for the Gifted Summer Institute: Orange County

By Dr. Alison DeMark

Orange County is pleased to host one of the California Association for the Gifted's (CAG) Summer Institutes this year. Through a partnership with the Fullerton School District, CAG will be bringing the popular event for both teachers and students to Orange County July 25-27, 2018. The Summer Institutes provide teachers with a unique opportunity to participate in an immersive setting with gifted students. The 3-day institute focuses on a curriculum developed by Dr. Sandra Kaplan and researchers at the University of Southern California.

Teachers will experience exemplary differentiated curriculum that is aligned to California Content standards. Teachers will be immersed in best instructional strategies, the models of teaching, and unique classroom environment settings for diverse gifted learners. The demonstration teachers in grades 2-8 teach with the same concept across all classrooms allowing participants to view the targeted concept across all grade levels. Teachers will have an opportunity to observe, learn, create and discuss the demonstration classroom experience with colleagues and experts in gifted education alike. School sites are encouraged to send a team of educators due to the nature of the program and the unique opportunity to debrief with colleagues and experts in the field of gifted education.

The cost for the CAG Summer Institute is \$395 for CAG members and \$495 for non-members. Registration information, a program flyer and registration link can be found on the CAG website: CAGifted.org. Registration is now open and will close once capacity for the Summer Institute is reached. Questions can be addressed to jharpercag@gmail.com or by phone at (909) 522 -7274. Information on student participation can be found on the CAG website: CAGifted.org.

Characteristics of Twice-Exceptional Children

By Lisa J. Reid, Ed.D., ET/P

One of the difficult issues faced by twice-exceptional children is the lack of an established resource to characterize their broad range of talents and deficits. It can be difficult for people to understand that students with exceptional intellectual ability can also have learning problems. The asynchronous development of twice-exceptional children often results in delayed social, behavioral and emotional maturity that can be problematically misdiagnosed. These children are often misunderstood; their gifts overlooked.

Twice-exceptional children often operate on a roller coaster of emotions and a spectrum of ability that fluctuates between extreme acuity and deficiency. Because of the unpredictability these discrepancies present, they are often pegged as difficult. They may seem to intentionally work below their potential, become the “class clown,” or act defiant and emotionally disturbed. When being coined as such, they may feel displaced from self and lose their love of learning.

Twice-exceptional children are often highly creative, passionate, and funny with excellent vocabularies, extensive knowledge, superior comprehension and problem solving skills. These gifts can also create challenges. The keen awareness twice-exceptional children have of their discrepancies coupled with their depth of feeling can create oversensitivity, lack of self-regulation and motivation, social problems, and a desire to compensate by masking learning difficulties.

We must consider the way these children experience their educational environment. A defiant child is often a frustrated child. Even with starting or completing assignments, there are many reasons a student might fail. A child may be stunted by perfectionism or daunted by the number of tasks involved. If a child has a language processing difficulty, they may be unable to read social cues and have a hard time communicating; or even have dyslexia. They may feel unable to articulate what they envision, freezing them from making decisions. A child with an auditory processing disorder may become overwhelmed by ambient noise, causing inattention, or depression. They may not understand verbal

instructions. A student with low visual processing may experience information overload. Those struggling with ADHD find it difficult to organize their thoughts or follow multi-step directions. They may avoid work that requires prolonged concentration, leaving projects undone. They also have poor impulse control and may disrupt periods of work. Students who have slow or fast processing speeds may become anxious, resulting in sloppy work that takes a long time to complete.

Despite being bright, many twice-exceptional children underachieve or get into trouble because of their challenges. Because there is a direct relationship between achievement and the control twice-exceptional children feel they have over their learning, it is important for educators to understand their unique learning natures. Otherwise, their attitudes toward their ability shift. For this reason, rigid discipline, personally irrelevant content and an authoritarian approach to instruction can create a barrier to academic success. These students have a heightened need to feel safe, understood and fostered in order to shine.

Parent’s Corner

Summer Programs for Students

Johns Hopkins CTY Programs

<http://cty.jhu.edu/>

Davidson THINK Summer Institutes

<http://www.davidsongifted.org/>

Areteem Institute

<http://www.areteem.org/>

UCI Summer Scholar

<http://www.summer.uci.edu/programs/highschool/>

Phillips Academy

<https://www.exeter.edu/exeter-summer>

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