

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 52205d and 52206)*

LBUSD GATE Philosophy Statement: “When participating in a differentiated curriculum, bright, talented students will become analytical thinkers, creative producers and practical problem solvers”.

Goals:

- ◆ Identify & service students in grades K-12.
- ◆ Identify, service, and maintain enrollment of underrepresented populations through the EXCEL program.
- ◆ Increase and develop talents of underrepresented populations through the EXCEL programs.
- ◆ Partner with the AVID program to increase participation and retention of CLED (Culturally, Linguistically, Economically Diverse) students.
- ◆ All students will meet or exceed the district content standards. The core curriculum will be differentiated through acceleration, depth, complexity and novelty as stated in the LBUSD Scope and Sequence for Differentiation.
- ◆ The GATE office will provide professional development for teachers, administrators, and parents in differentiated instruction and the social and emotional needs of the gifted.
- ◆ All GATE and EXCEL teachers are expected to participate in the LBUSD GATE Certification program or a university credential program for teachers of the gifted.
- ◆ The GATE office will provide support for all GATE and EXCEL teachers to utilize the LBUSD “Scope and Sequence for Differentiated Practices” to design their professional development sequence towards completing the LBUSD GATE Certification program.
- ◆ The GATE office will provide annual professional development for LBUSD elementary, middle and high school counselors in the social and emotional needs of the gifted.

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.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. The LBUSD Board of Education reviews and approves the district plan. Information about the GATE program is made available to schools, parents and the community in numerous ways. (See 1.1a Commendable)</p> <p>b. The GATE/EXCEL (G/E) program offers more complex instruction and a focus on higher level thinking skills that exceed the state and district academic content standards at each grade level. Differentiation of the core curriculum through acceleration, depth, complexity and novelty is consistent with current research provided by the California Association of the Gifted (CAG). The G/E program incorporates expertise in gifted education through inclusion of methodology and research by Sandra Kaplan, Carol Ann Tomlinson, Joseph Renzuli, Sally Reis, Jean Purcell, Del Siegle, David Ghogosian and Susan Winebrenner.</p> <p>c. Annually, all G/E schools will submit a school site plan accompanied by each teacher’s yearlong differentiation plan. The site plan will reflect the LBUSD Scope and Sequence for Differentiated practices updated in the fall of 2006. These documents will provide justification for materials and equipment needed for differentiated instruction. Current resources and training purchased to support differentiation include: Renzulli Learning, Junior Great Books, Math Counts, Mock Trials, Science Olympiad, Elementary AVID, service learning, and Meet the Masters.</p> <p>d. The LBUSD GATE/EXCEL Parent Advisory Committee (GEPAC) is comprised of representatives from each G/E school. GEPAC meets 4-6 times per year to discuss current program issues, plan activities for all parents, and review and give feedback on the district plan and end of year evaluation. (See 1.1c Commendable)</p>	<p>a. Information about the GATE program is made accessible through the district web site. The GATE web site has information on GATE standards, curriculum & instruction, professional development, parent resources, and the LBUSD GATE Certification program. A calendar with dates for the “Parent Speakers’ Series” “Summer in the City” and GEPAC meetings and a list of “Commonly Asked Questions” is also on the website The plan is included in a GATE Information Notebook in the GATE office and at the Office of Curriculum and Instruction at the Board of Education Building.</p> <p>b. GATE and EXCEL school sites are located geographically to ensure participation of eligible students throughout the community. There are twenty-nine elementary schools, eleven middle schools and seven K-8 schools that offer the program. All LBUSD high schools offer honors level and Advanced Placement courses. Jordan High School also offers the International Baccalaureate Program and three middle schools that feed into Jordan are adding the IB Middle Years Program.</p> <p>The LBUSD GATE/EXCEL Advisory Committee (GEPAC) is comprised of representatives from each G/E school. The Committee meets 4-6 times per year to discuss current program issues, plan activities for all parents, and review and give feedback on the district plan and end of year program evaluation. Principals are encouraged to provide transportation for their site representative through a community worker. Principals are also encouraged to provide a G/E representative on the School Site Council who will distribute minutes from the GEPAC meetings. Schools are also encouraged to provide space in the school newsletter for G/E announcements after the GEPAC has met.</p>	<p>a. The district plan includes identification and program options in the categories of intellectuality and high achievement. In addition, the LBUSD Multiple Criteria for Identification awards credit in the categories of creativity, leadership and the visual/performing arts.</p> <p>b. Many G/E elementary schools use GATE monies to fund art education through Meet the Masters, Art in the Schools, LA Troupe, Imagination Machine and classroom lessons by local artists.</p> <p>c. Certified GATE/EXCEL teachers will continue professional development in advanced curriculum strategies through attendance at advanced LBUSD certification classes, CAG Teacher institutes, and USC Teacher Institutes.</p>

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

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. <i>(a & b)</i> GATE and EXCEL both provide a comprehensive program incorporating a variety of methods through self contained classrooms in forty-nine elementary, middle and K-8 schools. In accordance with the district's school of choice policy, GATE identified students may choose to attend special day classes at one of 16 elementary or middle school GATE sites. High achievers and potentially gifted students are selected to participate in EXCEL special day classes at 25 schools. GATE/EXCEL middle schools cluster high achieving students into the GATE/EXCEL classes according to the multiple criteria created by the school site team with support from the GATE office.</p> <p>d. <i>(d & e)</i> All G/E schools may select additional high achievers who meet established multiple criteria to be clustered into the G/E classrooms beginning in the first grade. Many schools use flexible grouping and rotations based upon interests, ability and needs to service potentially g/t primary students.</p>	<p>a. Both GATE and EXCEL students are serviced through special day classes and cluster groupings. School sites select additional high achievers who meet established criteria to be clustered into the G/E classrooms beginning in first grade. School's that do not begin their program until third grade service their advanced learners through flexible grouping (with on-site support provided from the G/T office) and departmentalized rotations.</p> <p>b. At all nine high schools, G/E students are serviced through honors (UC approved courses), Advanced Placement, International Baccalaureate program, or small learning communities with a focus on advanced learners.</p>	<p>a. In addition to advanced curriculum and choices for independent study topics, students at all elementary schools have access to school counselors. All students in the LBUSD (K-12) participate in a Character Education program.</p> <p>b. The district supports subject and/or grade acceleration and on-line coursework (University of California College Prep On-line or Educational Programs for Gifted Youth) for students who require more advanced acceleration.</p>

1.3 The program is articulated with the general education programs.

Minimum Standards

- a. The GATE/EXCEL program provides differentiation of the core curriculum (California Content Standards). The G/E program articulates with general ed., special ed., and language services for ELL students by making GATE training available to all LBUSD teachers, counselors and administrators through the district's Professional Development Catalog and by including in-service training from the other departments at the GATE Summer Institute. The GATE Coordinator, Middle School and Elementary GATE Coaches all provide staff development for teachers new to the district through the BTSA Teacher Induction program, and LBUSD New Teacher Institutes. Principals are offered training on differentiation through the Elementary Principals' Professional Development Series. District Curriculum Leaders attend GATE sponsored professional development to assist teachers in differentiating the curriculum suggested in district pacing guides and outlines. Training to meet the needs of gifted students with special needs is offered through the LBUSD GATE/EXCEL Certification program, the GATE Summer Institute and guest speakers throughout the school year. Attendance at special needs workshops earns credit towards GATE certification.
- b. A full time GATE Coordinator, Middle School and Elementary GATE Coach oversee coordination of professional development, parent education, differentiation of curriculum and instruction and teacher certification. A full time GATE psychologist coordinates testing and student placement and serves as a liaison between the GATE office and school counselors.
- c. The GATE office administers an end of year program evaluation each year, (English, Spanish, Khmer) asking parents for suggestions and topics they would like to have included in the Parent Speakers' Series. GATE students are involved in the community through service learning, which will become a more integral part of the program with the new Scope and Sequence for Differentiation.

Commendable Standards

- a. The Program is planned and organized to provide articulated learning experiences across subjects and grade levels:
 - A Scope and Sequence for Differentiated Practices is used to define appropriate GATE strategies that teachers can use to differentiate the core curriculum: Universal Themes, Depth and Complexity, Tiered Assignments, various Models of Instruction, Curriculum Compacting, Extension Menus, and Independent Study.
 - Students will complete independent study projects in elementary and middle school. Renzulli Learning Systems is being used in GATE and EXCEL elementary, middle, and K-8 schools to support independent study school wide and differentiate the Open Court Reading Program.
 - The AVID Elementary program was implemented in EXCEL schools to provide additional support and promote success for all students. The QUEST Small Learning Community at Millikan showcases student presentations of Senior Projects (UC approved course outline)
 - Elementary and middle school teachers may participate in monthly, grade level/content specific collaboration meetings. These meetings provide opportunities for demonstration lessons by GATE certified teachers, curriculum development, a collegial discussion of a strategy or professional literature and/or an examination of student work. The grade level G/E Curriculum Collaboration meetings will become part of the District's professional development calendar beginning in the fall of 2007.

Exemplary Standards

- a. The GATE Coordinator and Elementary and M.S. GATE Coaches attend monthly Curriculum Leaders meetings, Literacy Team meetings, and meetings with the Math Office to make appropriate math placements for math students K-12. 7-10th grade teachers will participate in pre-AP cohorts led by College Board Consultants and LBUSD AP Teachers.
- b. All LBUSD high schools have an Advanced Placement Coordinator on-site who attends monthly AP Leadership Team meetings. Topics addressed by the APLT include: AP Summer Bridge, testing logistics, and the AP Summer Institute.

Section 2: Identification *The district's identification procedures, are equitable, comprehensive, and ongoing. They reflect the district's definition of giftedness and its relationship to current state criteria. (EC 52202: Title 5 Regulation, Section 3822)*

LBUSD offers two programs to address the needs of gifted students: the GATE Program and the EXCEL Program. The GATE Program identifies and serves students performing in the exceptional range intellectually or academically. The EXCEL Program identifies and serves potentially gifted students in schools with under represented populations. Models of differentiated instruction and academic rigor are provided in both programs.

2.1 The nomination/referral process is ongoing and includes students K-12.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. <u>Elementary</u>: Counselors annually review characteristics of giftedness at a staff meeting. Teachers and parents submit nominations to the school counselor using the Teacher Nomination for GATE/EXCEL Screening or the Parent Survey of Gifted Characteristics form. A list of students who demonstrate high achievement on the <u>California Standards Test</u> and/or district criterion-referenced test such as the <u>Benchmark Reading Test</u> are sent to every elementary school. A counselor is assigned to manage the referral process at each school. This listing is a recommended referral list to be used in addition to Teacher and Parent Nominations.</p> <p><u>Middle school</u>: Teacher and Parent Nominations and referrals for gifted identification are accepted through the school year. High achieving students that have not been identified gifted may apply to nine GATE/EXCEL programs.</p> <p><u>Transfer students</u> and <u>private school student</u> (K-8) are given the same opportunities for screening, identification and placement options.</p> <p><u>High school</u>: All high schools have advanced classes and programs, including Advanced Placement (AP), International Baccalaureate (IB) and small learning communities.</p> <p>b. Traditional instruments and procedures used in the search include review of state and district achievement test scores and a screening test in the primary grades. Elementary counselors in every school assist in the search process by requesting nominations and consulting with parents, teachers and staff. Nontraditional procedures include a GATE Committee review of student work samples submitted by teachers and parents. Under-served students with high potential who attend low performing schools are selected to participate in the EXCEL Program where teachers differentiate the core curriculum through acceleration, depth, complexity and novelty. In 5th grade, EXCEL students are identified to participate in middle school GATE/EXCEL programs through a team review of student work, achievement scores and evidence of leadership, creativity and task commitment.</p> <p>c. Annually the elementary counselors introduce the characteristics of giftedness to staff and teachers. Characteristics of under-represented groups are highlighted and included in the Profile of Gifted Characteristics. Nominations are requested from each teacher. Parents may request a screening through the counselor or by calling the GATE Office. Each year the GATE Office participates in a school choice fair for K-8 (Education Celebration). Individual Parent/Student information nights are held for each GATE/ EXCEL program in Middle and High School the month before applications are due in December - February.</p> <p>d. Students may be nominated each year. Each year lists and pre-printed referrals of non- identified but high achieving students in grades 3-5 are sent to the counselor in each elementary school.</p>	<p>a. Counselors are assigned to every school from K-12. Yearly training sessions are scheduled in Oct/Nov for all elementary counselors. Counselors are given handouts on characteristics of giftedness and the referral process to be shared at a staff meeting or informally in consultation with teachers, staff and parents. Middle/High School Counselors are involved in the recruitment and application process for GATE Programs. The GATE Psychologist reviews the GATE identification and eligibility process at a principals' meeting at the beginning of each year. The identification process, especially the role of teachers in nominating likely candidates, is presented to new teachers in the BTSA Teacher Induction Program. Three times per year the GATE Office offers a workshop in gifted identification that is required for completion of the LBUSD GATE Certification</p> <p>b. The referral and evaluation is maintained in the GATE office until the student graduates from HS. Copies are sent to the schools for placement in the cumulative record. The new student information data base system, Genesis, adopted by the district, holds more information about the GATE testing history. Using the Multiple Criteria Evaluation, a student may be re-evaluated and found eligible based on re-testing or updated CST scores and district achievement scores.</p>	

2.1 The nomination/referral process is ongoing and includes students K-12.		
<u>Minimum Standards</u> e. All LBUSD elementary and secondary schools have counselors. The GATE psychologist meets with elementary counselors at the beginning of each school year to review new and continuing guidelines for processing nominations and referrals. The GATE Office works closely with middle school and high school counselors to define and publicize accelerated classes and programs in the district. Parent/Student Information Nights are scheduled before middle and high school applications are due.	<u>Commendable Standards</u>	<u>Exemplary Standards</u>

2.2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
<u>Minimum Standards</u> a. LBUSD is fortunate to have counselors at every school including the elementary level. The counselor is the lead person for ongoing communications between the GATE Office, school site personnel and parents. The counselor consults with the parent about the options for assessment, placement and the grievance process. The teacher completes the Student Profile of Gifted Characteristics , evaluating intellectuality, creativity, task commitment, leadership and extraordinary development in the arts. The principal is a consultant to the team. b. An identification model using Multiple Criteria for GATE Identification has been successfully implemented to include tests and observations in the areas of intellectual ability, achievement, gifted student characteristics and impact factors. Screening and identification tools include: School Ability tests (OLSAT), <u>Naglieri Nonverbal Abilities Test (NNAT)</u> , <u>Ravens</u> ; District Tests (Benchmark Reading Test, End of Course Tests, Writing Samples); state academic proficiency levels (CST); intellectual batteries (<u>Cognitive Abilities Test</u> , <u>CogAT</u>); nonverbal reasoning ability tests (NNAT and Leiter-R). The EXCEL program was established to serve students in schools with under-representation in the GATE program. The EXCEL program offers an opportunity for an enriched and differentiated curriculum and instruction. Students are selected to participate based on multiple criteria. In 5 th grade, a school-based committee, including the counselor, teacher and GATE psychologist, identifies EXCEL students for the GATE/EXCEL middle school program. The total achievement record, including work samples, is reviewed. c. Results of the GATE testing and the eligibility decision are sent to parents through US mail. An application is enclosed for eligible students. The letter includes the names, address and telephone numbers for contacting the GATE Office or to initiate an appeal process. Notification letters have been translated to Spanish and Khmer. Interpreters are also available in the GATE Office (Spanish) and the PALMS Office (Spanish and Khmer). Copies of the GATE Evaluation letters are sent to the school counselor for teacher notification and the cumulative record. Each year the GATE Office sends a GATE Report listing the students eligible for the GATE or EXCEL program to counselors in every elementary, middle and high school. d. Transfer students, identified GATE in other districts, are referred to the GATE Office by parents and counselors. The GATE psychologist reviews previous testing and school records to assists the family in finding an appropriate placement.	<u>Commendable Standards</u> a. The EXCEL classes (1-8) and G/E core classes (6-12) were designed to find potentially gifted students within the neighborhood schools and provide a GATE program to develop their abilities. Talents in creativity, the arts and leadership are venues for observing gifted traits that may not be exhibited through traditional tests. Teacher nominations strive to find those students who demonstrate critical thinking skills in discussion and problem solving when compared to their peer group. Unusual strengths in math are indicators when students lack the linguist skills to excel in other subjects. Participation in classes with differentiated curriculum frameworks (EXCEL and GATE cluster) provides opportunities for growth, development and identification not available in classes focused on basic skills. b. The GATE Advisory committee of teachers, counselors and school psychologists review the identification process each year. Changes are made after careful scrutiny and discussion. New tests are reviewed and compared to existing instrument. When a test is renormed, the GATE Office will purchase the newest edition. Achievement data of G/E students is studied for trends and omissions.	<u>Exemplary Standards</u> a. The GATE Identification Team meets annually to discuss the GATE process. The identification model has been reviewed by a variety of school personnel, including teachers, principals, counselors, curriculum leaders and parents. In addition, district policy makers, such as the Research Department, district legal advisor, assistant superintendents, and school board members are asked for commentary prior to approval of major changes in the process. b. The GATE program strives to provide a program that is equitable and reflects the actual diversity of the district. At this time the GATE program is under-represented in Hispanic and African-American students. In the last 5 years, 9 additional schools have added the EXCEL program to serve under-represented student groups.

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.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. Parents are mailed a letter explaining the GATE evaluation and an application form when their child is found eligible for the G/T program. The letters have been translated in Spanish and Khmer. Parents are encouraged to go to the GATE website for general information about programs or call the GATE Office for more personal attention. The PALMS Office and school community workers are available to provide interpreters for individual consultation and translators for parent meetings. Parent/Student Middle/High School Information Nights are scheduled in January and February about GATE/EXCEL programs and other options for accelerated classes. Starting in 2007-08 the GATE Site Coordinator at each school will schedule a parent orientation meeting at the beginning of each school year to replace the district-wide parent orientation meeting. Presentations conducted by Spanish speaking and Khmer speaking leaders are held in schools with a significant population.</p> <p>b. Upon request, a copy of the letter(s) detailing the identification of a student is sent to a new school or district within 5 days of the request.</p> <p>c. Multiple criteria is used in the identification process, including teacher ratings of gifted characteristics, standardized test scores, criterion-referenced mastery levels as well as evidence of creativity, leadership and talents. Medical, economic and language acquisition factors are considered too. Once identified, the student remains identified through 12th grade.</p>	<p>a. A team meeting, including the parent, is required to consider transferring a student out of the G/E class. The counselor usually chairs the meeting. The GATE Coordinator and Psychologist are available as consultants in discussing alternative curriculum and instructional strategies and social/emotional/behavioral interventions. An Action Plan is developed in the initial meeting using the GATE/EXCEL Student Evaluation form. Follow-up meetings evaluate the outcomes of interventions. Parent permission is required for reassignment</p>	

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 52206A and 52206b)*

3.1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. Through differentiation of the core curriculum, the GATE/EXCEL program creates opportunities for students to become analytical thinkers, creative producers and practical problem solvers. Students' ability to meet and exceed state core curriculum and standards is measured in a variety of ways:</p> <ul style="list-style-type: none"> ▪ At the start of each school year, norm referenced test scores are distributed to principals and teachers to determine that G/E students have met or exceeded the state standards. ▪ Advanced Placement test scores are reviewed by the GATE office and school sites. ▪ Math and Writing Standards Assessment Portfolios (1st-12th) indicate a student's level of proficiency. ▪ LBUSD End of Course exams (K-12) provide additional data to assist teachers in making curricular decisions. ▪ Advanced Placement teachers have developed a course syllabus that has been submitted to and approved by the College Board through the AP Audit process. Course outlines include use of college level textbooks and advanced resources including labs and documents as required by the College Board. <p>b. To ensure a balance and continuity of appropriately differentiated curriculum and instruction, teachers use the LBUSD Scope and Sequence for Differentiation as a guide for differentiating the core curriculum. The S/S articulates specific pedagogy and products to be implemented at each grade level and is based upon models created by Sandra Kaplan (scholarliness, depth and complexity), Carol Ann Tomlinson (tiered assignments) Susan Winebrenner (extension menus and study guides) and Joseph Renzulli (compacting and independent study). Teachers are trained in this pedagogy and create and share lessons that support implementation of universal themes, curriculum compacting, extension menus, scholarly behavior, higher order thinking skills and questioning techniques, tiered assignments, use of depth and complexity, content imperatives and independent study. Teachers' Individual Differentiation plans will demonstrate an application of these strategies and the differentiation of content, thinking skills, research skills and products. Students demonstrate critical and creative thinking and understanding of advanced content by creating task cards, designing independent study projects and participating in activities such as Senior Projects, Renzulli Learning, the Author's Study, Science Fair projects, Poetry Reading Night and Math Counts competitions.</p> <p>c. (c&d)Elements of depth and complexity are imbedded into the district's Character Education program, literature genres, Health, and H/SS standards to promote discussion and study of ethical issues. Lessons on scholarliness, Thinking Like a Disciplinarian, Concentric Circles and the Parallel Curriculum all provide opportunities for students to develop positive self concepts, sensitivity and responsibility to others. The Scope and Sequence for Differentiation will create a more cohesive site based service learning</p>	<p>a. All students are administered the LBUSD End of Course Exam in math at the start of each school year. Teachers use this data as a diagnostic tool for appropriate placement and to compact instruction. When appropriate, students are accommodated through placement in a math class at a higher grade level. High school students who require advanced math opportunities may take math classes at Long Beach City College, California State University, Long Beach or on-line. Math and spelling are compacted when appropriate in the elementary and middle school years. Once compacted, students select alternate activities from extension menus (Susan Winebrenner) or work on independent activities. Independent study projects are created as an option for students who have compacted. Math extension menus and support materials are posted on the district math website for algebra.</p> <p>b. Twelve elementary, middle and K-8 schools are piloting Renzulli Learning, a web based program that supports independent study, research and investigations. Teachers and students are able to utilize <u>Renzulli Learning</u> to create individual and/or group independent study projects. Junior Great Books supplement the literacy program in all GATE and EXCEL classrooms. Elementary and middle school English and History teachers attend a two day Junior Great Book seminar which provides training for leadership of inquiry based discussion groups. All G/E teachers have the opportunity to attend training in the use of the Padeia Seminars through certification classes and at the Summer Institute.</p> <p>c. The GATE Certification Plan includes classes for models of instruction including inductive and deductive reasoning, inquiry and concept attainment. Differentiation in the GATE and EXCEL classes reflects the learning theories of Sandra Kaplan (greater depth and complexity made available; pursuing individual interests through the <u>Parallel Curriculum</u>), Carol Ann Tomlinson (tiered assignments, flexible grouping) and Susan Winebrenner and Joe Renzulli (compacting and independent study). Resources available to encourage and support teachers in their implementation of these strategies include <u>The Flip Book</u>, <u>Frames</u>, and <u>Systems</u> (Kaplan), <u>Curriculum Compacting</u> (Renzulli), <u>The Differentiated Classroom</u> (Tomlinson), <u>Teaching Gifted Students in the Regular Classroom</u> (Winebrenner), <u>The Parallel Curriculum</u> (Tomlinson, et. al).</p>	<p>a. The differentiated curriculum is planned both for gifted groups of gifted learners within a grade level or class and for individual gifted learners:</p> <ul style="list-style-type: none"> • The LBUSD Scope and Sequence for Differentiation helps to focus the LBUSD GATE program. The S/S was updated (2006) to include an elementary and middle school version, both of which specify attributes of scholarliness, universal themes, elements of depth and complexity, models of instruction and higher levels of cognition that are to be included in the differentiated instruction at each grade level. The rubric design of the S/S defines novice, practitioner and expert levels for providing differentiated curriculum and instruction. Through the district certification plan, after school workshops (including follow-up sessions), monthly Grade Level Collaboration Meetings and the district Summer Institute, teachers have opportunities to acquire the skills needed to implement the S/S. "Expert" teachers may choose to integrate multiple GATE strategies and models of instruction (concept formation, deductive, the Scope and Sequence for Differentiation in Parallel Curriculum units of study focusing on one or more of the parallels: Core Curriculum, Curriculum of Practice, Curriculum of Connections, or Curriculum of Identity. • At the high school level, all 10th

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<p>component. The S/S for Differentiated Instruction will guide students towards service learning projects. Service learning opportunities will begin in the elementary with more opportunities in middle school and forty required hours completed in high school as one of the graduation requirements for all LBUSD students.</p>		<p>graders take the PSAT and students who demonstrate readiness are encouraged to participate in the Advanced Placement program. The QUEST Program at Millikan High School, International Baccalaureate program at Jordan High School and PACE program at POLY High School provide small learning communities for gifted and potentially gifted students. The culminating project for students in the QUEST program is the Senior Project, a self-designed; technology based yearlong study and exhibition. (UC approved course outline.) All LBUSD high schools have accelerated programs that include honors and Advanced Placement programs guided by an open access philosophy.</p>

3.2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. GATE and EXCEL self-contained classrooms allow for differentiated instruction at all grade levels. When space is available, individual sites may choose to cluster in other high achievers and potentially gifted students based upon established multiple criteria. Teachers accelerate the core curriculum and add depth, complexity and novelty when appropriate. Evidence of differentiation is provided through yearlong curriculum maps, sample lesson plans, school site and individual differentiation plans. Every G/E team also submits a School Site Plan indicating how they have addressed the differentiation techniques and topics from the Scope and Sequence.</p> <p>b. (b & c) Differentiation of curriculum and instruction is provided in a variety of ways. Teachers compact and accelerate the core curriculum when appropriate, “dig deeper” with Sandra Kaplan’s elements of depth and complexity and content imperatives and create flexible groups by using Tomlinson’s tiered assignment design. Differentiation is supported through GATE funding of supplementary materials which include the Great Books, newspaper and magazine subscriptions, how-to books for independent study, advanced laboratory equipment and technology. Renzulli Learning is offered for all G/E sites to promote independent study through the use of on line investigations.</p>	<p>a. (a, b, & c) All GATE and EXCEL teachers create and/or revise the district pacing charts and Individual Differentiation Plan on a yearly basis. The plans are created under the mentorship of the GATE coaches, GATE certified teachers and district curriculum leaders and are revised at school site team meetings and the G/E Summer Institute. Strategies for differentiation are an integral part of each plan; advanced and supplementary resources needed to differentiate content, process and product are listed and provide justification for use of GATE/EXCEL funding. Plans may indicate which units of study include use of primary sources, literature circles or JGB stories. Flexible grouping, task cards or independent study projects are all indicated on the individual plans. From the original plans, teachers create specific goals and activities for individual learners, small groups or whole class instruction. Lesson plans and a Reflection on Differentiation (Tomlinson) support what is listed on the curriculum map and are turned</p>	<p>a. The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners:</p> <ul style="list-style-type: none"> • Every G/E team creates and submits a School Site Plan indicating how they have addressed the differentiation techniques and topics from the Scope and Sequence for each strategy at each grade level. • Students with special needs are accommodated through flexible grouping, grade skipping and when needed by articulation

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	<p>into the GATE office and included in each teacher's GATE/EXCEL Portfolio. The Individual Differentiation Plans allow teachers to determine the time frame and role of differentiation within the core curriculum. Differentiation is supported through GATE funding of supplementary materials which include the Great Books, newspaper and magazine subscriptions, how-to books for independent study, advanced laboratory equipment and technology. Renzulli Learning is offered for all G/E sites to promote independent study through the use of on line investigations. Each teacher's plan is turned into the GATE office and included in the school site's GATE/EXCEL Portfolio.</p>	<p>between the GATE office and Special Education. On-line distance learning, course work opportunities at Long Beach City College and California State University at Long Beach are all options being implemented with individual gifted learners. The Elementary AVID program will promote the success of all students' transitioning into middle school GATE/EXCEL programs.</p> <ul style="list-style-type: none"> Advanced Placement students are encouraged to participate in the AP Summer Bridge program offered at every high school site. The bridge classes are designed by AP teachers and include an introduction to the AP course, strategies for stress and time management and support for summer reading assignments.

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 52212a1)*

4.1 Actions to meet the affective needs of gifted students are ongoing.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. Teachers, parents, administrators, and counselors are provided information regarding the characteristics of gifted learners and their social and emotional needs in the following ways:</p> <ul style="list-style-type: none"> When students are identified for GATE, parents receive a packet of information in the mail including information about the GATE website, professional organizations and upcoming workshops and conferences. Starting in 2007-08 the parent orientation meetings will be scheduled at the schools and led by the GATE site coordinator. The GATE Office will offer materials and handouts on a variety of topics. A parent forum was initiated (2002) to inform Spanish and Khmer speaking parents about characteristics of giftedness. Parents and their children interacted with the forum leader in their primary language. The GATE office Lending Library provides an extensive collection of current books, journals, magazines, audio/video tapes on subjects dealing with all aspects of giftedness. Parents and teachers may check out materials 	<p>a. Teachers in GATE and EXCEL are trained to understand the unique social and emotional needs of gifted children. The GATE Certification Plan offers course work in this category including:</p> <ul style="list-style-type: none"> Characteristics of the Gifted (required) Identification procedures for GATE&EXCEL (required) Giftedness in Poverty (required) Gifted and Talented with Special Needs Gifted and Talented ELL Leadership: a Talent to be Nurtured Underachievement Attendance at Guest Speaker Series <p>The School Psychologist addresses a topic on the social/emotional needs of gifted students at the annual GATE Summer Institute. A course in the characteristics of gifted students and the</p>	<p>a. (a & b) The GATE psychologist serves as a consultant to counselors about characteristics and social/ emotional issues of gifted and talented students. Goals for training teachers and guidance personnel in intervention strategies used with at-risk gifted students in the 2007-08 school year include:</p> <ul style="list-style-type: none"> Using "World Café" to facilitate a discussion with teachers and counselors about the needs of GATE and EXCEL students from poverty or culturally

4.1 Actions to meet the affective needs of gifted students are ongoing.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>and return them through the school mail.</p> <ul style="list-style-type: none"> ▪ In 2007-08 the GATE Parent Advisory Counsel will be given funds to build a professional library within the existing school library to house books, issues of the <i>Gifted Education Communicator</i> and other resources for teachers and parents. ▪ The GATE Parent / Teacher Speakers Series focuses on topics ranging from homework needs, living with your gifted child, underachievement, brain functional, giftedness in poverty, relieving stress, risk taking and preparing for college. ▪ The GATE office sponsors parents, counselors, teachers and administrators to attend local and state conferences (CAG, PAGE, OCC GATE) and speakers including, Sandra Kaplan and Maureen Neihart. ▪ School sites are encouraged to join CAG and share information from the <i>Gifted Education Communicator</i> with parents of their GATE and EXCEL students. ▪ All teachers are encouraged to use literature to address the social and emotional needs of their gifted students. Copies of <u>Some of My Best Friends Are Books</u> by Judith Wynn Halsted were sent to each site. <p>b. Students in GATE and EXCEL classes participate in Career Day activities at many elementary and middle school sites. Parents of G/E students support these days by sharing their expertise as guest speakers. At the high school level, counselors provide curriculum and counseling in college and career planning during the sophomore year. The Senior Project class in the Millikan High School QUEST Program includes requisites for job shadowing and mentoring throughout the year long student designed research project.</p>	<p>referral process for gifted identification is required for new teachers in the BTSA Induction Program.</p> <p>b. Guidance counselors are available at all elementary, middle and high schools in the LBUSD. The GATE Psychologist works closely with the counselors to provide information and training on the social emotional needs of gifted students. Training is provided through a series of back-to-school counselor meetings, workshops offered through the district's Professional Development Catalog, and presentations upon request at individual school sites. The GATE Psychologist attends IEP meetings of special needs gifted students and makes classroom visitations/observations upon request from individual teachers, parents or administrators. The Gifted Student Evaluation is used at parent-teacher conferences to monitor and support progress of underachieving gifted students. The GATE office provides referrals for community counseling services upon request.</p>	<p>diverse populations.</p> <ul style="list-style-type: none"> ◆ Work with school psychologists and counselors to support and counsel students at-risk of dropping out of the GATE program. ◆ Work with the Research Department to generate data on declining grades of students participating in the GATE program. The GATE psychologist will work with Student Support Services (counselors and school psychologists) to develop an intervention plan. ◆ The GATE Office sponsors training for teachers, counselors and school psychologists at local and state conferences on the social/emotional issues of gifted students.

4.2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. (a & b) Each year the GATE psychologist reviews the characteristics of gifted students with school counselors, including social/emotional issues that may appear in this population. Counselors are given materials to share at a staff meeting on the GATE referral process. Information is available for parents, teachers, counselors and administrators regarding symptoms of at-risk behavior in gifted and talented students through the GATE Office Lending Library, guest speakers, Principals' Meetings and newsletters.</p> <p>(c & d) On the end-of-year program evaluation parents can recommend topics for the Parent/Teacher Speakers Series. Parents requesting further information about social/emotional topics are also supported through scholarships for conference attendance. Scholarships have been awarded for the SENG, OCC GATE, and CAG Conferences.</p>	<p>a. Each year the GATE psychologist reviews the procedures for using the GATE Student Evaluation Form with school counselors. The focus of meeting with a parent must be in developing interventions for student success in the GATE program before a transfer is considered.</p>	<p>b. Underachieving gifted students at-risk of dropping out of the program are supported through school site counseling. The GATE Student Evaluation Form documents a course of action and support as agreed upon at a Student Support Team meeting with the parents, teacher(s), counselor and student. The GATE Psychologist and/or GATE Coordinator are available to attend SST meetings as consultants.</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 52212a1)*

5.1 The district provides professional development opportunities related to gifted learners on a regular basis.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. An LBUSD GATE Certification Plan defines expectations for all GATE/EXCEL teachers in the district. All speakers and seminars at the GATE Summer Institute and every type of professional development conducted is designed to earn credit towards completion of the 45 hour certificate. All courses are aligned with the GATE standards. The certificate offers new and veteran teachers numerous pathways for completion. Categories of certification courses include differentiation, social and emotional needs, identification, curriculum and instruction and electives. Administrators and counselors and regular education teachers are invited to participate in all ongoing professional development related to gifted education. The district sponsors an Advanced Placement weeklong Summer Institute that is endorsed by the College Board. LBUSD teachers may choose from 21 subjects taught by CB endorsed consultants and receive a stipend for the week long training. Middle school teachers have the opportunity to attend the APSI and take pre-AP courses. Evaluations are conducted at the end of professional development classes and summer institutes. The results of the evaluations influence the planning of professional development for the following year. Evaluations for the Summer Institute provide feedback for developing continued in-servicing, trainings, and workshops for the following school year.</p> <p>b. Speakers who have conducted training for LBUSD G/E teachers have included Sandra Kaplan, Susan Winebrenner, Barbara Brooks Barker, and David Ghogosian. G/E teachers who conduct inservices have all attended “mentor” district workshops, CAG institutes 5 day conferences and weekends, Javits projects and/or local and state conferences.</p>	<p>a. <i>(a & b)</i>At the annual GATE/EXCEL Summer Institute, teachers new to GATE are introduced to the LBUSD GATE Certification. All teachers in the program are encouraged to complete this 45-hour certificate in accordance with the California Ed. Code. The certification is also available to any interested general education teacher. The GATE office offers monthly classes for all interested LBUSD teachers who are interested in completing the GATE Certificate. Classes are posted on the website and the district’s on-line professional development calendar.</p>	<p>a. A district professional development plan to accommodate different levels of teacher competency is in place:</p> <ul style="list-style-type: none"> • The LBUSD GATE Certification allows G/E teachers to design their own appropriate pathway for completion of the certificate. Although some course work is mandatory, both novice and advanced levels of training will be available. Teachers new to G/E will attend workshops introducing them to depth, complexity, and universal themes while veteran teachers may continue their training in depth and complexity or pursue new levels of knowledge in content imperatives and critical thinking skills. • Beginning in the fall of 2006, an Elementary and Middle School Scope and Sequence for Differentiated Practices will be utilized to guide teachers in designing individual pathways for on-going professional development in GATE. The scope and sequence identifies multiple differentiation strategies and levels of implementation for the novice, practitioner, and expert GATE Teacher. Teachers will self assess their level of implementation of differentiation strategies and attend professional development that promotes continued growth. Teacher responses on the continuum of Differentiation strategies are used to design professional development in

5.1 The district provides professional development opportunities related to gifted learners on a regular basis.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
		<p>differentiation. A needs assessment is completed to design the Professional Development Calendar of Gate trainings for the year based on the self assessments of GATE/EXCEL teachers from the Elementary and Middle School Scope and Sequence for Differentiated Instruction</p>

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

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. All GATE and EXCEL teachers have numerous opportunities to gain and/or continue their experiences regarding gifted and talented students. Training opportunities include:</p> <ul style="list-style-type: none"> ▪ District workshops including monthly demonstration lessons ▪ Guest speakers focusing on social/emotional needs and curriculum and instruction ▪ GATE Summer Institute ▪ Local and state conferences including PAGE, CAG, OCC GATE, SENG ▪ Access to the GATE Office Lending Library <p>Professional Development opportunities are posted in the LBUSD Professional Development Catalog, which is sent to each school in the district and posted on the district web site. These workshops are available to all general education teachers. In addition, G/E teachers are sent a Calendar of Professional Development Opportunities for the entire school year when school resumes in the fall. Principals are reminded of upcoming workshops and conferences via district email. The professional development calendar includes the Parent Speakers' Bureau dates and topics.</p> <p>b. A full time GATE Coordinator, GATE Psychologist, and Elementary and Middle School GATE Teacher Coaches coordinate and oversee the structure of the district's program. The GATE Psychologist is responsible for all duties listed on the GATE Psychologist's Job Description including identification, tests and measurement, student records, a liaison for counselors and parents, and developing and coordinating an intervention program to support at-risk gifted students. The GATE Coordinator, assisted by the GATE Coaches, is responsible for all duties listed on the GATE Coordinator's Job Description including coordination of the overall structure of the district's program, teacher professional development, parent information, education and advisory, program evaluation, budget and liaison with administration and school board.</p> <p>c. (c & d) Administrators, counselors and support staff are encouraged to participate in professional development that supports their specific role in regards to the GATE program. Principals attend a minimum of three meetings a</p>	<p>a. GATE teachers who have completed their 45 hours for certification and presented their GATE Portfolio at a peer review, may then become facilitators for the certification classes and at the GATE Summer Institute. Advanced training opportunities are offered to certified teachers such as the advanced USC Javits institutes, CAG conferences, Renzulli Learning and the Confratute and ASCD conferences to study more about best practices in gifted education.</p>	<p>a. GATE Teachers may earn GATE certification hours by attending professional development courses at the LBUSD'S Teacher Resource Center, school sites, and by completing Action Research on differentiation, Lesson Design Studies, attending Book Clubs on differentiation and monthly Grade Level Curriculum Collaboration meetings with G/E teachers from across the district.</p> <p>b. The GATE Coordinator is an expert in gifted and talented education. She has taught gifted students for many of her twenty-one years in the classroom, has attended and presented at CAG and PAGE Conferences, and has completed the CAG Certificate in Leadership under the mentorship of Sandra Kaplan. The GATE Coordinator furthers her knowledge of current trends in gifted education through attendance at PAGE, CAG, OCC GATE, ASCD and NAGC Conferences and through reading professional literature such as the Gifted Education Communicator, Parenting for High Potential,</p>

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

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>year led by the GATE coordinator and GATE coaches which include interactive demonstration lessons on strategies for differentiation, professional development offerings and changes in district and state expectations regarding gifted education. The district Assistant Superintendents for Elementary, Middle School and High School levels all invite the GATE Coordinator and coaches to provide professional development at Principals' meetings throughout the school year. Principals and counselors are sponsored to attend the CAG, PAGE and OCC GATE conferences and Administrator Days. Administrators may use templates designed by the GATE office (Tomlinson) to guide classroom walk-throughs: "Reflecting on Differentiation" or "Indicators of Differentiation for GATE/EXCEL Students".</p>		<p>Gifted Child Today, Gifted Child Quarterly and Roeper's Review.</p> <p>c. (c & d) The GATE office provides follow-up support for application of activities and strategies presented during in-service in several ways. Every differentiation and curriculum and instruction course listed for the GATE Certificate plan requires a follow-up session. These sessions provide an opportunity for teachers to reconvene, debrief and share lessons they created and/or received at the original training. Beginning in the fall of 2006, a GATE/EXCEL Teacher Coach on special assignment provided support to teachers in the application of differentiation strategies K-8, and in the fall of 2007, an additional GATE/EXCEL Teacher Coach on special assignment will also be assigned to support GATE/EXCEL middle school teachers. GATE/EXCEL classroom teachers also receive support from the District's GATE/EXCEL Leadership team. G/E Leadership team teachers serve as "mentors" and have participated in advanced training in order to lead follow-up sessions. In addition, both Special Education, general education teachers and district Curriculum Leaders have been invited to attend all G/E training and the Summer Institute to become knowledgeable about differentiation. The GATE Coordinator and GATE Coaches also support the application of new strategies through informal observations (upon request), team teaching or demonstration</p>

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

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
		lessons. G/E teachers may use GATE funding to provide for substitutes in order to visit other G/E classrooms with the GATE Coordinator and GATE Coach.

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 2f)*

6.1 Open communication with parents and the community is maintained.

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. Parents are informed of the district’s criteria and procedures for identification by the elementary school counselor, through information posted on the district website and A GATE/EXCEL General Information Notebook with information regarding the program is available in the GATE office and the Office of Curriculum and Instruction. Primary grade teachers at GATE and non-GATE schools are sent packets of information regarding identification procedures to share with parents at the fall parent-teacher conferences. Once a student has been identified, parents receive a letter in the mail (also translated) informing them about program options. Every January, the LBUSD hosts a district-wide Education Celebration where the GATE office The LBUSD Board of Education reviews and approves the district plan. Information about the GATE program is made available for schools, parents and the community in numerous ways. (See 1.1a Commendable hosts an informational booth providing information for interested parents.</p> <p>b. The District GATE Plan is on file at every school site and schools are encouraged to make this information available for the School Site Council.</p> <p>c. The District GATE Plan is available to parents and the community in a notebook at the front of the GATE office and in the Curriculum Office at the school board building. The full application is also posted on the GATE website along with additional information regarding upcoming speakers, conferences and websites.</p> <p>d. The GEPAC meets a minimum of five times each year to give input regarding the planning and evaluation of the G/E program. In the spring, the GATE office mails out the LBUSD Parent Program Evaluations to the parents of all participating G/E students. The evaluation is translated into Spanish and Khmer. Evaluations are returned to the GATE office where they are copied and distributed to principals.</p> <p>e. The results of parent evaluations are analyzed and shared at individual site meetings and with individual school site teams.</p> <p>f. All 5th, 8th and 12th grade students will complete a scantron evaluation of the GATE and Advanced Placement program.</p>	<p>a. Parents of newly identified G/E students are invited to attend back to school informational meetings each fall. Two meetings are scheduled: “The Differentiated Classroom”, one for elementary parents and a second meeting addressing the needs of advanced learners in the middle school years. All interested parents are invited to attend.</p> <p>b. Every spring, the GEPAC creates a calendar of parent events for the following year. The calendar includes topics for the “Parent Speakers Series” as well as the schedule for GEPAC meetings and dates for local conferences. Fliers announcing guest speakers and other events sponsored by the GATE office are sent or mailed home prior to each event and posted on the GATE website in both English and Spanish. Guest speakers have included David Ghogasian, “Emotional Intelligence” or “Brain Research” and Phyllis Greenberg, “Underachievement”.</p> <p>c. Parents of G/E students are kept informed of their students’ achievements through fall and spring parent-teacher conferences, classroom newsletters and portfolio reviews at individual school sites. Parents are invited to plays, evening exhibitions (i.e. Century Night, Egypt Night, poetry readings, Wax Museum) and to celebrate culminating projects such as the Senior Projects (Millikan High School QUEST Program).</p> <p>d. In the 2007-08 school year, the GATE Office and GEPAC will explore other ways to celebrate and exhibit GATE and EXCEL students’ work and ways to build partnerships with community organizations.</p>	<p>a. The GATE/EXCEL Parent Advisory Committee (GEPAC) reads and suggests additions or changes in the GATE application at the GEPAC meetings. The GEPAC is also mailed a draft of the application with the GATE standards to review and are able to make suggestions to the GATE Coordinator through email responses.</p> <p>b. (b & c) Parents of G/E students are actively involved in the program through classroom presentations or as guest speakers, through mentoring and volunteering to assist as aides or on field trips. Many elementary and middle school classes interact with their neighborhood parents through Career Day and after school and elective programs (i.e., Art in the Schools, drama clubs, Mock Trial coaching).</p> <p>c. Beginning in the spring of 2007, funds to add parent resources for gifted education will be allocated by the GATE office. GEPAC members will have an opportunity to peruse and then order journals, magazines and books at the last GEPAC meeting</p> <p>d. GEPAC parent reps will fill out CAG memberships so that every site will have joined CAG by the fall of 2007.</p>

6.2 An active GATE advisory committee with parent involvement is supported by the district.

Minimum Standards

- a. The GATE/EXCEL Parent Advisory Committee (GEPAC) consists of two parent representatives from each G/E school. The committee meets 5-6 times each year to help plan, evaluate and make recommendations regarding the program. This year, the primary goals of the committee were to:
 - ◆ Review the new GATE standards and provide input prior to the district's Coordinated Compliance Review
 - ◆ Evaluate the end-of-year Program Evaluation
 - ◆ Plan and implement the Summer in the City parent event
 - ◆ Review and make suggestions for the GATE Application
- b. The GATE Coordinator and GATE Psychologist attend all of the GEPAC meetings to disseminate new information and to plan the calendar of events for the year. Parents on the committee report and discuss issues from their individual school sites.

Commendable Standards

- a. A GEPAC Member knowledgeable with GATE standards, the LBUSD GATE program and the application has cosigned the District's state application.
- b. Every G/E school refers at least one parent to sit on the GEPAC.
- c. In the fall of 2007, each site will be encouraged to include a parent representative from the GEPAC on their School Site Council. The parent representative will distribute minutes from GEPAC meetings at the SSC to keep everyone informed of expected practices in gifted education. The SSC will receive a copy of the GATE standards and a copy of this application to provide guidelines for evaluating the GATE program and to make continuous improvement in offerings and support of gifted and talented learners.
- d. The district GATE Coordinator and Elementary GATE Coach collaborate with the GEPAC to offer professional development opportunities to staff, parents and the community related to gifted education. Parents from the GEPAC are sponsored to attend the CAG , SENG, PAGE and OCC GATE conferences as well as various guest speakers.
- e. The GEPAC organizes the “**Summer in the City**”, a showcase of local enrichment programs available for students during the summer. This year, representatives from 20 local programs displayed details about their program, passed out applications and interacted with parents and students.
- f. Beginning in the Spring of 2007, all GEPAC members will be encouraged to either establish a Parent Library at their individual school site or add resources for gifted education to existing Parent Centers. Resources for the library will be provided by the GATE office. Parents will also fill out CAG memberships so that every site will have joined CAG by the fall of 2007.

Exemplary Standards

6.2a Parents of gifted students with special needs are encouraged to participate in the GATE/EXCEL Parent Advisory Committee (GEPAC).

Principals are encouraged to have their school site community worker drive their Parent Representatives to the GEPAC meetings and to translate at the meeting when necessary.

Beginning in the fall of 2007, every GATE and EXCEL site will identify a site coordinator to coordinate site informational parent meetings with their GEPAC representative. By November 2007, every site will hold an informational back to school meeting to share program information, the site plan and resources that are available for parents. Agendas and information to be presented at these meetings will be created by the GATE Office and GATE Leadership Team. Information will be offered in English, Spanish and Khmer, with translators available upon request.

Section 7: Program Assessment (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of services provided and to improve gifted programs and gifted student performance. (EC 52212a1)

7.1 The district provides ongoing student and GATE program assessment that is consistent with the program’s philosophy, goals and standards.		
<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. (a, b, & c) The philosophy and standards for the LBUSD GATE/EXCEL program are posted on the district web site and in the GATE Office Information Notebook. Current assessment includes an annual review of students’ performance on the California Standards Test by school, grade and class. The GATE office shares this analysis with principals and teachers at G/E school sites. Test score information is disaggregated to reflect achievement for all subgroups at a given school including ELL, GATE and underrepresented populations. Student achievement is also evaluated through multiple LBUSD assessments which include:</p> <ul style="list-style-type: none"> • Reading Benchmark Test, K-6th grade • End-of-Course exams in math, and English/Language Arts 1st-H.S. • End-of-Course exams in History and Science, 6th-12th grade • LBUSD Writing Assessments, 2nd-8th • PSAT, 10th grade • California High School Exit Exam <p>b. The GATE office requests data from research indicating the progress of G/E students on Advanced Placement exams. This data is reviewed annually by the GATE Coordinator and GATE Psychologist and shared with teachers at their individual school sites.</p> <p>c. Students, teachers, administrators and parents have opportunities to evaluate the program in the following ways:</p> <ul style="list-style-type: none"> ▪ 5th graders, 8th graders and 11th graders will assess the effectiveness of their experience in GATE/EXCEL in alternate years by completing a questionnaire that is returned to the GATE office. ▪ Teachers have opportunities to give input regarding the program’s effectiveness at general information meetings, release days with the GATE Coordinator and evaluations completed at GATE Certification classes and the Summer Institute. ▪ Principals assess the effectiveness of their school site plan through discussions at G/E Principals’ Meetings and by completing a Reflection on Differentiation form after a classroom visitation and teacher debriefing. Principals and the GATE coordinator make classroom visitations on a regular basis. ▪ Parents assess the effectiveness of their school site plan through input at the GEPAC meeting where the evaluation tool is reviewed and revised on an annual basis. Parents also give feedback on the LBUSD G/E Program Evaluation. (Translated into Spanish and Khmer.) 	<p>a. Assessments used in the GATE/EXCEL program have been revised using models from CAG conference presentations by Carolyn Callahan and Tracy Cross. (Tracy Cross questions have been added to student surveys and questionnaires.) In addition, Elinor Ruth Smith has consulted with the GATE Coordinator and GATE Psychologist in program development and assessment. GATE Coordinators who attend OCC GATE meetings share and review models of assessment used in their districts.</p> <p>b. The Scope and Sequence for Differentiation defines expectations for all G/E students at each grade level. The S/S was created by the G/E Leadership Team, which consists of teachers from all grade levels and disciplines who have attended CAG Conferences and Institutes. The S/S for elementary and middle school was updated in the Fall of 2006.</p> <p>c. Classroom teachers develop and use rubrics and scoring guides to use for performance based products such as extension menu assignments and independent study. All elementary teachers use a standards based report card.</p> <p>d. The Board of Education receives an annual report from the Office of Curriculum and Instruction which includes information regarding the GATE and EXCEL program.</p> <p>e. All LBUSD assessments are funded through the school district and/or the GATE office. Professionals hired as consultants to help assess the program have been compensated with GATE funding.</p>	<p>a. Classroom teachers develop and use rubrics and scoring guides to use for performance based products such as extension menu assignments and independent study. All elementary teachers use a standards based report card.</p> <p>b. (b & c) The GATE Coordinator and GATE Psychologist meet regularly with the LBUSD Research Department for assistance in developing and improving all aspects of program assessment. The GATE office will meet with Research to develop assessment tools to collect and analyze data regarding:</p> <ul style="list-style-type: none"> • the effectiveness of the AP Summer Bridge program • grades of underachieving GATE students • student satisfaction surveys • explore the possibility of an on-line parent survey

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, 52212a1,2,3)

<u>Minimum Standards</u>	<u>Commendable Standards</u>	<u>Exemplary Standards</u>
<p>a. (a-e) The GATE budget supplements, not supplants, general funds provided by the school district to support the program in the following ways:</p> <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> ▪ A three day GATE Summer Institute with over 150 attendees each year. GATE certified teachers facilitate grade level/content specific sessions and are compensated through GATE funds. ▪ A week long Advanced Placement Summer Institute (endorsed by the College Board) is sponsored through the GATE office and provides required professional development for AP teachers. (300 in attendance in 2006) ▪ GATE funds support teachers' attendance at professional conferences: CAG, OCC GATE, USC Institutes, PAGE, SENG, NAGC, ASCD, and College Board. ▪ Teacher release days allow for site teams to develop differentiated curriculum; substitutes are covered through GATE funding. ▪ The GATE/EXCEL Leadership team and the AP Leadership team are provided GATE funds to meet for district level articulation. <p><u>Direct Student Services:</u></p> <ul style="list-style-type: none"> • Funds are allocated to each school site with GATE/EXCEL classes once the team has submitted a plan for differentiation. Teachers indicate how resources purchased with the GATE allocation will support their school site plan. • Allocated funds are designed to support differentiation of the core curriculum by providing for supplementary textbooks, classroom libraries, magazines, journal and newspaper subscriptions, advanced science equipment for labs and experiments, art and writing mentors, supplies and field trips. • Additional professional development and support for implementing the Renzulli Learning program will be provided beginning in the 2007-2008 school year. <p><u>District Level Coordination:</u></p> <ul style="list-style-type: none"> • GATE funds provide the resources necessary to operate the GATE office, implement the GATE Certification program, support professional development for G/E teachers and administrators, compensate consultant and guest speakers. • Beginning in the 2007-2008 school year, all GATE/EXCEL sites will have a site coordinator funded through GATE funds. • All G/E sites have allocations provided each year to support the development of a school site Parent Library, including magazine subscriptions (<i>Parenting for High Potential, Gifted Education Communicator</i>) and literature to support parenting the gifted. • Beginning in the 2007-08 school year, GATE funds will support an institution membership to the California Association for the Gifted at all sites. <p><u>Identification:</u></p> <ul style="list-style-type: none"> • GATE funding supports the identification of gifted and talented students by compensating one full time GATE Psychologist and additional retired school psychologists and counselors who assist with testing during the identification time period. • (d & e) Carry over monies are minimal and the indirect costs do not exceed the state limitations. (Carry over is minimal after July of each summer, when all professional development has been completed.) 	<p>a. The LBUSD is comprised of approximately 90,000 students. with 9,000 identified GATE/EXCEL students. A full time GATE Coordinator is funded to oversee and coordinate the district's forty-nine GATE/EXCEL school sites in grades K-12. Two GATE teacher-coaches (middle school and elementary) also provide support for teachers in GATE and EXCEL classrooms. A full time school psychologist is assigned to the GATE office and oversees the identification process, provides professional development for social and emotional needs and parent education. Other GATE office staff include, 1.5 secretaries..</p>	<p>a. Gifted students who have additional special needs are accommodated through counseling and appropriate special education services. Programs that provide services for g/t students articulate students' needs with the GATE office. For example, the GATE psychologist is invited by the Special Education team to attend IEP meeting of gifted students. Twice exceptional students may be fully included in GATE classes while also receiving designated Special Education services.</p> <p>b. Professional development for G/E teachers is also funded with School Improvement (SI), Title II and PAR funds when appropriate.</p>