



Burbank Unified School District GATE PROGRAM MASTER PLAN

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Burbank Unified School District GATE Master Plan

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INTRODUCTION

The plan for the district Gifted and Talented Education (GATE) program has written statements of vision, mission, goals, and standards appropriate to the needs and abilities of intellectually gifted learners. However, over the past few years, the District has found several areas of the GATE program that need to be addressed to ensure that the program adequately serves all students who qualify as intellectually gifted (for supporting data see Appendix C). This means that the District must actively develop standards, protocols, and guidelines for identification and serving students that are current and research based; consider the needs of traditionally underserved student populations; and provide a high quality differentiated instructional program and support services that meet the academic, intellectual, and social/emotional needs of GATE Students.

VISION

To provide a comprehensive high quality program that meets the intellectual, academic, and social/emotional needs of all intellectually gifted students in the Burbank Unified School District.

MISSION

It is the mission of the Burbank Unified School District's Gifted and Talented Education Program, in partnership with parents, community, and staff, to provide a high quality educational program for gifted students in order to develop their knowledge, skills, abilities, and values. The district's GATE program currently serves one category of gifted students: *intellectually gifted*—students with high potential in the areas of abstract thinking and reasoning ability as applied to school learning situations.

RELATED LCAP AND DISTRICT-WIDE GOALS (2017/2018)

1. Improve student learning and achievement for targeted subgroups of students.
2. Improve student learning and achievement for all students.
3. Align all instruction and student learning to California State Standards.
5. Expand programs to prepare students for college, post-secondary education, training, and/or the workplace from pre-school through adult education.
6. Develop and implement a comprehensive professional development plan for all employees.
7. Create a positive school climate by maintaining a safe environment and developing a sense of belonging for all students and staff.

Special acknowledgement to the California Department of Education for use of the Gifted and Talented Education Resource Guide and the Davis Joint Unified School District Alternative Instructional Model (AIM) Master Plan from which the Burbank USD GATE Program Master Plan is adapted.

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Section 1: The Burbank Unified School District Program

Standard (1.1): The GATE Master Plan includes an intellectual component for gifted students with objectives that meet or exceed State academic standards.

Rationale: Intellectually Gifted students are often capable of work beyond the academic content standards for their grade level. To ensure their continuous progress and intellectual growth, the academic objectives must include the grade level standards and allow for advanced and more complex differentiated study.

Actionable Items:

Item	Description	Achievement Marker /Metrics	Responsibility	Timeline
<i>The District goal is to:</i>				
1.1.A:	train teachers to evaluate and modify the content standards for appropriate depth and complexity, and – when appropriate – for acceleration at GATE teacher articulation meetings.	Agendas from GATE Articulation Meetings will reflect discussion of modified content standards that will be used to create the curriculum guides.	Site GATE Coordinators; District GATE Coordinator	Annually
1.1.B:	implement the modifications of the content standards for the purposes listed in 1.1.A.	Classroom observations, lesson plans, trainings for administrators, curriculum guide	Classroom teacher Site GATE Coordinator Site Principal District Site Coordinator	Ongoing
1.1.C:	indicate participation in the GATE program on both elementary and middle school report cards.	GATE Program Identifier noted on elementary middle school report cards	Assistant Superintendent, Instructional Services; Director, Elementary Education; Director Secondary Education	Completed
1.1.D:	create a curriculum guide for grades K-12 that includes effective instructional practices and socio-emotional supports for GATE students. Site GATE Coordinators, will receive training on the guide.	Distribution and training of curriculum to every site will signal the completion of this task.	District GATE Coordinator, Site GATE Coordinators, GATE Teachers, Principals	In progress – estimated Completion date June, 2018. Updates and additions will occur regularly.

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1.1.E:	facilitate teacher collaboration and design of interdisciplinary units of instruction.	Curriculum writing dates calendared, Units collated for Curriculum Guides	District Gate Coordinator Subcommittee for Curriculum Assistant Superintendent	Began fall of 2017, Continue annually
1.1.F:	encourage the implementation of interdisciplinary units in the GATE classrooms.	Units Developed by the Curriculum Writing Team for the Curriculum Guides, professional development on implementation provided, follow up with administrators and teachers on implementation.	District Gate Coordinator Subcommittee for Curriculum Assistant Superintendent	Continue curriculum writing 2017-2018 school year; Implementation of units 2018-2019 school year
1.1.G:	explore different models, including acceleration, of GATE program design and delivery.	Report on various models.	District Gate Coordinator Subcommittee of Visiting Team Assistant Superintendent	All of 2017-18 School year

Standard (1.2): The District has processes in place that encourage participation in the District GATE program by underrepresented groups. Participation shall not be limited by problems of logistics, such as scheduling, attendance at a specific school site, or lack of translation services.

Rationale: Any school district program, to be fair, must ensure that eligible students are able to participate. All sites must provide access to services for GATE to all eligible students.

Key Elements: Testing and qualification for the GATE Program is addressed in Section 2 (IDENTIFICATION). That section discusses qualifying scores for students identified as *Intellectually Gifted* -- students with high potential in the areas of abstract thinking and reasoning ability as applied to school learning situations.

Actionable Items:

Item	Description	Achievement Marker / Metrics	Responsibility	Timeline
	<i>The District goal is to:</i>			
1.2.A:	implement a GATE identification process that will more equitably identify students from underserved groups.	Noted in reports made to GAC and Board of Education: positive change in the number and proportion of identified English Learner, Lower SES, Special Education, Hispanic, and Foster Youth students identified for participation in	District GATE Coordinator	Complete Approved June, 2016

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		the GATE program for the next school year		
1.2.B:	work towards a proportional representation in the GATE program of the District’s demographics. Special “ <i>Search and Serve</i> ” efforts are placed on the analysis of student records such as test scores, to locate at-risk students and students new to the district to be screened for placement in the GATE Program. Students demonstrating evidence of giftedness are not excluded from testing or placement in the program based on specific factors such as: socioeconomic, ELD, or special education status.	Site and District staff will actively seek out traditionally underrepresented students to nominate for assessment and participation in the GATE program	District GATE Coordinator; Site GATE Coordinators; Site Teachers and Support Staff	Begin 2017, Annually
1.2.C:	implement sound methods to increase students’ success in the GATE program, given the known achievement gap of underrepresented students in the nation, in California, and in Burbank.	Information provided to administrators and teachers on promoting under-served students’ success in the program. Annual professional development offerings		
1.2.D:	Provide high school students with the opportunity to be assessed for GATE and receive social/emotional supports, including understanding giftedness as it relates to academic planning and personal growth.	Memo to staff regarding the referral process; list of referrals; and, report of results, including number of students qualified.		

Standard (1.3): There will be an active and involved Advisory Committee (comprised of parents and staff) that will have detailed knowledge and awareness of all aspects of the GATE program, and have the ability to make recommendations about the program to the Board of Education, District staff and the GATE community.

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Rationale: It is vital to have a dedicated committee which can devote concentrated time to the issues and problems of the GATE program and its students. This committee will be able to pool ideas and expertise to strengthen the program, provide sources for materials and collectively find solutions to any problems that surface. Including parents/guardians and community members gives a broader perspective and additional support to decisions and necessary actions.

Key Elements:

1. Parents / guardians are invited to attend the GATE Advisory Committee meetings.
2. The district’s GATE Advisory Committee meets monthly from September to May. Each school site is expected to send at least one parent/guardian and one staff member to represent the school site. All parents/guardians, teachers and school site staff are welcome to attend meetings. All attendees have an equal voice.
3. The GATE Parent and Staff Advisory Committee may occasionally form a subcommittee to investigate specific topics such as identification, placement of GATE students, program writing and differentiation in the regular classroom.
4. It is the responsibility of the Site GATE Coordinator to ensure he/she has reviewed the agenda and minutes of each GATE Advisory Committee meeting, and has an active awareness of what topics and issues were covered at the meeting.
5. It is the responsibility of the District GATE Coordinator to ensure that the minutes and agenda of each meeting are posted on the District’s website and sent out to all administrators and site GATE coordinators.
6. Once site GATE Coordinators receive these minutes, it is their responsibility to disseminate this information to the parents of their GATE students, as well as the GATE teachers at their school sites, and the administrators and counselors at their school site.
7. It is the responsibility of the District Coordinator to develop the agendas for the GATE Advisory Committee.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
1.3.A:	create site based User Groups for parents and GATE teaching staff –in order to distribute GATE Advisory Council Meeting agenda and minutes.	All elementary and middle school user groups created	Site GATE Coordinators	New groups will be established every fall.

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1.3.B:	hold monthly GATE Advisory Council (GAC) Meetings.	Agenda and minutes posted on website within one week of meeting	District GATE Coordinator	One week subsequent to each GAC meeting
1.3.C:	select a site-based parent representative, who will serve as a liaison to the GATEAC.	Parent representative selected and name sent to District GATE Coordinator	Site GATE Coordinators	October, each year (one week prior to second monthly GAC meeting)

Standard (1.4): The GATE program will provide classroom groupings, determined by the site administrator, and structures appropriate for gifted education and available to all intellectually gifted learners.

Rationale: Services to gifted students can be provided in a variety of settings, but some are more effective than others. The most effective provide differentiation, flexible grouping, continuous progress, intellectual peer interaction, and continuity.

Key Elements:

1. The BUSD GATE Program is designed with a variety of options, including: cluster grouping for *intellectually gifted* students in grades 4-5 and self-contained classes for *intellectually gifted* students in grades 4-8.
2. Cluster grouping should occur in regular classrooms for students who are *intellectually gifted*. It is the expectation of the District to provide differentiated instruction, including cluster grouping and flexible grouping, as needed, for GATE identified students in each school. Clusters should be strategically formed taking into account both the student’s academic and social/emotional needs.
3. Concurrent enrollment may occur in accelerated classes among elementary/middle school, middle school/high school, and high school/college.
4. Early college entrance may be an option for some gifted students.
5. Dual enrollment in District schools may be an option for some gifted students.
6. Support and training of K-3 teachers to differentiate instruction for potentially intellectually gifted primary students and to utilize cluster and flexible grouping and cross-age mentoring will be provided.
7. Professional development on the characteristics and needs of gifted students and in techniques for differentiating curriculum will be provided.

Standard (1.5): The GATE program is articulated with the general education programs, is comprehensive, structured and sequenced between and across grade levels.

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Rationale: The District has the responsibility to educate all students and to facilitate their mastery of the state content standards at the highest level of their ability.

The GATE program provides appropriate educational experiences that provide for continuous intellectual and academic growth.

The configuration of the self-contained program (in middle school) and the cluster grouping of students (in elementary school) facilitates GATE teacher collaboration.

Key Elements:

1. GATE students needing above-grade level math may be served in the regular classroom or move one or more grade levels ahead. This may result in concurrent enrollment at a different school site or placement within a leveled group at their elementary school site.
2. In all other academic subject areas, elementary students needing acceleration will be served by differentiation, including increased depth and complexity.
3. Intellectually Gifted students may be advanced beyond the level of the curriculum for their age group. Providing continuity of learning experiences within the GATE program and with the general education program from grade-to-grade from elementary through high school ensures appropriate learning experiences and educational progress for GATE students. It also prevents using their time to relearn previously mastered concepts and skills.

Standard (1.6): There is access to the GATE program for Twice Exceptional Students.

Rationale: Twice-exceptional students have characteristics that are often misunderstood or misinterpreted. While they may be capable of high levels of abstract and critical thinking, an underlying disability can mask their giftedness making it difficult to identify and serve. The disability may come in many forms: learning disabilities, such as problems with attention, judgment, or social-emotional regulation; physical restriction; or perceptual deficits, including deafness or visual impairment. *from CAG White Papers*

Key Elements:

1. The District will train parents, educators, administrators and counselors in, the characteristics of and appropriate interventions for giftedness and disabilities both at home and school.
2. Class schedules that allow these students to be placed in supportive, healthy environments with teachers who will attend to all of the student's special needs will be developed.
3. Assistive technologies that allow the students to express their ideas will be utilized.

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4. Collaboration and coordination between the District and Site GATE Coordinators, resource specialists and other case workers; including counselors, occupational therapists, and special education staff will occur to be sure that the student's giftedness is supported.
5. Articulation between elementary and middle schools, and middle and high schools will include discussions about each twice exceptional student to ensure smooth transition and the continuance of strategies that work.
6. Regional expertise will be provided by experts in the field when a school has little experience with the twice-exceptional student.
7. The District will support further research to determine how to most effectively support students who are underperforming, but have no obvious discrepancies that identify them as special education students, based on current assessments.
8. Special needs of GATE identified English Learners will also be taken into consideration and addressed in scheduling and planning.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
1.6.A:	host a regional expert on Twice Exceptional Students to discuss the needs of students with Administrators and with parents at the GAC meeting at least once every other year.	Meeting held ; Surveys Completed	District GATE Program Coordinator	End of First Semester, every other year
1.6.B:	conduct articulation meetings between elementary / MS GATE Teachers; and MS GATE Teachers and HS Honors Teachers.	Meeting held; Surveys Completed	District GATE Program Coordinator	Annually
1.6.C:	research best practices on how to effectively support underperforming GATE students.	Report prepared; shared with GAC and Board of Education as part of EOY GATE Report	Assistant Supt., Instruction District GATE Program Coordinator	Report to stakeholders & sites by June, 2018

Standard (1.7): A District GATE Coordinator is designated and responsible for advising and coordinating all aspects of the program.

Rationale: Research has found that a Coordinator must be designated to ensure that the district GATE program plan is implemented and that the agreed upon services are delivered. Research further shows that in districts in which the total time of at least one person is devoted to gifted education, far more students are adequately served.

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Intellectually Gifted students have more than just atypical academic needs. Intensity, perfectionism, and feelings of difference need to be explored with counselors; and when necessary, addressed with consultants.

Key Elements:

1. The District GATE Coordinator plans the overall structure of the district's gifted program in consultation with the GATE Advisory Committee, District Staff, and School Site Administrators. Implemented actions shall be conducted and assessed as to their effectiveness.
2. The District GATE Coordinator is responsible for overseeing the assessment of students referred to for identification. He/she ensures that school sites establish and maintain profiles of identified students. The District GATE Coordinator is responsible for maintaining a database of all identified gifted students.
3. The District GATE Coordinator oversees the completion of all administrative paperwork inherent in the program, such as evaluating data, sending information to parents, and completing funding proposals under the supervision of the Superintendent, or designee.
4. The District GATE Coordinator arranges articulation meetings of GATE teachers at least once a year.
5. The District GATE Coordinator conducts parent meetings in gifted education to disseminate information about the district program and to address issues of concern to parents of gifted students. The District GATE Coordinator also encourages parents' active participation in the district program and communicates with parents by phone and e-mail.
6. The District GATE Coordinator serves on district committees with general education responsibilities to provide support for intellectually gifted learners.
7. The District GATE Coordinator may attend and/or participate in IEP, 504 Plan, and Student Study Team (SST) meetings for identified "*Twice-Exceptional*" gifted students being served in the District GATE program.
8. The District GATE Coordinator facilitates meetings between GATE teachers and general education program teachers to plan appropriate instruction for intellectually gifted students in the regular classroom and to develop plans for offering differentiated instruction for intellectually gifted students in the regular classroom at each site.
9. The District GATE Coordinator is responsible for organizing and planning GATE teacher and administrator professional development activities throughout the school year and (if appropriate) in the summer.
10. The District GATE Coordinator is responsible for organizing, planning, and overseeing any district-wide GATE events, such as "pull-outs" and "pop-ups" during the school year.

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11. The District GATE Coordinator is responsible for maintaining the GATE section of the District website.
12. The District GATE coordinator are expected to maintain expertise by staying current on readings in the field, as well as by attending classes and conferences related to the field of gifted education.
13. It is the District GATE Coordinator’s responsibility to develop methods to effectively support students from underrepresented groups and their parents/guardians so that fully informed choices are made regarding available GATE participation options.
14. The District’s GATE Coordinator will seek assistance from the EL Coordinator for assistance with meetings, testing, and/or mailings to meet the needs of non-English speaking families.
15. The District GATE Coordinator will seek assistance from Special Education when necessary.
16. The District GATE Coordinator will maintain a library, open to parents/guardians and staff, with research related to GATE education, including meeting the social and emotional needs of gifted students.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
1.7.A:	prepare an annual Master GATE Calendar for each school year.	Calendar Completed	District GATE Coordinator	End of August, Annually
1.7.B:	schedule all GATE PD and training activities for each school year.	PD Calendar completed and uploaded on web-site	District GATE Coordinator	End of August, Annually
1.7.C:	evaluate the District GATE Program. Coordinator on an annual basis.	Evaluation completed	District GATE Coordinator’s Supervisor	End of April, Annually
1.7.D:	prepare, plan, and offer annual District GATE events.	Events held, surveys completed & results shared	Site and District GATE Coordinators	By May, Annually
1.7.E:	host an Annual GATE Conference.	Event held; Surveys completed	District GATE Program Coordinator	October, Annually
1.7.F:	conduct two separate District GATE orientation meetings for elementary and secondary parents (translation provided in Armenian and Spanish).	Events held	District GATE Program Coordinator; Asst Supt.	End of August each year
1.7.G:	establish a District GATE Library at the District office.	Area dedicated to GATE print materials	District GATE Coordinator	Completed

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Standard (1.8): Each comprehensive school site will have a Site GATE Coordinator, who is designated and responsible for advising and coordinating all aspects of the program at his/her school site.

Key Elements:

1. At elementary schools, the Site GATE Coordinator is the Curriculum Specialist.
2. At middle schools, the Site GATE Coordinator may be the principal, but can also be an assistant principal or teacher, as designated by the principal.
3. At high schools, the Site GATE Coordinator can be either the Assistant Principal of Instruction (API) or the Assistant Principal of Guidance (APG), as designated by the principal.
4. At the school site level, the Site GATE Coordinator is responsible for coordinating all site based events and activities for GATE students and parents.
5. It is the school Site GATE Coordinator’s responsibility to serve as the GATE testing coordinator for his/her school.
6. It is the school Site GATE Coordinator’s responsibility to be aware of all GATE programs and student placement practices at the school site. The Site GATE Coordinator should be able to explain these to parents who want to know more about site specific GATE programs, activities, and events.
7. The school Site Gate Coordinator will ensure that all site GATE parents receive the minutes and information from the GAC meetings.
8. The school Site GATE Coordinator will support all District events.
9. The school Site GATE Coordinator is responsible for being aware of all current information and communicating regularly with parents.
10. The school Site GATE Coordinator is responsible for maintaining a site specific email list.
11. The Site GATE Coordinator is required to attend a minimum of four hours of GATE Professional development every other year.
12. The Site GATE coordinators are expected to maintain expertise by staying current on readings in the field, as well as by attending classes and conferences related to the field of gifted education.

Both District and Site GATE Coordinators will be responsible for:

1. communicating at District and site GATE orientation meetings the district’s GATE options for parent/guardian participation.
2. providing information to parents/guardians regularly through conferences, meetings, phone/email contact, and the District website.

Standard (1.9): Each grade span (elementary, middle school, high school) will receive additional coordinator support to ensure that all aspects of the GATE Master Plan are implemented.

Item	Description	Achievement Marker/Metrics	Responsibility	Timeline
	<i>The District goal is to:</i>			
1.9.A:	provide more site coordinator support at all levels as funding becomes available.	Review budget annually.	Assistant Superintendent	TBD

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SECTION 2: IDENTIFICATION

BUSD's GATE identification procedures are equitable, comprehensive, and reflect the District's definition of intellectual giftedness and that relationship to current state criteria.

It is the goal of the District to expand efforts to locate students who may be "intellectually gifted." Once identified, these students should be provided stimulating and differentiated educational experiences.

The student population of the BUSD GATE Program should proportionately represent the student population of the District with regard to gender, race, ethnicity, and current efforts are focusing on increasing the numbers of students from underrepresented groups.

Standard (2.1): The nomination/referral process for assessment to enter the GATE program is ongoing and includes students in grades 3-12. Students in grades 9-12 will be identified in order to support them with resources for academic success and social emotional health.

Rationale: In order to ensure equal access to GATE services, the nomination and referral process must be an ongoing, integral part of the program; students in grades 4-12 are eligible for consideration for the gifted program and/or services. Once a student is admitted to the GATE program, he/she remains identified as Intellectually Gifted throughout his/her enrollment in the District.

Key Elements:

1. Student nomination forms are accepted at any time in the BUSD Instructional Services Department. See Appendix H for the GATE Program Nomination Form.
2. The District's *Search and Serve Process* screens for potential GATE students in grades 4- 12. It includes a universal screening of 3rd graders. For students in grades 4 – 12, this is done via outreach to parents, community, teachers, administrators, and support personnel. This outreach is accomplished via staff professional development and in-service trainings; information packets provided to teachers; articles in school newsletters, as well through the District web site; District electronic communications (email); and, parent meetings sponsored by the District and individual school sites.

Actionable Items:

Item	Description	Achievement Marker/Metrics	Responsibility	Timeline
	<i>The District goal is to:</i>			
2.1.A:	distribute HOPE Nomination forms to school sites.	School administrators have received the forms and distributed to staff	District GATE Program Coordinator; Site GATE Coordinators	November, Annually
2.1.B:	conduct a 3-12 th Grade GATE Parent Program and Identification	Meeting scheduled, publicized and held for	District GATE Program	December, Annually

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	Orientation meeting for interested parents before the assessment window begins.	all elementary and secondary schools.	Coordinator; Site GATE Coordinators	
2.1.C:	send letters home to parents re: explanation of the GATE nominating process (grade 4-12).	All letters have been sent home to parents of nominated students	Site GATE Coordinators	December, Annually
2.1.D:	return all GATE Assessment Nomination forms (4-12) to District GATE Coordinator.	All forms have been received by Coordinator	Site GATE Coordinators	By the end of the second week in December, continue annually
2.1.E:	meet at least twice each year with the ELD and Special Education Coordinators, Title I Coordinators and Intervention Specialists to address the extent to which English Learner, Special Education and Socioeconomically disadvantaged students are being serviced in the GATE program.	Meetings held	District GATE Program Coordinator; ELD Program Coordinator; Special Ed. Program Coordinator, Title 1 Coordinator, Intervention Specialist	Annually
2.1.F:	establish a GATE Identification Committee consisting of both Site and District staff for appeals.	Committee members shared at GAC meetings, first agenda & minutes	Assistant Superintendent, District GATE Coordinator	Annually
2.1.G:	develop a pre-identification observation tool.	Copy of Tool presented at GAC meetings and staff meetings	District GATE Coordinator	Shared Annually
2.1.H:	consider the practice of clustering potential GATE students in grades TK – 3.	Report on the research, including recommendations	Assistant Superintendent, District GATE Coordinator, GAC subcommittee	Research during 2017-2018 School year
2.1.I:	develop uniform criteria for the placement of “space available” students.	Copy of criteria presented at GAC meetings and staff meetings	Assistant Superintendent, District GATE Coordinator	Develop by December, 2018

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Standard (2.2): All children are eligible for the assessment process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.

Rationale: Intellectually Gifted students exist among all of the diverse populations in a district. Intellectually Gifted students, including those representing populations that are often underrepresented in GATE programs, frequently are not recognized by traditional referral processes.

Key Elements:

1. BUSD provides an equal opportunity for all students to be considered for the GATE program.
2. The search focuses on students who are believed to possess extraordinary potential or performance in the area of Intellectual Ability.
3. An active identification process is conducted by the District's GATE Coordinator. It involves teachers, counselors, psychologists, principals, parents, and students. This process is a critical step in the identification of gifted students because it is the only way many traditionally underrepresented students will be nominated as prospective GATE participants. The importance of site advocacy (in the search process) cannot be stressed enough. Clearly, if students are not nominated to be assessed for the GATE program, they may never have an opportunity to receive educational services commensurate with their abilities. Even though parents/guardians are able to refer children, many students need an opportunity for others to help identify those who should be nominated.
4. All students in grades 4-12 who are recommended for re-assessment (or first time assessment) by their parent(s), teacher(s), administrator(s), or counselor(s) shall be initially re-screened using the Cognitive Abilities Test- Form 7 (CogAT-7) assessment instrument.
5. Any student who scores within 2 percentage points of the District's CogAT-7 Criteria for admission to the GATE program will be automatically nominated for re-assessment the following year.

Standard (2.3): The District establishes and implements research based assessment tools for searching for gifted students. All data are used to ensure equal access to program services. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual.

Rationale: Equity can only be ensured when a variety of methods are used to seek out potentially gifted students.

Key Element:

To be identified as *Intellectually Gifted*, a student must attain a qualifying score on a District authorized test of abstract thinking and mental reasoning. To screen for Intellectual Giftedness, BUSD, in the past, has used the Pearson OLSAT- 7 assessment tool. In the 2016-2017 school year, the District changed its initial assessment instrument from the OLSAT-7 to the CogAT-7.

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General Information about the CogAT-7:

The Cognitive Abilities Test (CogAT) is a multiple choice test published by Riverside Publishing. It is used to measure cognitive development among children. The CogAT-7 is often used to identify gifted children for admissions into gifted and talented programs across the United States. It was first published in 1968. The most current version of the CogAT, the CogAT Form 7, was published in 2011.

The CogAT-7 has **three independent batteries**: Verbal, Quantitative, and Nonverbal. These batteries measure the student's learned reasoning abilities in the three areas most closely related to success in school. Users can administer one, two, or all three batteries, depending on their needs and the needs of their students.

- Each battery has subtests that make use of three **different test formats**. Measuring with multiple formats rather than the same format on all items increases both the fairness and the validity of the scores students obtain.
- Educators who administer all three batteries of *CogAT* obtain an **ability profile** for each student. This code summarizes the pattern and level of the student's scores on the three batteries. The ability profile code is explained and linked to specific instructional suggestions in the Interactive Profile Interpretation System at: www.CogAT.com.

GATE Identification Process Components

1. **GATE Identification Search & Serve Process** -completed prior to March 1 of each school year

Before the testing occurs in Grade 3:

- An informational letter is sent to all 3rd Grade parents and guardians to explain the universal screening process and invite them to a pre-screening District informational meeting.
- IEP and 504 accommodation information is gathered and processed prior to administering the testing. Necessary modifications are arranged for students whose IEP's or 504 plans require them for testing.
- District Coordinator will review all standardized assessment data to look for potential students to consider for screening.

2. **Screening of 3rd Grade Students:**

- Certificated classroom teachers, administrators, or counselors are trained to administer the CogAT7 screener to ALL 3rd grade students at each site under standardized testing conditions during the month of January.
- In order to account for any risk-factors, students scoring in the 80th percentile or higher overall on the screener will be invited to take the full CogAT7 assessment.

3. **Criteria for Immediate Qualification**

- The full CogAT7 assessment is made up of three sections, called batteries: the Verbal Battery, the Quantitative Battery, and the Nonverbal Battery. Students must pass 2 of the subtests with a score in the 90th percentile or higher.

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4. Criteria for Student Rescreening

- Students not qualifying immediately (via the CogAT-7) are reviewed by the GATE Identification Committee based on:
 - A. CogAT-7 score on 2 subtests of no less than 88%
or
 - B. Risk factors as identified in the Master Plan (socioeconomic status, language, health, designated special education, etc.),
or
 - C. A student in a sub-group that suggests s/he might have a lower than accurate CogAT-7 test score because of the student's cultural background (examples: lower socioeconomic status, lower parent education level, English Learner status)
 - D. A teacher, parent, or administrator can file an appeal or nomination on behalf of a student, requesting that the GATE Identification Committee consider additional information in qualifying the students. Other information that can be used in consideration for inclusion in the program includes the HOPE nomination scale, overall composite score on the CogAT, scores from other identification tools for giftedness, student interview, and/or information from an alternative test, such as, the Wechsler Intelligence Scale for Children, Version V (WISC-V) or the Wechsler Non Verbal Scale of Ability (WNV).

5. Rescreening Qualifying Process and Criteria

- All students in grades 4-12 who do not qualify for the program in 3rd grade can be nominated yearly by parents, teachers, administrators, and or counselors.
- The District GATE Coordinator will maintain a list of recommended students to be rescreened based on all the data related to identification. This data includes the HOPE nomination scale, previous scores on the CogAT, scores from other identification tools for giftedness, student interview, and/or information from an alternative test, such as, the Wechsler Intelligence Scale for Children, Version V (WISC-V) or the Wechsler Non Verbal Scale of Ability (WNV).
- Students will be rescreened using the same process as the 3rd grade testing. Students will be given the screener portion first followed by the full assessment if the student scores in the 80th percentile or higher.
- Screening tools will be available in the student's primary language if the primary language is English, Armenian or Spanish. Other languages will be accommodated to the fullest extent possible.
- The GATE Identification Committee will determine if additional assessment is necessary, and what form of assessment will be used based on the student's nomination/appeal form. The WISC-V can be used for identification.
- A student will be eligible for program participation: (1) if he/she achieves a Full-Scale Intelligence Quotient (FSIQ) score of 125 or higher, or (2) if he/she achieves a score of 130 on one or more of the five WISC-V subscales.
- In order to meet program eligibility requirements using the WNV, a student must achieve a Full Scale score of 125.

6. Program Placement

- Options: GATE classrooms at the middle school (as determined by district requirements),

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will be filled in 6th through 8th grades.

- Parents/guardians of GATE identified students shall submit an Intent Form to request placement in GATE classes once the student is identified, which keeps them opted into the program each year thereafter.
- Students whose parents/guardians request placement in GATE classes are offered admission to the program if they meet the scoring criteria as stated in key element 7, Qualifying Scores for Intellectual Ability.
- At the middle school level, parents may accept participation in all or part of the GATE classes offered. Even if parents accept partial placement (ie. only in English and Science), the student is still considered to be enrolled in the GATE program.
- The GATE Coordinator will inform school principals of identified students prior to April 1st of the current school year.
- Placement notification for the following year will be sent to parents by April 15th of the current school year.
- The district will provide an informational meeting between April 15th and May 1st for parents of newly identified students.
- Parental commitment to the program for the following year (in writing) is required by May 15th of the current school year.
- Individualized counseling will be offered to parents/guardians of students new to the district and with identified risk factors (see p.17), including special education, to ensure the parent/guardian makes an informed decision about their student's placement.

7. Qualifying Scores for “Intellectual Ability”

- A. An intellectually gifted student with no risk factors:
 - CogAT-7 Test data indicating that on a test of intellectual reasoning, the student has attained a minimum total score of 90% on at-least two of the assessment's subtests.
- B. An intellectually gifted student with **one** risk factor:
 - CogAT-7 Test data indicating that on a test of intellectual reasoning, the student has attained a minimum total score of 88% on at-least two of the assessment's subtests.
 - Verification of risks factor that are present.
 - HOPE Nomination Scale is commensurate with a profile of a gifted student.
- C. An intellectually gifted student with **two or more** *risk factors**:
 - CogAT-7 test data indicating that on a test of cognitive abilities, the student has attained a minimum total score of 86% on at-least two of the assessment's subtests.
 - Verification of risk factors that are present.
 - HOPE Nomination Scale is commensurate with a profile of a gifted student.
 - Students who are within 2 percentile points of qualifying will qualify if they have an overall composite score in the 90th percentile or above or an overall profile in the 8th or 9th stanine.
 - Borderline cases who do not qualify using the above tiebreaker will be referred to the GATE Identification Committee for a final decision on placement using all available information. This information may include the HOPE nomination scale, previous scores on the CogAT, scores from other identification tools for giftedness, student

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interview, and/or information from an alternative test, such as, the Wechsler Intelligence Scale for Children, Version V (WISC-V) or the Wechsler Non Verbal Scale of Ability (WNV).

- D. If during the course of the IEP process, a student in any grade is assessed with the WISC V or WNV with a full scale score of 125 or higher, or a score of 130 or higher ***on any of the WISC-V's five subscales***, he/she should be referred to the District GATE Coordinator.
- E. Students in grades K-12 will automatically qualify as Intellectually Gifted, if they score 130 or higher on the WISC-V or WNV. The information will be provide to the school site, and the student will be automatically placed in the GATE program in grade 4. However, the student will not have to be tested again.

Test of Cognitive Abilities	
CATEGORY	TOTAL SCORE
An Intellectually Gifted Student with <u>NO</u> Risk Factors	At Least 90% <i>Overall score on 2 or more sub-tests</i> -or-
	<i>90th percentile in one subtest and 87-90th percentile in another subtest combined with a composite score of 90th percentile or profile in the 8th stanine</i>
An Intellectually Gifted Student With <i>One</i> RISK FACTOR	At Least 88% <i>Overall score on 2 or more sub-tests</i>
An Intellectually Gifted Student with <i>Two or more</i> RISK FACTORS	At Least 86% <i>Overall score on 2 or more sub-tests</i>
ALL Students	<i>Students must score at least 75th percentile in the non-verbal section if their qualifying sections are verbal and quantitative</i>

8. *Risk Factors Defined

The following seven risk factors may impact a student's potential or performance on tests of school ability and/or achievement. The presence of these variables will be documented by a review of school records or a statement from the administrator, teacher, or parent. Appropriate consideration is given to students who are impacted by these factors:

- **Economic:** parent unemployed; low /single parent income; participation in free-reduced lunch

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programs

- **Environmental:** lack of preschool/kindergarten experience; poor attendance due to concerns with home responsibilities; and/or transiency and study time; unsettled family life
- **Health:** designated instructional services for ongoing (or current significant) health issues for students on 504 plans.
- **Special Education:** designated instructional services for students on active IEP plans.
- **Language/Cultural:** lack of proficiency or verbal fluency in English; or designated EL student.
- **Social/Emotional:** emotional adjustment factors resulting from personal or family trauma including chronic illness, death, family separation, extended absence of a parent, remarriage, and/or frequent moves.
- **Foster and/or homeless student designation.**

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**All risk factors will be verified by GATE Identification Committee.*

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
2.3A:	inform all principals, support staff, and teachers about the nomination process, assessment, and appeals process.	Information has been shared at principals' meetings, AP and CS meetings, and with staff at faculty meetings. Assessment process chart is posted on BUSD website	Asst. Supt., Instructional Services; District GATE Coordinator ; Site Principals	Completed Will review annually
2.3.B:	administer the Screening tool of the CoGat-7 for all students in grade 3 and other nominated students in grades 4-12.	All 3 rd graders and all nominated 4-12 th graders are assessed using the CoGAT-7 instrument	Site GATE Coordinators; District GATE Coordinator	January, Annually
2.3.C:	inform parents as to status of students, based on CoGAT-7 scores.	Admittance and non-admittance letters sent home to parents; parents of students who scored in 88 th and 89 th percentile notified of alternate assessment opportunity	Site GATE Coordinator District GATE Coordinator; Assistant Supt. Instructional Services.	April, Annually
2.3.D:	provide an opportunity for eligible (students new to the district or students who were not assessed during the regular school year) students to be assessed or re-assessed during the summer.	Parents of all qualifying students informed of identification process.	School Site Staff District GATE Coordinator; Student Services	Summer, Annually

Standard (2.4): The GATE Coordinator actively searches for referrals among underrepresented populations. Referrals are sought from classroom teachers, principals, counselors and parents using the HOPE Nomination Scale.

Rationale: To ensure that students are observed from different perspectives, all individuals who interact with students must have the opportunity to refer them for consideration. Students whose intellectual giftedness may be masked by factors such as language or cultural barriers or poverty must especially be sought out.

Key Elements:

1. The District will provide information about the GATE program and the identification process to parents / families of traditionally underrepresented populations.
2. Student nomination forms for grades 3-12 may be accepted at any time at the student's school. All nominations will be forwarded to and archived by the District GATE Coordinator.

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3. The formal search and nomination of potential candidates in grades 4th-12th begins in October.
4. Students in grades TK – 3 prior to identification who exhibit extreme exceptionality will be referred to the Student Study Team (SST), which includes the District GATE Coordinator to develop a plan to meet his or her needs.
5. Students in grades 7-12 who are placed in an alternative setting will be referred to the SST team, which includes the District GATE Coordinator, to develop a plan to meet his or her needs.

*The Student Study Team (SST) is a team of stakeholders that meet to address the needs of a particular student. The team includes a school administrator, teacher, parent, student, school psychologist, and other personnel as needed.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
<i>The District goal is to:</i>				
2.4.A:	provide Spanish and Armenian translations of all GATE Identification information and forms that are sent home. Every effort will be made to provide translation into other languages, when necessary.	No District GATE forms or information sent to parents / families without written translation; no site forms are sent home without translation when 15% or more of students speak either Spanish or Armenian	District GATE Coordinator; Site GATE Coordinators, District ELD Coordinator ; Site EL Coordinators	Annually
2.4.B:	begin outreach to underserved populations at Title 1 Schools.	District GATE Coordinator has met with each Title 1 Principal and addressed that school's plan for ensuring all families (especially those from traditionally underserved populations) are provided with every opportunity to learn about the GATE program	District GATE Coordinator; Site Principals	First semester, Annually
2.4.C:	grow GATE identification of ELs to at least 2% and students receiving SPED services to at least 4%.	Our goal is to grow identification of ELs to at least 2% and students receiving SPED services to at least 4%.	District GATE Coordinator Site GATE Coordinators Classroom teachers	Each year until they are proportionally represented

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2.4.D:	present GATE program information to parents at Title 1 DAC, Special Education DAC, and DELAC meetings.	Information about the GATE program is agendaized and presented (and included in the minutes of) Fall and Spring DAC and DELAC Meetings	Assistant Supt., Instructional Services., District GATE Coordinator; ELD Coordinator	Annually
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Standard (2.5): Students may be nominated for GATE testing more than once throughout their tenure in the District, but may be tested only once per calendar year.

Rationale: No nomination or identification process is 100% accurate. In order to eliminate the possibility of bias and to guarantee the opportunity to be evaluated more than one time, it is necessary to accept referrals for a student more than once.

Key Elements:

1. Students may **not** retake any specific mental reasoning or school ability test administered by GATE staff more than once during a 12 month period.
2. For purposes of admittance to the GATE program, the WISC-V or the WNV may be taken only once every three years.
3. Burbank Unified School District will not accept outside/private testing reports unless those reports show that the assessment given was the CogAT-7 exam, and that assessment was administered by staff at a previous school district.
4. Assessments completed by outside (private) practitioners are not accepted in lieu of the District GATE Identification Process, but may be reviewed by the GATE Identification Committee.

Standard (2.6): Training in the identification of potential GATE students is appropriate for administrators, teachers, support personnel, and parents.

Rationale:

Interaction with students varies by the role an individual plays in the educational system. An administrator or counselor, for example, interacts with students from a different perspective than a classroom teacher. In order to ensure that students are evaluated from various perspectives, it is necessary to provide training for individuals in a variety of positions within the school and district.

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Item	Description	Achievement Marker	Responsibility	Timeline
<i>The District goal is to:</i>				
2.6.A:	train staff in the identification of potential GATE students.	All staff responsible for identification referrals are trained. Sign in logs	District GATE Coordinator	Annually

Standard (2.7): The District maintains data on nominees and includes this information when considering reassessing students who have been referred more than once.

Rationale: Data from previous referral(s) provide useful information for the GATE Identification Committee to evaluate a student who has been previously referred.

Ongoing Implementation:

1. In November and December, data about 3rd grade students' risk factors as well as those factors highlighting the potential for a gifted identification, should be gathered by the Site GATE Coordinators. This information will then be forwarded to the District GATE Coordinator for the GATE Identification Committee use in the identification process.
2. Information gathered during this process in 3rd grade will be included in the evaluation of students who test again.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
<i>The District goal is to:</i>				
2.7.A:	review site and district data on potential GATE students with risk-factors.	District GATE Coordinator has received names and descriptions of risk factors	Site GATE Coordinators	November, Annually

Standard (2.8): Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.

Rationale: Information regarding the status of a nominated student should be provided to parents and all who interact with that student in the school setting so that appropriate plans can be made in a timely manner. Teachers and parents who may have questions or desire more information are entitled to know the procedure to obtain that information.

Key Elements:

1. If a student doesn't meet the CogAT7 qualification criteria, the appeals process is as follows:
 - a. A parent, teacher, or site coordinator must fill out an appeal form and submit it to the District GATE Coordinator.

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- b. District GATE Coordinator gathers all available data on the student in question. This may include interviews and/or observations of students.
 - c. Within 60 days of the submission of an appeal form, the GATE Identification committee will convene and meet with the student’s parents/guardians to determine if the student is eligible to be re-assessed with the WISC V or the WNV.
 - d. The WISC V or the WNV will be administered by a school psychologist. If a student scores a full scale score of 125 or higher, or 130 or higher on a single index on the WISC, they qualify for the GATE program.
 - e. If the student does not meet this criteria, the student may be nominated to take the CogAT7 the following year.
 - f. The appeal process resulting in a rescreening using the WISC may only be done once in their tenure as BUSD students.
2. Test results are forwarded to the school sites, and it is the responsibility of the school’s Site GATE Coordinator to meet with teachers, so that staff may use data for student placement and services for the upcoming year.
 3. Once all of the testing and *Search and Serve* processes are completed, letters are mailed to parents explaining the results of student testing.
 4. A district meeting will be convened for all parents of newly identified students to educate them about gifted children and the BUSD GATE program. The District GATE Coordinator will reach out to parents who did not attend the meeting so that all families are informed about the nature and impact of a gifted identification.
 5. All parent appeals shall be reviewed by the GATE Identification Committee and processes completed before placement of any student is determined.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
2.8.A:	inform teachers, counselors, and administrators of the appeals process and alternate assessment instrument.	District GATE Coordinators has shared this information at separate meetings, and the information is clearly posted in the GATE section of the BUSD website	District GATE Coordinator	Annually
2.8.B:	inform parents of the appeals process and alternate assessment instrument.	GATE Parent Program Information night events held for parents in grades 3-12	District GATE Coordinator	Annually
2.8.C:	inform parents of GATE assessment results from the	Letters mailed home to parents	District GATE Coordinator	Annually, February

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	CoGAT-7 instrument.			
2.8.D:	review parent appeals and notify parents of appeal status.	Letter mailed home to parents who have appealed	District GATE Coordinator	Annually, March

Standard (2.9): Transfer students are considered for identification and placement in a timely manner.

Rationale: The educational program for transfer students must continue with as little disruption as possible.

Key Elements:

1. Students transferring into Burbank Unified School District schools, (who were previously identified as GATE students in another school district, and whose parents wish for them to gain admission to the BUSD GATE program) are requested to submit their GATE identification records from their previous school district. If the qualification meets BUSD’s criteria (90% in two of the CogAt-7 subtests –or a 125 full-scale score on the WISC-V or WNV- or a score of 130 on any single subscale of the WISC-V.), students are placed in GATE classes immediately. Classroom teachers should be advised as to the student’s GATE status in a timely manner.
2. The registration form for transfer students will include a section, so that parents can identify if their children were previously identified as GATE in another school district.
3. Transfer students who have been identified as GATE eligible in another district but whose scores are not commensurate with BUSD requirements may be re-evaluated to determine if they qualify in BUSD. This ensures equity of access for all students.
4. When they registered to enroll in school, transfer students (in grades 3-12) who have not already qualified through BUSD identification criteria, will be offered the CogAT-7 Screener during the summer to determine if they may be eligible to take the full test, to qualify for the GATE program. If students miss the summer new enrollee testing, or transfer in the middle of a semester, students will be tested during the normal testing window. Parents will be offered the chance to opt-out of this process.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
2.9.A:	review student records of incoming transfer students referred to District GATE Coordinator by Student Services Department and school sites.	All incoming transfer students (3-12) have been checked for GATE status in previous district by District GATE Coordinator	Safety and Student Services Director District GATE Coordinator	Ongoing

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Standard (2.10): Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year-to-year. If a GATE student attends an alternative school setting, the District Coordinator will work with the school site staff to ensure appropriate services.

Rationale: While GATE students may not always perform to expectations, they are still identified as GATE. They are entitled to an objective evaluation of participation and of GATE services to meet their needs which is best provided through the Student Study Team (SST) process.

Key Elements:

1. *Intellectually gifted* students are identified for the duration of their attendance in BUSD. A GATE student's parent or guardian may request program removal, but the identification as a GATE student is maintained. On the rare occasion a parent or guardian asks for the information to be expunged from the student's records, the GATE identification will be removed.
2. Should an *intellectually gifted* student choose to leave the GATE program, he or she is encouraged to participate in an exit interview with his/her *family and* the GATE Coordinator to resolve any questions or concerns and to facilitate the most beneficial future placement.
3. Further, students may not be removed from GATE programming until an SST has been held that includes both parents and the District GATE Coordinator. Clear goals should be made to increase student success within the program before any change is made.
4. Identified students in an alternative setting such as CDS are still eligible for GATE services and programming. Should a student be placed at one of these sites, a plan should be developed to meet the intellectual and social emotional needs of the student.

Standard (2.11): Upon parent request, the District will provide identification information that the parent may take to a new school or district.

Rationale: It is important for a child to receive GATE services as soon as possible upon moving to a new school or district. When parents/guardians deliver the GATE information from the prior district, the evaluation/assessment process can begin immediately.

Key Elements:

1. Students transferring out of BUSD to another district may receive copies of GATE identification information, as well as grades and attendance records upon request by the parent/guardian or receiving school.
2. The Site GATE Coordinator will provide a letter and accompanying materials if requested by the parent/guardian or the receiving school.
3. The Site GATE Coordinator will follow up with communication to the school to which the student is transferring, if possible.

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SECTION 3: CURRICULUM AND INSTRUCTION

Burbank Unified School District will provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of intellectually gifted students, based on philosophical, theoretical, and empirical support.

Rationale: Intellectually Gifted students require complexity, depth, and acceleration in their learning. They characteristically delve deeper into the curriculum and seek more complex understanding than their peers. Intellectually Gifted students commonly have comprehension and vocabulary levels far beyond their grade level peers. Their educational needs require that modification and differentiation of the curriculum be in place so that intellectually gifted students' needs, interests, and abilities can be addressed and their continuous progress can be ensured.

In order to meet the needs of gifted learners, teachers utilize a variety of appropriate instructional models that include, but are not limited to: large and small group instruction, homogenous/heterogeneous grouping, teacher/student-directed learning, and multiple opportunities for independent study. Appropriate resources and technology support the delivery of this curriculum.

Standard (3.1): Differentiated curriculum is in place that responds to the needs, abilities, and interests of intellectually gifted students. Curriculum should facilitate the ability of each student to meet and exceed the core curriculum standards.

Differentiation is valuing and planning for diversity in students. It is designed to address content as well as students learning and affective needs (Tomlinson, ASCD 2014).

Key Principles of Differentiation:

1. **ENVIRONMENT**-Offer each student a caring, secure, challenging, and supportive learning environment.
2. **CURRICULUM**-Provide a meaning-rich curriculum that is designed to engage learners and built around clearly articulated goals known to both teachers and students.
3. **ASSESSMENT**-Use persistent, varied, and differentiated formative assessments to ensure that teacher and students alike are aware of student status relative to the specified learning goals, and that teacher and student alike know what next steps are most likely to propel a given learner forward.
4. **INSTRUCTION**-Plan instruction based on formative assessment information to attend to whole-class, small-group, and individual differences in readiness, interest, and approach to learning.
5. **CLASSROOM LEADERSHIP&MANAGEMENT**-Work with students to create and implement classroom management routines that allow both predictability and flexibility (Tomlinson & Murphy; 2015).

This differentiation, which for intellectually gifted students may focus on depth, complexity, appropriate pacing, and novelty, is but one part of the whole picture. The curriculum must also provide for the balanced development of critical, abstract and creative thinking, high-level problem solving, advanced levels of research and curricular

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content, and products which are both appropriate and authentic, so that each individual within the program is able to match his/her potential.

Differentiation is an integral part of the *California Standard for the Teaching Profession*. Available at <http://www.btsa.ca.gov/resources-files/Final-Continuum-of-Teaching-Practice.pdf>.

Of the six standards for the teaching profession the following are particularly germane to differentiation:

- All of Standard 1 –*Engaging and Supporting All Students in Learning*
- Standard 2.4-*Creating a Rigorous Learning Environment with High Expectation and Appropriate Support for All Students*
- Standard 3.6- *Addressing the Need of Students with Special Needs to Provide Equitable Access to the Content* (advanced learners are specifically named)
- All of Standard 4-*Planning and Designing Learning Experiences for All Students*
- Standard 5.4- *Using Assessment Data to Establish Learning Goals and to Plan, Differentiate, and Modify Instruction*

*See Appendix G for “Novice-to-Expert Continuum for Teacher Development.”

Differentiating and individualizing the curriculum provides equity for learners who may have the content mastered when the year begins. The resulting differentiated assignments reinforce the needs, interests, and abilities of the intellectually gifted, while helping them develop ethical standards, healthy self- concepts, sensitivity, responsiveness to others, and contributions to society. Through differentiation, learners will be challenged to think both deeply and complexly to increase depth of knowledge and thinking skills.

Key Elements:

1. Elementary students identified *intellectually gifted* are entitled to differentiated curriculum. Differentiated program offerings may include enrichment in the regular classroom, ability grouping for reading and/or math, writing *individual learning plans*, and acceleration techniques such as compacting, pretesting, etc.
2. It is the school site principal’s responsibility to ensure that his/her GATE teachers have participated annually in professional development activities that address the needs of their GATE students.
3. It is the school site principal’s responsibility to verify that GATE students are benefiting from an instructional program that addresses their unique academic and intellectual needs. The school site principal assesses the quality of his/her GATE program via observation and by discussing program elements with the classroom teachers who provide GATE instruction.
4. It is the school site principal’s responsibility to facilitate coaching opportunities if he/she determines that a GATE teacher needs more support to implement the GATE instructional program in his/her class.
5. Articulation meetings involving all GATE teachers from sites with self-contained programs are provided on a regular, on-going basis. GATE teachers meet at their sites to plan between gradelevels.
6. When staffing both clustered and self-contained GATE classes, site administrators will take into consideration not only Master Schedules, but also the ability and interest of staff to effectively teach gifted students, based on prior training and experience.

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7. The Instructional Service Department maintains a library of research and materials related to teaching strategies for intellectually gifted learners and materials related to character building and ethics.
8. Teachers of GATE students in self-contained and clustered classrooms from all grade levels have opportunities to meet together to support each other and discuss teaching and learning strategies.
9. GATE students have multiple opportunities to use higher level thinking and creative problem solving across the curriculum.
10. Interdisciplinary units are an integral part of the regular curriculum for gifted learners.
11. GATE students use learning resources that may be advanced but are commensurate with their reading comprehension and interest levels.
12. Time management, study skills, and growth mindset strategies are an integral and continuous part of the regular curriculum for gifted learners.
13. Each school year, there will be at least one all-day pull out academic enrichment activity event for students in grades 4-8.
14. District staff, working with high school site staff and the GATE Master Planning Committee, will continue to explore the possibility of alternative learning options/ opportunities for high school students.

Actionable Items:

Item	Description	Achievement Marker /Metrics	Responsibility	Timeline
	<i>The District goal is to:</i>			
3.1.A	provide training at least every other year on the GATE program for Principals and Assistant Principals with responsibility for the program implementation.	Calendar of Professional Development, Agendas, Minutes	Assistant Superintendent District GATE Coordinator	Every other year
3.1.B:	provide all GATE teachers and site administrators with the rubric that illustrates the continuum of quality regarding the five key elements of instructional differentiation for students.	Master list of GATE teachers and administrators who have received rubric	District GATE Program Coordinator; Site Principals	Annually
3.1.C:	require each elementary and middle school to provide a description of how students are placed in GATE classes and	Descriptions posted in the GATE area of the BUSD web site.	Site Principals (for providing content);	Annually

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	how instructional differentiation is provided to GATE students to the District GATE Coordinator.		District GATE Coordinator (for posting content)	
3.1.D:	require Principal observations of GATE classes using the GATE Walk-Through instrument; and feedback meetings with GATE teachers.	Evidence (dates) that each principal has observed and met with each GATE teacher to discuss how differentiation is occurring in the classroom; District GATE Coordinator will summarize findings	Site Principals	At the end of each semester, Annually
3.1.E. a:	provide District-wide grade level enrichment events for GATE students during school hours including, but not limited to, push-in activities and lunchtime activities.	All enrichment events are scheduled and placed on the District's GATE calendar	District GATE Coordinator	Annually
3.1.E. b:	Provide District-wide grade level enrichment opportunities for GATE students and/or families outside school hours, including after school activities and family night.	All after hour enrichment activities are scheduled and placed on the District's GATE calendar	District GATE Coordinator	Annually
3.1.F:	facilitate meetings with Assistant Superintendent and District GATE Coordinator and representatives (teachers and administrators) from both comprehensive High Schools.	Meeting scheduled, agenda created and held. Report provided to GAC by Assistant superintendent, Instructional Services	Assistant Superintendent, Instructional Services	Every other year.
3.1.G:	inform parents and staff of the sequence of math courses offered in middle school and high school.	Updated course sequence information is posted in the GATE area of the BUSD web site	District GATE Coordinator	Annually
3.1.H:	provide parents of GATE students with detailed information about the instructional and curricular programs at their school.	GATE Orientation meetings held (and curriculum / instructional programs addressed) for elementary and middle school parents	District GATE Coordinator	Annually
3.1.I:	decrease the number of underachieving GATE students receiving D's, F's, or 1's by at least 1% overall.	Currently, 10% of all identified students are receiving at least one D, F, or 1. A review of grades each semester or Trimester	District GATE Coordinator Classroom Teachers	Annually

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		should indicate a 1% decline in this statistic.	Support Staff	
3.1.J:	explore models in CA high schools that successfully incorporate student created learning plans.	Report on research, including recommendations	Assistant Superintendent, District GATE Coordinator, GAC subcommittee	Research During 2017-2018 school year

Key Elements of the Curriculum by Content Area

Once a child is identified, the following service options are available to parents:

1. Elementary students:

Identified *intellectually gifted* students placed in the GATE program will receive differentiation via cluster grouping, flexible grouping, and/or individualized plans.

Language Arts-

- Multiple strategies for assessing students’ readiness at the beginning of each school year will be employed. Teachers will plan lessons, activities, and teaching strategies that are commensurate with the students’ abilities and interests.
- Lists of reading materials; especially those dealing with ethical issues, complex themes, social and personal issues, philosophical inquiry, and advanced sources for building complexity across the curriculum, are updated regularly by district and site coordinators and teachers and made available to all teachers.
- Academic and discipline specific vocabulary is used to expand and deepen student vocabulary.
- Students have ample opportunity to choose processes and products that help them pursue personal interests and strengths.
- Students participate in activities and projects to develop analytical thinking and application of skills and ideas. These may include but are not limited to use of Depth and Complexity Icons, work employing Webb’s Depth of Knowledge levels 3 and 4, independent study projects, and Socratic seminars.

Writing -

- Students’ work will be assessed using varied assessment strategies. These should include but are not limited to formative assessments, performance tasks, and rubrics.
- Students will engage in novel, relevant, purposeful writing in order to meet or exceed standards in all areas of writing. Students will explore various genres, perspectives, audiences, and formats with increased depth and complexity. Teachers will mentor each student according to his/her needs and interests.

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- Students in grades 6-12 will have opportunities to enroll in classes such as:
 - Journalism
 - Honors English
 - Language and Literature, AP
 - GATE English / Language Arts

Speaking -

- Students in grades 4-12 will have multiple opportunities to develop oral presentation skills via debate, presenting reports of information, presenting speeches, reciting poetry, and participating in plays.
- Students in grades 6-12 will have opportunities to enroll in classes or clubs such as:
 - Musical Theatre
 - Drama
 - Broadcast Journalism
 - Mock Trial
 - Debate

Reading -

- Students in grades 4-5 will have opportunities to participate in advanced reading/literature via leveled “Power Hour” groups, as well as leveled reading material, and independent study.
- Students in grades 6-12 may enroll in designated GATE, Honors, and Advanced Placement courses such as:
 - Middle School Classes: English Language Arts, GATE
 - High School Classes: English Language Arts, Honors; Literature and Language, AP

Math –Elementary School Students

- Grades 4-5- Multiple options are available to all identified GATE students and are determined by each individual site/teacher:
 - Enrichment and acceleration will be provided within each classroom and cluster or flexible grouping utilizing flexible grouping and/or leveled classes.
 - Students learn at their readiness levels by regrouping by grade level within a student’s own school grade level in small and whole group settings, accelerated instruction in GATE classrooms, or placement in a higher grade level for math.
 - Students may learn at an appropriate pace through placement in a higher grade level at another school within the district (such as elementary students taking math at the middle school or Burbank School for Independent Study.)
 - Students may seek concurrent enrollment at an institution of higher learning in math.
 - Students have the opportunity to participate in District and County Math Field Day events.

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2. Middle School Students:

- a. Identified *intellectually gifted* students placed in the GATE program will be served in self-contained GATE classes at Jordan Starr Middle School, Luther Burbank Middle School, or John Muir Middle School

Self-contained GATE classes include:

- GATE English, Social Studies, and Science 6
- GATE English, Social Studies, and Science 7
- GATE English, Social Studies, and Science 8

3. High school students:

- Identified *intellectually gifted* students may participate in English Honors *and/or* Advanced Placement *and/or* Honors classes available in mathematics, science, English, social studies, music, foreign language, and art. A GATE student may be concurrently enrolled in post-secondary programs, such as: the *Accelerated College Entrance Program* at California State University, Los Angeles; and, dual enrollment in community college courses at our District high schools. The District plans to continue to offer services to high school GATE students, to ensure that their academic and social-emotional needs are being met. Acceleration in mathematics or foreign language may result in students being concurrently enrolled at the high school or, occasionally, in college.

Mathematics -

- Grades 6-12 - As students continue into middle school and high school, they enter those classes for which they qualify, including:
 - Accelerated Math 6B or 6C
 - Algebra I
 - Geometry
 - Algebra II/Trigonometry
 - Pre-Calculus
 - AP Calculus – both AB and BC
 - AP Statistics
 - Mathematics courses offered through institutes of higher education

Social Science -

- Grades 4-12 GATE students are taught using a number of instructional strategies and activities:
 - Students are encouraged to acquire the information at their own accelerated pace.
 - Students have access to expository sources commensurate with their readability and comprehension levels.
 - Students go into depth in their studies by looking at the same information from different points of view, by examining the underlying ethical principles of an issue, by looking for patterns and trends, by discovering and pondering unanswered questions, by stating the rules that apply to concepts, by looking at details, and by

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- learning to use language appropriate to each study.
 - Students study the complexity of issues by understanding how different disciplines view the same event, by defining relationships between and over time, and by multiple and/or opposing viewpoints.
 - Students may study overarching themes (e.g. power, change) as they apply to social studies and interdisciplinary units.
 - Study of the social sciences stresses the use of higher order thinking skills, including applying knowledge, analyzing information, synthesizing ideas, and evaluating outcomes using criteria; students also use creative thinking skills as well (such as redesigning and substituting).
 - With the guidance of the classroom teacher student activities include multiple opportunities to pursue independent interests pursuant to their studies, including personal research.
 - Students may be grouped according to interest and ability, within or across classes at the same grade level, in pairs or small groups.
- Secondary level offerings continue opportunities to be placed in honors and/or Advanced Placement classes, as well as concurrent higher education.
 - AP European History
 - AP Psychology
 - AP World History
 - AP U.S. History
 - AP Government
 - AP Economics

Science -

- Grades 4-12 GATE students are taught using a number of instructional strategies and activities to differentiate the content standards:
 - The State content standards are used as the foundation; students will acquire additional information through a variety of research techniques.
 - With the guidance of the classroom teacher students do independent research on topics of interest within a unit to motivate and deepen their understanding of the content.
 - Students, working in small groups or independently, use scientific method to perform experiments through a process that includes the application of observational and analytical skills.
 - Students, working in small groups or independently, develop their own experiments using the scientific method; this process allows them to apply the scientific method, to learn how to design experiments, and to understand how to record data and make and verify predictions.

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- Students, working in small groups or independently, develop models or include technology as visual representations of concepts and processes.
 - Students discuss in class or in small groups the connections among events and their relationships to each other.
 - Students examine in class or in small groups the ethical principles of an issue by looking at the details, discussing the possible effects, defining the different viewpoints, pondering unanswered questions, and predicting future impact.
 - Activities may include, but are not limited to, independent and group research, debate, independent and group experiments, computer simulations, and ethical studies.
- Grades 6-12 GATE students will have opportunities to be placed in:
 - Sciences 6-8, GATE
 - Biology, Honors
 - AP Biology
 - Chemistry, Honors
 - AP Chemistry
 - AP Computer Science
 - AP Physics

Other Alternatives

Independent Learning Academy

Independent Learning Academy teachers work individually with students to provide a personalized approach to each student's needs and learning style. Teachers provide assessments that accommodate a variety of learning preferences. The classroom environment is designed to engage students, foster discussion, and take advantage of the numerous possibilities that technology has to offer in the teaching and learning process.

Career Tech Ed

- Exploratory Engineering (8th Grade)
- Intro To Engineering (9-12th); Engineering Academy
- Business Academy (9-12th)
- Animation(9-12th)
- Armenian(9-12th)
- Speech(9-12th)
- Child Development(9-12th)
- Computer Assisted Design (CAD)(9-12th)
- Medical Careers Academy

In addition, BUSD staff will work with students to develop hybrid models of programs in order to meet the diverse needs of each student.

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SECTION 4: SOCIAL AND EMOTIONAL DEVELOPMENT

Burbank Unified School District supports the social and emotional development of intellectually gifted learners to increase responsibility, develop self-awareness, engender ethical behavior and assist other issues of affective development.

Rationale: Often the affective needs of intellectually gifted students are overlooked while educators and parents/guardians concentrate on their academic needs. Because gifted learners often respond to social and emotional factors in their lives differently than do their age mates (just as they respond differently to academic factors), educators and parents/guardians need to recognize and appropriately attend to those needs assuring balanced and simultaneous growth of cognitive and affective abilities.

Standard (4.1): Teachers, parents, administrators, psychologists/counselors, and students are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development, and academic needs. Teachers incorporate learning techniques to support students' social emotional health in their classrooms.

Rationale: Teacher training and parent education do not typically offer specialized training needed to equip educators to recognize the characteristics of the gifted and to provide them support. Teachers, meeting with students on a daily basis, are in a position to be most effective in supporting healthy social and emotional behaviors. It is important that the district create teacher resources related to affective development in areas such as interpersonal skills, self-esteem, moral and ethical judgment and behavior, impulse control, and empathy. Counseling services by teachers, principals, and psychologists/counselors need to be an ongoing process.

Key Elements:

1. The GATE Program provides resources for all educators and parents/guardians including lists of affective traits of gifted students, guidelines for choosing appropriate classroom materials, and a list of available community resources to support the social and emotional needs of gifted students.
2. Teachers attend conferences for the gifted and/or district workshops to further their formal education regarding the education of gifted students, and develop an understanding of their social/emotional needs.
3. Site GATE coordinators will compile GATE core literature lists that emphasize the use of literature to support healthy social-emotional development of students.
4. Site GATE and Intervention staff use metacognitive strategies in the classroom which may include but are not limited to class meetings, conflict resolution, such as Second Step, reflective assessment, problem-solving lessons, and growth mindset strategies.
5. Workshops conducted by the GATE coordinator and GATE teaching staff provide information to parents about the special social-emotional needs of gifted learners.

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6. Appropriate GATE experts provide training regarding the social and emotional needs (emotional intensity; stress; stress management) of gifted students for all staff and support personnel
7. Students will be encouraged to attend meetings to discuss and learn about their own social-emotional development and various personal/social skill strategies. Opportunities will be made for students to engage in this process during the school day.
8. School site administrators are encouraged to explore possible alternative activities during unstructured time (i.e. lunch, recess) for GATE students who are considered to be introverts.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
4.1.A:	share resources and information about the social and emotional traits and characteristics of GATE students regularly with GATE teachers, parents and family members.	Local or regional expert(s) on social/ emotional characteristics of GATE students, or qualified BUSD staff, lead parent sessions at annual GATE conference and at bi-monthly GAC meetings	District GATE Coordinator	(twice during the year for GAC meetings) October 15, 2016 GATE Conference
4.1.B:	make available a core literature list of material that emphasize the use of literature to support healthy social-emotional development of students.	Core literature list posted in area of BUSD GATE web site.	District GATE Coordinator	December 15, 2016
4.1.C:	encourage GATE teachers and administrators to further their education on social and emotional needs of GATE students via outside relevant conferences and workshops.	All elementary and secondary GATE teachers and administrators are provided with relevant information regarding at least 2 outside events that are relevant to their school or classroom programs	District GATE Coordinator	Ongoing
4.1.D:	provide GATE students with opportunities to learn about their unique social /emotional needs.	There will be at least one workshop per-year, where all GATE students (grades 4-8) will be invited to learn more about their social and emotional needs	District GATE Coordinator	Annually
4.1.E:	inform Advanced Placement and Honors students about how to self- monitor for anxiety and stress, and to provide resources for them to access.	Meeting Notices/Flyers, Agenda, Minutes	District GATE Coordinator, Site GATE Coordinators	Begin Spring 2018, Annually

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4.1.F:	begin discussions with school site administrators to examine alternative recess options for introverted GATE students.	Each elementary and middle school site administrator will share (with the District GATE Coordinator) what options they have considered. District GATE coordinator will present site reports to GAC in November, 2016	Site Principals; District GATE Coordinator	Begin Spring 2018
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Standard (4.2): Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for all intellectually gifted students. Ongoing counseling services are offered and documented, as appropriate.

Rationale: Intellectually gifted learner’s advanced intellectual development can make it more difficult to diagnose at-risk behaviors. Teachers are trained in content and pedagogy. There are limits to what can be expected of teachers regarding the guidance and counseling of students. Studies and experience demonstrate that gifted learners are at higher risk for suicide, depression, stress, underachievement, perfectionism, and substance abuse than their age peers. Early intervention is crucial. To be most effective, teachers and counselors must collaborate with one another.

Key Elements:

1. As funding becomes available, counseling groups for students exhibiting specific-needs are scheduled as needed by school counselors and psychologists for GATE students, and are made available to other sites as requested.
2. Referral services to community resources are made when appropriate.
3. Teachers and support personnel are included in all plans for student support.
4. Records are established and kept to track service and progress.
5. Referral procedures are established at individual school sites.
6. Intervention plans meet social and emotional needs through a variety of strategies including behavior contracts, flexible scheduling, school-based services with the support of the GATE coordinator and referral to outside counseling services.
7. The GATE Master Plan provides for access to a designated GATE expert with specialized training in GATE education and the student’s social-emotional needs.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District Goal is to:</i>			
4.2.A:	train counselors in the unique social and emotional needs of GATE students, and inform them of referral options.	One secondary counselor meeting scheduled to focus on how they can work with intervention specialists and identify GATE students who may need further assistance	Director, Secondary Education; Secondary Counselors;	Spring, 2018; Every other year

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4.2.B:	train Intervention Specialists in the unique social and emotional needs of GATE students, and inform them of referral options.	One elementary and one secondary Intervention Specialists' scheduled to focus on how they can work with intervention specialists and identify GATE students who may need further assistance	Director, Safety and Student Services Elementary and Secondary Intervention Specialists	Spring, 2018; Every other year
4.2.C:	identify a GATE Social and Emotional Expert to access for support and guidance by teachers, support staff, and parents.	District GATE Coordinator has access information to expert who can be available for consultation	District GATE Coordinator	Spring, 2018
4.2.D:	decrease the number of GATE students receiving Us or Ns by at least 2% overall.	Currently, 16% of all identified students are receiving at least one U or N. A review of marks each semester or Trimester should indicate a 2% decline in this statistic.	District GATE Coordinator Classroom Teachers Support Staff	Annually

Standard (4.3): Intellectually gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths.

Rationale: One of the goals of gifted education is to assist students in becoming autonomous learners, which includes becoming good decision makers. Gifted learners are frequently multi-talented, which can make career decision-making difficult.

Key Elements:

1. Internships are available through the Career Technology Education Program.
2. As they become available, the District will also provide job shadowing opportunities.
3. Gifted students are encouraged to participate in college information nights provided by the district, which includes scholarship information.
4. National/regional/state talent search material is advertised and provided through the GATE Program (PSAT, SCAT testing, ACT, Johns Hopkins).
5. Concurrent enrollment through the Glendale Community College (GCC) and Los Angeles Valley college (LAVC) is available.
6. Provide GATE students with information on unique characteristics and challenges of GATE students in college and career, including emotional intensity; stress; stress management.

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7. Students are provided access to technological applications in goal setting for students such as “*Thrively*” and “*Get Focused, Stay Focused.*”

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District Goal is to:</i>			
4.3.A:	inform High School GATE students about access to the Career Technology Education Program, the Work Based Learning Program, as well as information about dual enrollment in GCC or LAVC.	Counselors have met with HS 9 th and 10 th grade GATE students and shared this information with them	High School Counselors	Annually
4.3.B:	invite GATE students to participate in College information night events.	College Information night Information sent home to parents	High School Counselors	Annually
4.3.C:	provide GATE students’ parents with access to information about early college entrance programs and talent searches offered through programs such as Educational Testing Services (ETS) and Johns Hopkins University.	Information shared at GAC meetings and provided via GATE parent distribution list	District GATE Coordinator	Ongoing

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SECTION 5: PROFESSIONAL DEVELOPMENT

The Burbank Unified School District provides professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students.

Rationale: College and university programs preparing general education teachers, administrators, school counselors, and other school personnel seldom include significant learning opportunities about gifted students. Unless districts provide professional development opportunities, school personnel are unlikely to have the knowledge or skills to develop appropriate educational experiences for intellectually gifted learners. Without such knowledge, research finds that teachers, administrators, and counselors often have a tentative attitude toward gifted learners, fail to appropriately modify their curriculum or instruction, and generally under challenge the atypical needs of GATE students. As a result, given their potential intellectually gifted learners have the highest percentage of underachievement of any group of students.

However, research also shows that when the needs of the gifted students are considered and the educational program is designed to meet these needs, these students make significant gains in achievement. For many GATE students their sense of competence and well-being is restored. It is not only gifted students who gain; in fact, it has been found that successful gifted programs improve the climate and quality of the educational experience for the school as a whole. *(Adapted from Davis Joint Union School District)*

Standard (5.1): The professional development opportunities are correlated with the California Standards for the Teaching Profession (CSTP's) as well as the California Association of the Gifted (CAG) recommended standards for GATE programs. The focus each year is based on a teacher and program needs assessment and an analysis of the evaluations turned in at workshops. In-service is provided by those who specialize in the area of gifted education.

Rationale: There is a body of knowledge and skill that teachers need to be effective with gifted learners. A needs assessment of the teachers and other school personnel who work with gifted learners will give the direction needed for the planning of professional development opportunities in regard to these identified issues. Full staff development opportunities on many of these areas of understanding will create support for the GATE program in the district.

Key Elements:

1. There is a district-wide expectation for differentiation in all classrooms.
2. District-wide training in differentiation is ongoing.
3. District workshops on differentiating the curriculum are provided by District and other personnel for all teachers on an annual basis.
4. All BUSD teachers are encouraged to attend District, local, and regional "gifted" conferences, as well as participate in District GATE in-services.

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5. All GATE teachers are expected to participate in annual professional development experiences that are specific to the instruction and engagement of Intellectually Gifted students.
6. Teacher coaching and professional development is supported by designated GATE funds.
7. BUSD provides the following in-service options using Professional Development days, collaboration time, and/or release time for teachers:
 - a knowledge-based foundation in the theoretical, historical, and research-based constructs central to understanding individual differences and their manifestation in policies that also emphasize key issues and societal and economic factors that impact the development of intellectual talent
 - an understanding of how gifted learners are different from other learners in respect to characteristics, atypical developmental trajectories, interpersonal/personal development, and idiosyncratic ways of learning
 - an understanding of how added differences for gifted students result from cultural background, poverty, and learning problems that sometimes accompany giftedness
 - an understanding of how to use instructional strategies and instructional planning to emphasize pedagogical approaches that have been found effective with gifted learners, including those from diverse backgrounds. This includes the importance of using appropriate management strategies including assistive technology to respond to the exceptional student learning needs
 - learning environments for the intellectually gifted that include contexts for learning personal, social, and intellectual skills
 - learning environments for the intellectually gifted that develop oral and written language and communication skills at appropriate levels of advancement, using appropriate technologies
 - a focus on materials necessary to differentiate curriculum appropriately for gifted learners, which includes learning plans, units, and scope and sequence documents that use different domains and students differences
 - a clear explanation of the knowledge and skills essential for both identification of gifted learners, including the use of multiple measures for finding underrepresented populations, as well as the knowledge and skills needed to assess learning in programs
 - a focus on the professional and ethical practices for relating to students and other individual stakeholders in gifted education, in ways which challenge teachers to strive for continuous improvement through professional development and reflection on practice
 - an emphasis on collaboration and provisions of time with colleagues to develop programs for

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these gifted students and with families, school personnel, and interested community groups

8. Teachers are provided with information about opportunities to attend classes on the topics of Differentiation in the Regular Classroom, Social and Emotional Needs of Gifted Students, and Identifying and Serving the Diverse Gifted Student.
9. A resource library (electronic and print) of current research and materials on teaching, parenting, and being a gifted child is available in the District Instructional Services Department.
10. District professional growth hours for salary schedule advancement and requisite continuing education to meet certain credential requirements be made available via GATE professional development training (via appropriate credentialing and university course completion requirements).
11. Teachers of GATE classes participate in on-going staff development, at least four hours every other year. The District will maintain a database of participants and offerings.
12. Discussion of relevant journal articles; evaluation of what is working and what is not working; problem-solving shared concerns; and, some issues of concern about gifted students and what may help, are topics covered at in-service meetings.
13. Information, support, and materials are shared with regular classroom teachers trying to meet the needs of the gifted students in their classes.
14. Evidence that information learned at district professional development trainings is applied to practice in the classroom. To this end, the District has a standard non-evaluative GATE observational “Walk-Through” instrument (See Appendix E), to provide supportive feedback to the site and district coordinators and teachers.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
5.1.A:	require professional development for all teachers in academic strategies, and/or content matter, to meet the needs of GATE students.	Calendar of Professional Development, Agendas, Minutes	Assistant Superintendent, District GATE Coordinator, Site Administrators	Every other year
5.1.B:	require a full-day professional development session for all new GATE teachers.	Training executed; participants surveyed; survey results shared with GATE Master Planning Committee and GAC.	District GATE Program Coordinator	Annually
5.1.C:	require a training for HS Honors and AP teachers.	Training executed; participants surveyed; survey results shared with GATE Master Planning Committee and GAC.	District GATE Program Coordinator	Annually

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5.1.D:	facilitate the articulation and coordination of programs between GATE teachers at a site.	Each school's GATE teachers have formally met and addressed the cross-grade needs and challenges of their students and programs	Site Principals; Site GATE Coordinators	Annually
5.1.E:	facilitate the articulation and coordination of programs between sites to develop continuity across the district.	GATE teachers from different schools will have been provided with two hours of cross-school (same grade level) collaboration time	District GATE Coordinator	Every other year

Standard (5.2): An experienced and knowledgeable coordinator is in place. Administrators, counselors, and support staff are provided opportunities for professional development related to their roles and responsibilities.

Rationale: Teachers of intellectually gifted students should have access to high quality research based professional development and time to work collaboratively with colleagues to plan and prepare instruction.

Key Elements:

1. Teachers who teach in GATE classrooms are expected to be committed to on-going education and training about the cognitive, social, and emotional needs of gifted students.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District Goal is to:</i>			
5.2.A:	work with site administrators to incorporate site professional development into their site plans.	Records of plans and professional development	Site Administrators District & Site GATE Coordinators	Annually
5.2.B:	provide at least four hours of professional development for administrators every other year.	Records of plans and professional development	Assistant Superintendent, District GATE Coordinator Site GATE Coordinator	Every other year
5.2.C:	provide long term subs responsible for GATE classrooms with professional development.	Records of trainings	District GATE Coordinator	Begin Fall 2017, continue as a practice

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SECTION 6: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Parents and family members of students in the GATE program are kept apprised of all aspects of the program, at the District and site levels, and are actively encouraged to participate in the program's oversight and governance.

Rationale: Parent involvement is a critical aspect of the GATE program's effectiveness. Effective programs have GATE parents involved in the on-going planning and evaluation of the GATE program and ask them to assist with business and community outreach.

Standard (6.1): Parents are well informed through regular means of communication on all aspects of the GATE program.

Standard (6.2): Parents are encouraged to participate at both the site and District level.

The GATE Program/Master Plan, identification criteria, and placement procedures and annual review are available on the district website.

Key Elements: The District will:

1. maintain information on the district's website about procedures, schedule of deadlines, test dates, orientation dates, meeting dates and general information regarding the GATE program.
2. provide information about third grade testing and the District GATE informational meeting that will occur before testing to parents of all third graders.
3. will assist teachers in maintaining communication with parents regarding Curriculum and activities that meet the needs of the GATE students by utilizing the District GATE Coordinator and Site GATE Coordinators.
4. provide parent meetings about educational opportunities on topics relevant to the GATE program including testing, talent search programs, social/emotional development of intellectually gifted children, working with the teachers, etc.
5. at regular intervals, formally evaluate or conduct surveys of students, teachers, and parents/guardians, and use the disaggregated data for the evaluation and modification of the GATE program.
6. accumulate and display student work to share students' growth and achievement.
7. encourage specific talents through a variety of competitions and exhibits.
8. use community members as practitioners, artists in residence, and other experts to extend resources and enrich the differentiated curriculum.
9. encourage members of civic organizations to be advocates for the gifted program.

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10. update and disseminate a GATE program guide regarding GATE program options, guidelines, and frequently asked questions. This will also be available on the district website.
11. encourage parents to participate in Site GATE meetings and District GATE PAC meetings.
12. encourage school sites to provide monthly GATE meetings for the parents to communicate with the Site GATE Coordinator and/or the Principal.
13. provide translations as required.

Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District Goal is to:</i>			
6.1.A:	update information in the GATE area of the District web site.	All posted information is current, relevant, and easily accessible to the viewer	District GATE Coordinator	Ongoing
6.1.B:	to hold monthly GATE Advisory meetings for a variety of purposes, including: to disseminate information, conduct business and provide parent education.	Meetings scheduled, information sent home to parents, and to staff, and meetings held; minutes published on District web site (in GATE area)	Assistant Superintendent Instructional Services	Ongoing
6.1.B:	Hold bimonthly monthly GATE Advisory Committee Meetings.	Meetings scheduled, information sent home to parents, and to staff, and meetings held; minutes published on District web site (in GATE area)	District GATE Coordinator	Ongoing
6.1.C:	host an annual GATE conference	Copies of flyers, calendars and conference agendas	District GATE Coordinator	Annual
6.1 D C	increase awareness of opportunities, such as competitions and activities, and exhibits.	Copies of flyers and calendars	District GATE Coordinator Site GATE Coordinator	Ongoing
6.1. E :D	require site GATE Orientations be held at every elementary and middle school.	Events scheduled, information sent home to parents, and events held	Site GATE Coordinators	End of September , 2016
6.1. F :E	prepare a GATE FAQ sheet.	Document drafted and published on District web site	District GATE Coordinator	Fall, 2017

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6.1.G:F	Present bimonthly parent education on relevant and current topics in GATE education at GATE Advisory Meetings.	Relevant topics presented at GATE Advisory Committee Meetings	District GATE Coordinator	Monthly
6.1.H:F	include parent education activities and sessions at	Parent Education sessions held at annual GATE Conference	District GATE Coordinator	October, Annually
6.1.I:G	administer an Annual GATE Survey.	Survey GATE students, parents, and staff on the quality and value of GATE programs	Assistant Supt.; District GATE Coordinator	End of May, Annually
6.1.J:H	provide regular communication to parents, including non-English speakers, from District and school sites regarding parent involvement opportunities.	Copies of information provided to parents and translations	District GATE Coordinator	Begin Fall, 2017, continue as a practice
6.1.K:I	develop systems that enable the school sites to begin the school year with an accurate and comprehensive email list of GATE parents.	Description of the process, a dedicated place in aeries for the email addresses	Assistant Supt.; District GATE Coordinator	Spring, 2018

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SECTION 7: PROGRAM ASSESSMENT

The District (annually) assesses the progress and quality of the GATE program, and provides the results of all assessments to parents, staff, and the Board of Education. The program assessment shall include the five components of the GATE Master Plan: identification, curriculum, social emotional needs, professional development, parent and family involvement.

Rationale: It is only through comprehensive review and analysis that those who are charged with implementing and supervising this program will develop a thorough understanding of its strengths and weaknesses, and know where improvement is needed.

Standard (7.1): The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards. All components of the BUSD program are periodically reviewed by individuals who are knowledgeable about gifted learners and who have competence in the evaluation process.

The assessment report for all educational services involving gifted students includes both commendations/strengths and recommendations/weaknesses of the program and is accompanied by a plan for improvement and renewal over time. The district allocates time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.

Key Elements:

1. An annual review is conducted (by the GATE AC) of GATE program curriculum content, process, and products.
2. It is the site administrator's responsibility to supervise all GATE teachers, and ensure that GATE students receive a differentiated instructional program in the classroom.
3. Program components are periodically reviewed under the direction of the District GATE Coordinator and district and Site Administrators.

These include:

- a comprehensive look at assessment data, such as SBAC, grades, benchmark assessments.
- surveys of all stakeholders on the program's quality and value.
- classroom visits using Classroom Visit Tool, see appendix E.
- focus-groups and interview panels of students, parents, and teachers.
- reviewing master plan annually to ensure it remains relevant and aligned with best practices in gifted Learning and teaching.
- review of data for year to year comparison based on Program Assessment Chart in Appendix

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Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
7.1.A:	collect data on the five areas of the Gate Master Plan on an annual basis and review progress towards goals.	Report to the Board	District GATE Coordinator, GATEAC	Annually
7.1.B:	review of all relevant assessment data to ascertain academic progress of GATE students.	Reports made to GAC and Board of Education on the academic achievement of GATE students during the school year	Assistant Supt. Instructional Services; District GATE Coordinator	Annually
7.1.C:	support principals in the use of the Classroom Visit Tool to guide and support teachers in the area of differentiated instruction.	Principals have been trained on how to use the CVT to support teachers; CVT has been shared with all GATE teachers and have an awareness that it will be used for coaching and support	Assistant Supt. Instructional Services; District GATE Coordinator; Site Principals	Every other year
7.1.D:	interview focus groups on their experience with the GATE program.	Interviews held with (1) elementary students, (2) secondary students (3) GATE parents, and (4) GATE teachers. Results shared with GAC and BOE annually.	Assistant Supt. Instructional Services; District GATE Coordinator;	Every other year
7.1.E:	provide biannual (twice-a-year) progress reports to the GATE Advisory Committee from the District GATE Coordinator.	District GATE Coordinator reports out on the status of the GATE program (PD, student activities, student academic performance, identification statistics, parent involvement, Program Components and Data chart) to GATEAC. Report uploaded to the District web-site	District GATE Coordinator	Twice a year, annually
7.1.F:	provide an annual (end-of-the-year) report from the Assistant Superintendent to the Board of Education regarding the progress in achieving and/or maintaining the goals of this GATE Master Plan.	Formal end-of-year Report (including survey results) on the status and activities included in the GATE Master Plan presented to the BOE	Assistant Superintendent, Instructional Services	Annually

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SECTION 8: BUDGET

The District budget for the GATE program supports and provides for all components of the program and the related standards.

Rationale: Appropriate funding for the GATE program is required to ensure that intellectually gifted students receive the support they need in order to maximize their abilities. The GATE budget, prepared with input from the administration, GATE Advisory Committee, teachers, and Board of Education, is created so that there is correspondence between expenditures and items in the GATE plan in order to provide both accountability and integrity in the program.

It is the goal of the District to provide services in GATE classes, and to support all teachers with professional development, so that they can effectively differentiate in all classrooms. It is also the goal of the District to support teachers with professional development so that they can provide a challenging and appropriate curriculum for each type of gifted student in the general education classroom.

Standard (8.1): The District GATE budget is directly related to the GATE program objectives with appropriate allocations. GATE funds are used to address: Professional development, direct student services, district-level coordination, supplemental materials and supplies, communication with parents and families, District sponsored pull-out events, and GATE student identification.

A budget allocation for district GATE coordination by a single, full-time funded position reflects the scope and complexities of the district's size and GATE plan, although if funding is not available, a half time position would be a reasonable start.

A budget allocation for additional support at each grade span (elementary, middle school, high school) would cost approximately \$80,000 per teacher. As funds become available, this could be allocated one teacher at a time with a goal of one teacher each for high school, middle school and elementary.

Key Elements:

1. Funds are set aside for:

- district-level coordination, including the cost of the (1.0 /or .5FTE) GATE Coordinator (\$123,500/\$61,750 annually).
- testing supplies and materials, scoring, and rescreening (\$20K annually)
- the annual preparation and implementation of the District sponsored GATE Pull-out programs (\$10K annually).
- the annual planning and implementation of professional development activities for staff (\$10K annually).
- The purchase of materials and books for the District GATE library (\$5K annually).
- (.2FTE) site based GATE coordinators at each middle school (60K annually) as funding permits.
- 3 FTE site based GATE coordinators at each grade span (elementary, middle school, high school - \$240, 000) as funding permits

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Actionable Items:

Item	Description	Achievement Marker	Responsibility	Timeline
	<i>The District goal is to:</i>			
8.1.A:	present a GATE professional development funding plan to Board of Education, as part of LCAP Goals.	LCAP presented for Board of Education Approval	Assistant Superintendent, Instructional Services	June, annually
8.1.B:	maintain the District GATE Coordinator position and increase to 1.0 FTE as funds become available.	Action item in LCAP brought to Board of Education for approval.	LCAP Committee	Annually
8.1.C:	maintain funding designated for GATE assessment.	Action item in LCAP brought to Board of Education for approval.	Assistant Supt. Instructional Services	Annually
8.1.D:	maintain District GATE enrichment programs, such as: family education, pull outs and pop –ups.	Action item in LCAP brought to Board of Education for approval.	Assistant Supt. Instructional Services	Annually
8.1.E:	maintain and increase funding for GATE professional development as funds are available	Action item in LCAP brought to Board of Education for approval.	Assistant Supt. Instructional Services	Annually
8.1.F:	fund Middle School GATE Coordinators with .2 FTE as funding becomes available.	Action item in LCAP brought to Board of Education for approval.	Assistant Supt. Instructional Services	Annually
8.1:G	fund materials and supplies for the District GATE library.	Develop Action Item in LCAP for Board approval	Assistant Superintendent Instructional Services	Annually
8.1.H:	increase funding for site coordinator support as funding becomes available.	Increased staffing at each grade span (elementary, middle and high school)	Assistant Superintendent	TBD

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Appendix A

Standards at a Glance
Standard (1.1): The GATE Master Plan includes an intellectual component for gifted students with objectives that meet or exceed State academic standards.
Standard (1.2): The District has processes in place that encourage participation in the District GATE program by underrepresented groups. Participation shall not be limited by problems of logistics, such as scheduling, attendance at a specific school site, or lack of translation services.
Standard (1.3): There will be an active and involved Advisory Committee (comprised of parents and staff) that will have detailed knowledge and awareness of all aspects of the GATE program, and have the ability to make recommendations about the program to District staff and the GATE community.
Standard (1.4): The GATE program will provide classroom groupings, determined by the site administrator, and structures appropriate for gifted education and available to all intellectually gifted learners.
Standard (1.5): The GATE program is articulated with the general education programs, is comprehensive, structured and sequenced between and across grade levels.
Standard (1.6): There is access to the GATE program for Twice Exceptional Students.
Standard (1.7): A District GATE Coordinator is designated and responsible for advising and coordinating all aspects of the program.
Standard (1.9) (1.8): Each comprehensive school site will have a Site GATE Coordinator, who is designated and responsible for advising and coordinating all aspects of the program at his/her school site.
Standard (1.10) (1.9): Each grade span (elementary, middle school, high school) will receive additional coordinator support to ensure that all aspects of the GATE Master Plan are implemented.
Standard (2.1): The nomination/referral process for assessment to enter the GATE program is ongoing and includes students in grades 3-12. Students in grades 9-12 will be identified in order to support them with resources for academic success and social emotional health.
Standard (2.2): All children are eligible for the assessment process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.
Standard (2.3): The District establishes and implements research based assessment tools for searching for gifted students. All data are used to ensure equal access to program services. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual.

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<p>Standard (2.4): The GATE Coordinator actively searches for referrals among underrepresented populations. Referrals are sought from classroom teachers, principals, counselors and parents using the HOPE Nomination Scale.</p>
<p>Standard (2.5): Students may be nominated for GATE testing more than once throughout their tenure in the District, but may be tested only once per calendar year.</p>
<p>Standard (2.6): Training in the identification of potential GATE students is appropriate for administrators, teachers, support personnel, and parents.</p>
<p>Standard (2.7): The District maintains data on nominees and includes this information when considering reassessing students who have been referred more than once.</p>
<p>Standard (2.8): Parents and teachers are notified of a student’s eligibility for program placement and are informed of the appeal process.</p>
<p>Standard (2.9): Transfer students are considered for identification and placement in a timely manner.</p>
<p>Standard (2.10): Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year-to-year. If a GATE student attends an alternative school setting, the District Coordinator will work with the school site staff to ensure appropriate services.</p>
<p>Standard (2.11): Upon parent request, the District will provide identification information that the parent may take to a new school or district.</p>
<p>Standard (3.1): Differentiated curriculum is in place that responds to the needs, abilities, and interests of intellectually gifted students. Curriculum should facilitate the ability of each student to meet and exceed the core curriculum standards.</p>
<p>Standard (4.1): Teachers, parents, administrators, psychologists/counselors, and students are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development, and academic needs. Teachers incorporate affective learning techniques to support students’ social emotional health in their classrooms.</p>
<p>Standard (4.2): Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for all intellectually gifted students. Ongoing counseling services are offered and documented, as appropriate.</p>
<p>Standard (4.3): Intellectually gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths.</p>
<p>Standard (5.1): The professional development opportunities are correlated with the California Standards for the Teaching Profession (CSTP’s) as well as the California Association of the Gifted (CAG) [see reference in Appendix H] recommended standards for GATE programs. The focus each year is based on a teacher and program</p>

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needs assessment and an analysis of the evaluations turned in at workshops. In-service is provided by those who specialize in the area of gifted education.

Standard (5.2): An experienced and knowledgeable coordinator is in place. Administrators, counselors, and support staff are provided opportunities for professional development related to their roles and responsibilities.

Standard (6.1): Parents are well informed through regular means of communication on all aspects of the GATE program.

Standard (6.2): Parents are encouraged to participate at both the site and District level.

Standard (7.1): The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards. All components of the BUSD program are periodically reviewed by individuals who are knowledgeable about gifted learners and who have competence in the evaluation process.

Standard (8.1): The District GATE budget is directly related to the GATE program objectives with appropriate allocations. GATE funds are used to address: Professional development, direct student services, district-level coordination, supplemental materials and supplies, communication with parents and families, District sponsored pull-out events, and GATE student identification.

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Appendix B

Action Items at a Glance	
<i>The District Goal is to:</i>	
1.1.A:	train teachers to evaluate and modify the content standards for appropriate depth and complexity, and – when necessary – for acceleration at GATE teacher articulation meetings.
1.1.B:	implement the modifications of the content standards for the purposes listed in 1.1.A.
1.1.C:	indicate participation in the GATE program on both elementary and middle school report cards.
1.1.D:	create a comprehensive curriculum guide for grades K-3, 3-5, and 6-12 that includes effective instructional practices and socio-emotional supports for intellectually gifted students. It will be distributed to sites and Site GATE Coordinators, who will receive training on its use and implementation.
1.1.E:	facilitate teacher collaboration and design of interdisciplinary units of instruction.
1.1.F:	encourage the implementation of interdisciplinary units in the GATE classrooms.
1.1.G:	explore different models, including acceleration, of GATE program design and delivery.
1.2.A:	implement a GATE identification process for identification that will more equitably identify students from underserved groups.
1.2.B:	work towards a proportional representation in the GATE program of the District’s demographics. Special “ <i>Search and Serve</i> ” efforts are placed on the analysis of student records such as test scores, to locate at-risk students and students new to the district to be screened for placement in the GATE Program. Students demonstrating evidence of giftedness are not excluded from testing or placement in the program based on specific factors such as: socioeconomic status, ELD status, or special education status.
1.2.C:	implement sound methods to increase students’ success in the GATE program, given the known achievement gap of underrepresented students in the nation, in California, and in Burbank
1.2.D:	provide high school students with the opportunity to be assessed for GATE in order to be monitored more closely for social emotional well-being, and to be provided with information on giftedness and academic planning.
1.3.A:	create site based User Groups for Parents and GATE Teaching staff –in order to distribute GATE Advisory Council Meeting agenda and minutes.
1.3.B:	Hold monthly GATE Advisory Council (GAC) Meetings.
1.3.C:	select a site-based parent representative, who will serve as a liaison to the GATE PAC.

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1.6.A	host a regional expert on Twice Exceptional Students to discuss the needs of students with Administrators and with parents at the GAC meeting at least once every other year.
1.6.B	conduct articulation meetings between elementary / MS GATE Teachers; and MS GATE Teachers and HS Honors Teachers.
1.6.C	research best practices on how to effectively support underperforming GATE students.
1.7.A:	prepare an annual Master GATE Calendar for each school year.
1.7.B:	schedule all GATE PD and training activities for each school year.
1.7.C:	evaluate the District GATE Program Coordinator on an annual basis.
1.7.D:	prepare, plan, and offer annual District GATE events.
1.7.E:	host an Annual GATE Conference.
1.7.F:	conduct two separate District GATE orientation meetings for elementary and secondary parents (translation provided in Armenian and Spanish).
1.7.G	establish a District GATE Library at the District office.
1.9.A	Provide more site coordinator support at all levels as funding becomes available
2.1.A:	distribute HOPE Nomination forms sent to school sites.
2.1.B:	conduct a 3-12 th Grade GATE Parent Program and Identification Orientation meeting for interested parents before the assessment window begins.
2.1.C:	send letters home to parents re: explanation of the GATE nominating process (grade 4-12).
2.1.D:	return all GATE Assessment Nomination forms (4-12) to District GATE Coordinator.
2.1.E:	meet at least twice each year with the ELD and Special Education Coordinators, Title I Coordinators and Intervention Specialists to address the extent to which English Learner, Special Education and Socioeconomically disadvantaged students are being serviced in the GATE program.
2.1.F:	establish a GATE Identification Committee consisting of both site and District staff for appeals.
2.1.G:	develop a pre-identification observation tool.
2.1.H:	consider the practice of clustering potential GATE students in grades TK – 3.

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2.1.I:	develop uniform criteria for the placement of “space available” students.
2.3.A:	inform all Principals, Support Staff, and Teachers about the new nomination process, new assessment, and new appeals process.
2.3.B:	administer the Screening tool of the CoGat-7 for all students in grade 3 and other nominated students in grades 4-12.
2.3.C:	inform parents as to status of students, based on CoGAT-7 scores.
2.3.D:	provide an opportunity for eligible (students new to the district or students who were not assessed during the regular school year) students to be assessed or re-assessed during the summer.
2.4.A:	provide Spanish and Armenian translations of all GATE Identification information and forms that are sent home. Every effort will be made to provide translation into other languages, when necessary.
2.4.B:	begin outreach to underserved populations at Title 1 Schools.
2.4.C:	grow identification of ELs to at least 2% and students receiving SPED services to at least 4%.
2.4.D:	present GATE program information to parents at Title 1 DAC, Special Education DAC, and DELAC meetings.
2.6.A	Train staff in the identification of potential GATE students.
2.7.A:	review site and district data on potential GATE students with risk-factors.
2.8.A:	inform teachers, counselors, and administrators of the appeals process and alternate assessment instrument.
2.8.B:	inform parents of the appeals process and alternate assessment instrument.
2.8.C:	inform parents of GATE assessment results from the CoGAT-7 instrument.
2.8.D:	review parent appeals and notify parents of appeal status.
2.9.A:	review student records of incoming transfer students referred to District GATE Coordinator by Student Services Department and school sites.
3.1.A	provide training at least every other year on the GATE program for Principals and Assistant Principals with responsibility for the program implementation.

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3.1.B:	provide all GATE teachers and site administrators with the rubric that illustrates the continuum of quality regarding the five key elements of instructional differentiation for students.
3.1.C:	require each elementary and middle school to provide a description of how students are placed in GATE classes and how instructional differentiation is provided to GATE students to the District GATE Coordinator.
3.1.D:	require Principal observations of GATE classes using the GATE Walk-Through instrument; and feedback meetings with GATE teachers.
3.1.E.a	provide District-wide grade level enrichment events for GATE students during school hours including, but not limited to, push-in activities and lunchtime activities.
3.1.E.b:	Provide District-wide grade level enrichment opportunities for GATE students and/or families outside school hours, including after school activities and family night.
3.1.F:	facilitate meetings with Assistant Superintendent, District GATE Coordinator and representatives (teachers and administrators) from both comprehensive High Schools.
3.1.G:	inform parents and staff of the sequence of math courses offered in middle school and high school.
3.1.H:	provide parents of GATE students with detailed information about the instructional and curriculum programs at their school.
3.1.I:	decrease the number of underachieving GATE students receiving D's, F's, or I's by at least 1% overall.
3.1.J:	explore models in CA high schools that successfully incorporate student created learning plans.
4.1.A:	share resources and information about the social and emotional traits and characteristics of GATE students regularly with GATE teachers, parents and family members.
4.1.B:	make available a core literature list of material that emphasize the use of literature to support healthy social-emotional development of students.
4.1.C:	encourage GATE teachers and administrators to further their education on social and emotional needs of GATE students via outside relevant conferences and workshops.
4.1.D:	provide GATE students with opportunities to learn about their unique social /emotional needs.
4.1.E:	inform Advanced Placement and Honors students about how to self- monitor for anxiety and stress, and to provide resources for them to access.
4.1.F:	begin discussions with school site administrators to examine alternative recess options for introverted GATE students.

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4.2.A:	train counselors in the unique social and emotional needs of GATE students, and to inform them of referral options.
4.2.B:	train Intervention Specialists in the unique social and emotional needs of GATE students, and to inform them of referral options.
4.2.C:	identify a GATE Social and Emotional Expert to access for support and guidance by teachers, support staff, and parents.
4.2.D:	decrease the number of GATE students receiving Us or Ns by at least 2% overall.
4.3.A:	inform High School GATE students about access to the Career Technology Education Program, the Work Based Learning Program, as well as information about dual enrollment in GCC or LAVC.
4.3.B:	invite GATE students to participate in College information night events.
4.3.C:	provide GATE students' parents with access to information about early college entrance programs and talent searches offered through programs such as Educational Testing Services (ETS) and Johns Hopkins University.
5.1.A:	require professional development for all teachers in academic strategies, and/or content matter, to meet the needs of GATE students.
5.1.B:	require a full-day professional development session for all new GATE teachers.
5.1.C:	require a training for HS Honors and AP teachers.
5.1.D:	facilitate the articulation and coordination of programs between GATE teachers at a site.
5.1.E:	facilitate the articulation and coordination of programs between sites to develop continuity across the district.
5.2.A:	work with site administrators to incorporate site professional development into their site plans.
5.2.B:	provide at least four hours of professional development for administrators every other year.
5.2.C:	provide long term subs responsible for GATE classrooms with professional development.
6.1.A:	update information in the GATE area of the District web site.
6.1.B:	to hold monthly GATE Advisory meetings for a variety of purposes, including: to disseminate information, conduct business and provide parent education.
6.1.B:	hold bimonthly GATE Advisory Committee Meetings.

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6.1.C	host an annual GATE conference.
6.1.D	increase awareness of opportunities, such as competitions and activities, and exhibits.
6.1.E : D	require site GATE Orientations be held at every elementary and middle school.
6.1.F : E	prepare a GATE FAQ sheet.
6.1.G : F	present bimonthly parent education on relevant and current topics in GATE education at GATE Advisory Meetings.
6.1.H: F	include parent education activities and sessions at annual GATE Conference.
6.1.I: G	administer an Annual GATE Survey.
6.1.J: H	provide regular communication to parents, including non- English speakers, from District and school sites regarding parent involvement opportunities.
6.1.K: I	Develop systems that enable school sites to begin the school year with an accurate and comprehensive email list of GATE parents.
7.1.A:	collect data on the five areas of the Gate Master Plan on an annual basis.
7.1.B:	review of all relevant assessment data to ascertain academic progress of GATE students.
7.1.C:	support principals in the use of the Classroom Visit Tool to guide and support teachers in the area of differentiated instruction.
7.1.D:	interview focus groups on their experience with the GATE program.
7.1.E:	provide biannual (twice-a-year) progress reports to the GATE Advisory Committee from the District GATE Coordinator.
7.1.F:	provide an annual (end-of-the-year) report (from the Assistant Superintendent, Instructional Services) to the Board of Education regarding the progress in achieving and/or maintaining the goals of this GATE Master Plan.
8.1.A:	present a GATE professional development funding plan to Board of Education, as part of LCAP Goals.
8.1.B:	maintain the District GATE Coordinator position.
8.1.C:	maintain funding maintained for GATE assessment.
8.1.D:	maintain District GATE enrichment programs, such as: family education, pull outs and pop – ups.
8.1.E:	maintain and increase funding for GATE professional development program as funds are available.

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8.1.F:	fund Middle School GATE Coordinators with .2 FTE as funding becomes available.
8.1:G	fund materials and supplies for the District GATE library.
8.1.H	increase funding for site coordinator support as funding becomes available.

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Appendix C

District Data 2015-2016		Percentage of Whole	District Data 2016-2017	Percentage of Whole
Total Student 3-12	11678		11836	
Total Student 3-12 Identified	1576	13%	1565	13.00%
Total EL	1354	11.60%	1108	9.36%
Total EL Identified	9	0.57%	14	0.90%
		-11.03%		-8.46%
Total 504	286	2.40%	295	2.49%
Total 504 Identified	47	2.98%	54	3.45%
		0.58%		0.96%
Total RSP	1021	8.70%	894	7.55%
Total RSP Identified	22	1.39%	21	1.34%
		-7.31%		-6.21%
Total Reclassified	2322	19.90%	2269	19.17%
Total Reclassified Identified	167	11%	194	12.39%
		-8.90%		-6.78%
Total SDC	400	3.40%	311	2.63%
Total SDC Identified	2	0.13%	5	0.29%
		-3.27%		-2.34%
Total DHH	26	0.22%	16	0.14%
Total DHH Identified	3	0.20%	2	0.12%
		-0.02%		-0.02%
Third Grade Only				
Total Student 3	992		1028	
Total Student 3 Identified	91	9.17%	112	10.89%
Total EL	167	16.83%	165	16.05%
Total EL Identified	4	4.39%	7	6.25%
		-11.99%		-9.80%
Total 504	18	1.81%	20	1.95%
Total 504 Identified	2	2.20%	5	4.45%
		0.39%		2.50%
Total RSP	50	5.04%	61	5.93%
Total RSP Identified	3	3.29%	1	0.89%
		-1.53%		-5.04%
Total Reclassified	69	6.96%	66	6.42%
Total Reclassified Identified	6	6.59%	11	9.82%
		-0.37%		3.40%

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Total SDC	17	1.70%	34	3.30%
Total SDC Identified	0	0.00%	0	0.00%
		-1.70%		-3.30%
Total DHH	0	0.00%	2	0.19%
Total DHH Identified	0	0.00%	0	0.00%
		0.00%		-0.19%

District Totals 2015-2016		Elementary		District Totals 2016-2017		Elementary	
Disney	7	125	6%	Disney	13	135	10%
Edison	15	185	8%	Edison	23	179	13%
Emerson	38	212	18%	Emerson	24	204	12%
Jefferson	57	259	22%	Jefferson	52	251	20%
McKinley	10	128	8%	McKinley	16	138	12%
Miller	18	259	7%	Miller	30	254	12%
Providencia	3	129	2%	Providencia	13	135	10%
Roosevelt	53	223	24%	Roosevelt	42	206	20%
Stevenson	24	191	13%	Stevenson	32	215	15%
Washington	6	165	4%	Washington	6	130	5%
TOTALS	259	2122	12%	TOTALS	283	2076	14%

3rd Grade Only

District Totals 2015-2016				District Totals 2016-2017			
Schools	Identified	Total	%	Schools	Identified	Total	%
Bret Harte	11	114	10%	Bret Harte	16	101	16%
Disney	2	53	4%	Disney	8	70	11%
Edison	6	86	7%	Edison	11	85	13%
Emerson	27	115	23%	Emerson	6	86	7%
Jefferson	17	115	15%	Jefferson	21	119	18%
McKinley	4	68	6%	McKinley	8	65	12%
Miller	4	115	3%	Miller	12	116	12%
Providencia	2	68	3%	Providencia	8	62	13%
Roosevelt	24	103	22%	Roosevelt	12	100	12%
Stevenson	11	88	13%	Stevenson	14	118	12%
Washington	2	67	3%	Washington	2	54	4%
TOTALS	110	992	11%	TOTALS	118	976	12%

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APPENDIX D:

District Calendar of GATE Events and Activities

July	Order CogAT Assessments for Spring
August	Summer Professional Development for Teachers as funding permits Elementary GATE Parent Orientation Middle School GATE Parent Orientation
September	GATE Advisory Council Meeting #1 (District Office Board GATE Master Planning Committee Meeting Re: Implementation of the GMP
October	Fall Professional Development for Teachers as funding permits GATE Advisory Council Meeting #2 GATE 101: Mandatory Training and Orientation for new GATE Teachers Grade 5 GATE Pull-Out Event Letters sent home re: Explanation of GATE nomination process for students in grades 4-12 Annual District GATE Conference Mandatory PD/Training for all HS Honors and AP GATE Master Planning Committee Meeting
November	GATE Advisory Council Meeting #3 Grade 6 GATE Pull-Out Event Letters sent home to all 3 rd Grade parents re: the GATE testing process HOPE Nomination forms sent to school sites Barnes & Noble Fall Readings Event Parent Training on characteristics of GATE students
December	GATE Master Planning Committee Meeting Elementary GATE Teacher Training: Optimizing Math Lessons for Advanced Elementary School Students GATE Advisory Council Meeting #4 3 rd Grade Parent GATE testing/ Program Information Night Notices about the parent nomination process (for students in grades 4-11) are sent for publication in principals' newsletters. Information about nominating students is sent for publicatio on the BUSD website.
January	GATE Testing Window GATE Advisory Council Meeting #5 GATE Training: Topic TBD Grades 4-11 nomination forms are due to the school administrator or the District GATE Coordinator prior by the end of the first school week in January. GATE Training: "Advanced GATE Seminar " for all GATE teachers who have taken "GATE 101" 01/19/17 (Thursday): Grade 7 GATE Pull-Out Event (Location TBD) 8:00 - 3:00PM 01/26/17 (Thursday): GATE Master Planning Committee Meeting (District Office

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	3 rd Floor Conference Room) 3:30 – 5:00 PM
February	GATE Advisory Council Meeting #6 GATE Training Seminar: Topics TBD Open To all Teachers. Grade 8 GATE Pull-Out Event GATE Master Planning Committee
March	GATE Advisory Council Meeting #7 Grade 4 GATE Pull-Out Event GATE Master Planning Committee Meeting
April	GATE Advisory Council Meeting #8 Barnes & Noble Fall Readings Letters sent home to parents whose students did and did not gain admittance to the GATE program via the CogAt-7 Assessment GATE Training: Topics TBD Open to all Teachers Meeting for Parents of Newly identified GATE Students GATE Master Planning Committee Meeting
May	GATE Advisory Council Meeting #9- Final Report Given to Advisory Council.
June	Annual Report Given to Board of Education

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APPENDIX E:

GATE CLASSROOM WALK-THROUGH FORM

GATE PROGRAM—CLASSROOM VISITS

The purpose of this form is to provide feedback & support for instructional practices for Gifted Learners. *This form is to not to be used for individual teacher evaluations.*

School: _____

District/Site Coordinator: _____

Month: _____

District/Site Administrator: _____

Characteristics of Effective Instruction for Gifted Learners:	Examples	Evidence of Practice
1. Addresses broad-based, issues, themes, or problems.	<ul style="list-style-type: none"> • Refers to themes or big ideas • Relates learning to real-world situations • Asks students to solve real-world problems connected to content • Puts learning into relevant context for students 	
2. Integrates more than one discipline.	<ul style="list-style-type: none"> • Refers to how content is related to other disciplines • Uses other disciplines as context for learning • Uses other disciplines to help students make connections or see relevance 	
3. Gives choices to encourage independent thinking and learning.	<ul style="list-style-type: none"> • Uses tiered assignments • May base choices on learning preferences or interests • Uses menus • Uses choice boards • Independent Study 	
4. Focuses on products that are innovative and novel.	<ul style="list-style-type: none"> • Encourages mixed-media • Encourages arts integration • Encourages project-based learning • Encourages alternatives to pencil and paper 	
5. Engage students in complex and abstract learning experiences that focus on higher order thinking skills.	<ul style="list-style-type: none"> • Uses Depth and Complexity icons, Content Imperatives, Bloom’s Taxonomy, Webb’s Depth of Knowledge and or William’s Taxonomy to plan and/or build upon lessons 	
6. Has students engage in meaningful discussion around complex topics.	<ul style="list-style-type: none"> • Encourages peer-to-peer discussion • Encourages academic argument/debate • Encourage creative problem solving • Encourages discussion of issues from multiple perspectives 	
7. Classroom practices build concepts of “Growth Mindset.”	<ul style="list-style-type: none"> • Encourages student-teacher partnership • Class functions as a team • Community building evident • General environment is supportive 	
<u>Summary/Comments:</u> Visit showed evidence of a(n) <u>Well Developed</u> <u>Adequately Developed</u> <u>Less Developed</u> GATE curriculum.		

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APPENDIX F:

PROGRAM COMPONENTS AND DATA ASSESSED

IDENTIFICATION	CURRICULUM	SOCIO-EMOTIONAL NEEDS	PROFESSIONAL DEVELOPMENT	PARENT/COMMUNITY INVOLVEMENT
% Male	Surveys	Surveys	Attendance #s	# attending GAC Meetings
% Female	Classroom Walkthrough Data	Focus Groups	# of Schools Represented	# attending Informational Meetings
% By School	Student Grades	Counselor Contact Data	#s of Staff Represented	# attending Pop-Ups
% SPED	Student Citizenship	Intervention Screen Data	# of Staff Attending Outside Conferences	# of schools represented at events
% EL	Student Test Data			# attending GATE Conference
% SED				
# of Nominations Made By School				

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APPENDIX G:

GATE IDENTIFICATION PROCESS TIMELINE

AUGUST

- School Begins
- Parents of Identified Students attend district and school GATE meeting.

SEPTEMBER-DECEMBER

- Letters of explanation and teacher nomination forms are mailed to all 4th-11th grade teachers, counselors, parents, and administrators. Teachers in grades 3-8 are given HOPE Nomination Scale and begin to note any students who may be intellectually gifted.
- Parent meetings detailing the GATE identification process and what GATE is will be held in December.
- Site GATE Coordinators Collect Nomination Forms and sends them to the District GATE Coordinator.

JANUARY

- GATE testing occurs for all students in 3rd grade and nominated students grades 3-8.

APRIL

- Administrators, teachers, and parents are notified of GATE results.
- An informational meeting will be held for all parents of newly identified students.
- Appeals process begins


MAY

- All decisions about GATE identification are finalized for the next school year.

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APPENDIX H:

NOVICE TO EXPERT DIFFERENTIATION CONTINUUM MODEL

Novice-to-Expert Continuum For Teacher Development in Differentiation From <i>Leading For Differentiation</i> , Tomlinson & Murphy 2015				
<i>Element</i>	<div style="display: flex; align-items: center;"> Less Developed  </div>			
	Well Developed			
Environment	Flat affect with students evident Fixed mindset evident Few teacher-student connection evident	Student-awareness evident Belief in the capacity of wider range of students evident Connections with students evident	General emotional support for students evident Growth mindset evident Community-building evident	Student-teacher partnership evident Growth mindset evident Class functions as a team
Curriculum	Fact/skill based Low goal clarity Coverage-driven	Some emphasis on understanding Some use of articulated goals Some planning relevance	Understandings included Generally clear vision of what students should know, understand, and be able to do General attention to relevance	Understanding-focused Clear vision to teacher and students of what students should know, understand, and be able to do Planned for high relevance and for “teaching up” using depth, complexity, and acceleration
Assessment	<i>Of</i> learning Low alignment with what you want students to know, understand, and be able to do Fact/Skill-based	<i>For</i> learning Better alignment with what you want students to know, understand, and be able to do More emphasis on understanding	<i>For</i> learning Tight alignment with what you want students to know, understand, and be able to do Understandings often in the foreground	<i>For</i> and <i>as</i> learning Authentic Focused feedback and differentiated assessment

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<p>Instruction</p>	<p>One size fits all, with little or no differentiation</p> <p>Some alignment with state goals evident</p> <p>Little student collaboration or movement</p>	<p>Choice as differentiation/reactive differentiation</p> <p>General alignment with what you want students to know, understand, and be able to do</p> <p>Some use of groups, often random or “ability”-based</p>	<p>Interest/learning profile emphasized</p> <p>Clear alignment with what you want students to know, understand, and be able to do, with understanding emphasized</p> <p>Some attention to flexible grouping and respectful tasks</p>	<p>Readiness emphasized</p> <p>Clear alignment with what you want students to know, understand, and be able to do, with consistent emphasis on meaning making</p> <p>Consistent flexible grouping and respectful tasks</p>
<p>Classroom Leadership and Management</p>	<p>Compliance focused</p> <p>Rule-Oriented</p> <p>Focused on managing kids</p>			<p>Philosophy Guided</p> <p>Learning-Oriented</p> <p>Student voice and responsibility prioritized</p> <p>Focused on leading kids and managing routines</p>

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APPENDIX I:

HOPE NOMINATION SCALE

Student Name/ID #: _____ Grade: _____ Date: _____

Date: _____ Date of Birth: _____ Age: _____ Sex: _____ Male _____ Female _____ ELL _____ SPED _____

When rating students on each item below please think about the student *compared to other children similar in age, experience, and/or environment.*

Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1 – 11.

6 = always 5 = almost always 4 = often 3 = sometimes 2 = rarely 1 = never

Please provide additional information concerning this child’s potential:

	6	5	4	3	2	1
1. Performs or <i>shows potential</i> for performing at remarkably high levels.						
2. Is sensitive to larger or deeper issues of human concern.						
3. Is self-aware.						
4. Shows compassion for others.						
5. Is a leader within his/her group of peers.						
6. Is eager to explore new concepts.						
7. Exhibits intellectual intensity.						
8. Effectively interacts with adults or older students.						
9. Uses alternative processes.						
10. Thinks “outside the box.”						
11. Has intense interests.						
12. Please indicate all content areas where the student shows talent. <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Math Reading Creative Writing Social Studies </div> <div style="display: flex; justify-content: space-between; padding: 0 10px;"> Science Foreign Language Arts Other _____ </div>						

Please provide additional information concerning this child’s potential:

Please note any circumstances which may hinder this child’s potential:

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APPENDIX J:

GATE PARENT APPEAL FORM

In order for your child to be considered for alternate identification, please fill out the following information. This information along with test scores, grades, student interview, and HOPE Nomination scales will be used by the Identification Committee to assess the need for further evaluation/assessment.

Name of Child _____ Date of Birth _____

School _____ Grade _____

Name of Parent _____

Address: _____ Zip Code: _____

Telephone (Home): _____ (Cell): _____ (Work): _____

What are your main reasons for referring your child for possible GATE identification? Share your insights about his/her talents, abilities and learning needs. (Please Note: Teachers are expected to challenge **every student according to his/her abilities**. Therefore, a desire to have your child challenged is not a reason for GATE referral.)

How does your child perform in activities that involve higher level thinking skills, independent projects, problem solving methods, and competitions?

What additional information about your child would you like us to know? You may want to tell about an interest, award, and/or activity or you may want to share a special concern.

Indicate language(s) spoken at home _____ Any other language(s) spoken by your child _____

CHARACTERISTIC BEHAVIOR SCALE

Study each behavioral trait listed below. Rank each observed behavior according to the frequency of occurrence as follows:

- a. **Consistent** (i.e., always, regularly, day in and day out)
- b. **Frequent** (i.e., often, usually, ordinarily)
- c. **Seldom** (i.e., rarely, hardly ever, now and then)
- d. **Never or Not Observed**

Indicate your choice by circling the appropriate letter. Please do not omit any item.

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DESCRIPTION OF BEHAVIORAL CHARACTERISTICS

FREQUENCY

1.	Relishes situations which require complex problem solving.	a	b	c	d
2.	Uses flexible approach to solution of problems.	a	b	c	d
3.	Understands complicated concepts and relationships.	a	b	c	d
4.	Possesses an unusual amount of general information for his/her age.	a	b	c	d
5.	Has an advanced vocabulary for his/her age or grade level.	a	b	c	d
6.	Uses imaginative figures of speech such as puns and analogies.	a	b	c	d
7.	Exhibits seemingly new or original ideas.	a	b	c	d
8.	Influences the activities of others.	a	b	c	d
9.	Has a sense of humor.	a	b	c	d
10.	Shows an understanding of concepts beyond his/her age level.	a	b	c	d
11.	Demonstrates keen and insightful observations.	a	b	c	d
12.	Self-disciplined.	a	b	c	d
13.	Is able to articulate ideas fluently.	a	b	c	d
14.	Maintains many hobbies/interests/activities.	a	b	c	d
15.	Demonstrates imaginative thinking ability.	a	b	c	d
16.	Possesses high degree of common sense.	a	b	c	d
17.	Shows strong sense of right and wrong.	a	b	c	d
18.	Works on projects and/or problems without adult supervision.	a	b	c	d
19.	Remembers facts accurately without special effort.	a	b	c	d
20.	Excellent and avid reader.	a	b	c	d
21.	Combines ideas/materials in unique ways.	a	b	c	d
22.	Does things his/her own way.	a	b	c	d
23.	Organizes/coordinates the activities of peers.	a	b	c	d
24.	Eager to try new activities.	a	b	c	d
25.	Probes beyond "how" and "what" to the "why" in his/her questioning	a	b	c	d
26.	Self-confident.	a	b	c	d
27.	Creates products of unusual character or quality.	a	b	c	d

Pick three of the characteristics and give short examples of specific behaviors or incidents.

Number

Revised 08/2016 Adapted From Fremont School District

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APPENDIX K:

ASSESSMENT INSTRUMENT INFORMATION

CogAT 7: Providing a Comprehensive View of Student Abilities

The *Cognitive Abilities Test*[™] (CogAT[®]) Form 7 is a multiple choice test published by Riverside Publishing. It is used to measure cognitive development among children. The CogAT-7 is often used to identify gifted children for admissions into gifted and talented programs across the United States. It was first published in 1968. The most current version of the CogAT, the CogAT Form 7, was published in 2011. The CogAT-7 has three independent batteries: Verbal, Quantitative, and Nonverbal.

These batteries measure the student's learned reasoning abilities in the three areas most closely related to success in school. Users can administer one, two, or all three batteries, depending on their needs and the needs of their students. Each battery has subtests that make use of three different test formats. Measuring with multiple formats rather than the same format on all items increases both the fairness and the validity of the scores students obtain.

It is important to note that the CogAT-7 is used with non-English speaking students due to its highly nonverbal format. In fact, the assessment changed from its previous version (Form-6) in order to accommodate English Language Learner (ELL) students. On Form 7, only one of the three tests on the Verbal Battery (Sentence Completion) and none of the items on the three Quantitative tests require comprehension of oral language—resulting in a more meaningful assessment of every student's reasoning ability. Third, items used on the new primary-level tests were selected from a larger pool of items that were specifically designed to be fair to EL children. Finally, the total testing time is slightly less compared to previous editions. For more information on the CogAT-7's accessibility for English Learners, please go to:

<https://secure.riversidepublishing.com/products/cogAT7/ell.html>

The CogAT-7 reflects the most current industry research in the measurement of cognitive abilities and learning styles. Lead author Dr. David F. Lohman, an internationally recognized abilities assessment researcher and winner of the National Association of Gifted Children's Paper of the Decade award, has built on the strengths of the assessment by introducing a variety of enhancements, including new item types, a reduced language load, an expanded instructor support package, multiple administration modes, and more. For further information, please go to:

<http://www.hmhco.com/hmh-assessments/ability/cogat-7#overview-content2>

WISC-V: Measuring a Child's Intellectual Ability

The Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V)

is an individually administered [intelligence test](#) for children between the ages of 6 and 16 inclusive that can be completed without reading or writing. This assessment, which is considered to be a reliable and valid measure of intelligence, is administered by a professional (school psychologist or licensed psychologist) and can take up to an hour or more to complete. For more information about the WISC-V please refer to:

<http://www.pearsonclinical.com/psychology/products/100000771/wechsler-intelligence-scale-for-childrensupfifth-edition--wisc-v.html>

WNV: for Linguistically and Culturally Diverse Groups

Much like the WISC-V, the Non-Verbal Measures (WNV) is an individually administered test. It is considered to be a reliable and valid measurement of non-verbal intelligence. The WNV was specifically created for individuals from diverse linguistic groups, individuals with limited language skills, individuals who are deaf and hard of hearing,

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individuals with language disorders, and the identification of gifted children from linguistically and culturally diverse populations. Like the WISC-V, the WNV is administered by a professional (school psychologist or licensed psychologist). The subtests can take up to 45 minutes to complete. For more information about the WISC-V please refer to:

<http://www.pearsonclinical.com/psychology/products/100000313/wechsler-nonverbal-scale-of-ability-wnv.html>

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APPENDIX L:

Additional Resources for Parents and Educators

California Association for the Gifted: Position Paper on Twice Exceptional Students

<http://c.ymcdn.com/sites/www.cagifted.org/resource/resmgr/docs/position16twicee.pdf>

National Association for the Gifted-CEC

Teacher Preparation Standards in Gifted & Talented Education

<http://www.nagc.org/sites/default/files/standards/NAGC-%20CEC%20CAEP%20standards%20%282013%20final%29.pdf>

National Association for the Gifted: Advanced Standards in Gifted & Talented Education

<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/advanced-standards>

National Association for the Gifted: Advanced Standards in Gifted Education Teacher Preparation

<http://www.nagc.org/sites/default/files/standards/Advanced%20Standards%20in%20GT%20%282013%29.pdf>

CA State Board of Education

Recommended Standards for Programs for Gifted & Talented Students

[http://c.ymcdn.com/sites/www.cagifted.org/resource/resmgr/Docs/gate05standards\(1\).pdf](http://c.ymcdn.com/sites/www.cagifted.org/resource/resmgr/Docs/gate05standards(1).pdf)

California Association for the Gifted: Position Paper – Teacher Qualifications

<http://c.ymcdn.com/sites/www.cagifted.org/resource/resmgr/docs/position10tq.pdf>

California Association for the Gifted: Position Paper – High School Programs for Gifted Students

<http://c.ymcdn.com/sites/www.cagifted.org/resource/resmgr/docs/position18hs.pdf>

California Association for the Gifted: GATE Recommended Standards for Programs for Gifted and Talented Students

[http://c.ymcdn.com/sites/www.cagifted.org/resource/resmgr/docs/gate05standards\(1\).pdf](http://c.ymcdn.com/sites/www.cagifted.org/resource/resmgr/docs/gate05standards(1).pdf)

Traits and Characteristics of Facilitators

<https://www.sde.idaho.gov/academic/gifted-talented/files/manuals/Best-Practices-for-Gifted-and-Talented-Programs-Idaho.pdf>

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APPENDIX M:

ORGANIZATIONS, NETWORKS, AND ONLINE RESOURCES

<p><u>Council for Exceptional Children (CEC/ITAG)</u> 1110 North Glebe Road, Suite 300 Arlington, VA 22201 Phone: 703-620-3660 Fax: 703-264-9494 www.cec.sped.org/</p>	<p><u>National Association for Gifted Children (NAGC)</u> 1707 L. St., NW, Suite 550 Washington D.C., 20036 Phone: 202-785-4268 Fax: 202-785-4248 www.nagc.org</p>
<p><u>The National Research Center on the Gifted & Talented</u> University of Connecticut 2131 Hillside Road, Unit 3007 Storrs, CT 06269-3007 Phone: 860-486-4676 Fax: 860-486-2900 www.gifted.uconn.edu/nrcgt.html</p>	<p><u>World Council for Gifted and Talented</u> Phone: 626-584-9751 370 S. Carmelo Avenue Pasadena, CA 91107</p>
<p><u>Gifted Child Today</u> P. O. Box 8813 Waco, TX 76714-8813 Phone: 800-998-2208 Fax: 800-240-0333 www.prufrock.com</p>	<p><u>Educational Leadership</u> Association for Supervision & Curriculum Development 1703 N. Beauregard Street Alexandria, VA 22311-1714 Phone: 800-933-2723 www.ascd.org</p>
<p><u>California Association For the Gifted</u> http://www.cagifted.org PO Box 395 Lincoln, CA 95648 Phone: 916-209-3242 Fax: 916-988-5999 www.cagifted.org cagoffice@aol.com</p>	<p><u>Roeper Review</u> P. O. Box 329 Phone: 248-203-7321 Bloomington Hills, MN 48303-0329 www.roeperreview.org/</p>
<p><u>Greater Los Angeles Gifted Association</u> http://www.giftedchildrenla.org</p>	<p><u>Indiana Association For The Gifted</u> Parent Guide to High Ability Education & Advocacy http://www.iag-online.org/resources/IAG-Parent-Guide-12-11.pdf</p>
<p><u>Supporting the Emotional Needs of the Gifted SENG</u> www.SENGifted.org</p>	<p><u>Center for Talented Youth - Johns Hopkins</u> Summer Programs & On line classes http://cty.jhu.edu/</p>
<p><u>Association for the Education of Gifted Underachieving Students</u> www.aegus1.org/</p>	<p>The Association for the Gifted (TAG) www.cectag.org</p>
<p>Hoagies' Gifted Education Page www.hoagiesgifted.org</p>	<p>Center For Gifted Studies and Talent Development, Ball State University http://cms.bsu.edu/Academics/CentersandInstitutes/GiftedStudies.aspx</p>
<p>National Research Center on the Gifted and Talented www.gifted.uconn.edu/NRCGT/html</p>	<p>Neag Center for Gifted Education and Talent Development, University of Connecticut www.gifted.uconn.edu</p>
<p>Johns Hopkins Center for Talented Youth (CTY) www.cty.jhu.edu</p>	<p>Duke University Talent Identification Program (TIP) www.tip.duke.edu</p>
<p>Stanford University's Education Program for Gifted Youth (EPGY) www.epgy.stanford.edu</p>	<p>Northwestern's Center for Talent Development (CTD) www.ctd.northwestern.edu</p>

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Center for Gifted Education at the College of William & Mary www.cfge.wm.edu	Purdue University's Gifted Education Resource Institute (GERI) www.geri.soe.purdue.edu
University of Iowa Center for Gifted Education and Talent Development www.education.uiowa.edu/belinblank	The Davidson Institute for Talent Development www.davidsongifted.org
Guide to OnLineSchools http://www.guidetoonlineschools.com	Center for Talent Development Northwestern University (K-12) OnLine classes http://www.ctd.northwestern.edu/program_type/online-programs
Gifted Education Press www.giftedpress.com	Prufrock Press www.prufrock.com
Critical Thinking Press www.criticalthinking.com	Great Potential Press www.giftedbooks.com
Free Spirit Publishing www.freespirit.com	Pieces of Learning www.piecesoflearning.com

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APPENDIX N:

BOOKS AND PRINT RESOURCES

Parenting

A Parent's Guide to Gifted Children

Webb, J., Gore, J., Amend, E., and DeVries, A. (2007)

Scottsdale, AZ: Great Potential Press

Growing up Gifted (6th ed.)

Clark, B. (2002)

Upper Saddle River, NJ: Merrill Prentice Hall

Parenting Gifted Children

Delisle, J. R. (2006)

Waco, Texas: Prufrock Press Inc.

Helping Gifted Children Soar

Strip, C., and Hirsch, G. (2000) Scottsdale, AZ: Great Potential Press

On High Ability Education

Genius Denied

Davidson, B. and Davidson, J. (2004) New York, NY: Simon and Schuster

A Nation Deceived: How Schools Hold Back America's Brightest Students Vol. 1 & 2 Colangelo, N., Assouline,

S. G., and Gross, U. M. (2004)

Iowa City, IA: The University of Iowa

Light Up Your Child's Mind

Renzulli, J. and Reis, S. (2009)

New York, NY: Little, Brown and Company

You Know Your Child is Gifted When...A Beginner's Guide to Life on the Bright Side

Galbraith, Judy (2000)

Minneapolis, MN: Free Spirit Publishing

Why Smart Kids Worry

Edwards, Allison (2013)

Naperville, IL: Sourcebooks, Inc.

Underachievement

Becoming an Achiever , Coil, C. (1994)

Dayton, OH: Pieces of Learning

Encouraging Achievement , Coil, C. (1999)

Dayton, OH: Pieces of Learning

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Why Bright Kids Get Poor Grades: And What You Can Do About It

Rimm, S. (1995)

New York, New York: Three Rivers Press

Strategies for Differentiation & Acceleration

Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12

Heacox, D. (2002)

Minneapolis, MN: Free Spirit Publishing

Re-forming Gifted Education

Rogers, K. (2002)

Columbus, OH: Great Potential Press

How to Differentiate Instruction in Mixed Ability Classroom (2nd ed.)

Tomlinson, C. A. (2001)

Alexandria, VA: ASCD

Teaching Gifted Kids in the Regular Classroom

Winebrenner, S. (2001)

Minneapolis, MN: Free Spirit Publishing

Acceleration For Gifted Learners K-5

Smutney, J. F., Walker, S. Y., and Meckstroth, E. A. (2007)

Thousand Oaks, CA: Corwin Press

Differentiation for Gifted Learners: Going Beyond the Basics

Heacox, Diane, Cash, Richard M. (2014)

Minneapolis, MN: Free Spirit Publishing

Leading for Differentiation: Growing Teachers Who Grow Kids

Tomlinson, C. A., Murphy, Michael (2015)

Alexandria, VA: ASCD

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APPENDIX O:

GLOSSARY OF TERMS AND ACRONYMS

Acceleration refers to adjusting pace and/or content to allow for students to work at a level appropriate for their readiness.

Authentic assessments are ones in which an assessment is a natural extension of the learning process itself. It is not a separate piece. Project-based learning would employ authentic assessment.

CogAT-7 The *Cognitive Abilities Test*TM (*CogAT*[®]) Form 7 is a multiple choice test published by Riverside Publishing. It is used to measure cognitive development among children. The CogAT-7 is often used to identify gifted children for admissions into gifted and talented programs across the United States.

Complexity includes making relationships, connecting other concepts, and layering. It is a why/how approach that connects and bridges to other disciplines to enhance the meaning of a unit of study.

Differentiation refers to “a sequence of common sense decisions made by a teacher with a student first orientation.” It is the practice of “teaching up” to challenge and support all students to achieve at high levels. Differentiation is valuing and planning for diversity in students. It is designed to address content as well as students learning and affective needs (Tomlinson, ASCD 2014).

Depth refers to approaching or studying something from the concrete to the abstract, from the known to the unknown. Requires students to examine topics by determining the facts, concepts, generalization, principles and theories related to them. Necessitates uncovering more details and new knowledge related to a topic of study. Encourages students to adopt perspectives and to see patterns in connections.

Fixed Mindset refers to the idea that success comes from being smart, genetics, and environment. It is the belief that students are smart or they aren't; that more effort will not necessarily lead to high levels of success.

Flexible Grouping is a type of strategic grouping practice that focuses on the specific needs of students. Students are grouped together for a short time for specific purposes that addresses a specific needs. Flexible grouping allows students to move in and out of many different groups.

GATE Gifted and Talented Education. This is the acronym most commonly associated with, and referred to, when addressing the District's intellectually gifted program. It is important to note that BUSD's program is for intellectually gifted students *only*.

GATE Advisory Council This group is made up of parents, teachers, administrators, and occasionally students. Its function is to disseminate information, ideas, etc. to and from the school sites. Topics discussed range from site feedback to parent education.

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GATE Identification Committee This committee is made up of administrators and teachers. Its function is to make decisions on GATE identification issues, including appeals. This committee will be the final decision-making step in the identification process.

GATE Master Planning Committee This committee is made up of teachers, administrators, and parents. Its function is to create, review, and adapt the GATE Master Plan to best meet the needs of all of our stakeholders.

Growth Mindset refers to the idea, based in research on brain-plasticity; that learning and success come from effort. It is the idea that “intelligence” can be grown. It is the idea that all students given the right supports can achieve at high levels.

Intellectually Gifted refers to students with high potential in the areas of abstract thinking and reasoning ability as applied to school learning situations.

Novelty refers to the idea that instructional strategies should offer pieces to students that are unique, unusual, and interesting in order to increase engagement.

Pacing refers to the time necessary to deliver instruction. Pace may be sped up or slowed down depending on student needs.

Readiness refers to the level at which students are “ready” to learn. It supplants the idea of ability. Ability is static and fixed. Readiness changes topic to topic, subject to subject. Readiness is a sum total of all the knowledge, skills, and understanding students come to a learning situation with. Readiness can vary greatly from student to student.

Relevance refers to the ability for learners to see a connection between their learning and their lives. If learning is relevant to student’s lives, research shows that student engagement and motivation is increased.

Respectful Tasks are tasks given to students that address important skills and knowledge particular students need. They are tasks which move students forward from wherever they are and are worthy of their time.

Student Study Team is a team of stakeholders that meet to address the needs of a particular student. The team includes a school administrator, teacher, parent, student, school psychologist, and other personnel as needed.

Teaching-Up refers to the practice of planning instruction to the top tier of students in a classroom and scaffolding for other students to reach the high expectations set for them. Teaching-up should include higher levels of depth and complexity, as well as acceleration.

Twice Exceptional (2E) refers to students who are intellectually gifted, but also have an underlying disability. These students have characteristics that are often misunderstood or misinterpreted. While they may be capable of high levels of abstract and critical thinking, an underlying disability can mask their giftedness making it difficult to identify and

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serve. The disability may come in many forms: learning disabilities, such as problems with attention, judgment, or social-emotional regulation; physical restriction; or perceptual deficits,

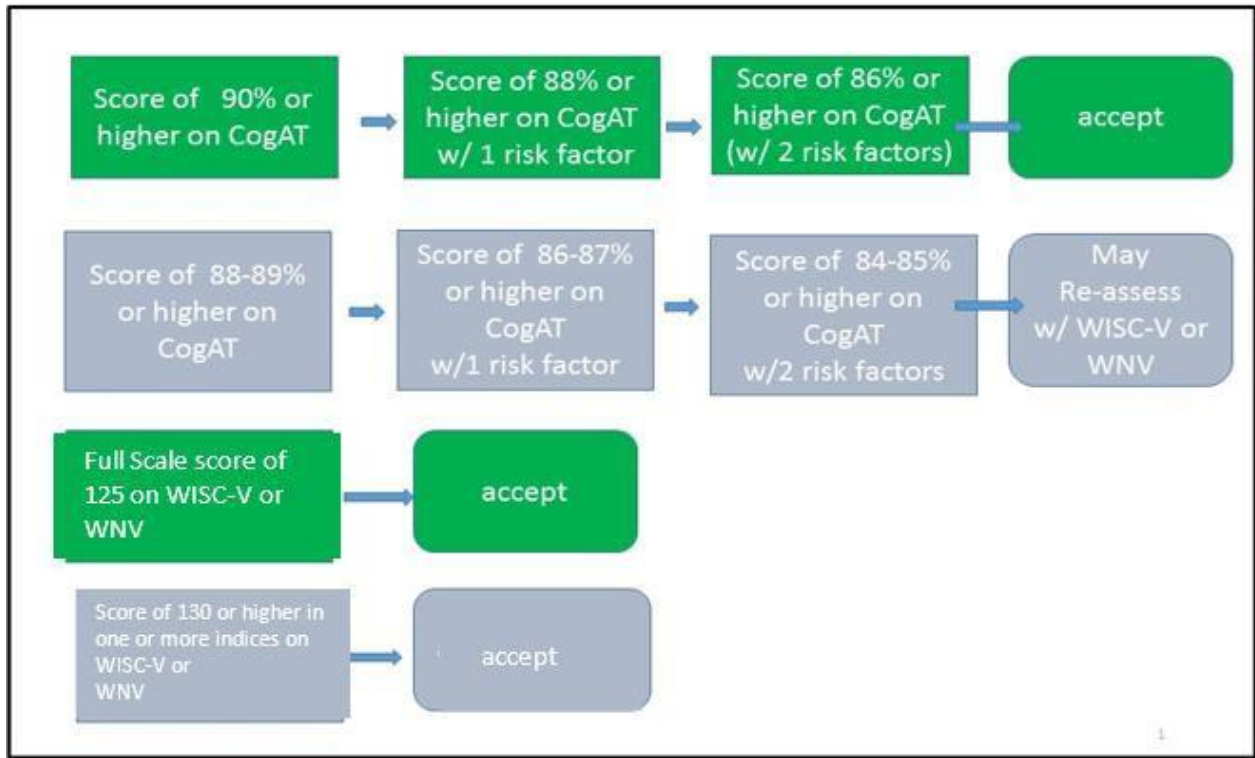
WISC-V The Wechsler Intelligence Scale for Children- Fifth Edition is an individually administered intelligence test for children between the ages of 6 and 16 inclusive that can be completed without reading or writing.

WNV The Wechsler Non-Verbal Scale of Ability, like the WISC-V, the WNV is an individually administered test. It is considered to be a reliable and valid measurement of non-verbal intelligence. The WNV was specifically created for individuals from diverse linguistic groups, individuals with limited language skills, individuals who are deaf and hard of hearing, individuals with language disorders, and the identification of gifted children from linguistically and culturally diverse populations.

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APPENDIX P:

ASSESSMENT / IDENTIFICATION FLOW CHART



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APPENDIX Q:

END OF YEAR SURVEYS FOR STUDENTS, PARENTS, AND STAFF

Elementary GATE Student Survey:

ITEM	QUESTION / PROMPT	RESPONSE OPTIONS
1	The name of my school is:	<ul style="list-style-type: none"> • Disney • Edison • Emerson • Harte • Jefferson • McKinley • Miller • Providencia • Roosevelt • Stevenson • Washington
2	I am currently	<ul style="list-style-type: none"> • In fourth grade • In fifth grade
3	Are you aware that you are in your school's GATE program?	<ul style="list-style-type: none"> • Yes • No • I'm not sure
4	Do you like being in the GATE program?	<ul style="list-style-type: none"> • No, I don't like being in the GATE program • I'm not sure if I like being in the GATE program • Sometimes I like being in the GATE program • I really like being in the GATE program • I love being in the GATE program <p>Optional: If you'd like to do so, please explain why you like or don't like being in the GATE program at your school:</p>
5	Please check all the words that describe how you feel about the work you do in your GATE class at school:	<ul style="list-style-type: none"> • Challenging • Easy • Routine • Exciting • Hands-on • Just Right • Frustrating • Fun • Interesting • Motivating • Boring • Unnecessary

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		<ul style="list-style-type: none"> • Collaborative <p>Optional: If there are any descriptor words you think apply (that were not mentioned above) please write them here:</p>
6	To what extent do you feel that your GATE class challenged you to think deeply about topics this year?	<ul style="list-style-type: none"> • Not at All • Somewhat • Adequately • Very Much • I'm not sure <p>Optional – if you would like to explain further, please do so here:</p>
7	In your GATE class this year, how often do you feel you got to work at your own pace?	<ul style="list-style-type: none"> • Never • Sometimes • Often • Always • I'm not sure <p>Optional – if you would like to explain further, please do so here:</p>
8	In your GATE class this year, how often did not get to choose what you worked on?	<ul style="list-style-type: none"> • Never • Sometimes • Often • Always • I'm not sure <p>Optional – if you would like to explain further, please do so here:</p>
9	In your GATE class this year, how often did you get to learn things that were completely new to you?	<ul style="list-style-type: none"> • Never • Sometimes • Often • I'm not sure <p>Optional – if you would like to explain further, please do so here:</p>
10	In your GATE class this year, how often did you get work that you thought was “just right” for you; even though it might have been different from what other students in your class were working on?	<ul style="list-style-type: none"> • Never • Sometimes • Often • I'm not sure <p>Optional – if you would like to explain further, please do so here:</p>

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11	This year at your school, how often were you able to participate in projects, labs, performances, or other GATE events?	<ul style="list-style-type: none"> • Never • Sometimes • Often • I'm not sure <p>Optional: if you would like to explain further, please do so here:</p>
12	In your GATE class this year, to what extent did you feel motivated and excited to learn about a topic?	<ul style="list-style-type: none"> • Not at All • Sometimes • Often • I'm not sure <p>Optional – if you would like to explain further, please do so here:</p>
13	In your GATE class this year, to what extent do you feel you got to learn things that might interest you, in terms of a future career?	<ul style="list-style-type: none"> • Not at All • Sometimes • Often • I'm not sure <p>Optional – if you would like to explain further, please do so here:</p>
14	Please check-off all the GATE events that you attended this year.	<ul style="list-style-type: none"> • District Pull-Out events at the Burbank Adult School • District Barnes & Noble (Fall or Spring) Reading events • Special events or activities at my school (during the school day) that were just for GATE students • Evening or weekend activities at my school that were just for GATE students • After-school activities or events that were just for GATE students • Lunchtime activities at my school that were just for GATE students
15	What was your favorite thing about your experience in the GATE program this year?	<ul style="list-style-type: none"> • District Pull-Out events at the Burbank Adult School • District Barnes & Noble (Fall or Spring) Reading events • Special events or activities at my school that were just for GATE students, that were held on the weekend or in the evening • A special classroom project, performance, or GATE activity

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		<ul style="list-style-type: none"> • GATE activities that were held after school or during lunch time <p>Optional – if you would like to explain further, please do so here:</p>
Middle School GATE Student Survey		
ITEM	QUESTION/PROMPT	RESPONSE OPTIONS
1	The name of my school is	<ul style="list-style-type: none"> • David Starr Jordan Middle School • Luther Burbank Middle School • John Muir Middle School
2	I am currently	<ul style="list-style-type: none"> • In 6th grade • In 7th grade • In 8th grade
3	Are you aware that you are in your school's GATE program?	<ul style="list-style-type: none"> • Yes • No • I'm not sure
4	Do you like being in the GATE program?	<ul style="list-style-type: none"> • No, I don't like being in the GATE program • I'm not sure if I like being in the GATE program • Sometimes I like being in the GATE program • I really like being in the GATE program • I love being in the GATE program <p>Optional: If you'd like to do so, please explain why you like or don't like being in the GATE program at your school:</p>
5	Please check all the words that describe how you feel about the work you did in your GATE classes at school this year:	<ul style="list-style-type: none"> • Challenging • Easy • Routine • Exciting • Hands-on • Just Right • Frustrating • Fun • Interesting • Motivating • Boring • Unnecessary • Collaborative

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		Optional: If there are any descriptor words you think apply (that were not mentioned above) please write them here:
6	To what extent do you feel that your GATE classes challenged you to think deeply about topics this year?	<ul style="list-style-type: none"> • Not at All • Somewhat • Adequately • Very Much • I'm not sure <p>Optional: If you would like to explain further, please do so here:</p>
7	In your GATE classes this year, how often do you feel you got to work at your own pace?	<ul style="list-style-type: none"> • Never • Sometimes • Often • Always • I'm not sure <p>Optional: If you would like to explain further, please do so here:</p>
8	In your GATE classes this year, how often did you get to choose what you worked on?	<ul style="list-style-type: none"> • Never • Sometimes • Often • Always • I'm not sure <p>Optional: If you would like to explain further, please do so here:</p>
9	In your GATE classes this year, how often did you get to learn things that were completely new to you?	<ul style="list-style-type: none"> • Never • Sometimes • Often • I'm not sure <p>Optional: If you would like to explain further, please do so here:</p>
10	In your GATE classes this year, how often did you get to do work that you thought was “just right” for you; even though it might have been different from what other students in your class were working on?	<ul style="list-style-type: none"> • Never • Sometimes • Often • I'm not sure <p>Optional: If you would like to explain further, please do so here:</p>
11	At school this year, how often were you able to participate in projects, labs, performances, or other GATE events?	<ul style="list-style-type: none"> • Never • Sometimes • Often

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		<ul style="list-style-type: none"> • I'm not sure <p>Optional: If you would like to explain further, please do so here:</p>
12	In your GATE classes this year, to what extent did you feel motivated and excited to learn about a topic?	<ul style="list-style-type: none"> • Not at All • Sometimes • Often • I'm not sure <p>Optional: If you would like to explain further, Please do so here:</p>
13	In your GATE classes this year, to what extent do you feel you go to learn about things that might interest you in terms of a future career?	<ul style="list-style-type: none"> • Not at All • Sometimes • Often • I'm not sure <p>Optional: If you would like to explain further, please do so here:</p>
14	Please check-off all the GATE events that you attended this year	<ul style="list-style-type: none"> • District Pull-Out events at the Burbank Adult School • District Barnes & Noble (Fall or Spring) Reading events • Special events or activities at my school (during the school day) that were just for GATE students • Evening or weekend activities at my school that were just for GATE students • After-school activities or events that were just for GATE students • Lunchtime activities at my school that were just for GATE students
15	What was your favorite thing about your experience in the middle school GATE program this year?	<ul style="list-style-type: none"> • District Pull-Out events at the Burbank Adult School • District Barnes & Noble (Fall or Spring) Reading events • Special events or activities at my school that were just for GATE students, that were held on the weekend or in the evening • A special classroom project, performance, or GATE activity • GATE activities that were held after school or during lunch time <p>Optional – if you would like to explain further, please do so here:</p>

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Elementary GATE Parent Survey:		
1	My child attends _____ Elementary School	<ul style="list-style-type: none"> • Bret Harte • Walt Disney • Thomas Edison • Ralph Waldo Emerson • Thomas Jefferson • William McKinley • Joaquin Miller • Providencia • Theodore Roosevelt • Robert Louis Stevenson • George Washington
2	Please note the extent to which you felt the staff at your child’s school provided an awareness of the school’s GATE program, at the school’s beginning of the year GATE orientation event:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I was not aware that there was a GATE orientation event at my school, at the beginning of the school year <p style="text-align: center;">Please use this space if you’d like to comment further on this question:</p>
3	Please note the extent to which District Staff provided you with valuable information about the District’s GATE program, at the District GATE orientation, at the beginning of the school year (at the Burbank Adult School)	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I was aware of the District GATE orientation, but did not attend • I was unaware of the District GATE orientation <p style="text-align: center;">Optional: Please use this space if you’d like to comment further on this question.</p>
4	Please note the extent to which the District’s annual GATE conference (that took place at Stevenson Elementary School in October) helped you understand more about the social, emotional, and academic attributes of GATE students:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I was not able to attend the District GATE conference in October <p style="text-align: center;">Optional: Please use this space if you’d like to comment further on this question:</p>

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5	Please note the extent to which your child's school provided a good understanding of how students are placed into fourth and fifth grade GATE classes:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
6	Please note the extent of your satisfaction with how GATE students are placed in your child's school:	<ul style="list-style-type: none"> • Not at all satisfied • Minimally satisfied • Somewhat satisfied • Very satisfied <p>Please use this space if you'd like to comment further on this question:</p>
7	To the best of your ability, please note the extent to which you feel that this year's GATE pull-out events (Shakespeare and Technology Day) were valuable to your child:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • My child did not attend this event <p>Please use this space if you'd like to comment further on this question:</p>
8	Please note the extent to which you, AS A PARENT, would like to see GATE pull-out programs next year:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
9	To the best of your ability, please note the extent to which you feel that the enrichment programs for GATE students at your school site have been valuable and interesting to your child:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I did not know of any enrichment programs offered at my school for GATE students this year <p>Please use this space if you'd like to comment further on this question:</p>

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10	Please note the extent to which you felt that the evening GATE events offered to your child (ie: Board Game Night, Barnes and Noble Readings, Christine Fonseca’s presentation, etc.) were valuable and interesting to your child:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I was not aware of any of these events this year <p>Please use this space if you’d like to comment further on this question:</p>
11	Please note the extent to which you feel that the communication about GATE programs from the DISTRICT office has kept you well-informed:	<ul style="list-style-type: none"> • Not at all or I did not receive any information about GATE programs or activities from the District office this year • Minimally • Somewhat • Very much <p>Please use this space if you’d like to comment further on this question:</p>
12	Please note the extent to which you feel that the communication about GATE programs from your child’s SCHOOL SITE has been sufficient and has kept you well-informed:	<ul style="list-style-type: none"> • Not at all or I did not receive any information about GATE programs or activities from my school: • Minimally • Somewhat • Very much <p>Please use this space if you’d like to comment further on this question:</p>
13	Please note the extent to which your school site’s GATE PAC (Parent Advisory Council) representatives has kept you informed on the GATE PAC’s activities and events:	<ul style="list-style-type: none"> • Not at all or I did not receive any information this year, from my school site’s GATE PAC representative • Minimally • Somewhat • Very much <p>Please use this space if you’d like to comment further on this question:</p>
14	Please note the extent to which you feel there have been valuable presentations (for parents) at your child’s school site on topics related to the GATE program at the school:	<ul style="list-style-type: none"> • Not at all or I was unaware of any presentations for GATE parents, at my child’s school this year • Minimally • Somewhat

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		<ul style="list-style-type: none"> • Very much <p>Please use this space if you'd like to comment further on this question:</p>
15	To the best of your ability, please note the extent to which your child felt good about his/her overall experience in the GATE program at his/her school this year:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I'm not sure, I can't tell how my child felt about the GATE program at his/her school <p>Please use this space if you'd like to comment further on this question:</p>
16	Please note the extent to which you felt good about your child's overall experience in the GATE program at school this year:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
17	Please note the extent to which you found the information at the monthly GATE PAC meetings to be valuable:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I cannot comment, as I did not attend any of these meetings this year <p>Please use this space if you'd like to comment further on this question:</p>
18	Please use this space for any additional comments you would like to make about the elementary GATE program in the District or at your school:	

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Middle School GATE Parent Survey:		
1	My child attends _____ Middle School:	<ul style="list-style-type: none"> • David Starr Jordan Middle School • Luther Burbank Middle School • John Muir Middle School
2	Please note the extent to which you felt the staff at your child’s school provided an awareness of the school’s GATE program, at the school’s beginning of the year GATE orientation event:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I was not aware that there was a GATE orientation event at my school, at the beginning of the school year <p style="text-align: center;">Please use this space if you’d like to comment further on this question:</p>
3	Please note the extent to which District Staff provided you with valuable information about the District’s GATE program, at the District GATE orientation, at the beginning of the school year (at the Burbank Adult School):	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I was aware of the District GATE orientation, but did not attend • I was unaware of the District GATE orientation <p style="text-align: center;">Optional: Please use this space if you’d like to comment further on this question.</p>
4	Please note the extent to which the District’s annual GATE conference (that took place at Stevenson Elementary School in October) helped you understand more about the social, emotional, and academic attributes of GATE students:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I was not able to attend the District GATE conference in October <p style="text-align: center;">Optional: Please use this space if you’d like to comment further on this question:</p>

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5	Please note the extent to which your child's school provided a good understanding of how students are placed into GATE classes:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
6	Please note the extent of your satisfaction with how GATE students are placed in your child's school:	<ul style="list-style-type: none"> • Not at all satisfied • Minimally satisfied • Somewhat satisfied • Very satisfied <p>Please use this space if you'd like to comment further on this question:</p>
7	To the best of your ability, please note the extent to which you feel that this year's GATE Technology pull-out events were valuable to your child:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • My child did not attend this event <p>Please use this space if you'd like to comment further on this question:</p>
8	Please note the extent to which you, AS A PARENT, would like to see GATE pull-out programs next year:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
9	To the best of your ability, please note the extent to which you feel that the enrichment programs for GATE students at your school site have been valuable and interesting to your child:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I did not know of any enrichment programs offered at my school for GATE students this year <p>Please use this space if you'd like to comment further on this question:</p>
10	Please note the extent to which you felt that the evening GATE events offered to your child (ie: Board Game Night, Barnes and Noble Readings, Christine Fonseca's presentation, etc.) were valuable and interesting to your child:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I was not aware of any of these events this year <p>Please use this space if you'd like to</p>

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		comment further on this question:
11	Please note the extent to which you feel that the communication about GATE programs from the DISTRICT office has kept you well-informed:	<ul style="list-style-type: none"> • Not at all or I did not receive any information about GATE programs or activities from the District office this year • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
12	Please note the extent to which you feel that the communication about GATE programs from your child's SCHOOL SITE has been sufficient and has kept you well-informed:	<ul style="list-style-type: none"> • Not at all or I did not receive any information about GATE programs or activities from my school: • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
13	Please note the extent to which your school site's GATE PAC (Parent Advisory Council) representatives has kept you informed on the GATE PAC's activities and events:	<ul style="list-style-type: none"> • Not at all or I did not receive any information this year, from my school site's GATE PAC representative • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
14	Please note the extent to which you feel there have been valuable presentations (for parents) at your child's school site on topics related to the GATE program at the school:	<ul style="list-style-type: none"> • Not at all or I was unaware of any presentations for GATE parents, at my child's school this year • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>

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15	To the best of your ability, please note the extent to which your child felt good about his/her overall experience in the GATE program at his/her school this year:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I'm not sure, I can't tell how my child felt about the GATE program at his/her school <p>Please use this space if you'd like to Comment further on this question:</p>
16	Please note the extent to which you felt good about your child's overall experience in the GATE program at school this year:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much <p>Please use this space if you'd like to comment further on this question:</p>
17	Please note the extent to which you found the information at the monthly GATE PAC meetings to be valuable:	<ul style="list-style-type: none"> • Not at all • Minimally • Somewhat • Very much • I cannot comment, as I did not attend any of these meetings this year <p>Please use this space if you'd like to comment further on this question:</p>
18	Please use this space for any additional comments you would like to make about the elementary GATE program in the District or at your school:	

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Elementary School GATE Teachers Survey:		
1	How did you get selected to teach a GATE class this year?	<ul style="list-style-type: none"> • My principal asked me if I wanted to • I volunteered to teach a GATE class • My school rotates the annual selection of GATE teacher and it was my turn this year • I'm not exactly sure how I was selected <p>Optional – Please use this space if you'd like to comment further on this question:</p>
2	In the past two years. How much training/professional development have you received in teaching GATE students? Check all that apply:	<ul style="list-style-type: none"> • None • A few (1-3) district or county sponsored workshops • A few (1-3) district, county, regional, or state conferences • Several (4+) district, county, regional, or state conferences • College or university coursework related to GATE instruction • Participation in a certificate program <p>Optional – Please use this space if you'd like to comment further on this question:</p>
3	To what extent have you been able to implement ideas and/or strategies you learned at District (GATE) professional development trainings or workshops this year:	<ul style="list-style-type: none"> • Not at all • A little • Somewhat • A good amount • Very much • N/A: I was not able to attend any of these trainings or workshops this year <p>Optional – Please use this space if you'd like to comment further on this question:</p>
4	At the site level (from your principal and curriculum specialists), how much support did you feel you received this year, in terms of being able to effectively teach your GATE students:	<ul style="list-style-type: none"> • None at all • A little • Some • A good amount of support • A high amount of support • I'm not sure <p>Optional – Please use this space if you'd like to comment further on this question:</p>

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5	At the District level (from Assistant Superintendents, Directors, Coordinators, and TOSA's) how much support did you feel you received this year, in terms of being able to effectively teach your GATE students:	<ul style="list-style-type: none"> • None at all • A little • Some • A good amount of support • A high amount of support • I'm not sure <p>Optional – Please use this space if you'd like to comment further on this question:</p>
6	How often do you feel you were able to provide lessons that met the needs of your GATE students, in terms of the content depth and complexity:	<ul style="list-style-type: none"> • Not at all • Seldom • Frequently • Often <p>Optional – Please use this space if you'd like to comment further on this question:</p>
7	How often did you increase the amount of work for the GATE students in you class this year:	<ul style="list-style-type: none"> • Not at all • Seldom • Frequently • Often <p>Optional – Please use this space if you'd like to comment further on this question:</p>
8	To what extent were you able to provide social/emotional support for GATE students in your class this year? (i.e. ideas for organization, friendship building, stress management, mindfulness techniques):	<ul style="list-style-type: none"> • Not at all • Seldom • Frequently • Often <p>Optional – Please use this space if you'd like to comment further on this question:</p>
9	To what extent were you able to pre-assess your GATE students' knowledge on specific topics or content this year:	<ul style="list-style-type: none"> • Not at all • Seldom • Frequently • Often <p>Optional – Please use this space if you'd like to comment further on this question:</p>

Burbank Unified School District GATE Master Plan

Middle School GATE Teachers Survey:		
1	How did you get selected to teach a GATE class this year:	<ul style="list-style-type: none"> • My principal asked me if I wanted to • I volunteered to teach a GATE class • My school rotates the annual selection of GATE teacher and it was my turn this year • I'm not exactly sure how I was selected • I teach GATE sections every year <p>Optional – Please use this space if you'd like to comment further on this question:</p>
2	In the past two years. How much training/professional development have you received in teaching GATE students? Check all that apply:	<ul style="list-style-type: none"> • None • A few (1-3) district or county sponsored workshops • A few (1-3) district, county, regional, or state conferences • Several (4+) district, county, regional, or state conferences • College or university coursework related to GATE instruction • Participation in a certificate program <p>Optional – Please use this space if you'd like to comment further on this question:</p>
3	To what extent have you been able to implement ideas and/or strategies you learned at District (GATE) professional development trainings or workshops this year:	<ul style="list-style-type: none"> • Not at all • A little • Somewhat • A good amount • Very much • N/A: I was not able to attend any of these trainings or workshops this year <p>Optional – Please use this space if you'd like to comment further on this question:</p>
4	At the site level (from your administrator) , how much support did you feel you received this year, in terms of being able to effectively teach your GATE classes:	<ul style="list-style-type: none"> • None at all • A little • Some • A good amount of support • A high amount of support • I'm not sure <p>Optional – Please use this space if you'd like to comment further on this question:</p>

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5	At the District level (from District office staff: Assistant Superintendents, Directors, Coordinators, and TOSA's) how much support did you feel you received this year, in terms of being able to effectively teach your GATE students:	<ul style="list-style-type: none"> • None at all • A little • Some • A good amount of support • A high amount of support • I'm not sure <p>Optional – Please use this space if you'd like to comment further on this question:</p>
6	How often were able to increase the depth and complexity of your instructional program, for students in your GATE classes this year:	<ul style="list-style-type: none"> • Not at all • Seldom • Frequently • Often <p>Optional – Please use this space if you'd like to comment further on this question:</p>
7	How often did you increase the amount of work for the GATE students in you class this year:	<ul style="list-style-type: none"> • Not at all • Seldom • Frequently • Often <p>Optional – Please use this space if you'd like to comment further on this question:</p>
8	To what extent were you able to provide social/emotional support for GATE students in your class this year? (i.e. ideas for organization, friendship building, stress management, mindfulness techniques):	<ul style="list-style-type: none"> • Not at all • Seldom • Frequently • Often <p>Optional – Please use this space if you'd like to comment further on this question:</p>
9	To what extent were you able to pre-assess your GATE students' knowledge on specific topics or content this year:	<ul style="list-style-type: none"> • Not at all • Seldom • Frequently • Often <p>Optional – Please use this space if you'd like to comment further on this question:</p>
10	What kinds of opportunities did you offer students in your GATE classes this year:	<ul style="list-style-type: none"> • Ability to work at a faster pace • Choices of projects or activities • Opportunities for self-selected learning • Opportunities to use outside resources • Reciprocal Teaching • Student-led Discussions • Problem-based Learning

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		<ul style="list-style-type: none">• Socratic Seminars• Differentiated Assessments• Independent Learning Options• Opportunities to test students on materials that they already know <p>Optional – Please use this space if you’d like to comment further on this question:</p>
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