

# 2007-08 Petaluma City Schools Gifted and Talented Education (GATE) Plan

## 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. (Limit to one page)

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])

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| <p><b>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.</b></p> <p><b>Mission Statement</b><br/>It is the mission of the Petaluma City School District's Gifted and Talented Education Program, in partnership with parents, community, and post-secondary institutions, to provide a quality educational program for all gifted and talented students in order to develop knowledge, skills, abilities, and values for the students to reach their full potential.</p>   |  |  |
| <p><b>Minimum Standards: One year approval</b></p> <p><b>a. The plan includes an intellectual component that meets or exceeds state content standards.</b></p> <p>In the PCSD, students are identified in the categories of Intellectual Ability, Creative Ability, Academic Ability and High Achievement. The district GATE program offers a variety of opportunities to receive a rigorous, differentiated and challenging curriculum that exceeds State standards. The Standards are viewed as a foundational set of core curriculum from which individual GATE students learning needs are evaluated and used for planning differentiated lessons.</p> <p><b>b. The plan incorporates expert knowledge, is approved by the local Board of Education.</b></p> <p>The district school board reviews and approves the district GATE plan and participates in an annual review</p> | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms.</b></p> <p>The district provides a variety of ways that insure that the district GATE plane is easily accessible to parents and the community including: 1) posting it on the district website; 2) making copies of the plan available for check out at the district GATE library and; 3) providing each school site with their own copy of the GATE plan.</p> <p><b>b. Participation in the program is not limited by other problems of logistics.</b></p> <p>The district GATE Coordinator along with site GATE Coordinators meet regularly to discuss the coordination and implementation of the GATE program in order to match GATE students with most appropriate services. We</p> | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>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.</b></p> <p>District students of exceptional ability in leadership and performing and visual arts have many opportunities to participate in activities that develop these talents. Such opportunities include elementary and secondary music programs, the secondary visual and performing arts pathways, art shows, talent show productions, site student leadership councils and student leadership programs.</p> |

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| <p>of GATE services in order to offer their input. The district GATE Coordinator facilitates training and discussion around current GATE topics based upon a needs assessment that prioritizes specific GATE training needs each year. This training and discussion is always conducted with the intention of bringing the latest GATE research to the widest possible audience within the district.</p> <p><b>c. The plan aligns with the available resources of the schools, staff, parents, and community.</b></p> <p>GATE services are developed in conjunction with the development of each site's Single Site Plan so that priorities can be matched with resources. This alignment process also occurs at the district level after the end-of-the-year GATE program evaluation so that a new needs assessment is matched with district GATE resources. This evaluation and allocation process includes parents in their parent advisory capacity.</p> <p><b>A GATE advisory committee representing educators, community members, and parents is formed to support the needs of the program.</b></p> <p>The district GATE Parent Advisory Committee meets three times a year to provide valuable information from site GATE Parent Advisory Committees, help evaluate and prioritize GATE programs and services, and participate in the decision-making process.</p> | <p>are always looking for ways to update our identification procedures in order to insure that all students have equitable access to our GATE program.</p> <p><b>c. A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.</b></p> <p>The district involves parents in its planning and decision-making process through its District Parent Advisory meetings, which happen three times a year. These parents are also part of their site's Parent Advisory Committee, and represent site needs at the district meetings. Parents are an integral part of our planning and prioritizing process—they provide very immediate feedback for what is working and not working at each site. They participate in the annual evaluation meeting where all aspects of the district's GATE services are reviewed and recommendations are made. They also give very valuable information regarding how we can make the best use out of our limited GATE resources.</p> |   |
| <p><b>1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.</b></p>  |   |   |
| <p><b>Minimum Standards: One year approval</b></p> <p><b>a. Administrative groupings and structures for gifted education may include cluster grouping, part-time grouping, special day classes and schools.</b></p> <p>The PCSD utilizes the cluster-grouping model for its 4-12<sup>th</sup> grade GATE identified students. This means that GATE students are strategically placed in specific classrooms in order to create high functioning cluster groups. Part-time grouping of GATE students in specific enrichment opportunities occur throughout the week with activities such as Science Olympiad, Math Club, Robotics, etc.</p>   | <p><b>Commendable Standards: Two year approval</b></p> <p><b>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.</b></p> <p>Cluster grouping is the primary grouping strategy when GATE services are delivered in the regular classroom setting. When GATE students move into the junior high and high school setting, GATE groupings are modified to fit the secondary setting. In the secondary setting, GATE settings often mean that a whole class is functioning on a higher level and is only open to students that are assessed as being high functioning in that area. In the</p>   | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>a. The program structure and delivery of services provide a balance between cognitive and affective learning.</b></p> <p>While the PCSD offers a challenging set of GATE experiences focused around academically challenging curriculum, the district recognizes that development of the "whole" student is of vital importance in the matriculation of all students. GATE students are no exception regarding this truism and often have unique needs regarding their social and emotional development. Thus, GATE students are served through district counselors, psychologist, student study teams and programs that incorporate a developmental assets approach. At the</p> |

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| <p><b>b. Program services are integral to the school day.</b></p> <p>The PCSD is involved in an ongoing process to insure that GATE students receive challenging curriculum that is differentiated in a variety of ways to meet GATE student needs within the regular classroom setting. Enrichment opportunities exist at all sites, but the primary way GATE instruction is delivered is within the regular or core classroom setting. In addition, K-3 students, though not formally identified, are carefully assessed on an ongoing basis and put in high functioning groups to meet their needs in language arts and math.</p> <p><b>c. The program provides for continuous progress and intellectual peer interaction.</b></p> <p>District GATE teachers are trained in a variety of strategies to insure that GATE students are being challenged at appropriate levels. Currently, the district is experimenting with a variety of Individual Learning Plan formats in order to create structures that guide targeted differentiation and assessment practices in ways that work for both teachers and students.</p> <p>GATE students have multiple opportunities on a daily basis to have meaningful and enjoyable peer interaction. The PCSD believes that such peer interaction is a very important part of a successful GATE program. This means that it is important for each site to find ways for GATE students to have many opportunities to meet in peer group situations that are expanded beyond their cluster group on a regular basis. This is accomplished through part time groupings in enrichment settings, which usually occur before or after school or in field trip settings.</p> <p><b>d. The program provides for flexible grouping in the classroom to meet student needs and abilities.</b></p> <p>Every elementary site assesses students to determine prior knowledge using such assessments as Houghton Mifflin ELA assessments, DIBELS, SAMS, district writing rubrics, and other local assessment tools. Teachers use this information to group students for targeted instruction. Thus, flexible grouping strategies are employed on a daily basis with GATE students and high ability students as needed.</p> | <p>PCSD, such advanced classes begin in junior high in the areas of math and English. In high school, these placements are the honors and AP classes. There are also cases where students are offered concurrent, and / or online enrollment in college courses that fit the unique needs of those students.</p> | <p>secondary level, various clubs and programs are available such as the Gay and Straight Alliance, Diversity Club, the Red Box program, DARE, and various conflict resolution programs. In addition both high school settings offer a new "Small Learning Community " format that links students in career pathways and has hired additional counseling personnel to offer a wide range of services.</p> |
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| <p><b>e. Children in grades kindergarten through grade two are served even if not formally identified.</b></p> <p>The district, while not formally serving K-3 students, offers a differentiated approach that targets students needs beginning in kindergarten. K-3 teachers assess their students on a continual basis and use that information to inform their instruction. High functioning students have numerous opportunities to excel, primarily in language arts and mathematics on a daily basis.</p>  |  |  |
| <p><b>1:3 The program is articulated with the general education programs.</b></p>  |  |  |
| <p><b>Minimum Standards: One year approval</b></p> <p><b>a. The program provides continuity within the gifted program and with the general education program.</b></p> <p>District GATE services are stipulated in the District GATE Plan and are used as a resource to design GATE services at each district school site. Site principals and site GATE Coordinators are well informed regarding district GATE program requirements and direct their teachers, counselors, and administrators to use this information to design and implement GATE services. Continuity and an ongoing articulation of GATE services are also enhanced by multiple professional development opportunities that are made available to counselors, administrators and district teachers. Teachers, who are trained in GATE methodologies, also assist GATE training needs at sites and at the district when needed.</p> <p><b>b. A coordinator is designated for the program.</b></p> <p>A District GATE Coordinator is currently employed approximately one-half time to oversee all aspects of the PCSD GATE program. In addition, each site employs a GATE Coordinator to oversee all aspects of the site GATE program and liaise with parents and the district</p> <p><b>c. The program involves the home and community.</b></p> | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. The program is planned and organized to provide articulated learning experiences across subjects and grade levels.</b></p> <p>Vertical planning time, and / or grade level articulation time is provided for teachers on a regular basis where teachers of GATE students have the opportunity to plan and evaluate GATE services for their students. In addition, teachers have a specific study group format that gives them the opportunity to get together for articulation purposes with teachers from other district sites.</p> | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>a. The program is comprehensive, structured, and sequenced between, within, and across grade levels, kindergarten through grade twelve.</b></p> <p>There is a continual conversation going on within the PCSD regarding the specific needs and goals of the GATE program. This conversation takes place in structured circumstances such as District GATE Coordinator and Parent Advisory meetings, GATE student identification meetings, and GATE program evaluation meetings. The District GATE Coordinator regularly attends site GATE parent meetings and holds various professional development sessions on a regular basis. These occasions provide ongoing opportunities for discussion and problem solving regarding GATE program needs. Parent survey data also provides valuable feedback.</p> <p><b>b. The program provides support services including counselors and consultants</b></p> <p>The District GATE Coordinator currently maintains contact with site principals and counselors regarding GATE program needs. At present, GATE Coordinators and the Parent Advisory Committee believe that this is an area that needs more attention and resources. The district is currently developing a parent discussion board format for its new GATE website, and is looking to send GATE Coordinators to the SENG Conference to learn more about how to strengthen our program in this area.</p> |

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| <p>The PCSD recognizes the importance of a strong association with parents and the community. Thus, both the district and each site actively engage in trying to find ways that build a strong home and community connection. The primary means that this occurs is through the Parent Advisory Committee meetings, site GATE nights, surveys and other printed communications. In addition, the district has developed a website devoted exclusively to GATE and has several web pages devoted to parent needs, including a parent discussion board.</p> |  |  |
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**Section 1. Program Design priorities**  
 Need: To create greater awareness of the importance of educating GATE students on all levels within the district and to build a stronger commitment among administrators and teachers to serve this population.  
 Goals: Continue piloting Individual Instruction Plans for GATE students and the development of monitoring tools to assess GATE student progress.  
 Continue to develop a stronger dialogue between site GATE Coordinators, site educators, parents and the community in order to strengthen GATE services.

**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*)

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| <p><b>2:1 The nomination/referral process is ongoing and includes student’s kindergarten through grade twelve.</b></p> |   |  |
|  | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel.</b></p> <p>The District GATE Coordinator conducts an annual identification training process with site GATE Coordinators in December in order to familiarize staff with all the latest pertinent information regarding the GATE identification process. The District Coordinator also maintains regular contact with site administration to update them on the identification process and enlist their support.</p> <p><b>b. The district maintains data on nominees and includes these data in reassessing students who are referred more than once.</b></p> <p>The District GATE Coordinator is responsible for maintaining records on all of the GATE applicants that have submitted identification packet for review. These records are maintained at the district office and provide</p> | <p><b>Exemplary Standards: Three year approval</b></p> |

immediate access to information on candidates who have previously gone through the process.

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

**Minimum Standards: One year approval**

**a. A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.**

The PCSD GATE Identification Committee, composed of the District GATE Coordinator, site GATE Coordinators, and administrators, meets on an annual basis to review GATE applications and make the final determination of GATE qualification. Each application is reviewed by two committee members. Applicants can only be reviewed by committee members that are not from their school sites.

**b. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.**

The identification committee reviews student profile information, anecdotal information, risk-factor information, the RAVEN, a non-verbal test administered to all applicants, CST scores, and other district assessments.

**c. Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.**

After the identification committee has made its final determination regarding GATE qualification, a database is created and the applications are kept on file at the district office. It is at this time that a GATE identification letter is sent to the parent/guardians of each GATE applicant informing them of their status and district appeal process.

**d. Transfer students are considered for identification and placement in a timely manner.**

The PCSD has the policy of accepting the documented GATE identification of transfer students and makes every effort to inform transfer students and their families of GATE identification policies and timelines.

**Commendable Standards: Two year approval**

**a. The identification tools used are reflective of the district's population.**

The district has been refining its GATE identification instruments for many years. The multiple measures that are currently in use together with the use of the RAVEN, a non-verbal assessment instrument, have been quite useful in providing the identification committee with enough flexibility to be able to increase identification of student groups that are typically underrepresented. While the district still has not closed this gap, it has made significant progress toward this goal. STAR data indicates a higher percentage of second language learners are now participating in GATE. These same students are also scoring at higher levels than they did when data was first collected. This is an indication that our expanded testing approaches are being effective.

**b. The district makes timely changes in identification tools and procedures based on the most current research.**

The PCSD is continually engaged in the process of refining its identification process. Coordinators regularly attend gifted and talented conferences and bring back the latest research to inform our considerations. In addition, the Identification Committee engages in a series of reflective conversations during its identification meetings regarding how the identification process could be improved.

**Exemplary Standards: Three year approval**

**a. Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.**

The District GATE Coordinator, who has received extensive training in GATE education, oversees the GATE identification process and works with site GATE coordinators, administrators and counselors to insure that GATE identification processes are responsive to student needs. GATE identification happens on an annual cycle that begins in early January and ends in March. There are situations that arise occasionally, however, where the District GATE Coordinator together with another site Coordinator consider a parent/guardian's request for their student to be considered for GATE.

**b. The diversity of the district's student population is increasingly reflected in the district GATE population.**

The PCSD has made a concerted attempt to identify student populations that are typically underrepresented among GATE populations. The district's use of multiple measures and piloting using the RAVEN non-verbal assessment tool for district third grade students was very successful. From this point forward all third grade students in the district will be pre-screened using the RAVEN.

**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.**

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| <p><b>Minimum Standards: One year approval</b></p> <p><b>a. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</b></p> <p>After the identification cycle comes to a close at the end of March, parent/guardians are notified of the student's eligibility through a bilingual letter, given the name of their school site GATE Coordinator, and invited to attend a GATE orientation meeting. In addition, a GATE folder is placed in the student's Cum folder and the application packet; together with the signed permission form is kept on file at the district office.</p> <p><b>b. Upon parent request the district provides identification information the parent may take to a new school or district.</b></p> <p>GATE students that transfer out of the district are provided with a letter that confirms their participation in district GATE program when such a request is made.</p> <p><b>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.</b></p> <p>In order for a student to be identified as "GATE" within the PCSD, that student's application must be reviewed by two GATE Identification committee members and found to have met GATE criteria. Additionally, GATE applications cannot be reviewed by committee members that represent the applicant's school site. Once identified as GATE within the PCSD, a student continues with that status even though her or she may elect to decline services.</p> | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</b></p> <p>Every attempt is made to identify and serve GATE students that are considered at risk and are in danger of dropping out of the GATE program. This usually starts with some form of communication with the parent/guardian of the "at-risk" student and may generate a number of services such as a "student study team," counseling and a review of the appropriateness of the educational setting.</p> | <p><b>Exemplary Standards: Three year approval</b></p> <p>The district has a growing percentage of low income and EL students. In order to serve this diverse group of students, the district provides specific program options at each school site to parents for the placement of their children. The principle options include the Mainstream English Program and Structure English Immersion Program. In addition, some sites offer a Bilingual Program option.</p> |
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**Section 2. Identification priorities**

Need: To support sites in broadening their GATE identification outreach efforts.

Goals: Based upon the successful RAVEN Pilot Project, all 3<sup>rd</sup> grade students within the Petaluma City Schools will be administered the RAVEN beginning in the 07/08 school year.

Offer assistance in Spanish during a special parent night to help Spanish-speaking parents fill out the GATE identification application.

Continue to refine District GATE identification processes based upon the latest research and ongoing evaluation of our identification processes.

## 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])

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| <p><b>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</b></p>  |  |   |
| <p><b>Minimum Standards: One year approval</b><br/> <b>a. The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.</b></p> <p>Differentiation is an area of focus in the PCSD Professional Development Plan and has been for five years. District teachers have been receiving training in differentiation methodologies in core content area and have participated in ongoing vertical articulation meetings where differentiation approaches and assessment data are shared.</p> <p><b>b. The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.</b></p> <p>Currently, PCSD students receive a standards aligned program utilizing State approved, standards aligned instructional materials in all K-12 core content areas. In addition to offering all district students a balanced, core curriculum, GATE students have the opportunity, through compacting and differentiated, targeted instruction, to accelerate their learning. Teachers of GATE students recognize that GATE students need the opportunity to receive regular learning opportunities that include (but are not limited to) higher order thinking skills, open-ended exploration, student choice, and the production of appropriate products.</p> <p><b>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).</b></p> <p>PCSD teachers of GATE students recognize that GATE</p> | <p><b>Commendable Standards: Two year approval</b><br/> <b>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></p> <p>Teachers of GATE students have been receiving training in specific instructional strategies that provide the foundation for differentiated instruction for GATE students. Compacting begins with knowing what students already know. Teachers of GATE students utilize assessment data, usually in the form of pre-testing, to determine the appropriate ways to differentiate core - learning activities for their GATE students. At the elementary level, this mean that GATE students are clustered and put in learning groups that target their learning level in that content area. In addition, secondary teachers utilize specific district assessment tools to place students in appropriate advanced classroom settings that provide the opportunity for accelerated learning.</p> <p><b>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.</b></p> <p>Teachers of GATE students meet regularly to discuss and plan instructional strategies that target assessed student needs. Discussions center around sharing strategies and lesson plans that are of immediate value. These articulation meetings often incorporate new approaches that have been learned at district study groups, COE trainings and professional development seminars/conferences.</p> | <p><b>Exemplary Standards: Three year approval</b><br/> <b>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.</b></p> <p>GATE services integrate a variety of instructional approaches that allow GATE students to acquire advanced and challenging curriculum. Teachers of GATE students utilize differentiation strategies daily that are based upon current research models. Grade level and department meetings are held monthly that include some form of GATE articulation. Site GATE coordinators are also responsible for providing resources and guidance regarding GATE articulation at each site.</p> <p>Recently, the PCSD completed a lengthy articulation process where they identified “power standards” in the core content areas at all grade levels. These power standards inform instructional planning and are helping to simplify vertical articulation between grade levels.</p> |

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| <p>students do not need more work but need to be given the regular opportunity to immerse themselves in learning experiences that are deep, complex, relevant and appropriately paced. Practically speaking, this means that teachers of GATE students utilize compacting and acceleration approaches while looking to craft learning experiences that take their students beyond textbook driven approaches.</p> <p><b>d. The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.</b></p> <p>Teachers focus on developing ethical concepts, sensitivity and responsibility to others through study of literature, historical role models, ethics directed discussions/debates and service learning projects. Opportunities for student leadership and community service are also widely available.</p>   | <p><b>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.</b></p> <p>Learning theory anchors and gives direction too much of the pedagogical discussions that take place among teachers of GATE students within the PCSD. Teachers regularly attend conferences where GATE theory and instructional strategies are featured. Teachers also take advantage of GATE resource literature that can be checked out from the District GATE library and also make use of the teacher resource section of the newly created district GATE website (see attached handout).</p>   |  |
| <p><b>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</b></p>   |  |  |
| <p><b>Minimum Standards: One year approval</b></p> <p><b>a. The differentiated curriculum is scheduled on a regular basis and is integral to the school day.</b></p> <p>GATE students are clustered or grouped in advanced core classes where they receive differentiated instruction as part of their daily classroom experience.</p> <p><b>b. The differentiated curriculum is taught with appropriate instructional models.</b></p> <p>Differentiation strategies have been an ongoing professional development focus of the PCSD for the last five years. Teachers of GATE students have received continuous training in differentiation approaches such as compacting, acceleration, learning contracts, extension menus, tiered assignments, independent study projects and grouping strategies. Teachers have also attended seminars and conferences that feature instructional strategies for GATE.</p> <p>Differentiated lessons and activities take place in a variety of appropriate settings, including cluster groups, flexible groups, part time groupings and core classes offering advanced content. Concurrent enrollment and online courses are also options that are available to GATE students.</p> | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. The structure-differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.</b></p> <p>Students within the PCSD receive a State approved core curriculum form State and district approved instructional materials. The district has also developed K-12 "power standards" in the core content areas that inform the instructional planning and lesson delivery of teachers of GATE students. These materials provide structure and continuity that inform district teachers. Ongoing professional development also provides additional training that is of great value within the district.</p> <p><b>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.</b></p> <p>Effective GATE instruction can only take on an ongoing basis if sites offer a variety of teaching and learning opportunities. Thus PCSD teachers offer their GATE students a variety of settings where they can learn. These settings include: whole class, small group, cooperative groups, direct, one-on-one instruction, peer mentoring,</p> | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.</b></p> <p>Teachers of GATE students plan instruction for groups of GATE students and also plan work for their GATE students on an individual basis. To facilitate this process, the district has been piloting the use of Individual Instruction Plans (IIP) in order to provide students with another tool to develop student-directed learning and to provide parents with evidence of their learning activities. In addition, teachers utilize flexible and part-time grouping strategies along with independent study assignments to facilitate effective GATE instruction.</p> |

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| <p><b>c. The differentiated curriculum is supported by appropriate materials and technology.</b></p> <p>The PCSD has state adopted instructional materials for all of its K-12 students in the core content areas. In addition, teacher augment their instructional delivery with technology applications whenever possible. The district has adopted technology standards for each grade level, and has a district technology plan that outlines both short term and long-range plans for making better use of technology within the district.</p> | <p>and independent study.</p> <p><b>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.</b></p> <p>The district GATE budget has funds available for special materials (that augment, not supplant) to be used for GATE services. Each secondary site has a specific, annual GATE allotment that is to be spent in accordance with site and district GATE plan objectives. Elementary sites can submit grant requests for GATE funds that meet specific guidelines.</p> |  |
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**Section 3. Curriculum and Instruction priorities**

Need: To insure that GATE students are provided more rigorous differentiated instruction through being matched with a highly trained, motivated GATE teacher.

Goals: To increase the number of teachers at each site that have had specific training in GATE methodologies.

Complete the Differentiation Toolkit and make it available at each site and create a professional development strategy that focuses on learning one key differentiation strategy per year.

Create a plan to utilize the new district GATE website in order to augment opportunities for professional development and research.

Provide GATE teachers with release time to develop Individual Instruction Plans for their GATE students.

## 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])

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| <p><b>4:1 Actions to meet the affective needs of gifted students are ongoing.</b></p>  |   |   |
| <p><b>Minimum Standards: One year approval</b></p> <p><b>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></p> <p>The PCSD recognizes the importance of the affective domain as it relates to educating the gifted and talented. Thus, the District GATE Coordinator and site GATE Coordinators are engaged in an ongoing attempt to receive more professional development that address the social and emotional needs of GATE students. Teacher administrators and counselors are provided with multiple opportunities to attend professional development events</p> | <p><b>Commendable Standards: Two year approval</b></p> <p><b>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></p> <p>Site GATE Coordinators have received training regarding the social and emotional needs of GATE students in a variety of different formats. Speakers have been brought to the district that have addressed these issues and these topics have been discussed on an ongoing basis at the GATE coordinator meetings. Teachers are also encouraged to attend GATE conferences during the school year. They have also received literature for their site GATE libraries that focus on these issues.</p> | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</b></p> <p>Both District and site GATE Coordinators work together to insure that "at-risk" GATE students are identified and appropriate intervention measures are engaged. This is a relatively simple task at PCSD elementary sites because district elementary schools are small and there are not that many GATE students. One of the duties of an elementary GATE coordinators is to know all of the site's GATE students and be in continual communication with teachers of GATE students. This safety net structure helps teachers initiate the</p> |

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| <p>to enhance knowledge in this domain.</p> <p>The district maintains a growing district GATE library that features a range of literature, audio and videotapes that address social and emotional issues of GATE students.</p> <p>The district has recently launched a new GATE website that prominently features resources that address social and emotional needs of GATE students.</p> <p><b>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.</b></p> <p>Teachers of GATE students have a unique opportunity to provide students with learning experiences that link to career pathways. These opportunities are provided in a variety of ways. At the elementary level, GATE students are encouraged to pursue learning activities that they feel passionate about and see how these interests translate into real life professions. At the secondary level, GATE students are provided similar learning opportunities while enjoying the benefits of structures that are specifically designed to develop their awareness of college and career opportunities.</p> <p>Throughout high school, GATE students are counseled regarding all facets of college preparation, college enrollment, and are encouraged to take advantage of the career pathway system that is in place in our high school “Small Learning Community” system.</p> | <p><b>a. 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.</b></p> <p>Each site has guidance counselors and psychologist available should the need arise. The district office also maintains a referral list for parent/guardians that feel that they need further support. Currently, district high schools are developing a “small learning community “ format and has hired more counselors to provide more support for high school students. This structure will facilitate a more responsive set of support structures to help serve the needs of “at-risk” GATE students.</p> | <p>appropriate interventions should the need arise.</p> <p>The process of offering timely interventions for “at-risk” GATE students at secondary sites presents more difficult challenges for all involved. However, counselors are employed at all our secondary sites and they work with the site GATE coordinator to insure that “at-risk” GATE students have their needs met.</p> <p>Interventions at both the elementary and secondary levels are varied, and could be something as simple as a concerned teacher or counselor checking in, calling a student study team, or recommending a referral to a site psychologist or outside services.</p> <p><b>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.</b></p> <p>Teachers and counselors of GATE students are funded and encouraged to attend professional development opportunities that focus on the affective development of GATE students and intervention approaches that address these issues. Teachers and counselors of GATE students work closely with the site GATE coordinator to assess the risk factors of site GATE students in order to determine if interventions are needed and what interventions would be the most effective. In addition, the district offers robust alternative educational programs through specific sites that offer unique opportunities to serve at-risk GATE students.</p> |
| <p><b>4:2 At risk-gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).</b></p>  |  |  |
| <p><b>Minimum Standards: One year approval</b></p> <p><b>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></p> <p>Teachers receive ongoing training in order to be able to identify students that are “at-risk” and initiate appropriate interventions. Teachers of GATE students are provided with resources from their site GATE coordinator regarding the social and emotional issues typically affecting GATE students—they work together to devise appropriate interventions for GATE students if required.</p> <p><b>b. Counselors and administrators are trained to make appropriate referrals to internal and external</b></p>  | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</b></p> <p>One of the principal focus areas in the PCSD GATE plan is to bring a greater awareness and set of support structures for “at-risk” GATE students. Currently, the PCSD site GATE coordinator job description spells out that one of the most critical functions of a site GATE coordinator is to regularly monitor GATE student progress, which includes knowing whether or not any of the site GATE students are exhibiting any signs of being</p>  | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>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.</b></p> <p>If a GATE student needs a Student Study Team intervention, this team is convened and the process is initiated. This process is carefully monitored to see if the desired results are achieved. If services are recommended that are beyond the services provided by the PCSD, a referral list is available for outside agencies.</p>   |

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| <p><b>agencies when needed.</b></p> <p>The District GATE Coordinator and site GATE Coordinator work with counselors and administrators to insure that GATE student issues are understood and taken into account and that the support services outside the district are clearly defined.</p> <p><b>c. Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.</b></p> <p>GATE students are not dropped from the program in the PCSD and are provided with appropriate interventions as needed.</p> <p><b>d. Information and support are made available to parents regarding at-risk gifted students.</b></p> <p>Parents are kept informed about services and support for “at-risk” GATE students in a variety of ways. Such information is provided at GATE parent-nights, Parent Advisory Meetings, parent conferences, and student study team meetings. In addition, parents are encouraged to check out resources at the district GATE library and visit the newly created district GATE website, which has extensive resources available for parents including a parent discussion board format that addresses “at-risk” issues.</p> | <p>“at-risk”. At the district high schools, where there are much larger numbers of GATE students, small learning community structures have been implemented and new counselors have been hired that are being assigned to GATE students. Implementing these new structures are in their beginning stages, but it is the district’s intention to utilize the small learning community structure to help monitor GATE students and respond more quickly should the need arise.</p> |  |
| <p><b>Section 4. Social and Emotional Development priorities</b></p> <p>Need: To provide more training opportunities for teachers, counselors, and administrators that focus on the social and emotional needs of GATE students.</p> <p>Goals: To continue developing and refining monitoring practices that specifically identifies the social and emotional needs of GATE students.</p> <p>Continue to encourage parents and educators to make use of the new district GATE website, which features a parent discussion-board and numerous resources that address the affective needs of GATE students.</p> <p>When possible, bring in an expert speaker to address GATE parenting issues.</p> <p>Continue to develop a list of support services at the district office and make that information available as needed.</p>   |  |  |

## 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])

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| <p><b>5:1 The district provides professional development opportunities related to gifted learners on a regular basis.</b></p>                             |   |  |
| <p><b>Minimum Standards: One year approval</b><br/> <b>a. The professional development opportunities are correlated with defined competencies for</b></p> | <p><b>Commendable Standards: Two year approval</b><br/> <b>a. The district encourages teachers to focus on gifted education as one of the areas of professional</b></p> | <p><b>Exemplary Standards: Three year approval</b><br/> <b>a. A district professional development plan to accommodate different levels of teacher competency</b></p> |

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| <p><b>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></p> <p>The district GATE Coordinator and site GATE Coordinators meet regularly throughout each school year. One of the principle areas of focus of these meetings is the ongoing professional development of district teachers of GATE students. Site GATE Coordinators and administrators survey teachers at their sites regarding their specific GATE professional development needs. This information is discussed on a regular basis at the GATE Coordinator meetings and plans for prioritizing professional development are made based on these assessed needs.</p> <p><b>b. An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.</b></p> <p>A debriefing process occurs after each professional development event with those that attended. Information is collected and used for planning future events. In addition, information and strategies are shared so that all may benefit from this information.</p> <p><b>c. Individuals selected to conduct in-service for teachers of gifted learners have knowledge and expertise in the area of gifted education.</b></p> <p>Site GATE Coordinators together with the District GATE Coordinator are continually engaged as a professional learning community that is focused around developing expertise in all facets of gifted and talented education. We regularly attend professional development events and are charged with the responsibility of bringing that expertise back to our respective sites for dissemination.</p> | <p><b>growth hours for credential renewal.</b></p> <p>The district GATE Coordinator together with site GATE Coordinators act as advocates for the GATE program and are continually encouraging teachers to develop more expertise regarding GATE. To help facilitate, or increase teacher’s commitment to developing as teachers of GATE students, the district earmarks a significant portion of its GATE budget to pay for professional development opportunities.</p> <p><b>b. A district process to qualify teachers to teach gifted students is in place.</b></p> <p>The PCSD has been involved in a concerted effort at each school site to identify teachers that are committed to teaching GATE students and are willing to receive more training in order to develop the skills to effectively teach this population. Currently, the PCSD is examining ways of developing a specific set of courses that cover the “basics” of what each GATE teacher needs to know in order to be effective in their craft. The district commits a significant portion of its GATE budget for professional development opportunities on an annual basis.</p> | <p><b>is in place.</b></p> <p>The district professional development plan provides specific guidance in the areas of <b>differentiation, instructional strategies, content-area collaboration, literacy and analysis of student work.</b> These focus areas are developed by the district Staff Development and K-12 Curriculum Committee, two bodies made up of teachers, and administrators from each site. These committees meet on a regular basis throughout the school year to consider curriculum and instruction as well as staff development needs in order to integrate this information into a coherent, responsive professional development plan.</p> |
| <p><b>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</b></p>   |  |  |

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| <p><b>Minimum Standards: One year approval</b></p> <p><b>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></p> <p>Site principals understand that GATE students need to be matched with teachers that are trained to teach students and are motivated to do so. Subsequently, principals assign both elementary and secondary teachers to GATE students who have demonstrated success teaching these students. They also match teachers to these assignments who have expressed a willingness to receive professional development in GATE curriculum and methodologies.</p> <p><b>b. A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.</b></p> <p>A District GATE Coordinator has been coordinating the GATE program in the PCSD for many years. The current coordinator has been coordinating the district GATE program during the last four years and has a strong background in elementary education, differentiation strategies, assessment-based, targeted instruction, professional development and leadership and administration. In addition, this person has regularly attended GATE professional development opportunities and worked actively with the GATE parent community.</p> <p><b>c. Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.</b></p> <p>District administrators, counselors and support staff attend various types of professional development opportunities whenever their schedule allows. The District GATE Coordinator recognizes that it is very difficult for those cited above to attend on a regular basis and therefore has created a district website that contains many valuable professional development resources that are specifically related to their roles and responsibilities. This website approach to professional development is not meant to replace attendance at such events, but it is hoped that web based resources can offer busy educators access to information that would otherwise be overlooked.</p> <p><b>d. Administrators, counselors, and support staff</b></p> | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an in-service.</b></p> <p>The PCSD is a strong advocate of teacher-to-teacher professional development and has been for many years. Currently, district teachers regularly engage in teacher-led professional development once a month during a study group format that is teacher centered while addressing district professional development goals. School sites provide monthly opportunities for grade level and department meetings that cover a range of topics including reviewing assessment data lesson planning and devising appropriate interventions.</p> <p>The site GATE Coordinator is charged with the responsibility of attending these articulation meetings as needed in order to be an advocate for site GATE students, and assist teachers in constructing services that meet the needs of site GATE students.</p> | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>a. All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs.</b></p> <p>The PCSD, as of yet, has not adopted a “certification” program and is grappling with how facilitate this, or some informal equivalent of a “certification” program. Currently, the district is looking at ways to construct a specific set of trainings that cover all of the basics that are found in “certification” programs while not calling this training “certification.”</p> <p><b>b. The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.</b></p> <p>The district GATE Coordinator has held this position for five years and has received extensive training in GATE and a variety of instructional and leadership areas. The experience of the district GATE Coordinator includes:</p> <ul style="list-style-type: none"> <li>• Extensive training in differentiation, literacy and assessment approaches</li> <li>• Attended multiple CAG and SENG conferences</li> <li>• Beginning Teacher Support and Assessment trainer and district coordinator</li> <li>• California Reading and Literature Institute trainer in literacy, assessment and leadership topics</li> <li>• CCR district coordinator</li> <li>• CPM district GATE component coordinator</li> <li>• Writer of district GATE master plan</li> <li>• Writer of district English Learner master plan</li> <li>• Developer of district GATE Resource Guide</li> <li>• Developer of district GATE website</li> <li>• Developer of after school and summer school remediation programs</li> </ul> <p><b>c. Follow-up classroom support for application of activities and strategies presented during in-service or professional development are planned.</b></p> <p>The district GATE budget funds various types of follow-up activities such as release time and resources that help embed in-service learning within the classroom. Vertical articulation, grade level collaboration and other types of teacher collaborations also build strong linkages to</p> |
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| <p><b>are encouraged to participate with teachers in the ongoing professional development program related to gifted students.</b></p> <p>District personnel that are involved in providing GATE services including administrators, counselors and support staff are encouraged to attend professional development opportunities and are funded to attend as well.</p> |  | <p>classroom practice.</p> <p><b>d. The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.</b></p> <p>Both the District GATE Coordinator and site GATE Coordinators are highly invested in finding personnel that have expertise in serving the needs of GATE students are motivated to acquire these skills and understand the importance of advocacy. We are always looking for new talent but understand that offering professional development opportunities to teachers of GATE students is often the most effective way to strengthen our GATE program. Thus, district teachers have been to numerous CAG conferences, Susan Winebrenner, Roger Taylor, Kay Law, and the SDE California conference on "Differentiated Instruction". Additionally, secondary teachers of GATE students are often funded to receive Advanced Placement course training to deepen their skills.</p> |
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**Section V. Professional Development priorities**  
 Need: The District recognizes the continuing need to provide ongoing training in a variety of GATE topics and methodologies.  
 Goals: Continue to explore professional development approaches that are comprehensive in scope, which address program components commonly found in GATE "Certification" programs.  
 Continue to encourage teachers of GATE students to take advantage of professional development opportunities such as CAG conferences, the SENG Conference, miscellaneous differentiation trainings, self study using the Differentiation Toolkit, and resources offered through the new District GATE website

## 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])

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| <p><b>6:1 Open communication with parents and the community is maintained.</b></p>  |   |   |
| <p><b>Minimum Standards: One year approval</b><br/> <b>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><br/>         There are many ways that parents and community members are kept informed regarding GATE services, the identification process, and opportunities for involvement.</p> | <p><b>Commendable Standards: Two year approval</b><br/> <b>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><br/><br/>         Upon identification for GATE, each parent/guardian receives a letter inviting them to a GATE parent orientation meeting where site GATE services are</p> | <p><b>Exemplary Standards: Three year approval</b><br/> <b>a. Parents are involved in the development of the application and/or school site plans related to GATE programs.</b><br/><br/>         GATE parents, as members of the GATE Parent Advisory Committee, meet regularly in order to discuss and evaluate the district GATE program. In addition, parents are an integral part of the district GATE program review,</p> |

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| <ul style="list-style-type: none"> <li>• Written and oral communications are provided both in English and Spanish</li> <li>• The GATE Resource Guide, which contains a variety of useful information on GATE, is available at each site and the district office.</li> <li>• GATE brochures that explain site GATE services are distributed at various sites.</li> <li>• Each site conducts GATE Parent Night at the beginning of each school year to communicate vital information.</li> <li>• Each site conducts regular GATE Parent Advisory meetings to discuss and evaluate GATE services.</li> <li>• The District GATE Coordinator attends site GATE Parent Advisory meetings to disseminate information.</li> <li>• The district holds regular GATE Parent Advisory meetings throughout the school year.</li> </ul> <p><b>b. The district's state application is available to parents and the community.</b><br/>The district's GATE application is available at the district office. Each site has multiple copies of the district GATE plan and the district GATE plan is also posted on the district website.</p> <p><b>c. GATE parents are involved in the ongoing planning and evaluation of the GATE program.</b></p> <p>Parents provide input in the planning and evaluation of the GATE program through their involvement with their site Parent Advisory Committee and participating on the district Parent Advisory Committee.</p> | <p>explained. Regular updates regarding site GATE activities and services are provided through site GATE Parent Advisory committee meetings and written communications sent home as needed.</p> <p>Currently a new GATE website is being launched that will feature a series of parent pages where important information can be conveyed. There will also be an events calendar where important information can be posted.</p> <p><b>b. The products and achievements of gifted students are shared with parents in a variety of ways.</b></p> <p>Each site provides many venues to display the products and achievements of GATE students. Student work is typically displayed at parent conferences, in portfolios, at open house, and various school events throughout the school year. In addition GATE students achievements are also presented through talent nights, art shows, debate and public speaking, presentations and drama performances.</p> <p>The district is also devoting website space to what will be called, "The Student Gallery", which will feature products produced by GATE students.</p> | <p>evaluation and GATE Plan writing process. When the district needs to submit a new GATE plan for approval, (such as this one) a GATE program evaluation committee consisting of parents and district educators is convened to evaluate and write the new plan. Every time the district submits a new GATE plan, parents have spent many hours contributing to this process.</p> <p><b>b. The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.</b></p> <p>The district recognizes that parents and the greater community are vital to the success of district GATE program. Site GATE Coordinators actively look for ways of forming partnerships with parents to help provide resources that enrich site GATE services. While the success of such partnerships varies site by site, successful parent partnerships are increasing. Currently, Math Busters, Science Olympiad, various talent and art shows, Junior Great Books, Think Quest, and the Science Career Fair are examples of ways parents are enriching GATE services.</p> <p><b>c. Partnerships between the GATE program and business and community organizations are established.</b></p> <p>Community partnerships also include Senior Project Panels, career path advisory groups, mentoring and job shadowing opportunities. At present, the district recognizes that there is more work to be done in establishing partnerships within the greater community.</p> |
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**6:2 An active GATE advisory committee with parent involvement is supported by the district.**

**Minimum Standards: One year approval**

**a. Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year.**

Parents participate at both the site and district levels through their participation in site and district Parent Advisory Committees. Parents participate in the district GATE Parent Advisory Committee meetings three times a year.

**b. The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.**

The district GATE Coordinator and the Parent Advisory Committee members regularly discuss how to improve GATE services. One of the greatest needs expressed at these meetings is the desire for more parent education. In response to this need, the district is creating a new GATE website that will address parent issues in a number of different ways. The parent page of this website will feature a wealth of information that address parent education needs including a parent discussion board.

**c. Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.**

Currently the district is experiencing success with increasing its identification of GATE students from underrepresented populations. This is a relatively new phenomena and the district is now looking into ways to encourage the parents of these new GATE students to participate in the Parent Advisory Committees.

**Commendable Standards: Two year approval**

**a. A parent member of the GATE advisory committee cosigns the district's state application.**

Each time a new GATE plan is submitted, a parent member of the district GATE Parent Advisory Committee signs the district's state GATE application.

**b. Parents participate in the GATE advisory committee, which meets on a regular basis.**

Parents are an important part of the GATE planning and evaluation process and participate on the District Parent GATE Advisory Committee three times a year. Those that were part of the special GATE application evaluation and writing process came to three more meetings in order to evaluate the previous plan and write the new one.

**c. GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.**

The district GATE Coordinator is charged with keeping the various constituencies informed about the latest research and literature that affects GATE. The district GATE Coordinator regularly sends out copies of research articles, excerpts from books, and occasionally burns CDs to distribute important information. When necessary, the district GATE Coordinator attends management meetings to present pertinent GATE information. The new district GATE website will also be a means of disseminating new research and important GATE information.

**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.**

The district GATE Coordinator announces professional development opportunities to district educators on a regular basis throughout the school year and provides funds for district educators to attend these opportunities. The district GATE Coordinator also announces and encourages parents to attend GATE professional development event.

**Exemplary Standards: Three year approval**

**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.**

All parents of GATE students are invited to participate at site and district parent advisory committee meetings. Meeting times are sometimes adjusted to make them more accessible for parents to attend. In addition, if transportation is an issue, transportation is arranged

**Section VI. Parent and Community Involvement priorities**

- Need: To get more parent and community participation at parent advisory committee meetings at both site and district levels in order to build a stronger community of support and advocacy for GATE student needs.
- Goals: To have each site have a minimum of two parent advisory meetings and to maintain committee minutes.
  - Create and post parent advisory meeting agendas in advance and utilize a parent phone-tree system to increase parent participation.
  - Increase time devoted to parent education at parent advisory committee meetings.
  - Create and administer new parent surveys at each site in order to assess site GATE needs.
  - Encourage parents and the community to use the new District GATE website, which devotes a large portion of its site to parenting issues, including a parent discussion-board.

## 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.**

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| <p><b>Minimum Standards: One year approval</b></p> <p><b>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></p> <p>The district GATE Coordinator is charged with overseeing monitoring and evaluating the district GATE program. This ongoing evaluation process occurs in a number of formats.</p> <p>The district GATE Coordinators monitors the STAR assessment data for all district GATE students and makes that data available to each site GATE Coordinator so that they can take appropriate actions with GATE students that are considered “at-risk”. Elementary site GATE Coordinators are responsible for monitoring the academic progress of site GATE students while secondary site GATE Coordinators together with the counseling staff handle these monitoring functions at the secondary level. The GATE Parent Advisory Committees are also instrumental in providing ongoing input regarding the quality and direction of both district and site GATE services.</p> <p>The GATE identification process is evaluated and refined on an annual basis. This process is overseen by the district GATE Coordinator with the help of the GATE identification committee, which is made up of site GATE</p> | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.</b></p> <p>District teachers of GATE students assess GATE students in many different ways and have received a lot of training in this area. Currently, the district is piloting the use of Individual Instruction Plans, which direct teachers to individualize instruction and document those activities in specific ways. The district GATE Coordinator together with site GATE Coordinators are working with GATE teachers to find the right combination of skills based and holistic assessment approaches for their GATE students.</p> <p><b>b. The program contains a clear description of performance expectations at each grade level.</b></p> <p>The PCSD has clearly delineated benchmarks and “power standards” that are defined for each grade level and in each core content area. Because GATE students are often working above grade level, teachers adjust their performance targets accordingly and use standards and benchmark targets that reflect these advanced levels.</p> <p><b>c. Criteria for levels of performance or rubrics are used as part of the assessment process.</b></p> <p>The PCSD has spent considerable time defining performance targets and district assessment tools that</p> | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>a. Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.</b></p> <p>The PCSD has spent considerable time defining performance targets and district assessment tools that GATE teachers use to assess their students. Such clearly delineated performance targets are an important part of GATE student instruction and assessment. Currently, the district has developed benchmark targets in the core content areas, developed a district-wide set of writing rubrics, and utilizes standards-based, end-of-unit assessment materials. In addition, the district is has developed “power standards” in the content areas for all the grade levels.</p> <p><b>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.</b></p> <p>Every year all sites complete a comprehensive program evaluation process, the Single Plan for Student Achievement, which includes GATE services evaluation. This information is shared with staff and parent advisory committees and is used to refine services for the next school year.</p> |
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| <p>coordinators.</p> <p>Professional development evaluation is overseen by the district GATE Coordinator in conjunction with site GATE coordinators, site administrators and the Assistant Superintendent of Curriculum and Instruction.</p> <p><b>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.</b></p> <p>Site GATE Coordinators, the District GATE Coordinator and Parent Advisory Committee members meet on a regular basis during each school year to evaluate the progress that is being made in carrying out the goals and priorities of the GATE Master Plan. This evaluation is typically carried out in more detail at the end of the school year and is revisited at the first GATE Coordinator meeting in September.</p> <p><b>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.</b></p> <p>GATE student performance is assessed regularly throughout the school year in a variety of different ways including standardized testing, district performance benchmarks in the core content areas, teacher created tests, portfolios, project evaluations and Individual Learning Plans evaluations.</p> | <p>GATE teachers use to assess their students. Such clearly delineated performance targets are an important part of GATE student instruction and assessment.</p> <p><b>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.</b></p> <p>Assessment of GATE student work reflects a variety of assessment approaches. Standards based instructional materials are used when appropriate along with site and district created assessments, Individual Instruction Plan learning objectives, and student self evaluation.</p> <p><b>e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program.</b></p> <p>The District GATE Coordinator presents a report to the Board of Education each year in the Spring. This information is also shared with site administrators through site GATE Coordinators and with the Parent Advisory Committee.</p> <p><b>f. Districts provide resources for program assessment.</b></p> <p>Money is available through the District GATE budget for assessment needs at the site level and district level.</p> | <p><b>c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.</b></p> <p>The District GATE budget allocates funds to insure that GATE program evaluation occurs both at the District and site level. Funds are available for assessment tools, release time and professional development that addresses evaluation approaches.</p> |
| <p><b>Section VII. Program Assessment priorities</b></p> <p>Need: To have more articulated monitoring and accountability tools, procedures, and staff assigned to those tasks in order to insure the quality of GATE services.</p> <p>Goals: To develop a more specific job description for site GATE Coordinators that spells out the site GATE coordinator's role in monitoring GATE students.<br/> To have each site decide on a specific Individual Instruction Plan (IIP) format and use it to guide their GATE assessment practices.<br/> To reinstitute a formal, end-of-the-year, site evaluation report to be submitted to the District GATE Coordinator.<br/> Expand the use of parent surveys at the site and district levels.<br/> The District will continue to collect GATE student academic data and distribute it to site GATE coordinators.</p>  |  |   |

## 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])

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| <b>8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.</b>  |  |   |
| <p><b>Minimum Standards: One year approval</b></p> <p><b>a. Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification.</b></p> <p>Professional Development: GATE funds are allocated for multiple professional development opportunities for teachers, administrators, and counselors. Such opportunities include, but are not limited to attending the CAG Conference, conferences and trainings that target differentiation strategies, and the social and emotional needs of gifted students. Funds have also been allocated to bring experts to the district to train on the above topics as well as provide parent education.</p> <p><b>b. Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</b></p> <p>The district is very careful in its allocation of GATE funds and does not use these funds in ways that supplant.</p> <p><b>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.</b></p> <p>The district GATE budget funds a part-time district GATE Coordinator and also funds a stipend for all site GATE Coordinators.</p> <p><b>d. Carry-over monies are minimal and maintained within the district GATE accounts.</b></p> <p>Every effort is made to spend each year's GATE allocation and award special site grants that target GATE needs if there is carry over left.</p> <p><b>e. Indirect costs do not exceed state limitations.</b><br/>Each year the district utilizes less than 3% for indirect costs.</p> | <p><b>Commendable Standards: Two year approval</b></p> <p><b>a. Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.</b></p> <p>The district employs a part-time district GATE Coordinator who coordinates all aspects of the district GATE program. These responsibilities include:</p> <p>Oversee and coordinate all action items specified in the GATE plan.</p> <p>Organize and lead all district GATE Coordinator and Parent Advisory meetings.</p> <p>Organize and lead special committees such and the GATE program evaluation committee.</p> <p>Coordinate all aspects of GATE professional development opportunities.</p> <p>Attend site GATE parent meetings.</p> <p>Prepare end-of-the-year GATE program evaluation and give report to the Board of Education.</p> <p>Oversee communication to parents and community regarding the district GATE program through various venues including a new GATE website.</p> <p>Coordinates and oversees district GATE budget.</p> <p>Coordinates and oversees all aspects of GATE identification process.</p> | <p><b>Exemplary Standards: Three year approval</b></p> <p><b>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.</b></p> <p>The district GATE Coordinator works closely with categorical programs to take advantage of professional development opportunities from a variety of sources. Such opportunities include guest speakers, consultants and sending educators to conferences. Funds for these opportunities are provided through Title I, Title II, Title V, BIA funds, School Improvement funds, Instructional materials and AB466.</p> |
| <p><b>Section VIII. Budget priorities</b></p> <p>Need: To refine an application process for elementary sites that allows site access to GATE funds for special projects and learning opportunities.</p> <p>Goals: To continue to work to insure that carry-over funds are minimized.</p>  |  |   |