

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 students who are talented in traditional academic areas as well as areas including creative ability, leadership, and visual and performing arts. At the elementary level, programming primarily consists of 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. In addition, secondary level administrators attempt to provide cluster groups of 5 students in language arts/English, math, and science courses (such clustering may not be possible due to scheduling conflicts).

The middle school currently also offers acceleration in math, which begins with placement of eligible 6th graders in 7th grade 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.

Middle school enrichment activities 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 will be adding an Associated Student Body leadership program in the 2008-2009 school year. Enrichment opportunities at Piedmont High School include Mathletes, the Piedmont Piper student literary magazine, mock trial, science fair, 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 and Destination Imagination 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.

Although formal identification of students does not begin until fourth grade, administrators, teachers, and parents may refer k-3 students who appear to require greater differentiation to a Child Study Team. The team will review the needs of the child and consider appropriate accommodations in the classroom.

PHS

Piedmont Unified School District
GATE Eligibility Determination Form

Date: _____

Student Name: _____

School: _____

Identify individuals, including name and responsibility, involved in consideration of student's GATE eligibility: _____

Identify information considered/reviewed in determining GATE eligibility: _____

Student meets (circle each) the following criteria for GATE eligibility (criteria in two categories must be met for student to be GATE eligible):

1. Score at or above the 98th percentile in two consecutive years on any portion of the STAR test program, excluding the 3rd and 7th grade CAT/6 Language and 8th grade CST General Math tests.
2. Teacher report based on work samples, student projects, and portfolios.
3. A rating of student from current teacher at or above the standard score of 111 on the GATES Evaluation Scales in the area of intellectual ability, academic skills, creativity, leadership, and/or artistic talent.
4. A cumulative middle school academic grade point average of 3.5 beginning in grade 7. A cumulative high school academic GPA of 3.5 beginning in grade 10 (GPA from middle school would be used for identification of students in grade 9).

Eligibility Determination: Eligible _____ Ineligible _____

Piedmont Unified School District
GATE Designation and Differentiation Communication Form
Piedmont Middle School, 740 Magnolia Avenue, Piedmont, CA 94611

Dear Parent(s),

Your child, _____, has met the criteria for designation as a Gifted And Talented Education (GATE) student. Below you will find the reason for your student's designation. This document serves as the District's GATE designation form.

Student meets (check each) the following criteria for GATE designation (criteria in two categories must be met for student to be GATE designated):

- 1. Score at or above the 98th percentile in two consecutive years on any portion of the STAR test program, excluding the 3rd and 7th grade CAT/6 Language and 8th grade CST General Math tests.
 - ___ English/Language Arts STAR tests in two consecutive years
 - ___ Math STAR tests in two consecutive years
 - ___ Science STAR tests
- Teacher report based on work samples, student projects, and portfolios.
- A rating of student from current teacher at or above the standard score of 111 on the GATES Evaluation Scales in the area of intellectual ability, academic skills, creativity, leadership, and/or artistic talent.
- A cumulative middle school academic GPA of 3.5 beginning in grade 7.

At Piedmont Middle School there are many opportunities for enrichment. The District's GATE plan provides for differentiation in the classroom setting. Assignments are designed, in every academic department, to provide all students with opportunities to expand the depth and breadth of their explorations into the material. Advanced placement in Math courses is offered for qualifying students. There are also programs that meet advanced students' needs such as Mathletes and Shakespeare Performance Club (both of which meet before school); and elective courses in Computer Animation, Film, Art, and Creative Writing.

If you have specific questions regarding our program feel free to contact PMS GATE coordinator, Dan Bonnin, or the individual teacher.

If you are in agreement with your student's GATE designation determination then please sign below and return to the attention of site GATE coordinator Dan Bonnin at Piedmont Middle School, 740 Magnolia Avenue, Piedmont, CA 94611.

Parent's Signature: _____ Date: _____

DEFINITION OF TERMS

Strategies of Differentiation

- **Flexible grouping** provides students the opportunity for working together with peers who have similar strengths or needs
- **Tiered assignments** offer different options to students based upon their prior knowledge and skills.
- **Learning contracts** are teacher directed independent learning experiences that focus on the core or extended curriculum.
- **Open-ended questioning strategies** are used to stretch the thinking of students. Some examples are:
 - a) hypothetical thinking (What if...?)
 - b) reversal (What if... had happened first?)
 - c) analogy (How is this like...?)
 - d) Analysis of point of view (How would you see the situation if you were the policemen, the criminal, a bystander?)
 - e) Completion (How would you complete this story? What step is missing from this process?)
- **Pacing** looks at individual students in terms of time needed to move through a particular curricular area.
- **Independent studies/projects** enable students to advance their own learning on a topic of interest and to apply new knowledge and skills to the creation of a project or product.
- **Visual or performing arts** give students an opportunity to express ideas or understanding through music, art or drama.

If you are in agreement with your student's GATE eligibility determination and the differentiation plan above, then please sign below and return to the site GATE coordinator.

Teacher's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

**Piedmont Unified School District
GATE Eligibility and Differentiation Communication Form**

Dear Parent(s),

Your child _____ has met the criteria for designation as a Gifted And Talented Education student. Attached you will find a copy of the District's GATE eligibility form and the reason for your student's designation. The District's GATE plan provides for differentiation in the classroom setting. The following plan of differentiation has been developed with input from the classroom teacher and the site GATE Coordinator.

DIFFERENTIATED INSTRUCTION PLAN

The intent of a differentiated curriculum is to modify or adapt the core curriculum to be responsive to the needs, interests, and abilities of all students. At all levels, the goal is to ensure that students are challenged, using strategies of differentiation to modify **content** (*what the student is learning*), **process** (*how the student learns*), and **product** (*how the student demonstrates his/her learning*).

This year your child's qualitatively differentiated instruction will consist of the following:
(See reverse for definition of terms.)

Differentiation Strategies

- | | |
|---|---|
| <input type="checkbox"/> Cluster grouping | <input type="checkbox"/> Tiered assignments |
| <input type="checkbox"/> Flexible grouping | <input type="checkbox"/> Learning contracts |
| <input type="checkbox"/> Open-ended questioning | <input type="checkbox"/> Pacing |

Assignments that encourage original thought and higher level thinking skills

- | | |
|--|--|
| <input type="checkbox"/> Research | <input type="checkbox"/> Individual or extended projects |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Independent study | <input type="checkbox"/> Visual or performing arts |
| <input type="checkbox"/> Literature | |
| <input type="checkbox"/> Mathematical investigations | |
| <input type="checkbox"/> Optional homework | |

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