



# **GIFTED AND TALENTED EDUCATION (G.A.T.E.) PROGRAM HANDBOOK**

## **Lynwood Unified School District Mission**

The mission of Lynwood Unified School District, the model urban school district, is to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society through an evolving system distinguished by:

- People of great character who inspire and lead by example
- The instilling of courage to be creative
- The transformative uses of technology
- Safe and clean environments
- The inclusion of all voices in our community through equity, access and justice

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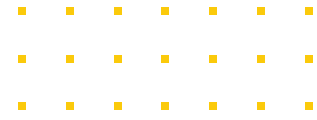
# PROGRAM DESCRIPTION

All elementary and middle school sites have Gifted and Talented Education (GATE) Coordinators who facilitate our GATE program in collaboration with Educational Services. Identified elementary students are clustered across classrooms and all GATE-identified students are supported through differentiation and enrichment opportunities.



## District GATE Plan

Since the passage of the 2013–14 Budget Act, GATE is no longer considered a categorical program in California. Therefore, all funding for services and programming related to gifted and talented students is now determined at the local level. LUSD is committed to servicing all students in the GATE programs through professional development for teachers, GATE identification, and servicing. The GATE plan is revisited annually by GATE Coordinators.



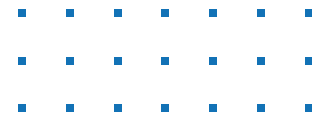
## Professional Development

Professional Development is a key component of the GATE program. This is accomplished through ongoing training as well as articulation opportunities. Professional Development across grades TK-12 and in all subject areas allows the District to support professional development to address the various academic needs of students.

The District's program design centers on the principles of differentiated instruction and our mandate to meet the intellectual, academic, social, and emotional needs of all our students. This includes concepts of depth, complexity, novelty, and acceleration in all their instruction. Teachers understand the standard(s) they are focusing on in all their instruction and they are encouraged to learn and master the necessary instructional strategies needed to meet the individual needs of each student.



# IDENTIFICATION



## Universal Screening

To ensure equity for all students, all third-grade students in the Lynwood Unified School District are screened for GATE identification. Students in fourth- through eighth-grade are also eligible for screening based on recommendation. The District utilizes the Cognitive Abilities Test (CogAT) as the initial screening tool in the GATE services screening process. The assessment is administered at school sites.

## Cognitive Abilities Test (CogAT)

The CogAT assesses the pattern and level of students' cognitive development. All levels of the test contain three batteries that provide separate scores for verbal, quantitative, and nonverbal reasoning abilities. Lynwood Unified School District students meeting district criteria in any one of these three sub-tests are identified as GATE.



Each school sends information regarding the testing to the parents/guardians of all third-grade students informing them of the CogAT and testing dates. If a parent does not wish for their child to take the CogAT they must notify the school, otherwise, all third-grade students will be tested.



## Recommendations for Testing

Each fall, parents, teachers, administrators, or a District employee with knowledge of a student's talents or gifts may recommend a student in fourth through eighth grade for testing. School sites inform their communities and/or parents can also find this information on the District website. Site personnel administer the test during the school day.

## CogAT Test Results

After testing is completed, GATE eligibility letters are sent directly to school sites to share with parents as well as the CogAT Profile Narrative Report. The letters indicate if the student met the criteria for GATE identification or not. Students scoring an 8 or above on the age stanine on one of the subtests of the CogAT are identified as gifted.

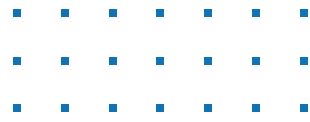
## GATE Identification Records

GATE Identification Records of scores are kept in student cumulative files.

## Identification Duration

GATE identification in the District lasts for the duration of enrollment.





## GATE Identification for New Students

When new students who were identified as gifted in their previous district enroll in LUSD, parents/guardians complete the registration form as a part of the enrollment process. Documentation from the previous school district will be required for GATE identification.

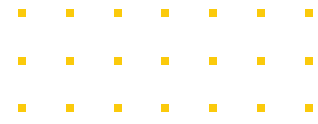
## GATE Instructional Strategies & Enrichment Opportunities

Instructional strategies and opportunities may include:

- Depth and Complexity Icons
- Universal Themes and Generalizations
- Think Like a Disciplinarian
- Extension Menus
- Acceleration
- Independent Study
- Mathathon
- Science Fair
- Spelling Bee
- Pentathlon
- Mock Trial
- After School Enrichment Classes
- GATE Field Day



# FREQUENTLY ASKED QUESTIONS



## **1** How do students qualify for GATE?

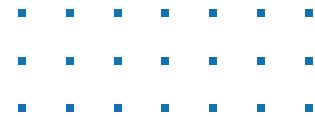
Evidence that the student took the Cognitive Abilities Test (CogAT), and the student's score an 8 or above on the age stanine in any one of the following tests: Verbal, Quantitative, or Nonverbal.

## **2** When is the CogAT test administered?

Testing takes place in the fall for all third grade students. Students in fourth through eighth grade recommended by parents or teachers will be tested in an alternate testing window.

## **3** Should all third grade students take the CogAT?

While the CogAT report provides a wealth of information that may be helpful for the teacher and the family, parents are provided the opportunity to opt their child out of this testing. Parents should exercise their own judgment and contact the school directly if they choose not to allow their child to participate.



**4**

## **If my child did not qualify by taking the CogAT, can he retake the test?**

Yes, students can be recommended to take the CogAT in the following academic year.

**5**

## **Why is GATE identification based on the student's age-related score rather than the grade-related score?**

An age-related score compares test results with students who are exactly the same age in years and months. Grade-related scores compare scores of students who are in the same grade, regardless of age. CAASPP scores are grade-related while the score used by the district on the CogAT for GATE identification purposes is age-related.

It is more objective and equitable to look for cognitive gifts in students by comparing them with students their same chronological age rather than with a student who could be up to two years their senior or junior.

# ADDITIONAL INFORMATION



## **California Association of the Gifted**

<http://www.cagifted.org/>

## **National Association-Gifted Children**

<https://nagc.org/>

## **California Department of Education-Gifted & Talented Education**

<http://www.cde.ca.gov/sp/gt>

## **Prompts of Depth and Complexity**

<https://sites.usc.edu/gifteded/prompts-of-depth-and-complexity/>

## **Johns Hopkins Center for Talented Youth**

<http://cty.jhu.edu/>

## **Stanford University Education Program for Gifted Youth (EPGY)**

<http://epgy.stanford.edu/>

Computer-based distance learning courses for high-ability students of all ages in an individualized educational experience in a variety of subjects from kindergarten through advanced undergraduate.