

G.A.T.E. is all about Differentiated Instruction/Curriculum

The four components of a G.A.T.E. Program:

- **Acceleration/pacing:** Moving students faster through the curriculum and not expecting them to do what they already know how to do.
- **Depth:** Having students become true experts in a given area; giving them an opportunity to find out about certain subjects in great detail.
- **Complexity:** Exploring the connections and relationships between things, comparing and contrasting.
- **Novelty:** Allowing students to exhibit their creativity in the creation of original projects that challenge their thinking in new and unusual ways.

Key principles for Differentiation

- **Learning Experiences** are based on diagnosis of student readiness, interest and/or learning profile,
- **Content, Activities and Products** are developed in response to varying needs of varied learners,
- **Teaching and Learning** are focused on key concepts, understandings and skills,
- **All students participate** in "respectful" and engaging work,
- **Teacher and students** work together to ensure continual engagement and challenge for each learner,
- **The teacher** coordinates use of time, space and activities,
- **Flexible grouping** ensures consistently fluid working arrangements, including whole class learning, pairs, triads and quads, student-selected groups, teacher-selected groups, and random groups,
- **Time use** is flexible in response to student needs,
- A variety of **management strategies** (such as learning centers, interest centers, compacting, contract, independent study, collegial partnerships, tiered assignments, learning buddies, etc.) is used to help target instruction to student needs.
- Clearly established **individual and group criteria** provide guidance toward success,
- **Students are assessed** in a variety of ways appropriate to demonstrate their own thought and growth.

• <http://www.gifted.uconn.edu/siegle/epsy373/Tomlinson.htm>