

LEA Name: Rincon Valley Union School District

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 COUNTY CODE DISTRICT CODE

**GATE PROGRAM SERVICES**

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (EC 52206) Please indicate the GATE program services the district will provide by placing a check mark in the boxes below. Provide a brief description of each service provided.

<b>PROGRAM SERVICES (Select at least one)</b>	<b>Primary</b>	<b>Upper Elementary</b>	<b>Middle School</b>	<b>High School</b>
Special Day Classes:				
Part-time Groupings:	<b>X</b>	<b>X</b>	<b>X</b>	
Cluster Groupings:	<b>X</b>	<b>X</b>	<b>X</b>	
<b>OTHER PROGRAM SERVICES</b>				
Acceleration:	<b>X</b>	<b>X</b>	<b>X</b>	
Honors:				
Advanced Placement:				
International Baccalaureate:				
Independent Study:		<b>X</b>	<b>X</b>	
Postsecondary Education:				
Enrichment (Pull-out/Before/After School/Saturday Classes):	<b>X</b>	<b>X</b>	<b>X</b>	
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils	<b>X</b>	<b>X</b>	<b>X</b>	
Other (Curriculum Compacting, Depth and Complexity, Junior Great Books, and Odyssey of the Mind):	<b>X</b>	<b>X</b>	<b>X</b>	

**STUDENT IDENTIFICATION CATEGORIES**

LEAs are required to use one or more categories for identifying gifted and talented students' demonstrated or potential abilities that provide evidence of high performance capability including: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent. (EC 52202) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board must concentrate part of its curriculum on providing pupils with an academic component. (EC 52206[c]) Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

Intellectual Ability <input checked="" type="checkbox"/> <b>X</b> <input type="checkbox"/>	High Achievement <input checked="" type="checkbox"/> <b>X</b> <input type="checkbox"/>	Specific Academic Ability <input checked="" type="checkbox"/> <b>X</b> <input type="checkbox"/>	Leadership Ability <input type="checkbox"/>
Creative Ability <input type="checkbox"/>	Visual and Performing Arts <input type="checkbox"/>	Other <input type="checkbox"/>	

### PROGRAM NARRATIVE

- I. Provide a brief overview of your district, i.e., location; enrollment; number and type of schools; ethnicity, language and socioeconomic factors; and other information as determined. Provide a brief overview of the district's GATE program. (Limit to one page)

The Rincon Valley Union School District is located on the eastern edge of Santa Rosa, California, and is composed of eight elementary schools (K-6) and one Charter Middle School (7-8). Rincon Valley is a comparatively small district and our K-6 schools average 350 students each. The district total student population is currently at 2,965 and has grown gradually over the last eight years. While still predominantly White (nearly 70%), the other ethnic populations have steadily increased (e.g. the Hispanic population has grown from 13% to 19% since 2003). A demographic assessment of the GATE program covering the past five years indicates that while percentages are still not yet equivalent to the district population as a whole, the identification of ethnically diverse students has increased.

The Rincon Valley GATE program emphasizes differentiation within the classroom beginning in Kindergarten. While formal assessment for GATE doesn't begin until 2<sup>nd</sup> grade, the district recognizes the need for a strong emphasis on critical thinking in all grade levels (K-8), both for the development of intellectual capacity and demonstrated school achievement. Using strategies such as depth and complexity, acceleration, unique student products (novelty), flexible grouping, tiered lessons, continuous assessment, curriculum compacting, and acknowledgment of varying learning styles, teachers throughout the grade levels work to provide continuous growth in learning for all students. GATE students are clustered with teachers who have received special training in gifted education whenever possible.

In addition, the GATE program provides enrichment through after-school classes, Odyssey of the Mind, Abracajazz Band and Honor Choir, the Academic Scavenger Hunt, and supports in-school activities such as Junior Great Books, Math Fairs, special classes with the Sonoma County Office of Education, and the development of Individual Learning Plans for all GATE students. GATE Lead teachers at each school site provide liaisons to the district GATE coordinator and act as on-site resources for teachers.

The Rincon Valley district believes that teacher training is an essential element of a viable GATE Program. Every teacher goes through a full day of GATE training encompassing GATE identification, the characteristics and emotional/social needs of gifted learners, and an introduction to GATE instructional techniques. In addition, gifted education strategies (e.g., depth, complexity, universal themes, tiered lessons, Socratic questioning) are a regular part of in-service training each year. All teachers have the opportunity to enroll in the district GATE Certification Program and are given many opportunities to attend conferences on gifted education outside the area, such as the California Association for the Gifted Teacher Institutes, Summer Institute, and Conferences, and the NAGC Summer Conference on Differentiation.

Rincon Valley includes parents and the community in all aspects of the GATE program. Parents serve on the GATE Committee and are vital providers of enrichment through the after-school classes. Parents are also involved in program assessment and evaluation and assist teachers in developing Individual Learning Plans for the GATE students. Community members also participate in the after-school classes, Odyssey of the Mind, and the Academic Scavenger Hunt. GATE students are involved in community service and groups such as the Rincon Valley Honor Choir perform at community events. Parents are provided numerous opportunities throughout the year to learn about gifted children, the GATE program, and ways they can provide encouragement, enrichment, and work with their child's school.

The Rincon Valley GATE program encourages initiative, positive attitudes, individuality, and creativity; emphasizes continuous learning, high expectations, and a rigorous differentiated curriculum for all students; and provides a basis for lifelong learning.

II. Provide a response that describes the districts plan for a proposed GATE program that addresses the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students*. For one-year approval, address all Minimum Standards. For two-year approval, address all Minimal and Commendable Standards. For a three-year approval, address all Minimal, Commendable, and Exemplary Standards. (Limit to four pages for each program area)

### Section 1: Program Design

Districts provide a comprehensive continuum of services and program options responsive to the needs, interests and abilities of gifted students and based on philosophical, theoretical, and empirical support. (EC 52205[d] and 52206[a])

**1:1** *The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.*

Rincon Valley’s Board policy states, “All students deserve an education that matches their abilities. The district participates in the California Gifted and Talented Education Program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential.”

The goals of the Rincon Valley GATE Program are to provide:

- ☞ high quality, differentiated curriculum and instruction for GATE students, so they demonstrate continuous progress in their learning and develop the habits of mind necessary for success in school and for life-long learning
- ☞ support for the social/emotional needs of gifted learners
- ☞ parent education about gifted learners, the GATE program, and parenting gifted children
- ☞ staff development in gifted education strategies that will raise the level of instruction for all students, including GATE learners

<b>Minimum Standards: One year approval</b>	<b>Commendable Standards: Two year approval</b>	<b>Exemplary Standards: Three year approval</b>
<p><b>a.</b> <i>The plan includes an intellectual component that meets or exceeds state content standards.</i></p> <p>In addition to the state standards, the Rincon Valley District has established and implemented grade level standards in grades two through six. GATE students are pre-tested in early October and through differentiated instruction, students already meeting these standards are provided challenge at their appropriate levels through:</p> <ul style="list-style-type: none"> <li>▪ the use of grouping and clustering practices</li> <li>▪ programs such as Accelerated Reader, Accelerated Math, Junior Great Books, Lego-Robotics, and Odyssey of the Mind</li> <li>▪ Algebra Fairs to support algebraic thinking and Science Fairs for students to display projects</li> <li>▪ participation in Math League contests for 6<sup>th</sup> graders and in-house math contests for grades 4 and 5 and/or participation in Math Olympics</li> <li>▪ events such as the Academic Scavenger Hunt, after-school classes, and the GATE BiMathlon</li> <li>▪ differentiating the core curriculum through depth, complexity, novelty, and the use of curriculum</li> </ul>	<p><b>a.</b> <i>The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms.</i></p> <p>Information about the program is disseminated to all GATE parents through direct mailings, the GATE Newsletter, an email network for GATE updates, and through the district website. In addition, a GATE orientation and informational meeting for parents takes place early each fall. The GATE Coordinator is available daily via phone and email to answer questions about the program. Articles about the GATE program are also featured in the school newsletters. The district plans to post the GATE plan on the website and to develop a GATE Parent Handbook in fall 2008.</p> <p><b>b.</b> <i>Participation in the program is not limited by other problems of logistics.</i></p> <p>Participation in the GATE program is not limited by logistics since services are available at all school sites. Problems dealing with transportation to after-school GATE events are discussed at the Committee meetings and parent orientations and assistance is provided to parents in arranging car-pools. Transportation to special GATE events</p>	<p><b>a.</b> <i>The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.</i></p> <p>While not solely used for identification for GATE services at the elementary school level, assessment of demonstrated characteristics of creativity and leadership comprise elements of the identification process. In addition, programs are in place to encourage and support excellence in:</p> <ul style="list-style-type: none"> <li>▪ <b>Leadership:</b> through School-site student councils and a district-wide Student Advisory Committee (two representatives from each school who meet regularly with the Superintendent). At the Charter Middle School, students are actively involved in Student Council, and continually work to support charities, the school system, and other organizations in the community.</li> <li>▪ <b>Performing Arts:</b> through the award-winning music program at each school site (band and chorus), school dramatics programs, The Rincon Valley Royals (marching band), and</li> </ul>

<p>compacting, independent study, and cross-grade placements when appropriate</p> <p>Support for teachers in developing this intellectual component is provided through:</p> <ul style="list-style-type: none"> <li>▪ in-service days and other district-sponsored training opportunities in differentiation</li> <li>▪ attendance at gifted education training events (e.g., the CAG Summer Institute, Teacher Institutes, Conference and Pre-conference; Redwood Region events; and the NAGC Summer Conference on Differentiation)</li> <li>▪ resources on gifted education available at each school site through a GATE Lead Teacher and a GATE Resource Materials box, which contains books (e.g., <i>Teaching Gifted Kids in the Regular Classroom</i>, <i>Meeting the Challenge</i>, <i>Re-forming Gifted Education</i>, <i>Active Questioning</i>), GATE forms (GATE teacher assessment form, Individual Learning Plan), and numerous articles and information (e.g., gifted characteristics, differentiation, parent information, underachievement, resources and reading lists, EL and twice-identified GATE).</li> <li>▪ an in-district GATE Certification Program (see section 5.1 for details) <ul style="list-style-type: none"> <li>b. <i>The plan incorporates expert knowledge, is approved by the local Board of Education.</i></li> </ul> </li> </ul> <p>The Rincon Valley District GATE plan:</p> <ul style="list-style-type: none"> <li>▪ incorporates current research (derived from association with the California Association for the Gifted publications and trainings, the participation of the GATE coordinator on the CAG board of directors, and from literature from NAGC, SENG, and other organizations for the gifted)</li> <li>▪ is approved by the School Board</li> <li>▪ is discussed thoroughly at the GATE Advisory Committee meetings</li> <li>▪ is available to the public at the district office and will be posted on the district website – <a href="http://www.rvUSD.org">www.rvUSD.org</a> in August, 2008</li> </ul> <p>c. <i>The plan aligns with the available resources of the</i></p>	<p>during the school day (e.g., 3<sup>rd</sup> Grade Math Fair, BiMathlon, Honor Choir and Abracajazz tour) is provided by the district.</p> <p>c. <i>A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.</i></p> <p>A district GATE advisory committee representing parents, teachers, and administrators meets regularly, and a goal is to have representatives from each school in the district on the committee. Every effort is made to include a wide representation from diverse populations, and principals encourage their involvement. The committee meets four times a year and continually works to assess and improve the program. Committee meetings are used not only to disseminate information about GATE but to receive input and suggestions from parents.</p>	<p>Dance Docent program. The district Abracajazz band and Honor Choir are supported through the GATE program.</p> <ul style="list-style-type: none"> <li>▪ <b>Creativity:</b> through the award-winning Art Docent Program, Fine Arts Days, GATE Creative Writing workshops, publication of student work in the GATE writing project, and participation in Odyssey of the Mind. In 2008, the district had 16 Odyssey of the Mind teams meeting at the schools, 8 of which competed regionally, 2 competed at the state level, and 1 at the world tournament in Maryland. Teachers also have the option of using packets of Odyssey of the Mind spontaneous problems within the classroom to develop creative problem-solving and teamwork. These packets are provided by the GATE coordinator.</li> </ul>
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<p><i>schools, staff, parents, and community.</i></p> <p>The resources of the district are aligned with the GATE plan. Teachers are responsible for differentiating the curriculum within the classroom for their GATE students. The District Consulting Teachers in mathematics and language arts, the GATE Coordinator, parents, and community members are sought to provide expert knowledge and training and additional support materials are provided when needed. The special education, counseling services, and student study teams are brought into help meet GATE student needs when appropriate.</p> <p><b>d.</b> <i>A GATE advisory committee representing educators, community members, and parents is formed to support the needs of the program.</i></p> <p>A district GATE advisory committee is formed, seeks representation from all schools in the district, and includes parents, teachers, and administrators. (The committee in 2007-08 was comprised of 4 parents, 2 teachers, 1 principal, the Assistant Superintendent (Curriculum), and the GATE coordinator.) The committee meets four times a year on dates set at the first meeting. A GATE Executive Committee (Coordinator, Assistant Superintendent, and four principals) facilitates the implementation of the GATE plan. A goal for 2008 is to have representation from each school in the district on the GATE Committee. All parents and GATE Lead teachers are welcome to attend meetings; parents are notified of the dates through the GATE Newsletter, website, and email network.</p>		
<p><i>1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.</i></p>		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> <i>Administrative groupings and structures for gifted education may include cluster grouping, part-time grouping, special day classes and schools.</i></p> <p>Wherever possible, the Rincon Valley schools cluster the GATE students at each grade level with teachers who have received training in differentiation. Because of the small size of our schools, the number of teachers and classes</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> <i>A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level.</i></p> <p>In the intermediate grades, students are clustered whenever possible. Other options available K-6 are cross-grade participation when necessary to provide the appropriate curriculum for a student,</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a.</b> <i>The program structure and delivery of services provide a balance between cognitive and affective learning.</i></p> <p>Students' affective issues are specifically addressed through their Individual Learning Plans, teacher and parent education, and the district counseling services.</p>

<p>sometimes makes clustering difficult, but it is the ongoing goal to cluster the GATE students.</p> <p>A GATE lead teacher at each school provides an on-site resource person for the principal and teachers. This teacher receives additional training and information (e.g., the Gifted Communicator and articles and research provided by the district GATE coordinator). This teacher is responsible for the GATE Resource Materials box (see 1.1 a), meets with the principal and other teachers, and helps provide continuity of services to the GATE students through the grade levels.</p> <p><b>b.</b> <i>Program services are integral to the school day.</i></p> <p>The district GATE program is not a “stand-alone” program. The GATE plan provides that students’ needs will be met through differentiation as an integral part of the school day. Options available to teachers include flexible grouping, depth and complexity, independent study, curriculum compacting, acceleration, tiered assignments, cross-grade instruction, and supplementary materials.</p> <p><b>c.</b> <i>The program provides for continuous progress and intellectual peer interaction.</i></p> <p>Ongoing assessment to ensure continuous progress in learning is an essential part of the curriculum. Pretesting with district grade-level standards in early fall, monitoring of CST results, and in-class assessments are elements of evaluation that strengthen the curriculum options for GATE students.</p> <p>When possible, GATE students are clustered to provide intellectual peer interaction. In addition to the in-class component of the GATE program, after-school enrichment classes and special GATE events provide additional opportunities for peer interaction and subject exploration. These classes range from 6 months of Spanish to shorter introductory classes in Latin, creative writing, geology, astronomy, jazz, physics, and biology. Connections with the Sonoma County Office of</p>	<p>and in some cases, ability grouping across classes at the same grade level. At the secondary level (the Charter Middle School) students are leveled for math and language arts and flexible grouping is utilized throughout.</p>	<p>During the fall, an Individual Learning Plan for each GATE student is created by the teacher, assisted by the parents and where appropriate, the student; it is reviewed in time for spring conferences. The ILP focuses both on academic and social/emotional needs, thus ensuring a balance between the cognitive and affective learning.</p> <p>At an inservice meeting with the district counselors, GATE characteristics and social/emotional issues are discussed, and the counselors receive a list of GATE students at their schools.</p>
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Education Technology department are utilized in two-day math/technology classes for three groups (approximately 20 each) of highly qualified 4<sup>th</sup> and 5<sup>th</sup> grade math students. In addition, the GATE program runs:

- Odyssey of the Mind
- the Academic Scavenger Hunt (a weekend research competition for grades 3-8 involving teams of students working to document answers to approximately 40 questions)
- the Abracajazz enrichment band and Honor Choir
- the Junior Great Books training and materials coordination.

School bussing is used for in-school GATE events, and while transportation is not provided to the after-school classes and events, a carpool network is in place to assist parents with transportation.

Parents are also notified of the Johns Hopkins Talent Search program and other enrichment programs and summer options.

- d. *The program provides for flexible grouping in the classroom to meet student needs and abilities.*

Flexible grouping is used in classrooms at all grade levels and is determined by the students' abilities, interests, and/or learning modalities.

- e. *Children in grades kindergarten through grade two are served even if not formally identified.*

While the formal identification process for GATE generally begins in 2<sup>nd</sup> grade and is completed at the beginning of 3<sup>rd</sup> grade, all teachers in grades K-2 are provided GATE training in differentiating for their high-end learners. Flexible grouping, depth and complexity, universal themes, Junior Great Books, and Odyssey of the Mind are also used in the primary grades, along with cross-grade individualized programs where needed. Primary teachers may participate on the GATE Committee and are represented as GATE lead teachers at some schools. Primary teachers also have the option of participating in the GATE Certification Program.

1:3 *The program is articulated with the general education programs.*

**Minimum Standards: One year approval**

- a. *The program provides continuity within the gifted program and with the general education program.*

Great care is taken each spring in placing GATE students in appropriate classes for the following year, clustered with teachers who have received training in gifted education whenever possible. GATE is an integral part of the general education program, not a separate entity.

- b. *A coordinator is designated for the program.*

A five-hour per day GATE coordinator is in place to oversee all aspects of the GATE program. Responsibilities include:

- chairing the GATE Committees
- coordinating testing and identification of GATE students
- keeping data records on GATE students and referred students, including the students' cumulative file GATE records
- serving as a resource/support person to parents, principals, and teachers regarding gifted education
- recruiting volunteer presenters of GATE classes, mentors, etc.
- researching educational experiences available to students in the community
- organizing teacher in-service training in gifted education and differentiation
- organizing, preparing, and leading classes for GATE Certification
- conducting parent meetings on gifted education and encouraging their active participation in the program
- designing, assembling, categorizing, and distributing GATE materials located at the

**Commendable Standards: Two year approval**

- a. *The program is planned and organized to provide articulated learning experiences across subjects and grade levels.*

Cross-grade representation on the GATE committee and in the lead GATE teachers (K-6) ensures input from all grade levels in GATE planning. All grades and subjects are included, as the essential element of the GATE program is differentiation of the core curriculum within the classroom. Teachers utilize universal themes and consciously teach across the disciplines.

**Exemplary Standards: Three year approval**

- a. *The program is comprehensive, structured, and sequenced between, within, and across grade levels, kindergarten through grade twelve.*

The Rincon Valley District includes the Rincon Valley Charter School – a small 7-8 middle school that emphasizes project-based learning, and a significant percentage of its students are GATE-identified (18% in 2007-08). The continuity in education for those students entering from the Rincon Valley elementary schools flows easily. To ensure continuity for our other GATE students as they move into other middle schools, the sixth grade teachers coordinate with the schools in the Santa Rosa Secondary District. The GATE Coordinator also ensures that information about GATE identification is placed in a student's cumulative file, and provides a complete list of entering GATE students to the appropriate middle schools' counselors.

The GATE program is also discussed at grade level meetings throughout the year, and in-class differentiation strategies are utilized in grades K-8, with the same training given to all grade levels.

- b. *The program provides support services including counselors and consultants.*

In addition to the GATE Coordinator and GATE lead teachers, other support personnel, including consulting teachers, home school coordinator, school counselors and psychologists, and Student Study Teams assure support services for our GATE students that include the affective as well as the intellectual needs of the gifted.

<p>district office and at each school site</p> <ul style="list-style-type: none"> <li>▪ assisting in writing the GATE state application and other related reports</li> <li>▪ coordinating after-school and weekend GATE classes</li> <li>▪ coordinating student enrichment programs such as Odyssey of the Mind, Junior Great Books, the Academic Scavenger Hunt, Abracajazz and Honor Choir, and the BiMathlon</li> <li>▪ maintaining the district GATE web page</li> <li>▪ maintaining the district GATE email network</li> <li>▪ keeping track of the GATE budget</li> <li>▪ coordinating the annual evaluation and report to the board</li> <li>▪ designing, writing, and distributing GATE flyers, newsletters, and all information sent to parents and teachers</li> <li>▪ attending GATE-related workshops and events to stay informed about current research and practices in gifted education.</li> </ul> <p>c. <i>The program involves the home and community.</i></p> <p>Parents, guardians, and community members are an integral part of the GATE program. They serve on the GATE committee, act as leaders for Junior Great Books groups, coach teams in Odyssey of the Mind, and teach some of the after-school classes. Parents give input in developing their students' Individual Learning Plans. Their participation is solicited at parent meetings, through newsletters and surveys, and through principal and teacher interaction.</p>		
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## Section 2: Identification

The district's identification procedures are equitable, comprehensive, ongoing, and reflect the district's definition of giftedness and current state criteria. (*EC 52202 and CCR, Title 5, 3822*)

2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> <i>All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.</i></p> <p>Students are eligible for identification for the GATE program regardless of disabilities or socioeconomic, linguistic, or cultural backgrounds. While information on GATE characteristics and social/emotional needs is provided for the K-2 teachers, formal identification does not take place until beginning of third grade. Parental notice is mailed home in the fall and all second graders are tested with the Raven Progressive Matrices as an initial screening/search device (unless parents deny permission for testing). In addition, teachers in grades 2 through 6, including all Title I and EL teachers, are solicited for GATE referrals each spring.</p> <p><b>b.</b> <i>The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services.</i></p> <p>A variety of instruments are used for GATE identification including STAR scores, the Raven Progressive Matrices test, teacher assessment (both current and any prior referrals), student observation, parent assessment, and portfolios of student work. Each student nomination is assessed individually, and there are no set cut-off scores on any of the assessment instruments that might eliminate students from underserved populations.</p> <p><b>c.</b> <i>Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations.</i></p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> <i>Training in the identification process is provided that is specifically appropriate for administrators, teachers, and support personnel.</i></p> <p>Information on identification and the characteristics and needs of gifted students (as denoted by literature from CAG, NAGC, and other nationally known resources) is provided by the GATE coordinator to teachers and principals through informational bulletins, in-service opportunities, district principals' meetings, and newsletters. Information specific to the identification of English Language Learners is provided to all EL staff, and counseling/special services personnel receive information on dual-identification of gifted learners.</p> <p><b>b.</b> <i>The district maintains data on nominees and includes these data in reassessing students who are referred more than once.</i></p> <p>Data is kept on all referred students so that if a student does not qualify for the program and is referred a second time, prior referrals can be considered. At the time of second referral the data file is updated, new testing is done if applicable, a new teacher assessment is completed, and the student is reviewed in a timely manner. Students may be referred by teachers or parents for review at any time, whether or not they have previously been screened.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>No standards for this section.</p>

<p>Referrals are sought from classroom teachers, including EL and Title 1 teachers; information and assessment forms are sent in May to all teachers, grades 2-6. Information on GATE is also given to the special services director and is passed on to the school psychologists. Teachers may refer students that they believe might have been missed at any time. In addition, a parent may request assessment for a child in grades 3 through 8. Data is then collected, teacher assessment requested, student work examined, and a complete assessment is made within a month on referrals made during the year. The spring referrals are screened for identification in August after CST results and parent assessments are available.</p> <p><b>d.</b> <i>Students may be nominated for participation more than once.</i></p> <p>Students may be referred for consideration for the GATE program more than once. Students may be referred for consideration for the GATE program at any time during grades 3-8 by parent, teacher, or Student Study Team (a study team composed of parent, teachers, and administrators to discuss options for at-risk students). Records are kept on all students screened for GATE and are updated for any re-referral.</p> <p><b>e.</b> <i>All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.</i></p> <p>The referral and identification process is a regular part of every teacher's basic GATE training and includes information and discussion on the characteristics of gifted learners. All principals have information on the identification process. Referral/assessment forms are available from the GATE coordinator, at each school site in the GATE Resource Box, and on-line on each school server. In addition, principals are given training in GATE characteristics and differentiated instruction.</p>		
<p><i>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</i></p>		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> <i>A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program.</i></p> <p>The GATE coordinator and the Superintendent, with</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> <i>The identification tools used are reflective of the district's population.</i></p> <p>A variety of identification tools are used including STAR scores, Raven Progressive Matrices</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a.</b> <i>Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates.</i></p> <p>Identification meetings are held on an as-needed</p>

<p>appropriate input from teachers, consulting teachers, and principals, make the final determination of eligibility based on a composite assessment of the student. When appropriate, classroom observation by a second teacher is brought into the decision.</p> <p><b>b.</b> <i>Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</i></p> <p>A data record is established for each nominee by the GATE coordinator. The identification procedures involve a multiple assessment instruments, and a student can be identified for GATE services through a variety of measures: Specific Academic Achievement– STAR test scores at or above the midpoint of the Advanced Scale Score Range in either Language Arts or Mathematics for two years, supported by either a Raven score above the 92<sup>nd</sup> percentile or strong teacher assessment; Intellectual – Raven’s Progressive Matrices at the 98<sup>th</sup> percentile or above, supported by an Advanced score above 450 scale score in Mathematics or Language Arts or a strong teacher assessment; High Achievement – through a portfolio demonstrating multiple strong teacher recommendations and student work consistently far beyond grade level. Parent assessments provide additional information and are used to determine whether a borderline student should be watched and evaluated further.</p> <p>Students who do not quite meet the criteria for identification may be placed on the GATE Watch List if this is deemed appropriate by the committee. Teachers and principals are informed of this and are asked to differentiate for and observe these students. A second evaluation takes place a year later. Occasionally students on the Watch list are allowed to participate in GATE enrichment classes when need is seen.</p> <p><b>c.</b> <i>Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process.</i></p> <p>Parents receive written notice that their children are being screened for gifted education services with the name, number, and email of the GATE Coordinator specified to answer all questions. They are asked to complete a parent assessment form to document the</p>	<p>scores, parent and teacher assessments, and student portfolios, to ensure that all elements of the district population have access to GATE identification.</p> <p><b>b.</b> <i>The district makes timely changes in identification tools and procedures based on the most current research.</i></p> <p>The GATE identification criteria and tools are evaluated and updated as necessary. The GATE Coordinator and administrators annually review the district criteria to reflect new research. The GATE coordinator makes a determined effort to stay abreast of current research on identification through involvement on the CAG board, attendance at gifted education conferences, journals, and other information from the National Association for the Gifted.</p>	<p>basis throughout the year to ensure timely identification.</p> <p><b>b.</b> <i>The diversity of the district's student population is increasingly reflected in the district GATE population.</i></p> <p>Historically, the Rincon Valley district has had relatively low diversity in its population. This is changing, however, and during 2007-08 Hispanic, Asian, and Black students comprised nearly 30% of the district. Demographic data on the district is collected annually and compared to the GATE identified population. In 2007-08, approximately 23% of the GATE identified were minority students (6% having participated in the ELD program). While still lower than the district percentage, the numbers of ethnically diverse students have increased over the past five years (up from 15%). In 2007-08, 9% of our GATE students qualified for the free lunch program. With the use of non-verbal testing, multiple criteria, and increased awareness and training in the identification of minority and low-socioeconomic students, the gap is slowly decreasing.</p>
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<p>child's early development and possible GATE characteristics outside the school setting.</p> <p>The parents of all candidates in the screening pool receive a letter explaining the results of the GATE assessment, with an explanation of the appeal procedures. Students who do not meet the criteria for identification on first assessment are reviewed six months later upon the request of either parent or the new teacher.</p> <p>A letter, accompanied by student and parent interest surveys, an invitation to the GATE Parent information evening, and a GATE permission form, notifies those who meet the criteria for the GATE program.</p> <p><i>c. Transfer students are considered for identification and placement in a timely manner.</i></p> <p>Transfer students coming into the district are reviewed and placed as soon as the GATE placement in the previous district can be verified and evaluated. Transfer is not automatic, but review and evaluation is. It is rare that GATE transfer is found to be inappropriate.</p>		
<p><i>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</i></p>		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> <i>Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</i></p> <p>Parents of students who meet the criteria for GATE identification receive a letter detailing all aspects of the program, along with a copy of the GATE Newsletter. The GATE coordinator conducts at least one parent information night each fall to describe the program and to provide information on characteristics and challenges of GATE learners. At that time, details of the program are discussed. In 2008 a Parent GATE Handbook will be developed.</p> <p>Parental permission is required for all students to be enrolled in the GATE program and is kept on file at the district office. Upon receipt of parental permission, a GATE folder is placed in the student's cumulative file.</p> <p>While primarily served through clustering and differentiating within the regular classroom, the Individual Learning Plan may develop other options. These could</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> <i>Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</i></p> <p>Once a student is placed in GATE, that student is not withdrawn from the program, regardless of later academic performance. Teachers work with their GATE students, and Student Study Teams are put in place to assist severely underachieving GATE students. In the event that behavior problems become an issue in enrichment classes, communication between the instructor, parent, counselor, and GATE Coordinator is key in solving the problem.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>No standards for this section.</p>

<p>include independent study, cross-grade placement by subject, or participation in enrichment opportunities</p> <p><i>b. Upon parent request the district provides identification information the parent may take to a new school or district.</i></p> <p>In order to facilitate the smooth transfer of students leaving the district, information on GATE placement is placed in a student's cumulative file, and parents or the new district may request verification of identification and criteria at any time.</p> <p><i>d. Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</i></p> <p>Participation in the GATE program is not contingent on the performance of the student. Individualized Learning Plans are created each year through a conference with teacher and parent (and when appropriate, the student). Goals are identified and areas defined for differentiation and enrichment. Once identified, a student remains in the GATE program and every effort is made to meet his/her needs. If problems develop, teacher conferences with student and parents, meetings with the GATE coordinator, Student Study Teams, and counseling services are used to assist the student.</p>		
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### Section 3: Curriculum and Instruction

Districts develop differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206[a] and 52206[b])

<p>3:1 <i>A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</i></p> <p>Through the techniques of differentiation, the district GATE program goal is to design learning experiences that serve students' unique abilities, backgrounds, learning styles, and interests. Because of the size of our district, it's been found impractical to create GATE magnet classes. Students are placed in the regular classroom and clustered whenever possible with teachers who have had training through district, CAG, and NAGC workshops. All teachers receive basic differentiation instruction, including strategies such as Kaplan's Elements of Depth and Complexity and Content Imperatives, universal themes, Renzulli's Curriculum Compacting, Winebrenner's extension menus, Carol Ann Tomlinson's tiered lessons, and Bloom's Taxonomy/Critical Thinking questioning strategies. The district works to provide continuing teacher education in differentiation during in-service trainings and buy-back days, supports GATE Certification, and provides the resources and materials to support differentiation at each school site.</p>		
<p><b>Minimum Standards: One year approval</b></p> <p>a. <i>The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards.</i></p> <p>District standards that meet or exceed state standards are in place in the district. District assessments are normally given twice a year, mid-year and again in May. GATE students are pretested with district standards in early October; those meeting the standards are expected to continue their learning in the core curriculum areas with an emphasis on in-depth study. Lessons and materials are developed to extend and differentiate the curriculum. During 2008-09 a group of GATE teachers will meet to create sample differentiated lessons in language arts, math, and science for district-wide use. Report cards have been designed to reflect a better assessment as to whether a student is meeting the standards <u>and</u> to reflect if a student's classroom performance is up to his/her ability level.</p> <p>b. <i>The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and</i></p>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. <i>The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.</i></p> <p>Curriculum compacting is a strategy widely used to ensure that students receive appropriate instruction and grouping. Strategies used by the teachers include pretesting, "hardest five," exit cards, and ongoing informal assessment of background knowledge, interests, reading ability, etc.</p> <p>b. There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.</p> <p>Questioning strategies (Socratic dialogues, Junior Great Books' shared inquiry of interpretive questions, and scholarly support of argumentation), brain function and development, and levels of critical thinking are all integrated into teacher training in differentiation.</p> <p>c. The differentiated curriculum includes learning</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>a. <i>A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels kindergarten through grade twelve.</i></p> <p>The teacher, with the parent/guardians and the student, develops an Individual Learning Plan each fall. The ILP addresses student strengths and weaknesses, specific goals, and strategies to be used in achieving these goals. It is reviewed in the spring to ensure continuous progress, and placed in the student's GATE file in the cumulative record to be used in the development of the following year's Learning Plan. Information brought to faculty and grade level meetings by the GATE Lead teacher and/or GATE Coordinator facilitates communication and a sense of working as a team.</p> <p>During 2008-09 a team of teachers will be working on developing a scope and sequence for the GATE program that further articulates grade level emphases.</p>

<p><i>authentic and appropriate products.</i></p> <p>A balance of critical thinking, creativity, research skills, problem solving, and product is sought in lesson planning.</p> <p>Examples:</p> <p>Language Arts: All students are required to engage in research projects based upon scientific and historical material. GATE students are asked to pursue the topic in greater detail and students are allowed to personally invest in an area of study. The use of technology is expected. Products may include formal research papers, the use of research in formal debates, artwork, or multimedia presentations. Included in the requirements are making relationships between ideas, trends, rules, big ideas, and ethics; analyzing change over time; and exploration of different points of view.</p> <p>Mathematics: Exploration of why certain strategies work in mathematics; proving with evidence. Research that includes statistical research and data analysis, and problem solving through Problems of the Week or various websites recommended by the GATE Coordinator or Math Consulting Teacher.</p> <p>At the middle school level, the curriculum is project-based and the students are grouped by ability in mathematics and language arts. The plan for differentiation includes literature studies of books at higher levels, embedded critical thinking across the curriculum, the opportunity to do investigations on topics that address individual interests and needs, and small group accelerated math lessons &amp; projects.</p> <p><b>c.</b> <i>The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding)</i></p> <p>Gifted students think more rapidly, more deeply, and with more complexity than their peers. To aid teachers in meeting these needs, training in</p>	<p>theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.</p> <p>The incorporation of universal themes and generalizations naturally extends learning from the concrete to the abstract and crosses the curriculum.</p> <p>Examples of differentiation:</p> <p>Language Arts (with integration across the curriculum): Students read above grade level material that includes more sophisticated plots, more complex themes, and challenging perspectives. Students are required to analyze and respond to literature including:</p> <ul style="list-style-type: none"> <li>▪ interpretation and support of ideas</li> <li>▪ identification of conflict; interpret and judge</li> <li>▪ examination of point of view</li> <li>▪ evaluation of meaning by usage in literature from different cultures and eras</li> <li>▪ multiple dimensions in editing and revision</li> <li>▪ documentation of character action</li> <li>▪ All students participate in Accelerated Reader to ensure that the students are reading material at or above their reading levels.</li> <li>▪ The Language Arts Consulting Teacher works with teachers to promote high level questioning strategies and expectations for all students.</li> <li>▪ Junior Great Books are an integrated part of the Rincon Valley Charter School, and Junior Great Books reading groups are active at all elementary sites utilizing staff and trained parent leaders. Most teachers have been trained in Great Books, the techniques of Shared Inquiry, and the use of interpretive questioning strategies and use these skills in group discussions in the classroom.</li> <li>▪ In the Rincon Valley Charter School 7<sup>th</sup> grade, extensive use of Depth and Complexity, critical thinking strategies, and grouping ensure that the curriculum is differentiated.</li> </ul>	
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<p>differentiation has been and continues to be a focus in professional development. Teachers are expected to address the higher level thinking skills of these students, using universal themes, essential questions, depth and complexity, and acceleration in materials or instruction.</p> <p><b>d.</b> <i>The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.</i></p> <p>Ethical standards, positive self-concepts, responsibility to others, and contributions to society are an integral part of the Rincon Valley School District curriculum, K-8. Through character education, community service, Peer Mediation and Conflict Resolution programs, and classroom discussion of literature and current events, teachers and students integrate affective learning into every school day. Establishing the relevance of what is learned to self, society, and the greater world contributes to students' sensitivity to and responsibility for ethical decisions.</p>	<ul style="list-style-type: none"> <li>■ Mathematics:</li> <li>■ Students working significantly above grade level are moved ahead or given advanced material when appropriate.</li> <li>■ Problems of the Week extend the core curriculum addressing various standards and involve depth and complexity of problem solving.</li> <li>■ Enrichment materials and units (such as the "Average 5<sup>th</sup> Grader" and Scott Foresman enrichment masters) are used to extend math lessons in depth and complexity.</li> <li>■ Flexible groupings (both homogenous and heterogeneous) are used to promote collaborative problem solving.</li> <li>■ The District PAR/Math Consulting teacher works with teachers in the implementation and extension of the Math Curriculum and the use of assessment to ensure continuous growth and high-level thinking.</li> <li>■ The district periodically collaborates with the Sonoma County Office of Education technology department to offer math and technology extension activities for advanced math students.</li> <li>■ At the Rincon Valley Charter School, advanced Math students take Pre-Algebra in 7<sup>th</sup> grade and Algebra in 8<sup>th</sup> grade. When appropriate, a highly advanced math student would be placed in Algebra in 7<sup>th</sup> grade. Arrangements would then be made in 8<sup>th</sup> grade for the student to enroll in long-distance learning for geometry under the tutelage of the math instructor.</li> </ul>	
<p>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</p>		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> <i>The differentiated curriculum is scheduled on a regular basis and is integral to the school day.</i></p> <p>Differentiation of the core curriculum is an integral part of the school day. While after-school classes and events serve to enrich the program, the focus</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> <i>The structure of the differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study.</i></p> <p>The structure of the differentiated curriculum is provided through the use of depth and complexity,</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a.</b> <i>The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.</i></p> <p>Differentiated curriculum is a part of all classrooms, particularly those with GATE clusters. In addition,</p>

<p>is one of making sure each student's school day is spent in an appropriate and challenging classroom setting.</p> <p><b>b.</b> <i>The differentiated curriculum is taught with appropriate instructional models.</i></p> <p>Teachers use instructional strategies such as depth and complexity, tiered assignments, open-ended assignments, homogeneous and heterogeneous grouping, high level questioning strategies, teacher- and student-directed learning, creative problem solving, and independent study to differentiate the curriculum. See 3.1 for more information)</p> <p><b>c.</b> <i>The differentiated curriculum is supported by appropriate materials and technology.</i></p> <p>A variety of resources, manipulatives, print sources, personnel, and technological are used to support a differentiated curriculum within the classroom. There are computers within each classroom and a well-equipped computer lab and library exists at each school site.</p>	<p>tiered lessons, questioning strategies, and universal themes, allowing continuity throughout the grades.</p> <p>In addition, the regular use of graphic organizers with GATE students creates a visual introduction to each chapter, incorporating that learning modality into the learning process; enrichment homework pages meld new concepts with standards from previous chapters in math, creating a continuity of concepts.</p> <p><b>b.</b> <i>The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study.</i></p> <p>Flexible grouping is an essential element to a differentiated curriculum – whole group and small group instruction: grouping by ability, interest, or heterogeneously. Teachers utilize independent study where indicated and the introduction of the Independent Investigations Method will work to increase this. Flexible grouping also allows for developing leadership opportunities for students.</p> <p><b>c.</b> <i>An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.</i></p> <p>A wide range of resources is available. Examples include:</p> <ul style="list-style-type: none"> <li>▪ reading/Language Arts and PAR/Math Consulting Teachers available for coaching and demonstration lessons</li> <li>▪ Accelerated Reader program</li> <li>▪ professional development (e.g., release days for Differentiation training, in-house units for training in differentiation, after-school differentiated lesson planning groups, stipends for summer workshops)</li> <li>▪ Junior Great Books</li> </ul>	<p>an Individual Learning Plan is created for each GATE student, delineating strengths, weaker areas, social/emotional issues, differentiation strategies to be used within the class, and goals for the year.</p> <p>Individualized and group GATE projects provide differentiation and peer interaction and often evolve out of the standards being studied in the classroom. Teachers meet with students to design projects and check in briefly over time to assess progress and ensure that students are addressing topics with depth and complexity.</p>
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	<ul style="list-style-type: none"> <li>▪ a wide variety of novels and research materials</li> <li>▪ computer labs and media centers at each school site</li> <li>▪ computers and Internet availability in each classroom</li> <li>▪ individual laptop computers for each student at the Rincon Valley Charter school</li> <li>▪ teacher resource library on differentiation</li> <li>▪ GATE Lead teachers (who have received training through CAG Teacher, CAG Conferences, and NAGC) and a GATE Resource Box at each school site (which includes information on Depth and Complexity, books on differentiation (examples: <i>Teaching Gifted Kids in the Regular Classroom</i>, <i>Questioning Strategies</i>, <i>The Parallel Curriculum</i>), articles on GATE characteristics and differentiation, information to give parents, GATE forms, etc.)</li> <li>▪ the district GATE coordinator -- available daily for information and support by phone or email</li> </ul>	
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## Section 4: Social and Emotional Development

Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. (EC 52212[a][1])

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p><b>Minimum Standards: One year approval</b></p> <p><i>a. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.</i></p> <p>Information on the characteristics, at-risk behavior, and social/emotional needs of gifted and highly gifted learners is given to all teachers and principals through in-service training, newsletters, and resource materials on site in the GATE Resource Box. In addition, a library of books for checkout and recommended reading lists and websites (such as <a href="http://www.sengifted.org">www.sengifted.org</a> and <a href="http://www.hoagiesgifted.org">www.hoagiesgifted.org</a>) are accessible to parents and teachers.</p> <p>Parents are informed about the social and emotional development issues through the GATE newsletter, the GATE information night, parenting classes, and regional GATE events (e.g. Parent Outreach events planned through CAG). Books on stress management, Gifted “Survival,” perfectionism, parenting the gifted child, etc. are available for checkout at the district office. Reading lists sent out through the newsletter always include book suggestions for parents and students on gifted emotional issues. The district website also provides access in the GATE section to articles on the social/emotional needs of gifted children.</p> <p>The GATE coordinator is available to meet with parents on an as-needed basis to discuss individual needs. Informal brief “Q &amp;A” opportunities occur on a frequent basis via email with parents</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><i>a. Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms.</i></p> <p>Teachers all receive training on characteristics and social/emotional needs of gifted learners during the initial GATE release-day training. These aspects of gifted education are emphasized and discussed in the District GATE Certification classes which are open to all teachers. The coordinator regularly responds to questions and concerns from teachers and is available to meet with them after school or during grade level meetings. Affective issues are addressed in the Individual Learning Plan designed each year. In addition, discussions in the classroom leading from curricular studies, and Junior Great Books literature support positive affective development.</p> <p><i>b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.</i></p> <p>The counseling staff is provided training in the social and emotional needs of gifted students through the GATE coordinator, who meets with the staff each fall. In addition, the SENG website and appropriate articles and information are shared with the Program Manager of Special Education, psychologists, and counselors.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><i>a. Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</i></p> <p>The school counselors are available to meet with all GATE students who need services. Teachers work with the principals and counselors to meet the needs of students, and all necessary documentation is kept current.</p> <p><i>b. Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home, or in the community.</i></p> <p>Intervention for at-risk students is decidedly collaborative. Student Study Teams work with parents, teachers, counselors, and any needed staff, such as the GATE Coordinator, to support student success. Because the Student Study teams involve counselors, teachers, administrators, and parents, intervention includes both within- and without-school options.</p> <p>In addition, sections of the GATE Certification Program include information on underperforming students and gifted characteristics and differing learning modalities that can contribute to at-risk behaviors.</p>

<p>and teachers, and the coordinator attends Student Study Team meetings upon request.</p> <p><b>b. Gifted students are provided awareness opportunities of career and college options. and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.</b></p> <p>At the Charter Middle school, 7<sup>th</sup> graders take a survey identifying their learning styles and the skills they currently have. They then meet with the counselor to see how this information is helpful and significant for each of them.</p> <p>In the early fall, the 8<sup>th</sup> grade students take a test to help them determine areas of career interest, and discussions are held with the counselor. After determining an interest focus and researching the possible careers, students participate in career exploration field trips. Day-long trips include visits to appropriate businesses (minimum 3 places), a tour of the Santa Rosa Junior College library, and a stop in the SRJC career center. This process not only gives students exposure to possible careers but connects them with outstanding community members and to resources outside the school setting.</p>		
<p><i>4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).</i></p>		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a. Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel.</b></p> <p>Information on at-risk behavior in gifted and talented students is given to teachers and administrators during their basic GATE training. More information is distributed through the GATE newsletter and the GATE Lead teacher. The GATE coordinator offers information on the SENG website and passes on articles of interest on the subject to the counseling staff, and encourages the program manager to attend conferences. [Goal for 2008-09: the Special Services Program Manager will attend either the SENG conference or CAG conference.]</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a. The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.</b></p> <p>Counselors are available at each school site to work with teachers on developing strategies to help students. Teachers may request Student Study Teams for students at risk to bring together teachers, administrators, guidance personnel, and parents to intervene and work collaboratively to plan intervention.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a. At-risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.</b></p> <p>An intervention plan is developed for at-risk students (severely underachieving, depressed, etc.) through the GATE Individual Learning Plans and/or Student Study Teams. An intervention plan could include in-class strategies with teachers, counseling when appropriate, and address home-related issues with parents. A plan of action involving all participants – teacher, counselor, principal, parent, and student -- is developed.</p>

<p><b>b.</b> <i>Counselors, psychologists, and administrators are trained to make appropriate referrals to internal and external agencies when needed.</i></p> <p>When needed, outside agencies and alternative placements are considered when necessary.</p> <p><b>c.</b> <i>Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems.</i></p> <p>All students considered at-risk receive counseling and support services. No student is dropped from the GATE program because of at-risk behavior (e.g., under-achievement, depression, discipline problems).</p> <p><b>d.</b> <i>Information and support are made available to parents regarding at-risk gifted students.</i></p> <p>Information on the emotional needs and at-risk behavior in gifted and talented students is given to parents both at parent information nights and in the GATE newsletter. Additional resources, including internet sources of information, a GATE lending library, and consultation with the GATE coordinator are also made available.</p>		
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## Section 5: Professional Development

Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (EC 52212[a][1])

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> <i>The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program.</i></p> <p>Differentiation in classroom instruction remains a stated goal of the district. To this end, training opportunities are made available to all teachers. At in-service days specifically targeted for differentiation training, all teachers are expected to attend. Teachers receive copies of the GATE newsletter, informational bulletins, articles from current journals and gifted research centers (such as the Gifted Education Communicator and NAGC), specific timely information (such as “characteristics” at the time of referrals), and GATE is discussed at grade level and staff meetings. In addition, information about local training opportunities (e.g., CAG Teacher Institutes or regionally sponsored GATE events) is sent to all teachers.</p> <p>In the selection of new teachers, training in differentiation is considered. Questions concerning working with gifted students are an integral part of the interview process – specifically knowledge of depth, complexity, and critical thinking strategies.</p> <p>The GATE program pays room and registration costs yearly for a group of teachers to attend the CAG conference, nearby Teacher Institutes, and when possible the ASCD Summer Conference on Differentiation. Principals are encouraged to use</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> <i>The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal.</i></p> <p>With professional growth hours essentially removed from the credential renewal process, this point is moot. The district, however, encourages participation in gifted training, and teachers <u>are</u> able to receive district hours for participation in GATE classes, both district led and CAG-led (e.g. Summer Institute), which helps move them up the pay scale.</p> <p><b>b.</b> <i>A district process to qualify teachers to teach gifted students is in place.</i></p> <p>Because of our comparatively small district and small schools, students are clustered in the regular classroom. Whenever possible GATE students are assigned teachers who have had training beyond the basic level of differentiation that <u>all</u> teachers receive.</p> <p>A district <b>GATE Certification Program</b> is also in place which provides teachers with further training. Topics include:</p> <ul style="list-style-type: none"> <li>▪ GATE Program Standards</li> <li>▪ Identification and Characteristics of GATE students</li> <li>▪ Social and Emotional Development</li> <li>▪ Intelligence: What do gifted learners need that’s different -- and Why?</li> <li>▪ Qualities of teachers of the gifted</li> </ul>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a.</b> <i>A district professional development plan to accommodate different levels of teacher competency is in place.</i></p> <p>All teachers in the district go through a release training day in GATE characteristics, social and emotional issues, an introduction to basic differentiation (using depth, complexity, Bloom’s taxonomy, and universal themes), and have observation time in a GATE-cluster classroom with a GATE trained teacher.</p> <p>During buy-back day in-service trainings and after-school Wednesday professional development days, teachers often can self-select their classes. As an example in 2007-08, differing levels of classes were among the offerings during district inservice training, including:</p> <ul style="list-style-type: none"> <li>▪ practical ways to incorporate depth and complexity questions in lesson planning</li> <li>▪ using content imperatives and universal themes</li> <li>▪ going beyond the basic in depth and complexity</li> <li>▪ getting greater depth in book reports and biographies</li> <li>▪ depth and complexity in the primary grades</li> <li>▪ creating student portfolios</li> <li>▪ critical thinking and writing</li> </ul>

<p>site monies to expand the number of teachers attending. Periodically, regional weekend or evening training opportunities are organized utilizing connections with the Redwood Region of CAG, and all teachers are encouraged to attend. Information on summer GATE training through CAG or nearby institutions is distributed each spring</p> <p><b>b.</b> <i>An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning.</i></p> <p>Feedback is always obtained after all professional development and is used to determine the effectiveness and in future planning for the needs of teachers. Annual surveys (of parents, students, teachers, and administrators), as well as teacher assessments by principals and informal surveys of the GATE Lead teachers, supplies information used to base the training focus for the coming year.</p> <p><b>c.</b> <i>Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education.</i></p> <p>In-service instructors are knowledgeable in the area of gifted education. In-district presenters (GATE teachers and GATE Coordinator) have multiple years of experience with gifted education and training with the California Association for the Gifted, NAGC and ASCD conferences, etc. The district has the long-term goal of developing a cadre of expert teachers to provide ongoing professional development, as this is been shown to be the most effective method. Recommendations for outside instructors are also solicited from CAG as well as nearby districts, and the district always participates significantly in CAG and Redwood Regional training events (examples of past presenters: Nancy Craig, Barbara Clark, Judy Roseberry, Marge Hctor).</p>	<ul style="list-style-type: none"> <li>▪ Depth and Complexity</li> <li>▪ Content Imperatives</li> <li>▪ Universal Themes</li> <li>▪ Learning profiles</li> <li>▪ Critical Thinking</li> <li>▪ Questioning Strategies (including Socratic Questioning techniques)</li> <li>▪ Divergent thinking</li> <li>▪ Tiered Lesson Planning</li> <li>▪ Scaffolding</li> <li>▪ Dual-Diagnosed GATE</li> <li>▪ Underachieving GATE students</li> </ul> <p>Certification involves the development of a portfolio and participation in a lesson study group for the development of differentiated lessons. It is expected that teachers will complete GATE Certification within two years. During the 2007-08 year, 26 teachers were involved in the Certification classes, (out of a staff of 150). This group should complete the lesson study and portfolio development in 2008-09 and receive certification and resulting district units and stipend. A new cadre of teachers will begin the process in the fall.</p>	<p>In addition, the GATE coordinator periodically offers after-school workshops on topics suggested by teachers. In 2008 a workshop for novices “Getting started using Depth and Complexity” was offered. The GATE Certification Program is in place to provide a more advanced curriculum on GATE instruction.</p>
<p>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p>		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> <i>Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such</i></p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> <i>The district promotes the concept of teacher-to-teacher professional development in addition to</i></p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a.</b> <i>All teachers assigned to teach gifted students are certified through a variety of formal and informal</i></p>

<p><i>knowledge and experience.</i></p> <p>Teachers in the program receive in-service on meeting the needs of gifted learners in their classrooms and are always offered the opportunity to gain further knowledge and experience – through district classes and through attendance at conferences and workshops (e.g., CAG Conference, Teacher Institutes, ASCD Summer Conference on Differentiation).</p> <p><b>b.</b> <i>A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge.</i></p> <p>The GATE Coordinator is directly involved with CAG as a board member and attends the CAG pre-conference and conference yearly. The Coordinator is sought to review other GATE programs and participates in state-level and national training when possible.</p> <p>The Coordinator is also active locally and is frequently in touch with other district coordinators about disseminating information, coordinating programs, creating training opportunities, etc. The coordinator maintains an email network of educators and parents to disseminate information on coming events and issues related to GATE.</p> <p>The district is a member of CAG and of NAGC. Administrators are also offered training opportunities (CAG Conference attendance) and are encouraged to include GATE in their professional growth. Principals also subscribe to CAG's <i>Gifted Education Communicator</i>.</p> <p><b>c.</b> <i>Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program.</i></p> <p>Administrators receive professional development on gifted education and their responsibilities, both from the GATE coordinator (in presentation and through written material) and in 2007 in a presentation by John DeLandtsheer. Principals and other administrators are encouraged to attend the CAG Conference (Three principals have attended past</p>	<p><i>contracting experts to conduct an inservice.</i></p> <p>The district believes that ongoing training and collegial collaboration are essential to providing effective professional development. Schools not only have on-site district GATE Lead teachers to work with and support staff, but many of the school sites are developing Professional Learning Communities that encompass a shared vision and work and learn collaboratively for school change and improvement in student learning.</p>	<p><i>certificate programs.</i></p> <p>While all teachers with GATE students are not certified, they all have received in-service on differentiation and are encouraged to pursue further training through the district GATE Certification Program, and attendance at GATE conferences and workshops.</p> <p><b>b.</b> <i>The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.</i></p> <p>The coordinator has worked in the field of gifted education for over twelve years and has participated on the CAG board and Publications Committee for eight years. She has attended numerous conferences and trainings, both in California and in other states, to increase her knowledge of gifted education. She is also utilized by neighboring districts as a resource on gifted education, speaking to parent and teacher groups and providing inservice training.</p> <p><b>c.</b> <i>Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned.</i></p> <p>An essential component of the GATE Certification classes involves follow-up in an on-line discussion forum, required reading and journaling, and classes that build on prior knowledge. The lesson study element of certification allows for immediate feedback and the fine-tuning of differentiated lessons.</p> <p><b>d.</b> <i>The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.</i></p> <p>While the GATE Coordinator is seen as primary support, GATE Lead teachers, with training in gifted education, are located at each school site. The GATE Coordinator also maintains a support network throughout the area.</p>
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<p>conferences and the Assistant Superintendent attended the 2008 Conference.).</p> <p>Counselors meet with the GATE coordinator yearly. The coordinator also periodically meets with other support staff, (e.g., the curriculum department, office managers) and works to distribute appropriate information to RSP and EL aides. The coordinator is always available, either by phone or email, to answer questions that arise.</p> <p><i>d. Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.</i></p> <p>Administrators are encouraged to attend teacher inservice, Junior Great Books trainings, and gifted conferences. Additionally, the GATE coordinator meets with individual staffs upon request of the principal, to target GATE issues particular to that school site. Principals are also involved in reviewing the GATE ILPs.</p>		
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## Section 6: Parent and Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 52205[2][f])

6:1 Open communication with parents and the community is maintained.		
<p><b>Minimum Standards: One year approval</b></p> <p>a. <i>Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided.</i></p> <p>Open communication with parents is a key goal of the program. Parents receive information about GATE identification and program through seven main venues:</p> <ol style="list-style-type: none"> <li>Letters with GATE information are mailed home.</li> <li>An Individual Learning Plan for each GATE student is developed with the parents at fall conferences and reviewed in the spring.</li> <li>A quarterly GATE newsletter is mailed to each GATE family. This contains information on gifted children as well as updates to the GATE program offerings and "parenting the gifted" articles (e.g. on perfectionism, working with your child's teacher, emotional sensitivity, etc.). Local events that may be of interest are posted, websites and books of interested are noted, and information from CAG is disseminated. Through the newsletter, students also have the opportunity to register for upcoming GATE events.</li> <li>The GATE Coordinator is available by phone and email to answer questions about</li> </ol>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. <i>The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation.</i></p> <p>In the fall an orientation informational meeting is held for incoming and interested returning GATE parents. A display of books, articles, and magazines (e.g., <i>The Gifted Communicator</i>, <i>Parenting for High Potential</i>) is available for parents to look at. A library of such material is available at the district office for parent checkout.</p> <p>Parents receive a regular GATE newsletter and may sign up for a GATE email update group. The GATE page on the website is regularly updated with new information.</p> <p>b. <i>The products and achievements of gifted students are shared with parents in a variety of ways.</i></p> <p>Parents stay informed about their child's progress through conferences and portfolios available at back-to-school nights. The products and achievements of gifted students are also shared through the GATE website (e.g., BiMathlon student productions, Academic Scavenger Hunt results), performing arts presentations (e.g., Honor choir and Abracajazz Band performances, school theatrical productions) school board presentations, and parent participation in or visitation to GATE classes and/or events (e.g., Spanish class, art, Bodega Bay</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>a. <i>Parents are involved in the development of the application and/or school site plans related to GATE programs.</i></p> <p>The GATE committee is encouraged to participate in writing the GATE plan, and it is discussed and evaluated at the year-end meeting. One or more parents participate on the GATE Plan Writing Committee, and a parent co-signs the GATE Application. The GATE Plan is always available upon request at the district office and on the website.</p> <p>b. <i>The talents of GATE parents and other community resources supplement the core and the differentiated curriculum.</i></p> <p>In addition to serving on the GATE committee, parents serve as valuable supplementary instructors for the program. They are actively involved in Junior Great Books and in Odyssey of the Mind and help with the annual Academic Scavenger Hunt. They volunteer to teach after-school classes that supplement the core curriculum (e.g., biology, birding, physics, creative writing, art). Non-parent community members also are sought and involved in our enrichment program, teaching after-school classes. Examples include Geology, Astronomy, Math Art, Rocketry, and Lego-Robotics. Parents are welcome and encouraged to come to all GATE events, to either observe or participate.</p> <p>The program also collaborates with the Sonoma County Office of Education, working with their</p>

<p>the program and about gifted education. The coordinator's name, phone number, and email address are widely advertised, and parents are encouraged to call or come in with questions.</p> <ol style="list-style-type: none"> <li>5. Parents are encouraged to join the GATE Email Network to receive timely information on GATE issues, at the district, regional, and state levels.</li> <li>6. Information on the district GATE program, events, and a GATE article of the month are available on the district website.</li> <li>7. Articles on GATE and the district GATE program are published in school newsletters as topics arise.</li> </ol> <p>Translation is available on an as-needed basis.</p> <p><b>b.</b> <i>The district's state application is available to parents and the community.</i></p> <p>The district GATE Plan is available to all parents and the community at the district office and will be available on the school website.</p> <p><b>c.</b> <i>GATE parents are involved in the ongoing planning and evaluation of the GATE program.</i></p> <p>GATE parents are actively involved in planning and evaluations are solicited each year. Input is sought not only from the GATE Committee, but from all parents through parent events and the email GATE Information group.</p>	<p>Birding/Tidepooling excursions).</p>	<p>technology department to provide students with the BiMathlon math days and support for the technological aspects of the GATE Certification Program.</p> <p>The GATE 3<sup>rd</sup> Grade Math Fair was presented with a Jack London Award for Educational Innovation from Sonoma State University in 2007.</p> <p><b>c.</b> <i>Partnerships between the GATE program and business and community organizations are established.</i></p> <p>The district works to increase communication and partnerships with community organizations and businesses. Examples either initiated by or affecting GATE include:</p> <ul style="list-style-type: none"> <li>▪ The GATE program partners with the Sonoma County Library staff to provide a parent training night, educating them in how to use resources for the Academic Scavenger Hunt.</li> <li>▪ Local businesses contribute prizes for the ASH winning teams.</li> <li>▪ Community members serve as judges at Odyssey of the Mind tournaments, and local businesses set aside recyclable materials for use by participating teams.</li> <li>▪ Local professionals teach after school enrichment classes and compile the Rincon Valley Writers Anthology.</li> <li>▪ A local printing company and businesses underwrite and discount services in publishing the GATE Rincon Valley Writers' Anthology and school writing projects to keep the cost accessible to all participants.</li> <li>▪ Several parent groups support school site lunch time book clubs by providing novels for no cost to the students participating.</li> <li>▪ Local astronomy groups put on STAR Nights at several schools and Sonoma State's Biology department assists with squid dissection in GATE classrooms.</li> </ul>
<p>6:2 An active GATE advisory committee with parent involvement is supported by the district.</p>		

Minimum Standards: One year approval	Commendable Standards: Two year approval	Exemplary Standards: Three year approval
<p><b>a.</b> <i>Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year.</i></p> <p>Parents and community members are an integral part of the Rincon Valley GATE program and serve on the GATE Committee. The district GATE plan and state statutes on gifted education are discussed and the committee annually reviews the GATE Recommended Standards for Gifted Education.</p> <p><b>b.</b> <i>The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education.</i></p> <p>Topics for parent education are often suggested by the GATE Advisory Committee and information is shared both at meetings and during parent nights and topical issues are posted on the website and included in the GATE Newsletter.</p> <p><b>c.</b> <i>Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.</i></p> <p>Every effort is made to attract a wide representation from the parent population on the GATE committee, and principals and advertisements in the GATE newsletter are used to promote involvement from varied schools and diverse populations. A schedule of meetings for the year is established in the fall, with reminders and agendas mailed before each meeting and posted on the website. Information about the GATE Committee meetings is also included in the GATE Newsletter.</p>	<p><b>a.</b> <i>A parent member of the GATE advisory committee cosigns the district's state application.</i></p> <p>A parent cosigns the GATE state applications.</p> <p><b>b.</b> <i>Parents participate in the GATE advisory committee which meets on a regular basis.</i></p> <p>The GATE Advisory Committee meets four times a year. All GATE parents are encouraged to attend and parent representation is always present at the meetings.</p> <p><b>c.</b> <i>GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education.</i></p> <p>The GATE Coordinator regularly brings information on research and copies of current articles related to Gifted Education to the committee meetings. Whenever possible, these are also posted on the website for all parents to view. The GATE coordinator also offers to attend school site parent groups and/or Site Councils at least once during the year to talk about the GATE program and answer questions.</p> <p><b>d.</b> <i>The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education.</i></p> <p>The education of parents, staff, and the community in matters of gifted education is a high priority. When held nearby, parents are encouraged to attend CAG Parenting Institutes, GATE events given within the district and regionally, and whenever possible, funds are made available to send 1 to 2 parents from the GATE Committee to the CAG Conference. As an example, Rincon Valley worked with the Santa Rosa District and CAG in 2007 to bring Barbara Clark to present on Brain Research and the Learning Environment. This event was open to GATE parents, staff, and the community from all areas surrounding Santa Rosa.</p> <p><b>e.</b> <i>The district GATE coordinator and the district GATE advisory committee solicit community</i></p>	<p><b>a.</b> <i>The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.</i></p> <p>Parents of special needs students are encouraged to participate on the GATE Committee. During the past two years, parents of a gifted English Learner and a twice-exceptional student were members of the committee. Meetings are generally held at the district office, though they are occasionally moved to school sites when appropriate.</p>

	<p><i>support.</i></p> <p>Community support is actively sought to provide instructors for enrichment classes (e.g., non-parent community members who lead classes in physics, geology, and biology), provide avenues for performance (e.g., Honor Choir performing for the Rotary Club, community etc.), support for Odyssey of the Mind, and for contributions for awards (e.g., participation awards for the Academic Scavenger Hunt) or discounts (e.g., printing of the GATE Writer's Workshop book).</p> <p>The GATE program is partly funded through a Parcel Tax. Passage of this tax occurred in part because of its support for gifted students.</p>	
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## Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (EC 52212[a][1])

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a.</b> <i>All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development.</i></p> <p>The GATE Coordinator, along with the Assistant Superintendent of Curriculum, completes an annual review of the GATE program, with input from teachers, principals, parents, and students. The GATE committee meets to discuss problems, ideas, and concerns about the program. Results of the evaluation are used to modify and improve the program. School surveys sent home solicit parent feedback on GATE services and seek comments.</p> <p>Components of the evaluation include:</p> <ul style="list-style-type: none"> <li>▪ Identification process and criteria</li> <li>▪ Goals of the program</li> <li>▪ Demographic comparison (GATE / District)</li> <li>▪ Teacher needs and options for training in differentiation and needs of gifted learners</li> <li>▪ Fiscal allocations</li> <li>▪ Additions and deletions to the supplementary programs and classes</li> <li>▪ Data on student performance and participation in GATE events</li> </ul> <p><b>b.</b> <i>The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their</i></p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a.</b> <i>Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation.</i></p> <p>The GATE Coordinator has expertise and experience in gifted education; the Assistant Superintendent is experienced in the evaluation process.</p> <p><b>b.</b> <i>The program contains a clear description of performance expectations at each grade level.</i></p> <p>While performance expectations are not delineated for GATE students by grade level, elements are in place that help define expectations for these students.</p> <ol style="list-style-type: none"> <li>1) The district has developed grade level standards at a minimum level for advancement, which are assessed twice a year in January and May.</li> <li>2) All GATE students pre-test with their grade level standards in October instead of in January and if passed at a high enough level are exempt from testing in May.</li> <li>3) This pretesting is used as formative information in the development of classroom expectations and yearlong goals for each student in the Individual Learning Plan.</li> </ol> <p><b>c.</b> <i>Criteria for levels of performance or rubrics are used as part of the assessment process.</i></p> <p><b>d.</b> <i>The assessment process includes strategies that</i></p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a.</b> <i>Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level.</i></p> <p>The criteria used in assessing the GATE program are based on the California Standards for Gifted Education, NAGC standards, and best practices as delineated in gifted literature.</p> <p>Grade level criteria are based on district standards assessed early in the year to provide a basis for evaluating student growth.</p> <p><b>b.</b> <i>The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.</i></p> <p>Program evaluations are conducted annually and are used directly for program improvement. They include assessments of program strengths and weakness (e.g., demographic areas needing improvement, professional development areas to be addressed, extra-curricular enrichment and communication strengths).</p> <p>Examples of program changes directly resulting from the annual evaluations during the past three years include:</p> <ul style="list-style-type: none"> <li>▪ redefinition of identification criteria</li> <li>▪ more extensive parent assessment forms</li> <li>▪ clarification of teacher assessment forms</li> <li>▪ pre-testing of GATE students with district</li> </ul>

<p><i>intended purpose.</i></p> <p>Student participation in GATE enrichment records; teacher, parent, and student surveys; teacher in-service needs; district GATE goals; demographic data; and disaggregated achievement data are used in analyzing the program.</p> <p><i>c. The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.</i></p> <p>Teachers and parents revisit the child's ILP in the spring to assess whether or not the objectives set forth have been achieved. Where appropriate, teachers work with students to design GATE projects that culminate in an oral presentation with visuals, a computer presentation, written projects, video demonstrations, or teaching a lesson to other students. Teachers develop informal rubrics to assess the results of these GATE projects based on expectations discussed with the students during the course of the project's development.</p>	<p><i>parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.</i></p> <p>A key element in assessing student achievement is the Individual Learning Plan. The creation of the plan takes place with input from teacher, student, and parent. The classroom strategies and goals delineated in the plan are individually created, though clusters of GATE students may have overlapping ones. At the middle school level, the student plays a greater role in the ILP's development and student assessment is accomplished in part by the development of a year-long portfolio.</p> <p><i>e. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program.</i></p> <p>An annual GATE report, including the program assessment and evaluation, is presented to the school board in June. The results of the assessment are discussed with parents at the GATE Advisory Meeting in May, with administrators at meetings with the Superintendent and Assistant Superintendent of Curriculum, and during Advisory Committee sessions with principals.</p> <p><i>f. Districts provide resources for program assessment.</i></p> <p>Resources used for program assessment include:</p> <ul style="list-style-type: none"> <li>▪ access to student demographic data</li> <li>▪ access to CST data</li> <li>▪ on-line surveys for parents, teachers, and students</li> <li>▪ computer and printing equipment for GATE Coordinator's use</li> <li>▪ access to local test data</li> </ul>	<p>standards</p> <ul style="list-style-type: none"> <li>▪ the inclusion of Latin as an enrichment opportunity</li> <li>▪ release days for all new teachers for GATE training</li> <li>▪ the development of the GATE Certification Program</li> </ul> <p><i>c. Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.</i></p> <p>The district allocates personnel and time for an annual GATE assessment and evaluation process. This includes on-line surveys of all stakeholders, facilities and means for demographic comparisons, commitments to planning meetings by administrators and teachers, GATE Coordinator time and expertise, and access to other personnel as needed.</p>
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## Section 8: Budget

District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (EC 52209 and 52212 [a][1], [2], [3])

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p><b>Minimum Standards: One year approval</b></p> <p>a. <i>Gate funds and/or funding sources are used to address: professional development; direct student services; district coordination; student identification.</i></p> <p>GATE funds are used for:</p> <ol style="list-style-type: none"> <li><b>Professional development:</b> Conference or Institute attendance, training in Junior Great Books, release time for GATE training (substitutes), materials for professional development (books and videos), resource materials for teachers and parents.</li> <li><b>Direct student services:</b> Materials for after-school enrichment classes, fees for Odyssey of the Mind, materials for the BiMathlon, music, etc., transportation for field trips (i.e. performing arts and Abrajazz tours), instructors for supplementary classes in Spanish, Latin, Creative Writing, &amp; Art.</li> <li><b>District-level coordination:</b> The salary and benefits for a 5-hour/day district GATE Coordinator, equipment (i.e. computer and software), and training and resources for the district coordinator (i.e. Conference attendance, books on gifted education, memberships in CAG and NAGC.)</li> <li><b>GATE student identification process:</b> Tests (Raven Progressive Matrices) (The testing, referring, and staff in-service on testing costs are covered under district-level coordination. Mailing costs are provided by other district funds.)</li> </ol> <p>b. <i>Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners.</i></p> <p>No GATE funds are used to supplant district funds spent on gifted learners.</p> <p>The district also contributes additional funding to support the GATE program Coordinator, staff development, and covers duplicating and mailing costs.</p>	<p><b>Commendable Standards: Two year approval</b></p> <p>a. <i>Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.</i></p> <p>The GATE Coordinator's hours are allocated at five out of the seven for GATE. Flexibility is incorporated into the job, however, so that the complexities and demands of the GATE program can be met. The GATE Coordinator's salary is paid out of multiple sources, including the local Parcel Tax, so as to not deplete the GATE allocation.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>a. <i>The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.</i></p> <p>Students who are identified for the GATE program may also be served through other categorical programs in the district, such as EL, RSP, etc. Currently several students identified for GATE also receives services from RSP and EL. In addition, at the targeted Title I schools the grouping practices allow periodic reduced student to teacher ratios which can then be used for targeted instruction.</p> <p>All expenditures for GATE at the Rincon Valley Charter middle school are funded out of charter funds – not out of the GATE budget. Student programs and teacher training are coordinated with the elementary schools, so there is no differentiation between the benefits accrued; the funding for GATE expenses, however, is kept separate.</p>

- c. *There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget.*

The district GATE program is coordinated by a single individual on a 5-hour/day basis. The salary and benefits of the coordinator are covered by the district through a Parcel Tax and other funding, allowing greater use of GATE funds for staff development and program needs. Site Lead GATE teacher's expenses (release days, floating substitutes for teacher collaboration and support) are paid out of the GATE budget.

- d. *Carry-over monies are minimal and maintained within the district GATE accounts.*

Carryover monies are minimal and are kept within the GATE program. Occasionally they are built up and used to cover large-item one-time expenses: consultants, equipment purchases (e.g.. computer, software) etc.

- e. *Indirect costs do not exceed state limitations.*

The indirect costs do not exceed the state limit of 3%.

## APPENDIX I 2008-09 GATE PROGRAM EVALUATION

Local educational agencies (LEAs) are required to develop a plan for evaluating various components of their GATE program including an annual review of pupil progress and administration of the program and procedures for modifying the program based on the annual review. (CCR, Title 5, 38311[j][5][6]) LEAs submitting applications for renewal of their GATE authorization are required to submit a program assessment. (EC 52212[a][1])

LEAs submitting applications for renewal of their GATE program authorization are required to submit a program assessment. The assessment should include data and information related to the following: (1) Review of student academic progress, (2) Review of the administration of the GATE program, and (3) Procedures for modifying the district's GATE program based on the annual review(s). Provide an evaluation report that includes data and information identified in items 1-3 below. Include any additional data or information related to the district's program evaluation plan identified in Section 7 of the district's previously approved GATE application. (The evaluation report is limited to six pages.)

### 1. Review of Student Academic Progress

*Provide a brief narrative that summarizes data and information related to the academic progress of GATE students utilizing the Standardized Testing and Reporting (STAR) testing data or analyzing data over multiple years for one or more of the following:*

- *Analysis of the academic achievement of GATE students on the California Standards Tests (i.e., percent of GATE students scoring proficient and/or advanced on the STAR testing for English/language arts, mathematics, and science compared to overall district student results. Available at <http://star.cde.ca.gov/>.*
- *Analysis of the academic achievement of GATE students on the California Achievement Test (CAT 6) for grades three and seven (i.e., percent of GATE students scoring at or above the 50th and/or 75th percentile in reading, language, and mathematics compared to overall district student results. Available at <http://star.cde.ca.gov/>.*
- *Analysis of the academic achievement of GATE students on local tests compared to results for district students.*
- *Other information related to the academic achievement of GATE students.*

### English Language Arts Comparison: Percent scoring proficient or advanced in a longitudinal view of the current GATE and district populations.

Current Grade Level	GATE						District					
	2004		2005		2006		2004		2005		2006	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
3					15%	83%					39%	33%
4			17%	82%	33%	67%			35%	43%	40%	26%
5	27%	71%	33%	64%	13%	85%	42%	28%	39%	26%	28%	47%
6	27%	71%	12%	87%	14%	78%	40%	27%	27%	49%	33%	39%
7	15%	77%	14%	86%	7%	93%	38%	32%	36%	35%	34%	30%
8	50%	50%	--	100%	8%	92%	47%	19%	47%	28%	34%	43%

**Mathematics Comparison: Percent scoring proficient or advanced**

Current Grade Level	GATE						District					
	2004-05		2005-06		2006-07		2004-05		2005-06		2006-07	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
3					2%	98%					36%	42%
4			10%	90%	11%	87%			28%	54%	27%	53%
5	13%	85%	5%	95%	9%	91%	35%	46%	30%	48%	30%	46%
6	5%	93%	12%	88%	26%	74%	32%	51%	29%	51%	39%	38%
7	--	92%	7%	93%	21%	79%	25%	37%	41%	41%	47%	23%
8	--	100%	--	100%	8%	92%	53%	25%	50%	25%	30%	38%

**Science Comparison: Percent scoring proficient or advanced (cohort unmatched, minimal data available in the GATE program)**

Grade Level	GATE						District					
	2004 n=2		2005 n= 11		2006 n=71		2004		2005		2006	
	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Advanced
5	50%	0%	64%	36%	41%	51%	47%	11%	40%	12%	43%	22%

**CAT 6 Comparisons:**

	2006				2007			
	GATE		District		GATE		District	
	Grade 3	Grade 7	Grade 3	Grade 7	Grade 3	Grade 7	Grade 3	Grade 7
CAT/6 Reading								
% Scoring above 75 <sup>th</sup> NPR	63	73	29	48	63	83	32	47
% Scoring above 50 <sup>th</sup> NPR	94	100	58	73	92	100	62	77
CAT/6 Language								
% Scoring above 75 <sup>th</sup> NPR	75	100	32	53	71	92	35	49
% Scoring above 50 <sup>th</sup> NPR	94	100	63	71	98	100	71	64
CAT/6 Mathematics								
% Scoring above 75 <sup>th</sup> NPR	94	80	50	34	86	100	52	53
% Scoring above 50 <sup>th</sup> NPR	98	100	75	70	99	100	80	79
CAT/6 Spelling								
% Scoring above 75 <sup>th</sup> NPR	67	47	30	33	65	75	39	31
% Scoring above 50 <sup>th</sup> NPR	98	93	70	78	93	92	77	56

Assessment data confirm the fact that the majority of the GATE students are performing significantly above both the state and the district averages. This performance remains consistent throughout the grades, indicating that the instruction in the upper grades is challenging the students enough to have them make continuous growth.

**Local Pre-testing of district standards:**

Each GATE-identified student in grades 3-6 is pretested with the District Standards in October. Percent achieving above 80% correct in the last two years:

Grade	2006			2007		
	Reading	Language Arts	Mathematics	Reading	Language Arts	Mathematics
3	54%	42%	51%	95%	75%	83%
4	68%	54%	38%	65%	75%	58%
5	34%	36%	18%	56%	49%	25%
6	57%	75%	49%	89%	78%	46%

The pre-testing of the GATE students indicates that many of them begin the year having at least a working knowledge of the grade level standards. Knowing this the teachers are able to both develop Individual Learning Plans for their students and identify in which areas the students may need compacting and greater depth and complexity. The district will continue pretesting all GATE-identified students.

**2. Review of the Administration of the GATE Program:**

*Provide a review of the administration of the GATE program that includes data for one or more of the following:*

- *Analysis of administrator, teacher, parent, and student satisfaction surveys and/or interviews related to implementation of the various components of the GATE program. (Do not attach surveys.)*
- *Analysis of the effectiveness of the district's referral and identification methods to ensure that pupils from economically disadvantaged and varying cultural and linguistic backgrounds are provided with full participation in the GATE program including the following:*
  - *Analysis of GATE student demographics data compared to district student demographic data (available at <http://data1.cde.ca.gov/Dataquest/>).*
  - *Analysis of socio-economic data for GATE students compared to data for district students, i.e., percent of identified GATE students on the Free and Reduced-Price meals program compared to data for district students. The district data for student participation in the Free and Reduced-Price Meals program is available at <http://www.cde.ca.gov/ds/sh/sn/>. Data regarding GATE student participation in the Free and Reduced-Price meals program is available at the district.*

**Surveys:**

In the June 2007, on-line surveys were conducted of all stakeholders: teachers, administrators, parents, and students. Results indicated that overall, parents and students were satisfied with the program and the year. Parent education, program coordination, enrichment, professional development, and communication were seen as strengths of the program. Weaker areas were in consistently developing the Individual Learning Plans and the following-up in the spring and in reliably clustering the GATE students. In 2007-08, efforts were made to provide release time for the GATE teachers with the GATE Lead teachers at each school site, both

in the fall and in February, in order to have time both for plan development and evaluation. In 2007-08 more GATE students were clustered.

In spring 2008, follow-up surveys were conducted with teachers and parents focused on GATE plan development and areas of professional development need. The important elements that all parties deemed essential to focus on were an emphasis on critical thinking, depth of understanding, teacher training, and curriculum and extracurricular additions and enrichment. Areas of weakness were in the consistency of classroom instruction at a high level – not all GATE students are able to be placed with teachers having the greatest training in GATE strategies.

The District will continue to offer staff development in differentiation and opportunities for further training at events through CAG and ASCD.

A need for further training in the incorporation of technology into the curriculum and further efforts to instill global awareness in the students was also indicated.

### Demographic Data

In 2007-08, 9% of our GATE students were designated low SES. This compares to 23% in the district. In 2006-07, the percentage of low SES GATE students was nearly the same – 8.5%.

Table of four largest demographic groups in the district:

Demographic Group	2005-06		2006-07		2007-08	
	GATE	District	GATE	District	GATE	District
Hispanic	5.4%	17.7%	7.4%	17.8%	9.2%	19.2%
Asian	8.3%	5.7 %	11.3%	5.9%	11%	5.9%
African American	.6%	3.6%	.4%	3.9%	1%	3.6%
White	83.5	69.7%	79%	68.2%	75%	66.9%

The Rincon Valley District is growing in diversity, although still predominantly white. While still not equivalent to the district demographic population, there is consistent growth in the identification of students from varying cultural backgrounds over the years. Continuing use of non-traditional options for GATE identification (non-verbal testing, portfolios, parent and teacher assessments), and professional development in characteristics of gifted students in traditionally underserved populations should maintain this growth. Efforts should be made to provide specific information to those schools and teachers with the majority of the underserved populations.

### 3. Procedures for Modifying the District GATE Program Based on the Annual Review(s):

*Provide information regarding the district’s plan for modifying the GATE program based on the annual review for each of the various program components listed below. Identify program strengths, needs, and improvement goals.*

The following is a brief summary. The program assessments and evaluation of the resulting indicated needs were used to develop the GATE Plan described in the application above. **For more detail, please see the indicated sections in the total GATE plan.**

### **Section 1: Program Design**

- GATE Program Strengths – Coordination, clustering, enrichment programs, in-class differentiation, Individual Learning plans
- GATE Program Needs – more consistency in clustering and in matching cluster to teaching staff; follow-up on ILPs
- GATE Program Improvement Goals – to continue the goal of clustering with trained teachers; provide resources to increase evaluation of ILP effectiveness in the spring through release time and spring conferencing.

### **Section 2: Identification**

- GATE Program Strengths – multiple means for identification, ongoing identification (not-limited to specified time during the year or grade)
- GATE Program Needs – further communication with teachers to make sure they understand the identification process and criteria;
- GATE Program Improvement Goals – Continue to search for under-represented populations; continue staff training in identification

### **Section 3: Curriculum and Instruction**

- GATE Program Strengths – Widespread use of depth and complexity, increasing use of universal themes, pre-testing, development of ILPs
- GATE Program Needs – greater teacher use of critical thinking strategies, analogies, training in differentiation and continuous assessment, more in-depth use of gifted strategies such as depth and complexity and universal themes.
- GATE Program Improvement Goals – Continue recruitment for participation in the GATE Certification Program; district in-service opportunities in differentiation and critical thinking

### **Section 4: Social and Emotional Development**

- GATE Program Strengths – parent workshops, element of S/E needs in teacher training, communication with special services department, availability of lending library focused on S/E issues.
- GATE Program Needs – in-service with counseling staff; parent request for support group
- GATE Program Improvement Goals – make meeting with counseling staff an annual fall event; work to create greater opportunities for parents to meet

### **Section 5: Professional Development**

- GATE Program Strengths – district support for inclusion of GATE strategies and differentiation in staff development; district support for conference attendance and awarding of in-district hours for certification and GATE Class attendance.
- GATE Program Needs – involvement of more teachers in GATE classes and events
- GATE Program Improvement Goals – continue to advertise GATE-related events; work with curriculum staff to incorporate differentiation into staff inservice; work to educate principals on what to look for when observing classrooms

### **Section 6: Parent and Community Involvement**

- GATE Program Strengths – GATE information nights, email communication, GATE website, GATE newsletter, parent participation in enrichment classes.
- GATE Program Needs -- greater participation on committees; alliances with individuals and businesses in the larger community
- GATE Program Improvement Goals – work with principals and GATE lead teachers to have representation on the GATE committee from each school site; work with superintendent and parents to increase ties with the community.

### **Section 7: Program Assessment**

- GATE Program Strengths – knowledgeable staff, district support for assessment, resources (database with GATE records, Edusoft Assessment Management System, computer time, internet surveys, email contact with parents and staff), and that the program criteria is aligned with state standards and best practices described in literature on gifted education.
- GATE Program Needs – to get more data from within the classroom; incorporate assessment time required into coordinator's job
- GATE Program Improvement Goals – include varying forms of assessment in teacher training; schedule annual time for data collection and assessment

### **Section 8: Budget**

- GATE Program Strengths – District adds additional financial support for the GATE program; volunteers add value with little monetary expense
- GATE Program Needs – greater funding; expansion of community contacts to add to the program
- GATE Program Improvement Goals – increase in-district expertise of teaching staff for ongoing staff development; possible development of GATE fundraising through parent groups; increase collaboration with other districts to provide GATE events bringing in outside expertise.