

Piedmont Unified School District 2010-2011 Gifted and Talented Education Plan

The following plan was developed with the input of the PUSD GATE Advisory Committee over the course of four meetings during the 2010-2011 school year. The committee is comprised of parents, teachers, and administrators. Further input was collected during the course of 2 GATE parent information meetings and from teachers and administrators.

GATE PROGRAM SERVICES

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (EC 52206) Please indicate the GATE program services the district will provide by placing a check mark in the boxes below. Provide a brief description of each service provided.

PROGRAM SERVICES (Select at least one)	Primary	Upper Elementary	Middle School	High School
Special Day Classes:				
Part-time Groupings:		X		
Cluster Groupings:		X	X	X
OTHER PROGRAM SERVICES				
Acceleration:		X	X	X
Honors:				X
Advanced Placement:				X
International Baccalaureate:				
Independent Study:				
Postsecondary Education:				
Enrichment (Pull-out/Before/After School/Saturday Classes):		X	X	X
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils		X	X	X
Other (i.e., Special Counseling, Instructional Activities, Seminars):		X	X	X

STUDENT IDENTIFICATION CATEGORIES

LEAs are required to use one or more categories for identifying gifted and talented students' demonstrated or potential abilities that provide evidence of high performance capability including: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent. (EC 52202) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board must concentrate part of its curriculum on providing pupils with an academic component. (EC 52206[c]) Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

Intellectual Ability <u> X </u>	High Achievement <u> X </u>	Specific Academic Ability <u> X </u>	Leadership Ability <u> X </u>
Creative Ability <u> X </u>	Visual and Performing Arts <u> X </u>	Other _____	

PROGRAM NARRATIVE

- I. **Provide a brief overview of your district, i.e., location; enrollment; number and type of schools; ethnicity, language and socioeconomic factors; and other information as determined. Provide a brief overview of the district's GATE program.**

The Piedmont Unified School District is a k-adult district in the San Francisco Bay area. We are a District of 2554 students in k-12. The city of Piedmont is a high socioeconomic community that provides tremendous financial and volunteer support to its schools. The ethnic composition of our student body is 71% Caucasian, 19% Asian, 4% Hispanic, 3% African-American, and 3% other or multiple ethnicities. The District API score is among the highest in the State and Piedmont High School is named as one of the top 100 public high schools in the nation by U.S. News and World Report.

The District's current GATE program can be characterized as emphasizing differentiation in the classroom and opportunities for enrichment in math, language arts, and the visual and performing arts. We are a district with a large percentage of students who are GATE eligible and this necessitates consideration of the needs of our most capable and highest achieving students in all aspects of the general education program. In addition to differentiating curriculum/instruction, the District provides opportunities at the secondary level for course acceleration as well as Honors and Advanced Placement course offerings.

- II. Provide a response that describes the districts plan for a proposed GATE program that addresses the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students*. For one-year approval, address all Minimum Standards. For two-year approval, address all Minimal and Commendable Standards. For a

three-year approval, address all Minimal, Commendable, and Exemplary Standards. (Limit to four pages for each program area)

Section 1: Program Design

Districts provide a comprehensive continuum of services and program options responsive to the needs, interests and abilities of gifted students and based on philosophical, theoretical, and empirical support. (EC 52205[d] and 52206[a])

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The plan includes an intellectual component that meets or exceeds state content standards. b. The plan incorporates expert knowledge, is approved by the local Board of Education. c. The plan aligns with the available resources of the schools, staff, parents, and community. d. A GATE advisory committee representing educators, community members, and parents is formed to support the needs of the program. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms. b. Participation in the program is not limited by other problems of logistics. c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Administrative groupings and structures for gifted education may include cluster grouping, part-time grouping, special day classes and schools. b. Program services are integral to the school day. c. The program provides for continuous progress and intellectual peer interaction. d. The program provides for flexible grouping in the classroom to meet student needs and abilities. e. Children in grades kindergarten through grade two are served even if not formally identified. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The program structure and delivery of services provide a balance between cognitive and affective learning.
1:3 The program is articulated with the general education programs.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The program provides continuity within the gifted program and with the general education program. b. A coordinator is designated for the program. c. The program involves the home and community. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, kindergarten through grade twelve. b. The program provides support services including counselors and consultants.

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.

A board adopted Piedmont Unified School District goal is to continuously adapt and improve program delivery in collaboration with administration, employee groups, support groups, parents, and the community,

so that we can continue to provide a comprehensive educational program for all students that supports academic excellence, maximizes individual potential, and cultivates global citizenship (with available resources). Central to this District goal of supporting academic excellence and maximizing individual potential is the implementation of a GATE program that reaches the unique learning styles, abilities, and needs of students who perform at or show the potential to perform at an exceptionally high level of performance in one or more areas of expression.

The District's GATE plan is consistent with our belief that all capable students should be provided the opportunity to meet or exceed state academic content standards. The GATE plan is approved by the District's Board of Education, is made available on the District website and may be obtained at any school site upon request. The District sponsors a well-attended GATE Advisory Council that includes educators, parents and community members, and which meets regularly to address philosophical and program design issues. The community has the opportunity to receive District updates and provide input at regularly scheduled GATE Advisory Council and school site council meetings, as well as periodic communications provided in the District Newsletter and site newsletters. Constituents with varied interests and expertise, including special education, English Language Learners, and the visual and performing arts are encouraged to participate in GATE Advisory Council meetings. The District also shares information with, and receives feedback and financial donations from, a parent-sponsored Piedmont Gifted Parent Support group (formed in 2010 as the latest of many such parent support groups in Piedmont).

The District's plan aims to identify and support students gifted in the visual and performing arts and in leadership, as well as in traditional academic subjects.

1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

The District's program serves GATE identified students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. The District's primary GATE program model is cluster grouping, within classes where differentiated education techniques are used to adapt curriculum materials to the learning styles and abilities of each student. Beginning in grade 4, sites strive to cluster GATE eligible students in groups of 5-7, for English language arts, mathematics, and science, while taking into consideration classroom and individual student characteristics. Clustering in grades 6-12 often occurs naturally as a result of students taking advanced course offerings (e.g. advanced math at PMS and AP and honors courses in high school). In elementary school classes and non-advanced secondary level courses, students are purposefully clustered. In some instances, conflicts between a student's preferred class choice and GATE clustering will occur. In instances where scheduling conflicts or the characteristics of class composition impede GATE clustering or such clustering is not in the best interest of a student, the site will look for courses/classes with appropriate high ability peers to match with the student. Each year, the District will report to the GATE Advisory Council, on the distribution of clusters in grades 4-12.

At the elementary level, programming incorporates in-class differentiation and enrichment activities. In addition, elementary GATE identified students with advanced mathematics aptitude are eligible to receive supplemental instruction from the elementary math specialist. In middle and high school, GATE programming incorporates in-class differentiation, acceleration, and enrichment activities.

The middle school offers acceleration in math, which begins with placement of eligible 6th graders in pre-algebra and continues through high school. If student numbers and budget allow, such acceleration can be expected to occur each year. The high school provides students with multiple opportunities to participate in Advanced Placement and Honors course offerings. Differentiation in non-advanced level high school classes is provided as appropriate to the student's needs.

Middle school enrichment activities available to GATE-identified students have included the National Geographic Geography Bee, creative writing, Mathletes, Shakespeare club, Chess club, film club, spelling bee, and after-school jazz band. In addition, the middle school offers an Associated Student Body leadership program and with the support of the Wellness Center, a student ambassadors program. Enrichment opportunities at Piedmont High School include Mathletes, the Piedmont Piper student literary magazine, mock trial, science fair, jazz band and the student art show. Enrichment opportunities vary from year to year based upon student interest as well as teacher/parent support and availability of funding. Although most GATE programming is provided by the District during the school day, Jazz Band practices after school and some

other activities, such as National Geographic Geography Bee rely on parents to organize and facilitate activities after school. The District supports these parent-organized enrichment activities by obtaining and providing facilities, communicating the activities to students and the community, and addressing materials and other related costs when appropriate.

The District balances the affective and learning needs of GATE students by promoting social and community group activities such as Peer Mediators at Piedmont Middle School and Youth Educators at Piedmont High School. In addition, students are encouraged to participate on the teen advisory board at the high school.

The District cultivates students' leadership abilities by providing slots for secondary school student representatives to site- and District-sponsored committees. These include the PMS, MHS, and PHS Site Councils; MHS and PHS WASC (Western Association of Schools and Colleges) accreditation teams, and the Board of Education. Student representatives are encouraged to participate on the School Nutrition Advisory Committee and the Tech Advisory Board.

1:3 The program is articulated with the general education programs.

Individual District and site-level administrators at each site are identified to act as GATE Coordinators who work with other District personnel, parents and community members. The District GATE Coordinator provides facilitation of advisory council meetings, parent education, budget, maintenance of GATE web page, and program planning support. The District and each Site GATE Coordinator plan for and provide teachers with in-service time and professional support from educational and counseling experts, to ensure teachers' proficiency in identification of student learning styles and strengths, and in provision of differentiated instruction. Each school site is responsible for GATE identification and program implementation consistent with the District-wide plan. This includes searching out students who are GATE eligible, supporting teacher-parent communications about the needs of individual students, providing teacher in-service, and planning for GATE expenditures with School Site Councils.

Given the high proportion (approx. 17%) of students who are currently eligible for GATE identification, the District must have a well articulated program that addresses the needs of GATE-eligible students across subjects and grade levels as part of the regular education program. Given the central program focus on cluster grouping within general education classrooms, teachers ensure that the curriculum of GATE identified students is both consistent with state standards and intellectually and developmentally appropriate. In addition, when elementary students participate in supplementary math instruction with the elementary math specialist, the specialist and classroom teacher are in communication regarding the focus of the enrichment and each student's progress.

These activities provide delivery of appropriate educational opportunities and challenges to GATE-eligible and other students throughout the District, through all grade levels k-12.

Section 2: Identification

The district's identification procedures are equitable, comprehensive, ongoing, and reflect the district's definition of giftedness and current state criteria. (*EC 52202 and CCR, Title 5, 3822*)

2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. b. The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services. c. Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations. d. Students may be nominated for participation more than once. e. All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel. b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once. 	<p>Exemplary Standards: Three year approval</p> <p>No standards for this section.</p>
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. d. Transfer students are considered for identification and placement in a timely manner. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The identification tools used are reflective of the district's population. b. The district makes timely changes in identification tools and procedures based on the most current research. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. b. The diversity of the district's student population is increasingly reflected in the district GATE population.
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Students and parents are provided information and orientation regarding student placement and participation 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Before any student is considered for withdrawal from the program, interventions are implemented 	<p>Exemplary Standards: Three year approval</p> <p>No standards for this section.</p>

<p>options. Signed parent permission for participation is on file.</p> <p>b. Upon parent request the district provides identification information the parent may take to a new school or district.</p> <p>c. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</p>	<p>and a meeting is held with the parents and student.</p>	
---	--	--

2. The district’s identification procedures are equitable, comprehensive, ongoing, and reflect the district’s definition of giftedness and current state criteria. (EC 52202 and CCR, Title 5, 3822).

2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.

Children are eligible for the nomination process regardless of socioeconomic, linguistic, or cultural background, and/or disabilities. All teachers and administrators are provided training and information about the identification process. Each site administration actively seeks referrals from teachers and parents for identification of underrepresented populations. Students are not identified formally as part of the District’s GATE plan until the second half of third grade. However, the District does recognize that giftedness may be apparent in these grades. Any parent, teacher, or administrator who perceives that a k-3 grade student is gifted and not being appropriately served may request a Child Study Team meeting at which a team of educational professionals will review the need for further differentiating the child’s learning experience. The Child Study process is used at each elementary site to discuss the needs of students who have been referred by parents or teachers when concerns about the students program and/or progress are present.

The District’s formal GATE identification process begins with testing of all students in the spring of 3rd grade. After third grade, parents, teachers, and administrators may refer a student to be considered for GATE eligibility. Each student generally will be referred for identification no more than once annually. The District provides a GATE referral form, which may be obtained from school sites and the District website. Any parent wishing to make a referral must complete a referral form and submit to the site principal. Site administrators provide teachers with training and information about the identification process. Sites maintain data on nominees and include these data in reassessing students who are referred more than once.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

The formal GATE assessment/identification process begins in March of 3rd grade. Each site uses a GATE Assessment Review Team, whose members include the site’s GATE coordinator plus other teacher(s) and

counselor(s) he or she determines are appropriate based on the nature of the referral. GATE Assessment Review Teams meet as needed to review referrals for GATE identification and to make a determination of eligibility. Students can be referred by parents, teachers, and administrators for participation on the basis of intellectual ability, high achievement, creativity, leadership skills, and/or artistic talent. Multiple sources of evidence for giftedness are to be used and a record is to be maintained in the student's cumulative file. Parents and teachers are informed if their student is found GATE eligible.

Transfer students whose cumulative files indicate that they were found to be GATE eligible in a previous District will be identified as GATE-eligible within 30 days after entering the Piedmont Schools.

Parents wishing to appeal their student's GATE eligibility determination may complete an appeal form in writing and submit to the site GATE Coordinator. Where the site GATE Coordinator is not the principal, the Coordinator shares the appeal with the principal. The parent is provided an opportunity to meet with the site GATE Coordinator, principal, and a teacher knowledgeable about the student. If the concerns cannot be resolved at that meeting, then the parent may contact the District GATE Coordinator to discuss the issue further. The District GATE Coordinator's decision on the issue will be final.

Referral, Assessment, and Identification Criteria

Referrals:

All 3rd grade students will be referred for GATE identification in the second half of 3rd grade. Subsequently, parents, teachers, and administrators may refer 4th through 12th grade students, once annually, by using the District GATE referral form. Eligibility determinations are made within 30 school days after the Site GATE Coordinator receives the referral.

Students are eligible for GATE identification based on the following **Assessment/Identification Criteria**:

All 3rd grade students will be given the opportunity to take the Otis-Lennon School Abilities Test (OLSAT) each spring. A passive consent form will be provided to parents to provide an opportunity to decline testing. **Any student scoring in the 9th stanine (96th+ percentile) on any portion of the OLSAT will meet the eligibility criteria for GATE.**

Students who are English Learners or students with language-based disabilities may be administered the NNAT, a nonverbal ability measure. A score in the 9th stanine is required to meet the criteria for GATE eligibility.

Parents may request to have their student reassessed once annually after 3rd grade, in the spring of each year.

In addition, a parent, teacher, or administrator may refer a student who has not obtained a 9th stanine score to a GATE Student Study Team for consideration of alternative criteria; these include teacher observations, work samples, and STAR assessment data. The District does not base eligibility decisions on privately obtained assessments. A student must first have taken the OLSAT or NNAT in order for the alternative criteria to be considered. Transfer students, who have not been previously GATE identified in their previous District, may be assessed in the spring. Alternative criteria, such as teacher observation and work samples may be particularly important for identifying students who are gifted or talented in areas such as the arts, athletics, or leadership

2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

General education classroom differentiation is the primary service option for identified GATE students. The form and appropriateness of that differentiation is determined by teachers and administrators with consideration of parent input. Families of GATE students are also informed of and encouraged to have their children participate in additional enrichment activities available at the student's school. Furthermore, supplemental instructional opportunities (e.g. elementary math specialists) and acceleration (e.g. 6th grade pre-algebra) are made available to GATE students as appropriate to their area(s) of giftedness.

Once a student has been found GATE eligible, in grades 4-6, their parent will be provided, in writing, a list of differentiation strategies that will be used as deemed appropriate by the teacher, throughout the year. This plan should be updated in the first quarter of each year and shared with the subsequent year's teacher to ensure a smooth transition.

Students transferring to another district will be provided with GATE identification information as part of their cumulative file which is sent on to the receiving district.

Section 3: Curriculum and Instruction

Districts develop differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206[a] and 52206[b])

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. c. The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding). d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. c. The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels kindergarten through grade twelve.
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day. b. The differentiated curriculum is taught with appropriate instructional models. c. The differentiated curriculum is supported by appropriate materials and technology. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study. b. The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study. c. An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

A core purpose of differentiation for GATE students is to promote deeper and more complex understanding of core content so that students are appropriately challenged, while meeting or exceeding state standards. Differentiation provides for the balanced development of critical, creative, problem solving and research skills, access to advanced content, and student preparation of authentic and appropriate products. This goes beyond simply greater quantity of work produced by students. Attempts are made, when deemed appropriate by the teacher, to compact core curriculum materials for enriched instruction and learning. Instructional differentiation aligns with promoting inquiry, self-directed learning, discussion, debate, meta-cognition, and other forms of learning. Such differentiation should lead to higher self-efficacy for learning, as well as sensitivity to and respect for individual differences. Students are encouraged to recognize their roles as valuable contributors/participants in the development of a positive school climate.

The District's identification of GATE students and implementation of GATE programming is consistent with the multiple intelligences perspective of Howard Gardner. This perspective informs the District's view that ability and talent may occur across multiple domains (e.g. the student who excels at all academic subjects) or one domain (e.g. the student who excels at math or visual art). Regardless of how broad or narrow a student's giftedness may be, teachers strive to foster advanced development in the areas in which students are intellectually and developmentally ready to delve more deeply into curriculum and concepts than typically developing peers.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

The District has many resources and structures that support differentiation for GATE students. At the elementary level, students with exceptional math skills can benefit from math specialists, who cluster students of like ability and augment regular classroom instruction. Elementary GATE students may also benefit from steering to the rich selections of literature at each site, supported by site librarians. Additionally, students have access to technology and support from site technology specialists. Furthermore, library and technology staff supports teachers in developing and providing appropriate curriculum materials to classroom teachers so that they may effectively differentiate instruction/curriculum for GATE students

Structures that support differentiation at the middle and high schools also include library and technology materials, and specialized staff who assist teachers in differentiating and accelerating curriculum. In addition, course acceleration opportunities in mathematics are available beginning in 6th grade. Students in high school have multiple opportunities to select advanced placement and honors courses across subjects such as mathematics, science, history, English, foreign languages and fine arts.

Section 4: Social and Emotional Development

Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. (EC 52212[a][1])

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development. b. Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms. b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate. b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home, or in the community.
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel. b. Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed. c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems. d. Information and support are made available to parents regarding at-risk gifted students. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. At-risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.

4:1 Actions to meet the affective needs of gifted students are ongoing.

The District recognizes that gifted learners may experience a constellation of social and emotional challenges related to their unique talents and needs. As a result, staff in-service trainings are conducted to inform teachers and administrators of the social and emotional issues faced by gifted students. In this way, staff is able to observe for difficulties that may emerge for individual students and to refer them for counseling when additional support is warranted.

All students have access to extensive academic counseling at the secondary level. The District works with students and families to ensure that students complete an academic program that fits the students' interests and prepares them for post-secondary opportunities that will continue to provide them with experiences that further foster their gifts and talents.

The District also works to ensure that parents are provided with resources and parent education opportunities that help develop awareness of the characteristic learning and social/emotional needs of gifted students. General information is provided on the District website.

4:2 At risk gifted students are monitored and provided support for underachievement, symptoms of depression, suicide, substance abuse, and other problems.

All teachers receive training in recognition of at-risk behavior by students, including those who may be associated with gifted and talented students. In addition, the District provides counselors at each site to assist GATE students when social, emotional or academic difficulties arise. The District provides a variety of counseling and special support services, and also makes referrals to outside agencies when needed. Parents receive general information about these services, and are involved directly when their student requires assistance.

In some cases, underachievement may be a sign of underlying learning disabilities. When there is a suspected disability, a GATE student may be referred for special education assessment. Some GATE students may also struggle if English is not their primary language. The District's English Language teachers are trained to observe for underachievement that result from language barriers. When instances of underachievement emerge, teachers and administrators work with parents to differentiate the educational program so that students can access curriculum at an appropriate level. This may require implementation of remedial interventions or classroom accommodations. At MHS and PHS, GATE students also have access to the Wellness Center, where any high school student struggling with academic, social-emotional, substance abuse, and/or relational issues may receive assistance.

Section 5: Professional Development

Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (*EC 52212[a][1]*)

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program. b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. c. Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. b. A district process to qualify teachers to teach gifted students is in place. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. A district professional development plan to accommodate different levels of teacher competency is in place.
5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience. b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge. c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program. d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs. b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field. c. Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned. d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

District-wide professional development is constructed with the intent of meeting the needs of all students, including the large proportion who are GATE identified. The District strives to provide professional development that includes workshops and coaching experiences.

Over the past three years, approximately 30 teachers and administrators from across the District have participated in professional development related specifically to gifted education. This includes 21 teachers who have participated in the Alameda County Office of Education's GATE Certification program. Several teachers and administrators have also participated in the California Association for the Gifted Annual Conference.

Additionally, all elementary and a majority of secondary teachers have participated in workshops related to differentiated instruction as part of the District's program of professional development.

As a means of continually promoting professional development addressing GATE student needs, the District will establish its own program of professional development that will lead to GATE certification. A significant portion of the District's GATE funds will be directed toward this effort. The intent is to provide teachers with exposure to programs and instructional strategies that will serve the large proportion of high achieving students we have in the District.

5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.

Each year the GATE District and site coordinators, administrators, and counselors access professional development opportunities focusing on the needs of GATE students. This professional development may include topics such as classroom instruction, opportunities for enrichment, differentiating curriculum/instruction, and meeting the social-emotional needs of GATE students.

Section 6: Parent and Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (*EC 52205[2][f]*)

6:1 Open communication with parents and the community is maintained.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided. b. The district's state application is available to parents and the community. c. GATE parents are involved in the ongoing planning and evaluation of the GATE program. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation. b. The products and achievements of gifted students are shared with parents in a variety of ways. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. Parents are involved in the development of the application and/or school site plans related to GATE programs. b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum. c. Partnerships between the GATE program and business and community organizations are established.
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year. b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education. c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. A parent member of the GATE advisory committee cosigns the district's state application. b. Parents participate in the GATE advisory committee which meets on a regular basis. c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education. d. The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education. e. The district GATE coordinator and the district GATE advisory committee solicit community support. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.

6:1 Open communication with parents and the community is maintained.

The District maintains open communication with parents at multiple levels. At the site level, parents are encouraged to speak to classroom teachers and administrators regarding their student's eligibility and participation in GATE programming. In addition, school site councils address parent interests and plans for expenditures of individual site GATE funds through the site's Single Plan for Student Achievement. Parents may also access information regarding the District program, including criteria and procedures for identifying gifted and talented students, on the District website. Parents may obtain a copy of the District's GATE plan on the District website or by requesting a copy from the District GATE coordinator. GATE Advisory Council meetings provide multiple opportunities each year for parents and others to provide input regarding planning and evaluation of the GATE program. Parents participating on school site councils also have the opportunity to participate in planning for District GATE programs. In addition, the District and parent volunteers collaborate in providing enrichment activities that are accessed by GATE students.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

The District supports parent communication through the GATE Advisory Council process, which is facilitated by the District GATE coordinator. This year, as part of the GATE plan development process, the GATE Advisory Council met 4 times to provide the District's perspective on GATE programming, and to solicit and consider parent input. In years in which plan development is not occurring, 3 meetings will be held. Advisory council and site council meetings can be used to provide parents with information regarding literature and research in gifted education. A parent member of the GATE Advisory Council cosigns the District's GATE application.

In an effort to see that all constituents are represented, the District publicizes GATE Advisory Council meetings in site newsletters and on the District website, and specifically invites parents of gifted students with special education needs or English language development needs to attend. The District also maintains a GATE webpage within the District Website. As the District moves to a new website format, we will be including parent information resources in addition to District announcements regarding GATE.

Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (EC 52212[a][1])

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. b. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose. c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. b. The program contains a clear description of performance expectations at each grade level. c. Criteria for levels of performance or rubrics are used as part of the assessment process. d. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection. e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program. f. Districts provide resources for program assessment. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level. b. The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.
--	---	--

GATE program evaluation will be carried out at both the site and District levels on an annual basis, and used to study program effectiveness and to assist in finding ways to improve services for gifted students. Program evaluation will be conducted by the District GATE coordinator working with site GATE coordinators. Disaggregated data from STAR testing, District performance assessments, and parent/teacher/administrator surveys will be used in this process. The District's assessment of GATE will be shared with the Board of Education and the GATE Advisory Council. Based upon program evaluation, identified strengths and weaknesses in the program will be reviewed and considered in order to maintain and continually improve the program's quality.

Section 8: Budget

District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (*EC 52209 and 52212 [a][1], [2], [3]*)

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p>Minimum Standards: One year approval</p> <ul style="list-style-type: none"> a. Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification. b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners. c. There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget. d. Carry-over monies are minimal and maintained within the district GATE accounts. e. Indirect costs do not exceed state limitations. 	<p>Commendable Standards: Two year approval</p> <ul style="list-style-type: none"> a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan. 	<p>Exemplary Standards: Three year approval</p> <ul style="list-style-type: none"> a. The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.

The District will use its GATE allocation to support professional development, direct student support services, District-wide coordination, and student identification. These funds supplement District activities pertaining to GATE students. Using a combination of GATE funds and District general fund dollars, the District provides a District GATE coordinator. The District's allocation from GATE funds for a coordinator is commensurate with its small size (2550 students) and the program philosophy which maximizes the use of existing resources. A significant portion of the GATE funds will be annually expended in order to support the development and delivery of a District GATE certification program. The District strives to expend all GATE monies annually in order to maximize fiscal support of the program. Resources that support GATE students are maximized by accessing opportunities that may be funded from other sources.